



Assessment of Civic Education Curriculum on ... Ismaila, B., Et. al. (2025)

Assessment of Civic Education Curriculum on Youths Empowerment among Secondary School Students in Sokoto State, Nigeria

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Abstract

The study focuses on "Assessment of Civic Education Curriculum on youth Empowerment among Secondary Schools students in Sokoto State, Nigeria". The study was guided by one research questions and one hypothesis tested at 0.05 significant level of significance. The study adopts descriptive survey research design. The target population of the study was Civic Education students in public Senior Secondary Schools, Sokoto State, Nigeria. A sample of 357 students were used in this study. A researcher-made questionnaire with a reliability index of .78 was used for data collection in this study. Nine research assistants were recruited for the distribution and retrieval of the questionnaire. The data collected for the study was analysed using descriptive and inferential statistics. The study found that: Civic Education Curriculum teaching methods promote youth empowerment among students in Senior Secondary Schools, Sokoto State, Nigeria. The null hypothesis tested were rejected. The study concluded that Civic Education Curriculum teaching methods could be used in promoting youth empowerment among students in Senior Secondary Schools, Sokoto State, Nigeria. Thus, the study recommended among others that: Civic Educators should actively continue with more interactive and participatory teaching methods such as field trip, discovery method, drama as teaching method, role play, discussion method, and cooperative learning. These methods enhance students' engagement and promote critical thinking, communication skills unity, tolerance, and intellectual skills, and cooperative learning.

Keywords: Civic Education, Curriculum, Youth empowerment

Introduction

Civic education is an education given to the students to learn their right and responsibility in the society; in this view, civic education creates awareness to student's civic engagement and responsibility, such as register as voters and vote during the election, also to engage in protecting government properties by reporting any suspicious move that can damage government properties. Civic Education is the process of educating citizens on their right, duties and responsibilities to empower and motivate them with values, attitude and desirable skills that make them valuable, functional and meaningful in the society and also equipped an individual to become competent, productive, and responsible for positive change in the society (Jakob, Franziska, & Lisa, 2020). Youth empowerment means that young people acquire the skills, authority, and freedom to make decisions and make changes in their own lives and in the lives of other people, including youth and adults, through an attitudinal, structural, and cultural process (Nelson & Christopher, 2022). Therefore, youth empowerment deals with the process of encouraging youth to do great things for themselves and also the society. Civic education curriculum strives to promote the youth confidence and self-identity as well as developing their potentialities by helping them on the best way to utilize and maximize it. Thus, youth empowerment involves appreciation of wisdom and energy of youth to be agents of social change, justice, and service.



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Objective of the study

- i. assess the influence of Civic Education teaching methods in promoting youth Empowerment among students in Senior Secondary Schools Sokoto State Nigeria.

Research Question

The study intends to answer the following question:

- i. to what extent does Civic Education Curriculum contents promote community services among students in Senior Secondary Schools Sokoto State Nigeria?

Research Hypotheses

Ho1: There is no significant difference in the views of students on Civic Education teaching methods in promoting Youth Empowerment among students in Senior Secondary Schools Sokoto State Nigeria.

Research Design

This research employed descriptive survey research design. Which enabled the researcher to describe the attitude, opinion, behaviour or characteristic of the population based on the data collected from a sample or a population; it is typically used to gather information from a small sample of individuals or items thought to be representative of the full group and describe in a methodical way on the facts about that population (Salihu and Adamu, 2016). The study covered all senior secondary civic education students in Sokoto state, Nigeria’s Zone ‘A’ (Sokoto North and Kware Educational Zone. Senior secondary school (SSII) students total five thousand two hundred and twenty-four (5,224) throughout 17 public senior secondary schools in the zone. This predicated on official data acquired from the ministry of basic and secondary education. The Three hundred and fifty-seven (357) is the required sample size for the study, with targeted population of five thousand two hundred and twenty-four (5,224) SSII Civic Education students at a 95% confidence level and a margin error of 5%. However, the stratified sampling technique was employed to select ten (10) schools to be included in the study. From the population; which justify the used of 357 according to research advisor table 2006. Therefore, the proportionate sampling technique will also be used to select the sample accordingly in each school.

Presentation of Results

Research Question One:

How does Civic Education teaching methods promote Youth Empowerment among Students in Senior Secondary Schools Sokoto State Nigeria?

To answer this research question, the data collected was subjected to descriptive statistics of mean and standard deviation, Table 1 presents summary of the result.

Table 1: mean and standard deviation on Civic Education teaching methods in promoting Youth Empowerment among Students in Senior Secondary Schools Sokoto State Nigeria?

S/n	Item	Mean	Std
1	The use of Drama as teaching method will help in promoting youth Empowerment among students	3.782	0.491
2	The use of Demonstration as teaching method will promote youth confidence and national identity.	3.798	0.505
3	Field trip as teaching method is relevant in promoting students on the best way to utilize and use their potentials for community development.	3.801	0.518
4	Simulation as teaching method is relevant in promoting wisdom and ideas for social change, justice, and services to humanity.	3.790	0.520



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5	Group discussion as teaching method promote communication skills, unity, and tolerance among students.	3.821	0.476
6	Role play as teaching method help in promoting life coping skills and good leadership styles among students.	3.812	0.475
7	Use of differentiated teaching method help in promoting manipulative skills among students.	3.756	0.570
8	Use of Discovery teaching method will be relevant to promote intellectual skills for providing rightful solution in the community.	3.818	0471
9	Involving guest speaker or experts from relevant fields to provide first-hand knowledge and experiences related to empowerment is a good method for community development.	3.843	0414
10	Use of dialogue as teaching method will help in reducing the level of ignorance and crime among students.	3.812	0.498
Grand mean		3.803	

Decision/thresh hold mean=2.500

According to the opinion of respondents above, Civic Education teaching methods has the high potential to promote Youth Empowerment among Students in Senior Secondary Schools Sokoto State Nigeria, this is as their grand mean agreement response of 3.803 is above the decision/thresh hold mean of 2.500. Specifically, most respondents are of the views that Involving guest speaker or experts from relevant fields to provide first-hand knowledge and experiences related to empowerment is a good method for community development, .as this view had the highest mean agreement response of 3.843 as a combined total of 352 were in agreement while only 5 were in disagreement with this view. In the same vein most believe that Group discussion as teaching method promote communication skills, unity, and tolerance among students., this view attracted the second highest mean agreement response of 3.821 as details showed that while a combined total of 349 were in agreement only 8 were in disagreement.

In summary, Civic Education teaching methods have the high potential to promote Youth Empowerment among Students in Senior Secondary Schools Sokoto State Nigeria, especially as Involving guest speaker or experts from relevant fields to provide first-hand knowledge and experiences related to empowerment is a good method for community development, and Group discussion as teaching method promote communication skills, unity, and tolerance among students.

Testing of null Hypotheses

All the hypotheses were tested at 0.05 level of significant;

Hypothesis One: there is no significant difference in the views of students on Civic Education teaching methods in promoting Youth Empowerment among students in Senior Secondary Schools Sokoto State Nigeria.

This null hypothesis was tested using the inferential statistics of one sample t-test. The result of the analysis is presented in Table 2.

Table 2: One sample t test on difference in the views of students on Civic Education teaching methods in promoting Youth Empowerment among students in Senior Secondary Schools Sokoto State Nigeria.



Respondents	N	Mean	STD	Mean. Difference	Df	t-cal.	t-crit.	p-value
Students	357	37.99	4.76	37.95	356	150.539	1.96	0.002

P-value=0.002 < 0.05, t-comp. = 150.53 > 1.96 at df 356

The one sample t test above revealed that significant difference exist in views of students on Civic Education teaching methods in promoting Youth Empowerment among students in Senior Secondary Schools Sokoto State Nigeria. The p-value of 0.002 is below the 0.05 alpha level of significance and its t calculated value of 150.53 is above the 1.96 t critical at df 356. The mean influence difference is at 37.95. This shows that Civic Education teaching methods help in promoting youth empowerment among students in Senior Secondary Schools Sokoto State Nigeria.

Therefore, the null hypothesis which state that there is no significant difference in the views of students on Civic Education teaching methods in promoting Youth Empowerment among students in Senior Secondary Schools Sokoto State Nigeria, is consequently rejected.

Discussion of Findings

This study investigates the view of students on “Assessment of Civic Education curriculum in promoting community service and civic responsibility among students in senior secondary schools Sokoto state, Nigeria”. The study focuses on: influence of Civic Education teaching methods in promoting youth empowerment among students in senior secondary schools Sokoto state, Nigeria. The study was guided by one research question and one hypothesis were tested at 0.05 significant level. While, the findings arising from this study are discussed below:

The findings of hypothesis two shows that Civic Education methods of teaching has influence in promoting youth empowerment among students in senior secondary schools Sokoto state, Nigeria. The result of the data analysis on hypothesis two illustrates that (p-value=0.002 < 0.05, t-comp. = 150.53 > 1.96 at df 356). This demonstrates that Civic Education Methods, with drama as teaching method, demonstration method, field trip method, simulation as teaching method, group discussion method, role play, use of differentiated method, discovery method, involving guest speaker or expert, and the use of dialogue as teaching methods are appropriate for the promotion of youth empowerment among students. This finding is expected as Civic Education is focused on the inculcation of youth confidence, utilization of their potentials for community development, social change, justice and service to humanity. Likewise, it influences in the youth knowledge, experiences, and promote intellectual skills for providing rightful solution in the community. This finding confirmed studies which found that youth empowerment connected to social work practice is important on a more structural and collective level (Chang *et al.*, 2022). Skills acquisition and youth empowerment are reasonably accepted and workable based on environmental needs and sustainability (Muraina, 2023). Skills acquisition and youth empowerment have the potential to create employment opportunities and reduce youth unemployment (Eze, 2023). Community participation and instilling accountability in program implementation across various sectors towards youth empowerment for positive youth development and realization of their full economic and social potential (Nalwanga & Nicholas, 2024). Block and quarry industries have great impact on Youth Empowerment (Bulus., Chedi, & Angulu, 2023).

The findings of this study are also in line with the Empowerment theory; developed by Rappaport (1987), which views youth Empowerment as a social construct that links individual strengths and competencies, natural helping systems, and proactive behaviours to social change. Empowerment leads to social change, such as education and economic opportunities; where every parson has unique abilities, talents and potentials.

Conclusions

The focus of this study is to investigate “Assessment of Civic Education Curriculum on Youth Empowerment among secondary schools Students in Sokoto state, Nigeria”. In view of the findings of this study, the following conclusions were made: Civic Education teaching methods has influence in promoting Youth Empowerment among students in Senior Secondary Schools Sokoto State Nigeria.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made to enhance the assessment of Civic Education curriculum in promoting Youth Empowerment among students in senior secondary schools Sokoto state, Nigeria:



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1. Civic Educators should actively continue with more interactive and participatory teaching methods such as field trip, discovery method, drama as teaching method, role play, discussion method, and cooperative learning. These methods enhance students' engagement and promote critical thinking, communication skills, unity, tolerance, and intellectual skills.

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