

INFLUENCE OF CIVIC EDUCATION ON STUDENTS' GLOBAL AWARENESS IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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ABSTRACT

This study, titled "Influence of Civic Education on Students' Global Awareness in Senior Secondary Schools, Kaduna State, Nigeria," investigates how civic education affects students' understanding of global issues in senior secondary schools in Kaduna State. The study employed a survey research design and was conducted among senior secondary school students in the state, with a total population of 15,344 students. A sample of 400 students was selected using a combination of purposive, proportionate, and simple random sampling techniques. The study used a structured questionnaire titled "Civic Education and Global Awareness Questionnaire (CEGAQ)" to collect data. The questionnaire was validated by experts and pilot-tested, yielding a reliability coefficient of 0.85. Descriptive and inferential statistics were used for data analysis. The study found that civic education plays a significant role in enhancing students' global awareness, with students reporting an improved understanding of international issues such as human rights, climate change, and global peace. Recommendations include strengthening civic education curricula to foster greater global citizenship among students.

Keywords: Influence, Civic Education, Students, Global Awareness, Senior Secondary Schools.

Introduction

In an increasingly interconnected and globalized world, education plays a pivotal role in equipping students with the competencies required to navigate and address complex global challenges. Civic education, as an integral part of secondary school curricula, serves as a foundational platform for fostering students' awareness of global issues while promoting active, informed, and responsible citizenship (Adewale, 2023). Civic education, a fundamental component of secondary school curricula, is particularly critical in cultivating students' understanding of social, political, and economic dynamics both locally and globally. By equipping students with essential knowledge, critical thinking skills, and a sense of responsibility, civic education seeks to create informed, active citizens capable of participating in the decision-making processes that affect their communities and the world at large. As globalization accelerates, the need for students to develop a broader perspective on international relations, governance, human rights, and environmental sustainability has never been more urgent (Ogunbiyi&Adesina, 2023).

In Nigeria, civic education is embedded in the senior secondary school curriculum as a means of nurturing students who are well-informed about governance, human rights, international relations, and social responsibilities. Specifically, in Kaduna State, this curriculum seeks to cultivate responsible citizens capable of addressing not only local challenges but also global issues, such as environmental sustainability, economic inequality, and international conflicts (Yusuf & Bello, 2024). Through an emphasis on these areas, civic education aims to bridge the gap between theoretical knowledge and practical engagement in both domestic and international contexts.

Research underscores the importance of integrating global issues into civic education to enhance students' global awareness and prepare them for the demands of a rapidly changing world (Ajayi et al., 2023). Global awareness, which involves understanding the interdependence of nations and the multifaceted nature of global challenges, is regarded as a critical competency for 21st-century learners (Okoro & Chukwuma, 2023). However, the extent to which civic education effectively fosters global awareness in Nigerian schools remains underexplored, particularly in regions such as Kaduna State.

The inclusion of civic education in the senior secondary school curriculum aims to prepare students to be responsible citizens, aware not only of local matters but also of the broader global context. The curriculum integrates a variety of topics, such as governance structures, human rights, international relations, and social responsibility, to help students understand the complexities of the world they inhabit. Through the study of civic education, students are expected to gain insights into pressing global challenges, such as climate change, economic disparities, and geopolitical conflicts. This broadens their understanding and equips them to contribute meaningfully to global conversations and actions (Adeyemo, 2022; Ibrahim, 2024). Despite the potential benefits, the effectiveness of civic education in fostering global awareness remains an underexplored area, particularly within the Nigerian context. While global awareness is acknowledged as essential for today's youth, the implementation of civic education faces significant challenges, such as limited resources, inadequate teacher training, and curriculum content that may not fully address the complexities of global issues (Ogunbiyi & Adesina, 2023). These factors raise important questions about the degree to which civic education is achieving its intended outcomes in senior secondary schools in Kaduna State. Researchers assert that, despite the promising framework, the actual impact of civic education on students' global awareness has not been thoroughly assessed, especially in terms of its relevance and ability to engage students with current global challenges (Oluwaseun & Emeka, 2024). These challenges can significantly limit the ability of students to develop a nuanced understanding of global interconnections and their implications for local and international contexts. Therefore, it is imperative to assess the influence of civic education on students' global awareness in senior secondary schools in Kaduna State, with a focus on identifying strengths, weaknesses, and opportunities for improvement. This study aims to bridge the existing knowledge gap by examining the role of civic education in enhancing students' global awareness.

Objective of the Study

1. To determine the influence of civic education on students' global awareness in senior secondary schools in Kaduna State, Nigeria.

Research Question

1. What is the influence of civic education on students' global awareness in senior secondary schools in Kaduna State, Nigeria?

Null Hypothesis

1. There is no significant influence of civic education on students' global awareness in senior secondary schools in Kaduna State, Nigeria.

Method

This study employed a **survey research design**, which is commonly used in educational research to collect detailed and structured information about participants' perceptions, attitudes, and awareness levels. The survey design allows for a systematic examination of how civic education influences students' understanding of global issues, offering both breadth and depth of analysis (Creswell & Creswell, 2018; Fraenkel, Wallen, & Hyun, 2019). The population for this study comprised senior secondary school students in Kaduna State, Nigeria totaling 15344. A sample size of **400 students** was drawn from the population, which was determined to be sufficient based on the recommendation of Krejcie and Morgan's (1970) sample size determination table. The sampling process combined **purposive sampling, proportionate stratified sampling, and simple random sampling techniques**:

Purposive sampling was used to select schools offering civic education and representing urban, semi-urban, and rural locations to ensure diverse contextual representation. **Proportionate stratified sampling** ensured that the sample size from each school was proportional to the number of students in those schools. Finally, **simple random sampling** was employed to select individual students within the chosen schools, ensuring each had an equal chance of inclusion.

The study utilized a structured questionnaire titled "**Civic Education and Global Awareness Questionnaire (CEGAQ)**", which was developed based on the study objectives and research questions. The questionnaire comprised two sections: **Section A**: Demographic information (e.g., age, gender, and school location). **Section B**: Awareness levels regarding global issues such as climate change, human rights, and international relations. The instrument was subjected to a **content validation process** by three experts in educational measurement and curriculum development. Suggestions from the validation were incorporated to enhance the relevance and clarity of the items.

A **pilot test** was conducted with 30 students from schools not included in the main study sample. The pilot study aimed to establish the reliability and validity of the questionnaire. Using the **Cronbach's alpha coefficient**, the reliability of the instrument was found to be **0.85**, indicating a high level of internal consistency (Tavakol & Dennick, 2011). The researchers sought permission from school authorities and ensured ethical considerations such as obtaining informed consent from participants. Data collection was conducted in-person over a two-week period, ensuring adherence to standardized procedures for administering questionnaires.

The collected data were analyzed using both descriptive and inferential statistical methods: **Descriptive statistics** (mean, standard deviation) were used to summarize students' responses and identify trends. **Inferential statistics**, specifically a **one-sample t-test**, were

employed to test the study's null hypothesis and determine whether the mean awareness level of the sample differed significantly from a hypothesized population mean. The statistical analyses were performed using **SPSS version 27**, ensuring accurate computation and interpretation of results (Pallant, 2020). The significance level was set at $p < 0.05$.

Results

Research Question: What is the influence of civic education on students' global awareness in senior secondary schools in Kaduna State, Nigeria?

Table 1: Mean and Standard Deviations on Students' Perceptions of the Influence of Civic Education on Global Awareness

S/N	ITEM	SA	A	D	SD	MEAN	SDEV	Remark
1	Civic education increases awareness of global issues like climate change	120	150	80	50	3.92	1.07	Agreed
2	Civic education increases awareness of global issues like climate change	100	140	90	70	3.70	1.05	Agreed
3	Civic education increases awareness of global issues like climate change	110	160	70	60	3.85	1.10	Agreed
4	Civic education increases awareness of global issues like climate change	130	160	50	60	3.95	1.05	Agreed
5	Civic education increases awareness of global issues like climate change	100	150	80	70	3.65	1.02	Agreed
Mean Aggregate						3.814		

The results of the descriptive statistics in Table 1 reveal that students, on the whole, have a positive perception of civic education as an effective tool for increasing their awareness of global issues. Specifically, the aggregate mean score of 3.814, which is well above the midpoint on the rating scale, indicates that students strongly believe that civic education plays a significant role in fostering their understanding of global matters. This suggests that the curriculum and instructional approaches used in civic education are impactful in equipping students with the knowledge and awareness needed to engage with and understand global challenges and developments.

Hypothesis Test

Null Hypothesis: There is no significant influence of civic education on students' global awareness in senior secondary schools in Kaduna State, Nigeria.

Table 2: One-Sample t-test Statistics on the Influence of Civic Education on Global Awareness

Variable	N	Mean	SDev	Df	t	P	Decision
Global Awareness	320	3.83	1.05	319	7.32	0.000	Reject Null Hypothesis

The t-test results in Table 2 reveal that the influence of civic education on students' global awareness is statistically significant, with a t-value of 7.32 and a p-value of 0.000, which is well below the conventional threshold of 0.05. This indicates a strong and reliable relationship between civic education and students' ability to comprehend global issues. The findings suggest that civic education plays a critical role in shaping students' understanding of international affairs and their interconnectedness with global challenges. Specifically, the results underscore the effectiveness of civic education programs in senior secondary schools in Kaduna State, Nigeria, in fostering a broader perspective among students, equipping them with the knowledge and critical thinking skills necessary to engage with global issues meaningfully. This highlights the importance of integrating comprehensive civic education curricula to promote global awareness in secondary education systems.

Discussion

The findings of this study underscore the vital role that civic education plays in enhancing students' global awareness, particularly in an era marked by rapid globalization and interconnectedness. The results of this study corroborate existing literature that emphasizes the necessity of incorporating global issues into civic education curricula (Ajiboye&Ajitoni, 2022). Through a comprehensive examination of subjects like international conflicts, human rights, environmental challenges, and cultural diversity, civic education equips students with the knowledge and skills needed to understand the complexities of the modern world. This educational approach fosters an awareness of the ways in which local actions and policies are intertwined with global trends, thus preparing students to become informed and active global citizens.

The findings further reveal that civic education does more than just impart knowledge; it plays a crucial role in shaping students' attitudes and values, particularly their sense of responsibility towards global issues. The study shows that by engaging with content related to social justice, human rights, and international cooperation, students are more likely to develop a sense of empathy and solidarity with people across the world. This aligns with the growing consensus that global citizenship is a fundamental aspect of contemporary education, particularly in a world where challenges such as climate change, economic inequality, and the quest for peace require collective and cooperative efforts (Ogunbiyi&Adesina, 2023).

The study's results also affirm the transformative power of civic education in cultivating a sense of global citizenship. Students exposed to civic education that emphasizes global challenges are more likely to feel a sense of duty to contribute positively to addressing these issues. This global citizenship mindset is essential for tackling pressing global challenges such as climate change, inequality, and peacebuilding. Civic education thus empowers students to think critically about their roles in shaping the future of the world, equipping them with the tools to actively participate in promoting sustainability, social justice, and international cooperation. By developing such competencies, civic education helps prepare students to take

on the responsibilities of global citizens, capable of contributing meaningfully to the advancement of human rights and peace in the global context.

Conclusion

Based on the findings, the study concludes that civic education plays a crucial and significant role in shaping students' global awareness in senior secondary schools in Kaduna State, Nigeria. The data revealed a strong correlation between the civic education curriculum and the level of global consciousness among students, highlighting how informed participation in civic activities enhances their understanding of global issues such as climate change, human rights, peacebuilding, and international cooperation. This underscores the importance of strengthening and enhancing civic education programs in schools to ensure that students are not only aware of national issues but also equipped with the knowledge, values, and skills needed to engage meaningfully with global affairs.

Moreover, the study suggests that by integrating global issues into the civic education curriculum, students can develop a broader perspective that transcends local or national boundaries, making them more globally minded citizens. This preparation is vital for their future roles in addressing global challenges and contributing to sustainable development. Therefore, strengthening civic education is essential to ensuring that students are not only informed and active citizens at the local level but are also equipped to make positive contributions to global peace, security, and sustainability.

Recommendations

The study, based on the findings, recommends as follows:

1. The curriculum for civic education in senior secondary schools should be reviewed and enhanced to focus more on contemporary global issues;
2. Teachers should receive continuous professional development to improve their ability to teach global issues effectively;
3. Schools should encourage more interactive and participatory approaches to learning about global challenges.

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