

Civic Education and Moral Development Among Student in Selected Schools in Uyo Metropolis

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ABSTRACT

This study examines civic education and moral development among students in selected schools in Uyo metropolis. The study was conducted in Akwa Ibom State. Survey design and ex-post facto design was adopted for the study. Two research questions and two research hypotheses were formulated to guide the study. A systematic random sampling was used to select 2,081 populations of 10 percent. A researcher's developed instrument entitled "Civic Education and Moral Development Questionnaire (CEMDQ)" was used for data collection. Data were analyzed using Pearson Product Moment Correlation at 0.05 level of significance. Findings of the study revealed significant relationships between patriotism and honesty can help to ameliorate socio-vices in our school environment, it was recommended among others, that parents should inculcate the attitude of patriotism in the minds of their children in order to become a good citizen. Teachers should used appropriate teaching methods while teaching civic education because it has to do with moulding the characters of the learners.

Keyword: Civic Education, Patriotism, Honesty and Moral Development

Introduction/Literature Review

Social living is saturated with moral evaluation which shows that no moral living takes place in a vacuum. It is the human being that must adhere to moral values and build those values to the next generation. Moral values are moral exhibition that are acceptable, cherished, appreciated by any given society. Moral education need to embrace the societal values and virtues which are rooted in culture of any given society. The society consistently experienced moral bankrupt and moral decay which in turn threaten the civic responsibility of the society and peaceful existence. These are expected to be the concern of moral educators in schools; to inculcate values such as honesty, loyalty, patriotism, faithfulness, obedience, respect, truthfulness, love, unity and cooperation which are needed to be properly taught in schools (Open University, 2009).

On the contrary, pupils need to be taught to abstain in totally form any socio-vices tendencies such as prostitution, raping, homosexual, lesbianism, stealing, hatred, corruption, drug abuse, and addiction, smoking among others. The aforementioned aspect of morality constitutes crucial aspect of body of knowledge which needs to be taught at the primary and secondary school level. The reason is that it is this stage where social moral foundation needs to be lay. The family is being saddled with the responsibility of raising children in a moral way due to environmental influence Ibia (2009).

According to National Open University (2009), civic education can foster moral development in the life of the learners. This can be done through a precise process of inculcating values such as honesty, diligent, punctuality, civic obedient, loyalty, patriotisms, selflessness, dedication among others. Thus, moral values are moral exhibitions that are acceptable, cherished and appreciated in any given society for her growth and development. It is on this note that the school has it as of her responsibilities to transmit moral values based on the foundation lay in the family. Indirectly, the teacher serves as a source of moral values through the demonstration of positive virtues in order for children to emulate.

Archibong and James (2019) pointed out, education is a conscious and planned effort to create learning atmosphere and process so that students can actively develop their potential to have religious spiritual strength, self control, personality, intelligence, noble character as well as skill needed for their personality development for the benefits of the larger society. The basic need of the society can not be archived in the society where social unrest and, youth restiveness are pronounced James and Abogoh (2021), posited that education is a process encourage the learners' ability to think in order to become an experience individual in life. This can only be obtained when learning takes place both formally and informally for knowledge driven and character formation. Thus, the moral developments of students are needed for the growths and development. The students' moral developments are being taught not only at the transfer of knowledge to students, but also how they can appreciate and utilize the knowledge. The result can be seen as they applied those principles learned in school for their social development and becoming patriotic citizen for country's social development. Therefore, the role civic education are expected to play is to shape the students morally so that they should be able to have patriotic tendencies and high sense of nationalism in order to build a society of patriotic and honest citizen.

Nyorere and James (2019) posited that civic education brings the students to have the knowledge of nationalistic and patriotic character in order to help raised generations who would keep the country in the positive image and build a strong nation that have a global picture in terms of development. Furthermore, civic education has the tendency to foster good moral values for students to able to distinguish between what is upright and what is wrong. These can help them to conduct themselves in a democratic and discipline manner for the purpose of becoming useful citizens in order to help build the country. Interestingly, inculcating the right attitudes in the minds of the learners through the pedagogical way of teaching civic education in schools by teachers can bring to their notice the effect of socio-vices in this moral bankrupt society.

Fundamentally, the nexus between morality building through the process and methods of teaching civic education does not only help in building good citizens, but also develop intellectual behaviour in them in order to prevail the future generations from going astray (Nyorere and James, 2022). This means that moral behaviour can only developed in accordance with the will of the community. Therefore, the impact of morality which has to do with the belief about right and wrong, good and bad in accordance with social order of the society (Archibong and James, 2019). In education, these values are inculcated by looking at the impact that can give to the learners to become productive citizens in the society. Idiong(2023) opines that without good values human life has no meaning and importance.

The role of civic education in fostering morality can not be over-emphasizing. Civic education provides the students with the understanding of values and morals which are the essential elements in any develop society. The power of civic education in up building these values in the character of the learners can play supportive role towards adjusting some behaviours or attitudes that are not in harmony with the societal norms and values. James (2022), civic education teaches the students to behave in accordance with societal values and regulations. Thus, civic education open the mind of the learners towards obedient to the constitute authorities and adhering to these rules bring good result.

On the contrary, globalization and internet tend to influence students in a negative dimension. These set of students could develop negative characteristics such lack of tolerance, anarchism, armed robbers, cultism, drugs abuse, prostitution among other social vices. It is inimical to any develop society. The society may tend to experience social unrest and threat to the peaceful co-existence. It is against this background that the study seeks to investigate the relationship between civic education and moral development among students in Uyo metropolis.

Statement of the Problem

It is of the opinion that it civic education is properly taught in schools, it can bring citizens which the society can be proud of. This means that the society needs the future leaders with patriotic zeal and uncompromised citizens. Surprisingly, it is observed with dismay that students in this era of globalization tends to behave or exhibits some tendency of unpatriotic, dishonest and disloyal to those in the position of authority. This is a problem to the society and national development; it is disheartening and regrettable to see students behaving in such a manner that is contrary to the norms and values of the society.

Therefore, the problem of this study is to ascertain whether civic education indices such as patriotism, honesty, loyalty have any relationship between moral developments of students in Uyo Metropolis.

Objective of the Study

The main purpose of this study is to determine the relationship between civic education and moral development among students in Uyo metropolis. Specifically, the study seeks to:

1. Determine the relationship between patriotism and moral development among students in Uyo metropolis.
2. Ascertain the relationship between honesty and moral development among students in Uyo metropolis.

Research Questions

1. To what extent of relationship between patriotism and moral development of students in Uyo metropolis?
2. To what extent of relationship between honesty and moral development of students in Uyo metropolis.

Research Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between patriotism and moral development of students in Uyo metropolis.
2. Honesty does not significantly relate with moral development of students in Uyo metropolis.

Research Method

This study adopted the survey research design according to Udo and Joseph (2005), when a study involves a large or small population in an event of situation as they exist presently, this is appropriate to adopt the survey design. The population of this study comprised 2,081 Senior Secondary Two (SS2) Students in Uyo Metropolis was drawn from Local Education Committee. A sample size of 10 percent of 2,081 was used through systematic random sampling method. A researcher's developed instrument entitled "Civic Education and Moral Development Questionnaire (CEMDQ)" was used for data collection. The instrument was divided into two sections of A and B based on the four point rating scale of Strong Agree (SD), Agree (A), Disagree (D) and Strong Disagree (SD).

The instrument was validated by the experts in department of Sociological Foundations and one expert in Psychological Foundations, University of Uyo, Akwa Ibom State. The reliability of the instrument was determined using the Cronbach Alpha Correlation Coefficient Statistics which was at .73 reliability level. This index according to Udo and Joseph (2005) is a high reliability index since, the reliability co-efficient is above 50. Therefore, the instrument were deem reliable for use in this study. Data collected were analyzed using the Pearson Product Moment Correlation Coefficient Statistics at .05 level of significance.

Data Analysis, Interpretation and Discussion of Findings

Research question 1

What is the relationship between to patriotism and development of secondary school students in Uyo Metropolis?

Summary of analysis of relationship between patriotism and moral development of

secondary school students

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-cal
	$\sum y$	$\sum y^2$		
Patriotism (x)	3533	62939	14663	-0.72
Moral Development (y)	8304	34602		

Result in Table 1 shows a very low negative relationship between patriotism moral developments of secondary school students in Uyo metropolis. This is evidence on the correlation co-efficient of -0.72 as showed in the decision rule. The implication of this result is that students are most likely to tolerate the existence of varied opinions and behaviour of one another in the school, if they consistently observed their parents exercising tolerance by showing mutual concern of the feelings, habits or belief of other people that are different from their own.

Research question 2

What is the relationship between honesty and development of secondary school students in Uyo Metropolis?

Summary of analysis of relationship between honesty and moral development of secondary school students

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-cal
	$\sum y$	$\sum y^2$		
Honesty (x)	3644	66818	15130	-0.75
Moral Development (y)	8304	34602		

Result in Table 2 shows a very low negative relationship between honesty and moral development of secondary school students in Uyo metropolis. This is evidence on the correlation coefficient of -0.75 as showed in the decision rule. The implication of this result is that students are less likely to use foul words or being dishonest, also when dealing with their school mates. It can only be done when parents inculcate in them the ability to be honest when face with challenges.

Hypotheses

Hypothesis 1

There is no significant relationship between patriotism and moral development of secondary school students in Uyo metropolis

Pearson Product Moment Correlation Analysis of the relationship between patriotism and moral development of secondary schools students

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-cal	r-crit	Decision
	$\sum y$	$\sum y^2$				
Patriotism (x)	8457	36092	35119	-0.25	0.1946	Accepted H_0
Moral Development (y)	8304	34602				

$P < .05$; $df = 198$; $\text{crit } r = 0.1946$

Table shows that the calculated r-value of -0.25 is less than the critical value of 0.1946 at the degree of freedom of 198 and at 0.05 significant levels. Hence, the null hypothesis is therefore accepted, while the alternate hypothesis is rejected. This means that there is no significant relationship between patriotism and moral development of secondary school students in Uyo metropolis.

Hypothesis 2

There is no significant relationship between honesty and moral development of secondary school students in Uyo metropolis

Pearson Product Moment Correlation Analysis of the relationship between honesty and moral development of secondary schools students

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-cal	r-crit	Decision
	$\sum y$	$\sum y^2$				
Patriotism (x)	3533	62939	14663	-0.72	0.1946	Accepted H_0
Moral Development (y)	8304	34602				

$P < .05$; $df = 198$; $\text{crit } r = 0.1946$

Table shows that the calculated r-value of -0.72 is less than the critical value of 0.1946 at the degree of freedom of 198 and at 0.05 significant levels. Hence, the null hypothesis is therefore accepted, while the alternative hypothesis is rejected. This means that there is no significant relationship between honesty and moral development of secondary school students in Uyo metropolis.

Discussion of Findings

The findings of this study revealed a significance relationship between civic education and moral development. The findings is in line with the finding of the study conducted by James and Abogoh (2021) that civic education is very influential in developing the students' moral development for the purpose of social development. This means that there is a strong connection and relationship between civic education teaching in school and moral development. The implication is that the relevance method of teaching civic education can help to ameliorate the social issues in the society and served as watch dog to younger generation. This is in support of the work conducted by Ibia (2009) that the use of appropriate method in teaching civic education can help the youths to become patriotic citizens to the country. This can help to adjust social deviant that are rampant in our social environment.

Findings of the Study

There is a significant relationship between patriotism and moral development among students in Uyo Metropolis.

There is a significant relationship between honesty and moral development among students in Uyo Metropolis

Conclusion

Civic education is very crucial in developing students' sense morality and it is influential for the purpose of adjusting some form of abnormal behaviour among students in this era of globalization. The role of civic education is very important in developing the sense of patriotism, honesty, loyalty, obedient to the rules and regulations, respect for societal and steadfastness. Moral development can direct the students towards becoming useful to the larger society.

Recommendations

1. Parents are encouraged to inculcate the attitude of patriotism in the minds of their children so as to help them become useful citizens in the future.
2. Students or younger generation need to be expose to the danger associated with lack of honesty and civic disobedient to the rules and regulations.

3. Teachers who are teaching civic education in schools must use suitable methods in order bring the minds of the students towards developing the spirit of tolerant and mutual respect for one another. This means that the classroom should be a place for imparting of knowledge and development of character.
4. Civic awareness should be created by agency such as National Orientation Agency so as to direct the thought of the youth towards developing the spirit of sincerity, patriotism and obedient to the societal order.

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