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CIVIC EDUCATION AND SOCIAL STUDIES AS VERITABLE  
TOOLS FOR SECONDARY SCHOOL STUDENTS MORAL  
VALUE ACQUISITION: TEACHERS PERSPECTIVE

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**Abstract**

This study focused on how Civic Education and Social Studies promote acquisition of moral values among secondary school students in Ekiti state of Nigeria. The population for the study consisted of all secondary school teachers in Ekiti state, while the sample comprised of 680 teachers selected from eight out of 16 Local Government Area of Ekiti State. Eighty five teachers were selected from each of the 8 Local Governments used for the study. Simple random sampling was used to select 5 schools from each local government. Simple random sampling was also adopted to choose 17 teachers from each school used for the study. The instrument for the study was a self-designed questionnaire titled "Civic Education, Social Studies and Moral Values Questionnaire (CESSMVQ). The validity of the instrument was determined through face and content validity procedures. The reliability was ascertained through test-re-test method and the reliability coefficient of 0.79 level of significance was obtained. Two research questions were raised and one hypothesis formulated and tested at 0.05 level of significance. The data collected were analysed

using Percentages and Pearson Correlation statistical tools. It was discovered in the study that the effect of Civic Education and Social Studies on moral values were statistically significant. It was therefore recommended that Civic Education and Social Studies should be taught at all levels of education for better acquisition of moral values, to revamp the dwindling national consciousness and project the image of the country.

**Key Words:** Civic Education, Social Studies, Moral Values, Veritable tools, National consciousness.

### Introduction

Nigeria is a heterogeneous nation blessed with different people of different ideas, norms, beliefs, attitudes and values that can be of advantage if positively utilized for the benefit of the citizenry. Moral values in Nigeria are in a state of collapse where corruption, embezzlement, armed robbery, kidnapping, wanton destruction of lives and property, injustice, dishonesty, rape, child/ women abuse and trafficking, examination malpractices, drug abuse, cultism, internet and other forms of fraud are the order of the day. It is believed that Civic Education which is a moral based study and Social Studies which has problem-solving approach to issues and societal problems, if they are properly taught could go a long way to promote acquisition of moral values among students and the people of the nation in general.

Values are essential needs of individuals, family and the society at large. It is to be rated as the embodiment of good traits such as responsibility, reliability, honesty, obedience, faithfulness, truthfulness decency and discipline. Values are positive ways of life of people that promotes their qualities as individual and as a group. Nakpodia (2010) defined values as those aspects of cultural practices that are cherished with high esteem in the society. Ezegbe (2012) described values are the attitudes an individual or the society holds with respect to worth or desirability. Ezegbe (2012) also noted that values are those things which are considered important upon which weight may be placed. Adegbite (2014) asserted that the lost of positive

values in human environment today have taken a worrisome dimension and if care is not taking, the long term effect on the entire human race will be more injurious than cancer.

In the same vein, Okafor (2004) described values as what determines a whole lot of conducts, attitudes and predisposition of human being. Okafor (2004) also stressed further that societal values influence and affect the total wellbeing of an individual and the nation. Omumi and Jerome (2007) described values as ideas which are shared by people about what is good or bad, right or wrong, desirable and undesirable. Olutayo and Akanle (2007) also agreed that values are the nexus that connects the past with the present and guides the future. Erinoshio (2008) defined values as accepted principles or standards of a person. Hornby (2010) associated high integrity with strict moral values and upright in character. Ndubueze (2013) noted that values indicate a wide range of ideas about the end that human-beings should pursue in live. Egbue and Alawari (2013) posited that values reflect a person's sense of right and wrong or what ought to be.

In his study, Olayiwola (2013) submitted that values can be good or bad depending on what the society cares about. Olayiwola (2013) discovered that Nigerians lack right societal values as a result of poor leadership, lack of moral integrity, culture of mismanagement of wealth, indiscipline, materialism, corruption, selfishness, intolerance and uneven distribution of wealth. Good value system ultimately produces good and sustainable development while bad value system produces bad, weak and unsustainable societies (Wikipedia 2012). Khilawala (2006) listed empathy, mutual respect, love, loyalty and honesty as the right societal value. Olayiwola (2013) encouraged Nigerians to discard ethnic loyalty, religious intolerance, indiscipline, corruption, selfishness, unfaithfulness and give way to right values for rapid national development.

In connection with low level of moral values in Nigeria, Oderinde (2009) identified lying, cheating, premarital sex, robbery, abuse of office, advance fees fraud, tribalism, nepotism, financial misappropriation, examination malpractices, drug abuse, thuggery, oil bunkering, human trafficking, abduction and suicide bombing

as some of the common societal vices in Nigeria. Adetoro and Omiyefa (2011) also observed that there is high rate of corruption, dishonesty, indiscipline, disrespect to elders and rules of law, ethnic and religious violence and indifference to duty in Nigeria. Oderinde and Yusuf (2012) opined that a great deal of change in the values, social, moral and religious life of Nigerians was as a result of their interaction with various people of the world. It was stressed further that the crimes and immoral practices engaged in by Nigerian youth is not done in this country only but also extended to foreign countries thereby tarnishing the image of Nigeria.

In the light of the facts stated above, Adetoro and Omiyefa (2011) advocated inculcation of the right kind of values through effective teaching of Civic or Citizenship Education. Agu (2010) also asserted that it is necessary to re-visit the process of inculcation of civics or citizenship education in primary and secondary schools in the face of fast dwindling national consciousness, human values and societal norms and attitudes. Adetoro and Omiyefa (2010) also acknowledged that Social Studies classrooms are places for teachers and students to rub minds together to re-examine ungrounded beliefs and values and find ways of changing them.

Civic Education is a vigorous attempt to teach morals, social and societal values, skills, knowledge, legal rights, honesty, norms, qualities expected of good and responsible citizens towards nation building. To produce good and responsible citizens, there is need for the educational system to lay emphasis on civic training and citizenship education (Falade 2008) Civic Education according to Shetu (2011) aims at ensuring the participation of well-informed and responsible citizens, skilled in the arts of effective action and also to develop the skills to use knowledge effectively

According to Nasir (2011) Civic Education is a form of education which is specifically designed in content and function to produce good, useful, responsible and informed active citizens of our great and dynamic nation. Ekwonwa (2010) saw Civic Education as aiming towards educating students to work towards the achievement of their country's national goals and sharpening of peoples' values. Corroborating the opinions above, Oladiti and Wahab (2013) mentioned that Civic Education incorporate some of the

objectives of Social Studies such as respect for the worth and dignity of each person, civility, integrity, self discipline, tolerance, compassion and patriotism.

However, the importance of Civic Education cannot be overstressed as Falade and Adelekan (2010) also emphasized in their study that the introduction of Civic Education in schools could go a long way to build civic and national values that could assist students to function well and contribute meaningfully to the society. Iyamu and Obiunu (2010) suggested the need for inculcation of desirable values and national consciousness in the youth for effective living. Civic Education in the schools is an urgent task considering the violent and militant nature of the current crop of youths (Akinola 2011). In his submission, Akinola (2011) noted that among the objectives of Civic Education are moral and civic virtues such as concern for the welfare rights and welfare of others, social responsibility, tolerance, respect for elders and believe in the capacity to make a difference. Akinola (2011) stressed further that effective Civic Education programme is needed to build responsible citizens among the youth. It was also submitted that Civic Education is required to develop in learners those values and skills that will make them responsible.

Social Studies as a subject bring about all round development in human beings. It encourages moral traits, values, such as responsibility, reliability, hard-work, humility, dedication to duties, patriotism, selflessness, discipline, integrity, dignity, social justice, self-reliance, religious tolerance, patience, perseverance, peaceful co-existence, respect for elders, other peoples' opinions and constituted authorities among others. Social Studies is a wholesome study of human beings that attempts to proffer solutions to crucial problems facing individuals and the society at large. Mesiobi (2011) saw Social Studies as a reformatory academic knowledge put forward to change citizens to be better people.

However, Oyawale (2012) noted that Social Studies is interested in how human beings behave and the values and ideas which a society cherishes and seek to achieve and how they live together to safeguard and solve problems of survival. Ozoba (2012) asserted that Social Studies is an interdisciplinary subject that deals with

concept generalization meant for national integration, socio-economic development as well as development of right attitudes and values which are needed for national unity. Adediran and Olugbuyi (2013) agreed that Social Studies teaches youth to imbibe the sense of inquiry, critical thinking, problem-solving, decision-making skills and national social actions which are essential tools for the survival and development of the individual in the society for easy co-existence.

In addition, Oyawale (2012) maintained that Social Studies education is to make students to be patriotic, socially responsible and good citizens by understanding the social milieu they are operating from. Ogundiran (2012) mentioned that Social Studies aimed at helping the younger generations and the society at large to address problem of vices such as drug abuse, environmental degradation, teenage pregnancies, sex related deceases, prostitution, violence, religious fanatics and examination malpractices. Adesina and Adeyemi (2008) saw Social Studies as the correct drug that could be used to heal the ailment of moral decadence. Social Studies according to Adediran and Olugbuyi (2013) will enable students to develop positive attitudes of togetherness, comradeship and cooperation which are essential for national unity.

According to Ukadike (2010) Social Studies inculcate appropriate values of honesty, integrity, hard work, fairness and justice at work in youths as its contribution to national unity. Mangal and Mangal (2011) also agreed that Social Studies assist in the development of social virtues, desirable ideals and moral values among students. Torpev (2013) noted that Social Studies was not just introduced to add subject to the existing ones in the school curriculum, it was basically brought for the purpose of solving pressing problems in Nigeria. Obah-Akpowoghaha (2013) also maintained that the knowledge of Social Studies is useful in rebranding and shaping the thinking patterns, social life, skills, attitudes and values of citizens towards a dynamic and progressive society.

One of the aims of Social Studies according to Abdu-Raheem (2009) is to promote citizenship ideas, norms and values that are essential for national development among students. Abdu-Raheem

(2009) also identified inculcation of healthy social attitudes in learners such as self-discipline, patriotism, kindness, courage, appreciation, endurance, open-mindedness, obedience, perseverance, sympathy, industry and selflessness as some of the objectives of Social Studies. Okwilagwe (2013) stressed that the position of Social Studies in the school system is to teach values, morals and good attitudes to youths. Oba-Akpowoghaha and Ogunmilade (2013) highlighted patriotism, obedience, discipline, loyalty, respect and self-confidence as some of the societal values to be inculcated through Social Studies.

However, observation shows that there is moral decadence and value degradation among Secondary School Students in Ekiti state. Moral values such as discipline, patriotism, honesty, responsibility, hard work, trust worthiness, respect for elders and constituted authorities, selflessness, confidence and integrity are no more visible among students in Ekiti state and Nigeria in general. Okwilagwe (2013) attested that both family and societal values are gradually eroded in Nigeria generally. However the dwindling level of moral and societal values, norms and attitudes have done a lot of havoc to socio-economic and political development of the nation and also tarnished the image of the country among the comity of the nations.

This study therefore investigated the extent to which Civic Education and Social Studies as value-oriented and value-projected studies have assisted in the reduction of vices and promotion of moral values among Secondary School Students in Ekiti state. Moral values such as honesty, patriotism, civility, obedience, respect to elders and rules of law cooperation, self-confidence, self-reliance, self-discipline, kindness and other positive values that can bring about promotion of the quality of citizens and the image of the country among the comity of nations.

### Research Questions

1. Does Civic Education promote moral values among secondary school students in Ekiti state as perceived by teachers?
2. Does Social Studies enhance moral values acquisition among secondary school students in Ekiti state as perceived by teachers?

### Hypotheses

1. There is no significant relationship between Ekiti state teachers' perception of Civic Education and Social Studies as veritable tools for moral values acquisition among secondary school students in Ekiti state.

### Methodology

A descriptive research design of the survey type was adopted for the study. The population for the study comprised of all secondary school teachers in Ekiti state, Nigeria, while the sample consisted of 680 teachers randomly selected from secondary schools in Ekiti state. Eighty five teachers were selected from each of the 8 out of 16 Local Governments in Ekiti state. Simple random sampling was used to select 5 schools from each local government. Simple random sampling was also used to select 17 teachers from each school used for the study. The instrument used was a questionnaire designed by the researcher titled Civic Education, Social Studies and Moral Values Questionnaire (CESSMVQ). The validity of the instrument was determined through face and content validity procedures by experts in Social Studies and Educational Management. The reliability of the instrument was ascertained through test-re-test method and the reliability coefficient of 0.79 was obtained. Two research questions were raised, one hypothesis generated was tested at 0.05 level of significance. The data collected were analysed using percentages and Pearson correlation statistical tools.

### Results

#### Research Question 1

1. Do Civic Education promote moral values among secondary school students in Ekiti state as perceived by teachers?

**Table 1: Impact of Civic Education on Moral Value Acquisition among Secondary School Students in Ekiti State as Perceived by their Teachers.**

S/N	Items	Strongly Agreed		Disagree d	Strongly Disagreed	Mean	Standard Deviation
1.	Civic Education serves as correcting device to curb immoral values among students in Ekiti state.	323 (47.5%)	223 (32.8)	134 (19.7%)	-	3.28	0.77
2.	Effective teaching of Civic Education leads to development of the right kind of values among students.	222 (32.6%)	430 (63.2%)	28 (4.1%)	-	3.29	0.54
3.	Civic Education is a vigorous attempt to teach moral, social and societal skills and knowledge.	351 (51.6%)	301 (44.3%)	28 (4.1%)	-	3.48	0.58
4.	It aims at teaching, legal rights, honesty, norms and qualities expected of good and responsible citizens.	491 (72.2%)	189 (27.8%)	-	-	3.72	0.45
5.	Civic Education is specifically designed to produce useful, responsible, reliable and reformatory citizens.	299 (44.0%)	254 (52.1%)	27 (4.0%)	-	3.40	0.57
6.	Civic Education aims at educating students to work towards the achievement of their country's goals.	273 (40.1%)	299 (44.0%)	108 (15.9%)	-	3.24	0.71
7.	Civic Education produces moral basis for value reorientation for the good conduct of individuals and groups in the society.	245 36.0	435 (64.0%)	-	-	3.36	0.48
8.	Civic Education is necessary in the face of fast dwindling national consciousness, human values and societal norms and attitudes.	162 (23.8%)	491 (72.2%)	27 (4.0%)	-	3.20	0.49
9.	Civic Education incorporated some objectives of Social Studies such as respect for worth and dignity of each person, civility, integrity, self-discipline, tolerance, compassion and patriotism.	376 (55.3%)	304 (44.7%)	-	-	3.55	0.50
10	Efficient and effective teaching of Civic Education is essential to re-examine and re-evaluate the low level of morals, and societal values, norms and attitudes.	328 (48.2%)	161 (23.7%)	-	-	3.04	0.72
	Percentage are enclosed in Parentheses						

Table 1 shows that 80.3% of the total agree of Civic Education can serve as correcting device to curb socio-political anomalies, 95% report that Civic Education leads to the right kind of values among youths, other contributions of Civic Education on moral values include: inculcating moral, social and societal skills (95.9%), teaching legal rights, honesty, norms and qualities expected of good citizen (96%), producing good, useful, responsible, reliable and informed citizen (96%), educating students to work towards the achievement of their country's goals (84.1%), providing moral basis for values re-orientation (100%), helping in the fast dwindling national consciousness (96%), effectiveness in re-examining and re-evaluating low level of moral values, norms and attitudes (100%).

Using a cut off of 2.50 for the rating scale, all the items had mean scores above the cutoff mean. This implies that Civic Education impact positively on moral values among secondary schools in Ekiti state.

### Research Question 2

Do Social Studies enhance moral values acquisition among secondary school students in Ekiti state as perceived by their teachers?

Table 2: Impact of Social Studies on Moral Value Acquisition among Secondary School Students in Ekiti State as Perceived by their Teachers

S/N	Items	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean	Standard Deviation
1.	Social Studies is a problem solving subject	427 (62.8%)	225 (33.1%)	28 (4.1%)	-	3.59	0.57
2.	It teaches youth to imbibe sense of inquiry and critical thinking.	299 (44.0%)	381 (56.0%)	-	-	3.44	0.50
3.	Social Studies is interested in values, ideas which a society cherishes.	274 (40.0%)	406 (59.7%)	-	-	3.40	0.49
4.	It inculcates in students act of patriotism.	302 (44.4%)	378 (55.6%)	-	-	3.44	0.50
5.	It encourages students to be socially and morally responsible.	382 (56.2%)	298 (43.8%)	-	-	3.56	0.50

6.	It aims at addressing problems of social vices in Nigeria.	219 (32.2%)	299 (44.0%)	162 (23.8%)	-	3.08	0.74
7.	Social Studies if properly taught can be useful to rebrand and reshape the thinking patterns of social lives	294 (43.2%)	224 (32.9%)	162 (23.8%)	-	3.19	0.80
8.	Social Studies is a reformatory academic knowledge put forward to change citizens to be better people.	379 (55.7%)	273 (40.1%)	28 (4.1%)	-	3.52	0.58
9.	Social Studies inculcates in students obedience, discipline, loyalty, respect and self-confidence.	297 (43.7%)	383 (56.3%)	-	-	3.44	0.50
10.	Social Studies can develop both ethical and moral values needed in the society.	298 (43.8%)	304 (44.7%)	78 (11.5%)	-	3.32	0.67
Percentages are enclosed in Parentheses							

The result in Table 2 shows that Social Studies contributed to moral value acquisition in terms of problem-solving (95.9%), teaching youth to imbibe sense of inquiry and critical thinking (100%), inculcating values and ideas (100%) inculcating act of patriotism in students (100%), encouraging students to be socially and morally responsible (100%), addressing problem of social vices (76.2%), re-branding and re-shaping the thinking patterns of social lives (76.1%), reformatory academic knowledge put forward to produce better citizens (95.8%) inculcating obedience, discipline, loyalty, respect and self-confidence in students (100%), develop ethical and moral values needed in the society (88.5%).

Using a cut off of 2.50 for the 4 point rating scale, all the items had mean scores above the cut off. This implies that Social Studies promote moral value acquisition among secondary schools students in Ekiti state.

### Hypothesis

There is no significant relationship between Ekiti state teachers' perception of Civic Education and Social studies as veritable tools for moral value acquisition among secondary school students in Ekiti state.

Table 5: Pearson Correlation of Civic Education and Social Studies

Variable	N	Mean	SD	$r_{cal}$	$r_{table}$
Civic Education	680	33.5588	3.22446	0.616	0.195
Social Studies	680	33.9897	2.68112		

$p < 0.05$

The result in Table reveals that  $r_{cal}$  (0.616) is greater  $r_{table}$  (0.195) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between Ekiti state teachers' perception of civic education, Social Studies as veritable tools for moral value acquisition among secondary school students in Ekiti state. The relationship between civic education and Social Studies is high, positive and statistically significant at 0.05 level.

### Discussion

The study confirmed that Civic Education is related to moral value acquisition among secondary school students in Ekiti state. The study is in connection with the work of Okam and Lawal (2011) who noted that Civic Education provide a moral basis for values reorientation for the good conduct of individual and groups in the society. The study is also in support of that of Akinola (2011) who noted that among the objectives of Civic Education are moral and civic virtues such as concern for the welfare rights and welfare of others, social responsibility, tolerance, respect for elders and believe in the capacity to make a difference. The study is in line with that of Oladiti and Wahab (2013) who posited that civic education incorporates some of the objectives of Social Studies such as respect for the worth and dignity of each person, civility, integrity, self discipline, tolerance, compassion and patriotism.

The study revealed that Social Studies has high relationship with moral values acquisition among secondary school students in Ekiti state. The study is related to Kinloch (2009) who observed that Civic Education has a role in preparation of future engaged citizens and Social Studies education can provide applied civic experiences

and opportunities for students to engage with their communities. The study is in agreement with that of Agu (2009) who asserted that it is imperative to teach and learn Civic Education in both Primary and Secondary schools in the face of dwindling level of national consciousness, social harmony and patriotic zeal in Nigeria. The study also agreed with that of Akintoye and Akintoye (2012) who identified obedience to the rules of law, patriotism and loyalty, positive contribution to security of the community and national development, honesty, tolerance, discipline, cooperation, protection of public property as some of the civic roles, duties or responsibilities of the citizens.

### Conclusion

Based on the findings of the study, it was concluded that Civic Education and Social Studies have greatly enhanced acquisition of moral values such as honesty, patriotism, civility, obedience, respect to elders and rules of law cooperation, self-confidence, self-reliance, self-discipline, kindness and other positive values among secondary school students in Ekiti state as perceived by the teachers.

### Recommendations

Based on the findings, the following recommendations have been made:

1. Students should endeavour to make use of the knowledge gained in the subjects in their practical and social lives.
2. Teachers should serve as role models to students by making use of the knowledge gained from Civic Education and Social Studies to improve their moral value.
3. Teachers should be hardworking, committed to their duties and teach the subjects with enthusiasm to attract the attention and interest of students for positive changes on their lives.
4. Parents should be alive to their responsibilities, complement the efforts of the teachers by teaching their children and wards moral values at home and discourage them from engaging in social vices.
5. Civic Education and Social Studies should be made general and compulsory courses to be offered by all students at all

levels of education for drastic and all round promotion of moral values among youth in Ekiti state and Nigeria as a nation.

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character (character education, moral education) and educating for citizenship (citizenship education, civic education) are explored, largely in a North American context. It is argued that, between moral education and character focus on the moral reasoning perspective of the former, we will focus mainly on the narrower domain of moral cognitive development, although we will turn to the broader domain of moral psychology as a. In response to societal questioning of moral values and policies, numerous approaches to socializing youth were proposed. One was moral education, as described above. Another was values clarification, a relatively short-lived but nonetheless highly influential approach that. Why do we study civic education? The purpose of each state civic program should be the creation of an effective system of ethical and legal education that would contribute to: the formation and development of humanistic personal orientations. The study and generalization of domestic and world experience in the education of youth in the spirit of democracy, freedom and human rights. Assistance in international cooperation of teachers. Read also. Top primary values and principles of constitutional democracy. This tool helps citizens speak both on their own behalf and within a certain group. Civic participation is built on the protection of individual and collective rights and on ensuring understanding of the obligations of each citizen to the society of which he/she is a part. Source: Legit.ng. Civic education in a democratic society most assuredly needs to be concerned with promoting understanding of the ideals of democracy and a reasoned commitment to the values and principles of democracy. That does not mean, however, that democracy should be presented as utopia. Democracy is not utopian, and citizens need to understand that lest they become cynical, apathetic, or simply withdraw from political life when their unrealistic expectations are not met. Social Studies education in Nigeria is a problem-solving school subject (Ogunyemi, 2003, 2005). It implies that the country requires not only citizens who can think critically and constructively, but also those with sound social, political, and environmental orientation. Social Studies as a discipline and as a way of life strives to equip the young learners with such knowledge, values, and skills through its contents and methods. Its content is rich and versatile, the methods diverse and unique. The Nigerian Social Studies program is designed to. This qualitative study employed a content analysis tool of relational analysis to assess the extent to which sustainability themes and concepts are reflected in the Social Studies courses of the College of Education in Nigeria. Moral education can be rendered at home, school, by tutors, elders and parents. It is best taught by practicing what is right and just in front of the kid. It is an education for all and can be done at each and every time. Schools should teach students about the alternatives fairly. And so it should be with every other major moral or civic issue that divides us—including religion. Hope it helps! 26.