



RESEARCH ARTICLE

ASSESSMENT OF THE IMPACT OF VALUES TAUGHT IN CIVIC EDUCATION ON JUNIOR SECONDARY SCHOOL STUDENTS' BEHAVIOURS IN OGUN STATE

T. T. OTUBANJO, , Y. O. ADEDIRAN

Department of Sociological Studies, Tai Solarin University of Education, Ijagun, Ogun State

ABSTRACT

This study assesses the impact of values taught in Civic Education on the behaviours of junior secondary school students in Ogun State. The research examines values such as equality, respect, honesty, unity, modesty, and civic engagement. The study finds examples of values taught in junior secondary school Civic Education; assesses the junior secondary students' level of comprehension of values taught in Civic Education; and investigates the impact of values learned in Civic Education on the behaviour of junior secondary school. Three research questions guided the study, focusing on the values taught, students' understanding, and the impact of these values on student behaviour. The study adopts a descriptive research design of a survey. The population consisted of all junior secondary school students, with a sample size of two hundred (200) participants drawn from five schools in Ijebu Ode Local Government Area of Ogun state. Samples were selected using a simple random sampling technique. Data were collected using an adapted structured questionnaire tagged 'Values in Civic Education and Behavioural Changes Questionnaire' (VCEBCQ), and analyses using descriptive statistics. The findings revealed high levels of understanding and application of values like equality (85%), respect (90%), and honesty (88%), but modesty and civic engagement showed moderate comprehension (78% and 55%, respectively). Students possess a high level of understanding of values in the area of respect, honesty, obedience, unity, and solidarity, and positive impacts of values taught in civic education on students' behaviour were discovered. Based on these results, the study recommends enhancing the curriculum by incorporating more practical activities such as role-playing and group discussions to reinforce these values, particularly civic engagement. Teacher training and parental involvement are also suggested to ensure students internalize and practice these values both in and out of school.

Keywords: Impact; values; civic education; behavior

Corresponding Author

OTUBANJO, T.T: E-mail Address: otubanjo1@gmail.com

Received: 15/12/2024; **Revised** 2/2/2025; **Accepted:** 21/2/2025; **Published:** 28/2/2025



1.0. INTRODUCTION

The erosion of civic responsibility, respect for laws, integrity, and active public participation has become a critical challenge in contemporary Nigerian society. Social vices such as examination malpractice, drug addiction, cultism, dishonesty, and lack of respect for authority are increasingly prevalent among teenagers, particularly in secondary schools. These behaviours, if left unchecked, threaten to undermine the moral fabric and developmental progress of the nation. The introduction of Civic Education in schools was, therefore, a strategic response by the Nigerian government to address these challenges and inculcate core values necessary for responsible citizenship and societal development. Civic Education, reintroduced into the Nigerian educational curriculum in 2007 as a compulsory subject at both the primary and secondary levels, aims to shape students into informed, responsible, and ethically sound individuals. This subject teaches essential values such as respect, honesty, accountability, equality, integrity, unity, modesty, and civic engagement, which are critical for fostering a peaceful and progressive society. As outlined by the Nigerian Educational Research and Development Council (NERDC, 2007), the objectives of Civic Education include creating awareness of citizens' rights and responsibilities, promoting political literacy, and instilling self-discipline, cooperation, and respect for others. Despite the inclusion of Civic Education in the curriculum, concerns persist about its effectiveness in shaping students' behaviour. Instances of social misconduct and deviant behaviours still abound, raising questions about the extent to which these values are understood and applied by students. For instance, while values like respect and accountability might be well understood, other values such as modesty and civic engagement may be less emphasized, leading to gaps in students' moral and civic development (Koseoglu, 2019). This gap highlights the need to evaluate the impact of Civic Education on students' behaviours to determine whether the subject is achieving its intended goals.

The goals of civic education in Nigeria have their roots in the general philosophy of education of the country. Civic Education aims to help the students acquire and learn to use the skills, knowledge, values, and attitudes that will prepare the young people to be competent and responsible citizens throughout their lives; create an awareness of the provision of the Nigerian constitution and the need for democracy; create adequate and functional political literates among Nigerians; sensitize Nigerians to the functions and obligations of



government; inculcate in the child the spirit of self-discipline, hard work, cooperation and respect for authority; and attain the Millennium Development Goals (MDGs) and the need to implement critical elements of National Economic Empowerment and Development Strategies (NEEDS) (NERDC, 2007). Civic Education recognizes the inculcation of values as the core area of civic education. This is why this study is interested in assessing the impact of values on students' behaviour.

Values taught in Civic Education, such as respect, equality, and honesty, play a pivotal role in shaping students' character. Respect, as noted by Patrick (2021), fosters harmonious relationships by promoting consideration for others, while honesty builds trust and integrity in both social and institutional relationships (Torney-Purta & Barber, 2021). Similarly, civic engagement encourages students to participate actively in their communities, which is vital for the development of responsible citizens (Levine, 2023). These values, when internalized, can significantly enhance students' social and moral growth, preparing them for their roles as future leaders and contributors to societal progress. Values in civic education help students to develop positive attitudes the students are one of the three key goals of Education in Nigeria. Education goes beyond the acquisition of knowledge, it also encompasses acquiring skills, values, and a positive attitude. Values involve learning about self and the wisdom of life by developing humanity in learners to care for others at large thereby redirecting schooling from being an "endless education" to having an impactful purpose (Varghese, 2017; Hill, 2018). Civic Education empowers students with values for emotional intelligence and compassion to succeed because value learning in school helps to project better role models as examples for students and covers the failure of many homes to teach the right values in preparation for future roles (Kueeh, 2020). Reyes (2019) asserted that values education is the core of a holistic life making a man humane to act responsibly.

Values taught to students in the area of civic education have an impact on student behaviour and this is one of interest of this study. Studies by Afifeh & Faragis (2024), Oderinde (2024), and Omotoso et al., (2017) have identified the potentials of civic education in improving the behaviours of students exposed to civic values. Sudha (2015) and Olatunde and Adeduntan (2021) have also revealed a relationship between value acquisition and students' environment and gender as well as teachers and values acquired by the students.



How much this study will reflect the conclusion of earlier studies or deviate from it is one of the reasons for conducting this study. However, despite the existence of the value areas in the civic education syllabus at the secondary school level, the student still gets involved in various antisocial activities which call into question their levels of comprehension and internalization of the contents of civic values taught in the school. This serves as one of the reasons for conducting this study.

Civic Education is essential for developing well-rounded individuals who are equipped with the values necessary for national cohesion, social responsibility, and ethical behavior. However, the extent to which these values are internalized and reflected in students' behaviour needs to be critically examined. This study, therefore, seeks to fill the gap by exploring the key values taught in Civic Education and their impact on junior secondary school students' behaviours in Ogun State, to provide actionable recommendations for enhancing the effectiveness of Civic Education in Nigerian schools.

Sudha (2015) examined the civic values of secondary school students about their home and school environment. Findings revealed that there is a significant difference in civic values among students based on gender. A significant relationship exists between values acquired in line with the school. Omotoso et al., (2017) examined civic education and social influence of senior secondary in Ilorin. It was discovered that civic education had a significant social influence on Secondary school students, society, and Nigeria at large. Olatunde & Adeduntan (2021) examined civic education and values learning. Civic Education and values: the challenges and quality communication. Revealed that teachers of civic education have persuasive skills in teaching values and civic education curricula in the area of values. Afifeh & Faragis (2024) examined the impact of citizenship education on student behavior. The results indicated a significant reduction in aggression and a significant improvement in problem-solving skills in the intervention group compared to the control group. Oderinde (2024) examined civic education as a panacea for moral decadence among senior secondary schools. The results emphasize how common moral decadence affects students in secondary school and how important it is to implement successful interventions in civic education. The paper also reveals that students who receive civic education are equipped with the knowledge and abilities needed to make ethical decisions because it instills values, virtues, and ethical decisions.



1.1. Statement of Problem

Civic Education in Nigeria aims to instill essential values such as equality, respect, honesty, and civic responsibility in students, thereby shaping them into responsible and engaged citizens. However, despite its inclusion in the junior secondary school curriculum, there is growing concern that many students still exhibit behaviours contrary to the values promoted by Civic Education. Instances of dishonesty, lack of respect, disengagement from civic duties, and other forms of social misconduct persist, particularly among teenagers, which raises questions about the effectiveness of Civic Education in achieving its intended goals. There is therefore the need to assess students' levels of comprehension and internalization and this is the gap this study wants to fill. This study seeks to assess the extent to which values taught in Civic Education are internalized and demonstrated by junior secondary school students in Ogun State, with a particular focus on understanding the areas where comprehension and behavioural outcomes fall short. Addressing this gap is critical to improving the overall effectiveness of Civic Education in promoting moral and civic responsibility among young learners.

1.2. Objectives of the Study

The main objective of this study is to assess the impact of values learned in Civic Education on the behaviour of junior secondary school students. The specific objectives are to:

- i. Find out the examples of values being taught in junior secondary school Civic Education.
- ii. Assess the junior secondary students' level of comprehension of values taught in Civic Education
- iii. and investigate the impact of values learned in Civic education on the behaviour of junior secondary school students.

1.3. Research Questions

The following research questions guide the study

- i. What are the examples of values being taught in junior secondary school Civic Education?
- ii. What is the junior secondary students' level of comprehension of values taught in Civic Education?



iii. What is the impact of values taught in Civic education on the behaviour of junior secondary school students?

2.0. Theoretical Framework

The theory that provides a framework for this study is the theory of moral development. Theories of moral development, such as Kohlberg's, emphasize the role of education in guiding students from self-interest to socially responsible behaviour. The theory was promulgated by Freud (1962). Moral development proceeds when the individual's selfish desires are repressed and replaced by the values of important socializing agents in one's life. This can be the child's parent, teacher, school and other socializing agent. The relationship between this theory and the study is that values taught in civic education have the aim of internalizing good values in students that will improve their behaviours in society

3.0. Research Method

This study adopted a descriptive survey research design to assess the impact of values taught in Civic Education on junior secondary school students' behaviour in Ogun State. The population of the study consisted of all junior secondary school students in Ijebu Ode Local Government Area. Five (5) junior secondary schools and two hundred (200) students constitute samples for the study. The schools and the students were selected using a simple random sampling technique. Data were collected using a structured questionnaire adapted from Narvaez (2016) and Levine (2022), focusing on key civic values such as honesty, integrity, accountability, and respect. The questionnaire used a combination of Yes/No responses and five Likert-scale items to measure students' comprehension and demonstration of these values. The method of analysis involved the use of descriptive statistics, including frequency counts and percentages, to analyze the responses.

4.0. RESULT AND DISCUSSIONS



The results are done combining the Strongly Disagree and Disagree were used as negative statements while Strongly Agree and agree were used as positive statements.

4.1. Research Question 1 What are the examples of values being taught in junior secondary school Civic Education?

Table 1: Values taught in civic education

S/N	ITEMS	SD	DA	N	A	SA
		%	%	%	%	%
1	Equality					
	I understand the importance of treating everyone equally.	5	5	10	45	35
2	Trustworthiness					
	I recognize the importance of being trustworthy.	6	4	10	50	30
3	Heritage					
	I appreciate my cultural heritage.	4	4	10	40	42
4	Respect					
	I show respect to my teachers and classmates.	3	2	5	40	50*
5	Honesty					
	I know why honesty is important.	4	3	5	38	50*
6	Modesty					
	I understand the importance of modesty.	8	7	7	40	38
7	Loyalty					
	I value loyalty to my friends and family.	5	5	5	45	40
8	Obedience					
	I know why following rules is important.	4	4	5	36	49
9	Integrity					
	I understand what it means to act with integrity.	6	5	6	40	44
10	Pride					
	I take pride in my achievements and contributions.	6	5	6	43	40
11	Unity and Solidarity					
	I participate in group activities and teamwork willingly.	5	4	5	42	44

The result of Table 1 on values taught in schools shows that item 4 which on respect stated that "I show respect to my teachers and classmates" recorded the highest percentage (90%) scores in the distribution. This



followed item 5 on honesty which stated that “I know why honesty is important” (88%). The least taught value in civic education among the junior secondary school is modesty with a percentage score of (78%). The findings show that students are taught all values topics in the syllabus.

4.2. Research Question 2 What is the junior secondary students’ level of comprehension of values taught in Civic Education?

Table 2: Students' levels of comprehension of values taught in civic education.

S/N	ITEMS	YES %	NO%
1	Equality		
	Do you understand the importance of treating everyone equally?	85	15
2	Trustworthiness		
	Do you recognize the importance of being trustworthy?	80	20
3	Heritage		
	Do you appreciate your cultural heritage?	82	18
4	Respect		
	Do you understand the value of respecting others?	90	10
5	Honesty		
	Do you understand the importance of modesty?	88	12
6	Modesty		
	Can you provide examples of modest behaviour?	72	22
7	Loyalty		
	Do you value loyalty to your friends and family?	85	15
8	Obedience		
	Do you know why following rules is important?	87	13
9	Pride		
	Do you feel pride in your achievements?	83	17
10	Unity and Solidarity		
	Do you understand the benefits of working together?	86	14

Table 2 on student’s level of comprehension of values taught in civic shows that respect, (90%) is the most comprehended, followed by honesty (88%). The low comprehended value is modesty (72%). In concrete terms, students have a high level of comprehension of all variables raised.



4.3. Research Question 3 What is the impact of values taught in Civic education on the behaviour of junior secondary school students outside the school premises?

Table 3: Impact of Values on students' behaviours

S/N	ITEMS	SD	DA	N	A	SA
		%	%	%	%	%
1	Equality					
	I treat all my classmates equally, regardless of their background	5	10	15	40	30
2	Honesty					
	I am honest when completing my schoolwork and exams	3	7	5	45	40
3	Respect					
	I regularly show respect to my teachers and classmates.	2	5	3	50	40
4	Integrity					
	I make decisions with integrity, even when no one is watching.	10	15	8	40	27
5	Civic Engagement					
	I participate actively in school or community civic activities.	15	20	10	30	25
6	Trustworthiness					
	My classmates trust me with responsibilities in group work.	5	10	3	45	37
7	Obedience					
	I follow school rules consistently.	10	12	5	43	30
8	Loyalty					
	I am loyal to my friends and classmates.	4	6	10	45	35

Table 3

Table 3 shows respondents' opinions implication of values taught in civic Education on students' behaviour. The finding shows the positive impact of values taught in Civic Education on students' behaviour in the area



of respect (90%), and trustworthiness (82%). However, an average impact of values taught in Civic Education on students' behaviour was recorded (55%)

4.4. Discussion of findings

This study assesses the impact of values taught in civic education on Junior secondary school students' behaviours in Ogun State. Finding on research question one revealed that students are taught values such as respect, honesty, obedience, equality, loyalty, equality, and trustworthiness. This finding is supported by the studies of Alabi (2021) and Adeoye (2022) who have found students demonstrating modesty and loyalty based on their experience in social studies and civic education classes. This finding might be because all sampled schools were exposed to all values-related topics in their school.

Findings of research question 2 on student's levels of comprehension of values taught in civic education revealed that values such as respect, honesty, obedience, equality, and trustworthiness are well comprehended and internalized by the students. This is supported by the findings of Nwachukwu (2021) and Okeke (2023) who found that levels of equality, trustworthiness, and heritage internalized by the students improve student understanding and application in real-life situations. This finding might be due to the teachers emphasizing comprehension which is necessary for students to pass the subject. The finding in concrete terms revealed high levels of comprehension of values taught in civic education by the student.

The findings of research question 3 on the impact of values taught in civic education on the behaviour of the student revealed a high impact of values taught on student's behavior in the area of respect, trustworthiness, loyalty, honesty, and equality. This finding is supported by the studies of Adeyemi, (2022); Oladimeji, (2021), and Ibrahim, (2020) who found civic education positive impact on students in the area of making students to be responsible, ethical, and socially conscious students. This finding in this study might be due to much emphasis that was laid on the key areas of respect, trustworthiness, loyalty, and honesty by the teacher in the classroom and within the school compound. However, the finding shows an unexpected finding in the



area of civic engagement. This showed that students' civic engagement within the school sample is still at an average level. This might be due to little attention put on students engaging in civic activities by the teacher.

5.0. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The study assesses the impact of value taught in civic education on junior secondary school students' behaviour in Ijebu-Ode, Ogun state. The findings revealed that students are taught values such as respect, honesty, obedience, equality, loyalty, equality and trustworthiness. This suggests that teachers in the selected school used the syllabus as a guide in teaching their students.

The findings revealed a high level of student comprehension and internalization of values taught in civic education in the areas of respect, honesty, obedience, equality, and trustworthiness. This suggests that most of the evaluations of the students are based on examining the levels of comprehension of the students.

In conclusion, the findings revealed a high impact of values taught on students' behaviour in areas of respect, trustworthiness, loyalty, honesty, and equality as well as average civic engagement of the students. However, areas that are taught in Civic Education like modesty and humility require additional focus to ensure comprehensive value education. Overall, civic education plays a vital role in developing responsible and ethical individuals.

5.2. Recommendations

- i. Teachers of civic education must follow the syllabus and cover all areas in teaching their students.
- ii. Teachers of civic education should also include not only comprehension in their mode of evaluation but also use other evaluation techniques such as observation to enhance student's internalization of value concepts in civic education.



- iii. Schools should incorporate more practical activities, such as role-playing and group discussions, to further reinforce values such as integrity and civic engagement, where moderate levels of comprehension were observed. This would allow students to practice these values in real-life situations, improving their application also to increase students' active involvement in civic engagement, schools should create more structured opportunities for students to participate in community service, debates, and leadership roles. This will help them better understand the importance of their role in society.
- iv. Teachers should undergo regular training to effectively teach and model values such as honesty, respect, and trustworthiness. Training in values-based teaching will help educators provide consistent examples of ethical behaviour, further enhancing student comprehension and behaviour. Schools should integrate value-based assessments into the curriculum, ensuring that students are regularly assessed not only on their academic performance but also on their application of civic values. This will encourage students to take values education more seriously.

Competing Interest

The author had declared that no conflicting interest existed regarding this paper.

REFERENCES

- Enu, D. B., & Esu, A. E. (2011). Promoting citizenship education through schools. *Journal of Educational Psychology*, 25 (2), 67-82.
- Falade, D., & Adelekan, A. (2010). Civic education and its role in student development. *African Journal of Education*, 22 (1), 45-60.
- Fafunwa, A. B. (2004). *History of education in Nigeria*. NPS Educational Publishers.
- Fakorede, M. (2015). Innovative approaches to civic education. *International Journal of Education*, 19 (4), 301-317.
- Giddens, A., & Sutton, P. (2010). *Sociology*. Polity Press.
- Hill, R. (2018). The influence of civic education on student behaviour. *Journal of Social Studies Education*, 14 (1), 12-28.



- Koseoglu, B. (2019). Impact of civic education on student behaviour. *Journal of Educational Research*, 34 (2), 123-145.
- Kuehn, L. (2020). Reforming civic education. *Education Reform Review*, 22 (3), 333-350.
- Levinson, M. (2014). No citizen is left behind. Harvard University Press.
- Nigerian Educational Research and Development Council (NERDC). (2007). National policy on Education (NPE). NERDC Press.
- Nwachukwu, C. (2021). _Equality and Trustworthiness: Concepts in Nigerian Junior Secondary Civic Education. *African Journal of Civic Studies*, 11(1), 23-38.
- Ogunkeye, P. (2012). Civic responsibility and youth. Lagos Academic Press.
- Okeke, I. (2023). Cultural Heritage in Education: Enhancing Student Engagement with Nigerian Traditions. *Journal of Education and Culture*, 18(1), 19-32.
- Okwuenu, G., & Anyacho, E. (2015). Evaluating civic learning outcomes. *Journal of Civic Education*, 29 (3), 212-229.
- Oyesiku, K. (2010). Civic education and social development. Ibadan University Press.
- Podolski, A. (2013). Role of civic education in society. *Global Education Journal*, 8 (4), 47-63.
- Reyes, M. (2019). Civic education and its behavioural impact. *Journal of Citizenship Education*, 36 (2), 159-175.
- Sharma, R., & Kaur, J. (2014). Strategies for effective civic education. *Journal of Educational Studies*, 31 (5), 91-107.
- Smith, A. (2020). Civic engagement in schools. Routledge.
- Varghese, P. (2017). *Teaching civic values*. SAGE Publications.
- Williams, J. (2021). Understanding civic education. Oxford University Press.