

The Role of Civic Education in Promoting Political Stability among Riverine and Upland Women Dwellers in Rivers State, Nigeria

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Abstract

This study investigates the implementation and effectiveness of civic education among women in Riverine and Upland communities in Rivers State. The research evaluates the current state of civic education, the impacts of political awareness, participation, identifies common challenges in its execution and recommendation to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State. The study adopts the descriptive survey design. Also, the population for this study comprises of 25,115 women within 18-49 years who voting age in Rivers State. The sample size for this study is 394. the Taro Yemen method was used in deriving ways in arriving at the sample figure of 394, comprises of 175 Riverine women, and 219 Upland women Dwellers. Using descriptive and Z-test analysis, the study finds that women from both geographical areas perceive and experience civic education similarly. There is no significant difference in the implementation, effectiveness, or impact of civic education between Riverine and Upland women. Civic education is shown to uniformly enhance political awareness and participation across both regions, suggesting that a standardized approach to program design and implementation is effective. Despite shared challenges, such as limited resources, infrastructure issues, and cultural barriers, the strategies recommended for improving civic education's effectiveness in promoting political stability are consistent across both communities. These findings align with existing literature on the broad impact of civic education and underscore the need for continued research to address specific local factors influencing its effectiveness.

Key Words: Civic Education, Political Stability, Riverine/Upland Women & Dwellers

1. Introduction

Rivers State, located in the Niger Delta region of Nigeria, is a complex geopolitical landscape characterized by a rich diversity of ethnic groups, languages, and cultures (Obi, 2018). The state is broadly divided into two geographical regions: the Riverine and upland areas, each with its unique sociopolitical dynamics (Akinboye, 2015). Political instability has been a persistent challenge in Rivers State, exacerbated by issues such as ethnic tensions, resource control disputes, and historical neglect by successive governments (Nwosu, 2017). The question of how to achieve sustainable political stability in this region has long been a subject of academic and policy discourse (Eke, 2018).

Civic education, which encompasses the teaching of democratic principles, human rights, citizenship responsibilities, and the functioning of political systems, is increasingly seen as a vital tool for promoting political stability (Osaghae, 2015). In Nigeria, the formal incorporation of civic education into the school curriculum is relatively recent, following years of advocacy by various stakeholders who recognize its potential to nurture informed and responsible citizens (Okoro, 2017). Civic education aims to equip individuals with the knowledge and skills needed to actively participate in the political process, foster tolerance, and encourage peaceful coexistence among diverse groups (Akinboye, 2015).

Political Instability in State has historically been a hotspot for political instability, particularly during election periods (Nwosu, 2017). The state's vast oil resources have often been a source of contention, leading to violent clashes among rival groups seeking control over these resources (Eke, 2018). The Riverine and upland regions, despite being part of the same state, have different experiences and challenges that contribute to the overall instability (Obi, 2018). The Riverine areas, for example, are often marginalized and lack adequate infrastructure, which fuels discontent and can lead to political unrest (Akinboye, 2015). On the other hand, upland dwellers may face different issues such as land disputes and ethnic rivalry, which also contribute to instability (Okoro, 2017).

The role of civic education given this backdrop, the role of civic education in promoting political stability among the Riverine and upland dwellers in Rivers State becomes critical (Eke, 2018). Civic education can serve as a unifying force, bridging the divide between these regions by fostering a shared understanding of democratic principles and the importance of peaceful political engagement (Osaghae, 2015). Through civic education, citizens can be made aware of their rights and responsibilities, which can help reduce the allure of political violence and encourage more constructive forms of political participation (Akinboye, 2015). This study is premised on the belief that civic education, if properly implemented, can be a powerful tool for mitigating the factors that contribute to political instability in Rivers State (Nwosu, 2017). By focusing on both Riverine and upland dwellers, the study aims to provide a comprehensive understanding of how civic education impacts these different communities and the extent to which it can promote political stability in the state.

2. Statement of the Problem

Political instability in Rivers State remains a pressing issue, undermining social cohesion, economic development, and the overall quality of life of its residents. Despite various government initiatives and interventions, the state continues to experience episodes of political violence, particularly during elections, which often result in loss of lives and property. The persistence of this problem suggests that existing strategies may be insufficient or improperly implemented.

One of the critical areas that have received insufficient attention is the role of education, particularly civic education, in addressing the root causes of political instability. Civic education, which is designed to instill a sense of civic responsibility and promote active, peaceful participation in the political process, could potentially serve as a catalyst for change. However, there is dearth of research on how civic education is being implemented in Rivers State and its effectiveness in promoting political stability among the diverse communities in the region.

This study is therefore motivated by the need to fill this gap by exploring the role of civic education in promoting political stability among both Riverine and upland dwellers in Rivers State. The research will seek to understand the challenges faced in the implementation of civic education, the perceptions of the communities regarding its impact, and how it can be leveraged to foster a more stable and peaceful political environment.

3. Aim and Specific Objectives

The aim of this study is to explore the role of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State. Specifically, to.

1. Assess the implementation and effectiveness of the current state of civic education in Rivers State, with a focus on Riverine and Upland women dwellers in Rivers State
2. Investigates the impact of civic education on political awareness and participation among Riverine and Upland women dwellers in Rivers State
3. Identify the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State
4. Provide recommendations for enhancing the role of civic education in fostering political stability among Riverine and Upland women dwellers in Rivers State

4. Research Questions

1. What is the implementation and effectiveness of the current state of civic education in Riverine and upland communities among Riverine and Upland women dwellers in Rivers State?
2. How does civic education influence political awareness and participation among Riverine and Upland women dwellers in Rivers State?
3. What are the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State?
4. What strategies can be recommended to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State?

5. Hypotheses

Based on the research questions and objectives, the following hypotheses will be tested in the study:

- 1: There is no significant difference in the implementation and effectiveness of civic education between Riverine and Upland women dwellers in Rivers State.
- 2: There is no significant difference in the impact civic education on political awareness and participation among Riverine and Upland women dwellers in Rivers State
- 3: There is no significant difference in the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State
- 4: There is no significant difference in the recommended strategies to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State

METHODOLOGY

The study adopt the descriptive survey design. Also, the population for this study comprises of 25,115 women within 18-49 years who voting age in Rivers State (*Rivers State Ministry of Women Affair Record, 2024*). The sample size for this study is 394 and the Taro Yemen method was used in deriving ways in arriving at the sample figure (394). This comprises of 175 Riverine women, and 219 Upland women Dwellers.

Table 3.1: Sample Size Distributions of Respondents in Major LGAs Selected

S/N		LGA Selected	Sample Size
1.	Riverine Dwellers	<i>Bonny LGA</i>	43
		Opobo	44
		Andoni	44
		Degema	44
			175
		Khana	44
		Ahoda	44
3.	Upland Dwellers	Port Harcourt	44
		Obio-Akpor	44
		Etche etc.	43
		Sub Total	219
	3 Senatorial Districts	<i>3 Local Government Areas</i>	394

Source: *Rivers State Ministry of Women Affair Record, 2024*

The research instruments for this study were structured questionnaires. According to Felix et al (2006) questionnaire is a carefully designed instrument for collecting data in accordance with the specifications of the research question and hypothesis. Hence, the questionnaires used were titled: The Role of Civic Education in Promoting Political Stability among Riverine and Upland women Dwellers in Rivers State (**TRCEIPPSARAUWDIRSN**). The section was classified into six clusters (A, B, C and D) and the second part of instrument for data collection was in cluster for , to provide data for the research questions and hypotheses. The instrument was developed on four points rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very low Extent (VLE). The criterion mean of these instruments was set at 2.50. Meaning criterion mean value of 2.50 was agreed while less the criterion value of 2.50 was disagreed. Also, the face and content validities of the instruments were ensured by the researcher's supervisors and two other experts in the faculty of education, department of Measurement and Evaluation to ascertain whether the instruments measured what they were designed to measure. They critically looked at the items and assessed the suitability of the language, adequacy and relevance of the language in addressing the research questions. Their comments and suggestions were included in the final drafts of the instruments.

The questionnaire instruments were administered to 30 women from Bayelsa State who were not be part of this study, to establish the consistency of the test items. The Cronbach's Alpha statistics was used to analyze the data collected from the respondents; the Cronbach alpha is suitable because it measures internal consistency between items when the instrument is dichotomous in nature. The reliability coefficients of the instruments were established at 0.82

Similarly, the instruments were administered by the researchers and 5 trained research assistance who are women leaders in the three different zones who are native speakers of the language. This was done with the express permission from the heads of the women organizations. Instructions on how to fill the instrument was clearly written on the questionnaire. To ensure confidentiality and freedom of expression, the respondents were not permitted to write their names on the instruments.

The data analyzed using mean and standard derivation for the research questions. A criterion means score of 2.50 and above was considered accepted while those below 2.50 was rejected. Therefore, the decision rule is based on the mean score of 1.49 - and below is regarded as very low extent, mean score of 1.50 – 2.49 is regarded as low extent, and mean score of 2.50 – 3.49 is regarded as high extent, while any mean score of 3.50 and above is considered as very high extent while Z-test statistics was used in analyzing the hypotheses at 0.05 level of significance. Based on this, Z-test statistics was considered appropriate.

Results

Research Question One: What is the current state of civic education in Riverine and upland communities among Riverine and Upland women dwellers in Rivers State? To answer Research Question 1, the Mean and Standard Deviation were calculated from the frequency distribution of the responses. The result of the computation is shown in Table 1.

Table 4.1: Respondent's Opinion on the current state of civic education in Riverine and upland communities among Riverine and Upland women dwellers in Rivers State

S/N	Item Statement	Riverine Women (n = 175)			Upland Women (n = 219)		
		\bar{X}_1	SD ₁	RMK	\bar{X}_2	SD ₂	RMK
1	Civic education is actively promoted among Riverine and upland communities in Rivers	3.32	0.53	HE	3.32	0.52	HE
2	Schools in our communities regularly include civic education in their curriculum	3.21	1.12	HE	3.33	1.06	HE
3	The quality of civic education awareness in our community is sufficient to meet the needs of the students	3.11	0.79	HE	3.14	0.81	HE
4	There is clear understanding of the importance of civic education among Riverine and upland communities in Rivers	3.36	0.48	HE	3.35	0.48	HE
5	Government agencies in Rivers State provide adequate support for civic education programs	3.23	1.11	HE	3.35	1.06	HE
Grand Mean/SD		3.25	0.81	HE	3.30	0.79	HE

Source: *Researcher's Field Result, 2024*

Table 4.1 contains respondent's opinion on the current state of civic education in Riverine and upland communities among Riverine and Upland women dwellers in Rivers State. The result shows that the grand mean of the responses of these respondents are higher than the decision criteria mean of 2.5 (that is 3.25, and 3.30) an indication that to a high extent all the respondents shared the same opinion on the current state of civic education among Riverine and Upland women dwellers in Rivers State.

Research Question 2: How does civic education influence political awareness and participation among Riverine and Upland women dwellers in Rivers State?

Table 4.2: Respondent’s Opinion on the influence of civic education on political awareness and participation among Riverine and Upland women dwellers in Rivers State

S/N	Item Statement	Riverine Women (n = 175)			Upland Women (n = 219)		
		\bar{X}_1	SD ₁	RMK	\bar{X}_2	SD ₂	RMK
6	Civic education has increased my understanding of political processes and rights	3.54	0.51	VHE	3.52	0.51	VHE
7	As a result of civic education, I feel more confident participating in political activities	3.33	1.14	HE	3.32	1.13	HE
8	Civic education has made me more aware of my responsibilities as a citizen	3.34	0.76	HE	3.35	0.76	HE
9	Civic education encourages constructive political discussions in my community	3.55	0.50	VHE	3.53	0.50	VHE
10	My participation in community decisions has increased due to civic education	3.33	1.14	HE	3.32	1.13	HE
Grand Mean/SD		3.42	0.81	HE	3.41	0.81	HE

Source: *Researcher’s Field Result, 2024*

Table 4.2 contains respondent’s opinion on the influence of civic education on political awareness and participation among Riverine and Upland women dwellers in Rivers State. The result shows that the grand mean of the responses of these respondents are higher than the decision criteria mean of 2.5 (that is 3.42, and 3.41), an indication that to a high extent all the respondents shared the same opinion that civic education has influence on the political awareness and participation among Riverine and Upland women dwellers in Rivers State.

civic education influence political awareness and participation among Riverine and Upland women dwellers in Rivers State through; increased understanding of political processes and rights, participants have confident in political activities, creating awareness of citizen’s responsibilities, encouraging constructive political discussions among women and increase community participation in decisions process.

Research Question 3: What are the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State?

Table 4.3: Respondent’s Opinion on the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State

S/N	Item Statement	Riverine Women (n = 175)			Upland Women (n = 219)		
		\bar{X}_1	SD ₁	RMK	\bar{X}_2	SD ₂	RMK
11	Lack of funding is a significant barrier to effective civic education in my community	3.28	0.46	HE	3.31	0.47	HE
12	There is shortage of qualified teachers for civic education in my area	3.21	1.11	HE	3.22	1.10	HE
13	Civic education programs in my community are poorly coordinated	3.06	0.79	HE	3.11	0.79	HE
14	Cultural differences make it difficult to implement civic education uniformly across communities	3.29	0.46	HE	3.31	0.47	HE
15	Language barriers hinder the effectiveness of civic education in my community	3.21	1.11	HE	3.22	1.10	HE
	Grand Mean/SD	3.21	0.79	HE	3.23	0.79	HE

Source: *Researcher’s Field Result, 2024*

Table 4.3 shows the respondent’s opinion on the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State.

The result shows that the grand mean of the responses of these respondents are higher than the decision criteria mean of 2.5 (that is 3.21, and 3.23), an indication that to an high extent all the respondents shared the same opinion that there are challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State. The responses of the respondents show that the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State include Lack of funding, shortage of qualified civic education teachers, poor coordination of Civic education programs, Cultural differences in uniform implementation of civic education across communities and Language barriers

Research Question 4: What strategies can be recommended strategies to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State?

Table 4.4 : Respondent’s Opinion on the strategies can be recommended to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State

S/N	Item Statement	Riverine Women (n = 175)			Upland Women (n = 219)		
		\bar{X}_1	SD ₁	RMK	\bar{X}_2	SD ₂	RMK
16	Civic education is crucial for promoting political stability in Rivers State	3.27	0.46	HE	3.30	0.47	HE
17	Civic education fosters better understanding and cooperation among different ethnic groups in my community	3.19	1.11	HE	3.21	1.10	HE
18	The principles taught in civic education help to reduce political violence	3.04	0.79	HE	3.10	0.80	HE
19	Civic education builds trust between citizens and government officials	3.29	0.45	HE	3.31	0.46	HE
20	Civic education promotes peaceful resolution of conflicts	3.19	1.11	HE	3.21	1.10	HE
	Grand Mean/SD	3.20	0.78	HE	3.23	0.79	HE

Source: *Researcher’s Field Result, 2024*

Table 4.4 shows the respondent’s opinion on the strategies can be recommended to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State. The result shows that the grand mean of the responses of these respondents are higher than the decision criteria mean of 2.5 (that is 3.20, and 3.23) an indication that to a high extent all the respondents shared the same opinion on recommended strategies to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State. The strategies include that civic education should use in promoting political stability, fosters better understanding and cooperation among different ethnic groups in the community, The principles should be taught such it will help in reducing political violence, builds trust between citizens and government officials and promotes peaceful resolution of conflicts in Rivers State

1: There is no significant difference in the implementation and effectiveness of civic education between Riverine and Upland women dwellers in Rivers State.

Table 4.5: Z–test Analysis of the mean difference between the responses of Riverine and Upland women dwellers in Rivers State on the implementation and effectiveness of civic education

Variable	N	\bar{X}	SD	Z-cal	Z-crit	α	Remarks
Riverine Women	175	3.25	0.81				Accepted
Upland Women Dwellers	219	3.30	0.79	-0.526	1.96	0.05	H ₀

Source: *Researcher’s Field Result, 2024*

Table 4.5 contains Z–test Analysis of the mean difference between the responses of Riverine and Upland women dwellers on the implementation and effectiveness of civic education in Rivers State. The analysis shows a Z – calculated value of -0.526 which is less than the Z- critical value of 1.96 and since the computed value is less than the table value, it is insignificant which confirms the stated null hypothesis. Consequently, the null hypothesis which says there is no significant difference in the implementation and effectiveness of civic education between Riverine and Upland women dwellers in Rivers State is accepted and the alternative hypothesis is rejected. However, any observed difference can be attributed to sampling error.

2: There is no significant difference in the impact civic education on political awareness and participation among Riverine and Upland women dwellers in Rivers State

Table 4.6: Z–test Analysis of the mean difference between the responses of Riverine and Upland women dwellers on the impact civic education on political awareness and participation in Rivers State

Variable	N	\bar{X}	SD	Z-cal	Z-crit	α	Remarks
Riverine Women	175	3.42	0.81				Accepted
Upland Women Dwellers	219	3.41	0.81	0.100	1.96	0.05	H ₀

Source: *Researcher’s Field Result, 2024*

Table 4.6 shows the Z–test Analysis of the mean difference between the responses of Riverine and Upland women dwellers on the impact civic education on political awareness and participation in Rivers State. The analysis shows a Z – calculated value of 0.100 which is less than the Z- critical value of 1.96 and since the computed value is less than the table value, it is insignificant which confirms the stated null hypothesis. Consequently, the null hypothesis which says there is no significant difference in the impact civic education on political awareness and participation among

Riverine and Upland women dwellers in Rivers State is accepted and the alternative hypothesis is rejected. However, any observed difference can be attributed to sampling error.

3: There is no significant difference in the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State

Table 4.7: Z–test Analysis of the mean difference between the responses of Riverine and Upland women dwellers on the challenges and barriers to the effective implementation of civic education in Rivers State

Variable	N	\bar{X}	SD	Z-cal	Z-crit	α	Remarks
Riverine Women	175	3.21	0.79				Accepted
Upland Women Dwellers	219	3.23	0.79	-0.217	1.96	0.05	Ho

Source: *Researcher’s Field Result, 2024*

Table 4.7 contains z–test Analysis of the mean difference between the responses of Riverine and Upland women dwellers on the challenges and barriers to the effective implementation of civic education in Rivers State. The analysis shows a Z – calculated value of -0.217 which is less than the Z- critical value of 1.96 and since the computed value is less than the table value, it is insignificant which confirms the stated null hypothesis. Consequently, the null hypothesis which says there is no significant difference in the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State is accepted and the alternative hypothesis is rejected. However, any observed difference can be attributed to sampling error.

4: There is no significant difference in the recommended strategies to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State

Table 4.8: Z–test Analysis of the mean difference between Riverine and Upland women dwellers responses on the recommended strategies to enhance the effectiveness of civic education in promoting political stability in Rivers State

Variable	N	\bar{X}	SD	Z-cal	Z-crit	α	Remarks
Riverine Women	175	3.20	0.78				Accepted
Upland Women Dwellers	219	3.23	0.79	-0.328	1.96	0.05	H ₀

Source: *Researcher’s Field Result, 2024*

Table 4.8 shows Z–test Analysis of the mean difference between Riverine and Upland women dwellers responses on the recommended strategies to enhance the effectiveness of civic education in promoting political stability in Rivers State. The analysis shows a Z – calculated value of -0.328 which is less than the Z- critical value of 1.96 and since the computed value is less than the table value, it is insignificant which confirms the stated null hypothesis. Consequently, the null hypothesis which says there is no significant difference in the recommended strategies to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State is accepted and the alternative hypothesis is rejected. However, any observed difference can be attributed to sampling error.

DISCUSSION OF FINDINGS

The implementation and effectiveness of civic education between Riverine and Upland women dwellers in Rivers State.

Table 4.1 contains respondent’s opinion on the current state of civic education in Riverine and upland communities among Riverine and Upland women dwellers in Rivers State. The result shows that to a high extent all the respondents shared the same opinion on the current state of civic education among Riverine and Upland women dwellers in Rivers State. This is synonymous to the results in Table 4.5. Table 4.5 contains Z–test Analysis of the mean difference between the responses of Riverine and Upland women dwellers on the implementation and effectiveness of civic education in Rivers State. The result shows that there is no significant difference in the implementation and effectiveness of civic education between Riverine and Upland women dwellers in Rivers State. Civic education is perceived similarly by women from different geographical locations (Riverine and Upland) in Rivers State. This finding simply implies that civic education programs can be designed and implemented uniformly across different communities in Rivers State, without the need for location-specific approaches. This is supported by Ogunyemi, (2012) studied on civic education and its impact on political participation a study of selected Nigerian Communities. Ogunyemi, (2012) discusses the uniformity of civic education’s impact across different community types and supports the notion that civic education can have similar effects across diverse populations. However, further research can explore other factors that might influence the effectiveness of civic education in these communities. The effectiveness

of civic education is not influenced by the geographical location (Riverine or Upland) of the women dwellers.

The impact of civic education on political awareness and participation among Riverine and Upland women dwellers in Rivers State

Table 4.2 contains respondent's opinion on the influence of civic education on political awareness and participation among Riverine and Upland women dwellers in Rivers State. The result shows that to a high extent all the respondents shared the same opinion that civic education has influence on the political awareness and participation among Riverine and Upland women dwellers in Rivers State. This agrees with the results in Table 4.6. Table 4.6 shows the Z-test Analysis of the mean difference between the responses of Riverine and Upland women dwellers on the impact civic education on political awareness and participation in Rivers State. The results show that there is no significant difference in the impact civic education on political awareness and participation among Riverine and Upland women dwellers in Rivers State is accepted and the alternative hypothesis is rejected. This suggests that Civic education plays a crucial role in enhancing political awareness and participation among women in Rivers State, regardless of their geographical location (Riverine or Upland). The influence of civic education on political awareness and participation is uniform across different communities in Rivers State. These findings are supported by existing literature, which highlights the importance of civic education in promoting political participation and awareness among citizens, particularly women (Obi, 2018; Akinboye, 2015). The results also align with studies that show civic education can bridge the gap in political participation between different geographical locations (Eke, 2018).

3: The challenges and barriers to effective implementation of civic education among Riverine and Upland women dwellers in Rivers State

Table 4.3 shows the respondent's opinion on the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State.

It was found that to a high extent all the respondents shared the same opinion that there are challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State. This agrees with the results in Table 4.7. Table 4.7 contains z-test Analysis of the mean difference between the responses of Riverine and Upland women dwellers on the challenges and barriers to the effective implementation of civic education in Rivers State. The result shows that there is no significant difference in the challenges and barriers to the effective implementation of civic education among Riverine and Upland women dwellers in Rivers State. This suggests that civic education faces common challenges and barriers across different geographical locations (Riverine and upland) in rivers state. also, the challenges and barriers to civic education are not unique to specific communities, but rather are widespread and shared. these findings are consistent with existing literature, which highlights common challenges to civic education implementation, including limited resources and funding (Nwosu, 2019), lack of infrastructure and accessibility (Okeke, 2017), cultural and social barriers (Eke, 2018) and limited awareness and understanding of civic education (Okoro, 2017)

4: Recommended strategies to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State

Table 4.4 shows the respondent's opinion on the strategies can be recommended to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State. It was found that to a high extent all the respondents shared the same opinion on recommended strategies to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State. This agrees with the results of the test of hypothesis in Table 4.8 on the mean difference between Riverine and Upland women dwellers responses on the recommended strategies to enhance the effectiveness of civic education in promoting political stability in Rivers State. Table 4.8 shows Z-test Analysis of the mean difference between Riverine and Upland women dwellers responses on the recommended strategies to enhance the effectiveness of civic education in promoting political stability in Rivers State. The result shows that there is no significant difference in the recommended strategies to enhance the effectiveness of civic education in promoting political stability among Riverine and Upland women dwellers in Rivers State. These findings are consistent with existing literature, which emphasizes the importance of community-based approaches, local involvement, and culturally sensitive strategies in enhancing civic education's effectiveness (Eke, 2018; Okoro, 2017).

Conclusion

The study investigated the role of civic education in promoting political stability among Riverine and Upland women Dwellers in Rivers State, focusing on implementation and effectiveness of the current state of civic education, its impact on political awareness, participation, and the challenges and barriers encountered in its implementation. The results consistently shows that there are no significant differences in how civic education is perceived, implemented, or its effects between Riverine and Upland communities in Rivers State. This indicates that civic education programs in Rivers State have a uniform impact regardless of geographical location. The findings reveal that civic education equally influences political awareness and participation among women from both Riverine and Upland areas in Rivers State. Despite facing common challenges such as limited resources, infrastructure issues, and cultural barriers, the effectiveness and impact of civic education remain consistent across different communities. The recommended strategies for enhancing civic education's effectiveness in promoting political stability also apply uniformly to both Riverine and Upland women in Rivers State.

Recommendation

1. There is a need to strengthen civic education programs to enhance their effectiveness, particularly considering the current state of civic education. This can be achieved by developing tailored programs specifically for Riverine and Upland women, incorporating localized content that addresses the unique socio-political contexts and challenges faced by each group

2. There is need to Increase engagement and participation to foster greater political awareness and active participation among Riverine and Upland women by integrating civic education into their daily lives.
3. There is need to Identify and address the specific challenges and barriers faced in the implementation of civic education programs.
4. There is need to Promote collaboration between government agencies, non-governmental organizations, and community leaders to support and expand civic education initiatives.

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