

Stakeholders' Perception on Civic Education Practices of Upper Basic Students in Moro, Kwara State

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ABSTRACT

This study examined stakeholders' perceptions of Civic Education practices among Upper Basic school students in Moro, Kwara State, Nigeria. Using a descriptive survey design, 391 participants comprising teachers, students, parents, and community leaders were selected via simple random sampling. A validated questionnaire (Cronbach's $\alpha = 0.87$) assessed perceptions on a 4-point Likert scale. Findings indicate broad recognition of Civic Education's role in fostering student engagement, responsibility, discipline, and leadership, with support ranging from 61–78% across stakeholder groups. However, concerns persist regarding poor implementation, insufficient policy support, and non-interactive teaching methods. An independent samples t-test revealed a statistically significant gender difference, and a one-way ANOVA ($F = 5.115, p = .002$) confirmed significant differences across groups. The study recommends specialized teacher training, learner-centered pedagogies, curriculum modernization, and stronger policy frameworks to enhance Civic Education delivery.

Keywords: *Civic Education, stakeholder perception, Upper Basic Education, student engagement, Moro, Kwara State, Nigeria*

1. INTRODUCTION

Education is widely recognized as a cornerstone of societal development, providing the knowledge, skills, and moral values necessary for economic, social, and political advancement (Adebayo & Ifeanyi, 2020; Okon & Ibrahim, 2019). In Nigeria, education serves as a critical tool for national development, fostering unity in a multi-ethnic society and equipping individuals to address societal challenges. Upper Basic Education, which covers grades 7 to 9 within the Universal Basic Education program, is particularly important as it consolidates foundational knowledge while equipping learners with cognitive and practical skills necessary for higher learning or vocational pathways (Ijaiya & Nwachukwu, 2018; Aina, Yusuf, & Okeowo, 2021).

Civic Education, as a component of this level, aims to instill democratic values, social responsibility, and active citizenship, using teaching methods such as interactive classroom discussions, role-plays, service-learning projects, and technology-assisted learning to foster critical thinking and practical application of civic knowledge (Adeyemi & Usman, 2020; Bello & Udoji, 2019; Adekunle, Ojo, & Umeh, 2020; Nwachukwu & Bello, 2019; Akinyemi & Omotosho, 2023).

Despite its significance, the implementation of Civic Education in Nigerian Upper Basic schools faces several challenges. Studies have identified inadequate teaching resources, insufficient teacher training, overcrowded classrooms, and inconsistent pedagogical approaches as major barriers to effective delivery (Eze & Bolaji, 2021; Yusuf & Adebisi, 2022). Moreover, the lack of standardized instructional methods and minimal policy support further limit the subject's effectiveness in shaping responsible and active citizens (Adebisi & Olorunfemi, 2020; Okoro & Nwafor, 2019). These challenges are particularly pronounced in rural and semi-urban areas, where schools often struggle with resource scarcity and limited access to professional development opportunities for educators, resulting in a gap between theoretical knowledge and practical application of Civic Education.

The perceptions of key stakeholders including teachers, school administrators, and parents play a pivotal role in determining the effectiveness of Civic Education practices (Bala, Omotayo, & Nwachukwu, 2020; Adeoye & Balogun, 2019). Teachers' views are often shaped by practical classroom challenges and the availability of teaching aids, administrators focus on policy frameworks and resource allocation, while parents assess the subject's impact on their children's moral and civic development. Demographic factors such as gender, educational background, and school type further influence stakeholders' perceptions, shaping the level of engagement, support, and critical evaluation applied to Civic Education practices (Kabir & Adekunle, 2020; Umeh, Oladele, & Aina, 2022).

In view of these gaps, the present study seeks to examine stakeholders' perceptions of Civic Education practices in Upper Basic schools in Moro, Kwara State, particularly within rural settings (Adekunle, Sanni, & Ojo, 2023). By integrating the views of teachers, school administrators, and parents, and considering demographic influences such as school type and educational qualifications, the study aims to provide a comprehensive understanding of the factors shaping stakeholder perceptions and offer insights for improving Civic Education practices.

2. PURPOSE OF THE STUDY

The main purpose of this study is to investigate Stakeholders' Perception on Civic Education Practices on Upper Basic school students' engagement in Moro, Kwara State. Specifically, this study seeks to:

- Examine stakeholders' perception on Civic Education Practices effectiveness on Upper Basic School Students' Engagement in Moro, Kwara State.
- Determine the difference in stakeholders' perception on Civic Education Practices as it influences Upper Basic School Students' Engagement in Moro, Kwara State based on gender.
- Investigate the difference in stakeholders' perception on Civic Education Practices as it influences Upper Basic School Students' Engagement in Moro, Kwara State based on school type.
- Explore the difference in stakeholders' perception on Civic Education Practices as it influences Upper Basic School Students' Engagement in Moro, Kwara State based on educational qualification.

3. RESEARCH QUESTIONS

The following research questions were answered in this study:

1. What are the perceptions of stakeholders regarding the effectiveness of Civic Education practices on Upper Basic School students' engagement in Moro, Kwara State?

2. Is there any significant difference in stakeholders' perception of Civic Education practices as they influence Upper Basic School students' engagement in Moro, Kwara State based on gender?
3. Is there any significant difference in stakeholders' perception of Civic Education practices as they influence Upper Basic School students' engagement in Moro, Kwara State based on school type?
4. Is there any significant difference in stakeholders' perception of Civic Education practices as they influence Upper Basic School students' engagement in Moro, Kwara State based on educational qualification?

4. METHODOLOGY

This study adopted a descriptive survey research design, which, according to Creswell (2022), is appropriate for gathering information on perceptions, attitudes, or behaviors regarding a phenomenon. The study focused on stakeholders' perceptions of civic education practices and their influence on upper basic students' engagement in Moro, Kwara State. The population consisted of 1,089 teachers and students across 7,678 Upper Basic schools (Kwara State Ministry of Education, 2024), as well as parents and community leaders, all of whom are directly involved in civic education.

A total of 391 participants were selected using simple random sampling, comprising 107 teachers, 256 students, and 28 parents and community leaders, ensuring a representative sample across public and private schools and a diversity of educational qualifications and experiences (Amin, 2015).

Data were collected using a researcher-designed questionnaire, the Stakeholders' Perception of Civic Education Practices in Upper Basic Schools Questionnaire (SPCEPSQ), consisting of two sections: demographic information and 15 items assessing perceptions of civic education and its impact on student engagement. Responses were measured on a 4-point Likert scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1). Content validity was ensured through expert review, and reliability was confirmed via a pilot study, yielding a Cronbach's alpha of 0.87 (Sekaran & Bougie, 2016).

Ethical approval, permission from school authorities, and informed consent from parents were obtained before administering the questionnaires. Respondents were assured of confidentiality and voluntary participation.

5. RESULTS

Table 1: Descriptive Analysis of Respondents' Demographic Characteristics

Variable	Level	Frequency	Percentage (%)
Gender	Male	243	62.1%
	Female	148	37.9%
	Total	391	100.0%
School Type	Private Schools	153	39.1%
	Public Schools	210	53.7%

Variable	Level	Frequency	Percentage (%)
	Other Stakeholders	28	07.2%
	Total	391	100.0%
Level of Education	Students	256	65.5%
	NCE	62	15.9%
	B.A/B.Sc(Ed)	31	07.9%
	HND/Others	14	03.5%
	Other Stakeholders	28	07.2%
	Total	391	100.0%

The demographic distribution of respondents is categorized by gender, school type, and education level. Regarding gender, out of 391 respondents, 243 (62.1%) were male and 148 (37.9%) were female, indicating a higher participation rate among male respondents. In terms of school type, 153 respondents (39.1%) were from private schools, while the majority 210 respondents (53.7%) were from public schools, with 28 respondents (7.2%) being other stakeholders. Regarding education, the majority (256; 65.5%) were students, followed by those with NCE qualifications (62; 15.9%), B.A/B.Sc (Ed) holders (31; 7.9%), HND or other qualifications (14; 3.5%), and other stakeholders (28; 7.2%). Overall, the sample reflects a predominance of students and public-school participants, with slightly greater male representation.

Table 2: Research Question One Orientation toward the Teaching of Civic Education

Orientation toward the Teaching of Civic Education	SA (%)	A (%)	D (%)	SD (%)
We, teachers in Moro, see Civic Education as key to boosting student engagement.	122 (31.2)	179 (45.8)	69 (17.6)	21 (5.4)
As parents, we believe Civic Education builds responsibility and participation in our children.	117 (29.9)	183 (46.8)	69 (17.6)	22 (5.6)
School administrators view Civic Education as a tool for discipline and social awareness.	120 (30.7)	180 (46.0)	70 (17.9)	21 (5.4)
Community leaders argue Civic Education is poorly implemented, causing low engagement.	121 (30.9)	177 (45.3)	70 (17.9)	23 (5.9)
Students say good Civic Education lessons make them more active in class and activities.	119 (30.4)	122 (31.2)	82 (21.0)	68 (17.4)

Orientation toward the Teaching of Civic Education	SA (%)	A (%)	D (%)	SD (%)
Government officials stress the need for stronger Civic Education policies to improve outcomes.	119 (30.4)	180 (46.0)	70 (17.9)	22 (5.6)
Stakeholders suggest practical teaching in Civic Education raises students' interest and participation.	120 (30.7)	180 (46.0)	70 (17.9)	21 (5.4)
Teachers report that interactive Civic Education lessons sharpen students' critical thinking.	121 (30.9)	177 (45.3)	70 (17.9)	23 (5.9)
Administrators believe Civic Education encourages good citizenship and community involvement.	119 (30.4)	122 (31.2)	82 (21.0)	68 (17.4)
Parents worry that poor Civic Education leads to low engagement and moral decline.	120 (30.7)	181 (46.3)	69 (17.6)	21 (5.4)

The data collected from various stakeholders including teachers, parents, school administrators, community leaders, students, and government officials highlight both support for and concerns about Civic Education in Moro schools. A majority of teachers (77%) and parents (77%) agree that Civic Education enhances student engagement, responsibility, and moral development, while administrators largely support its role in promoting discipline and social awareness (76.7%). Community leaders, however, express concerns about poor implementation, with 76.2% indicating that the subject currently leads to low student engagement. Student responses are more mixed, with only 61.6% agreeing that Civic Education increases classroom and extracurricular participation, reflecting variability in how the subject is delivered.

Government officials also acknowledge gaps in policy, with 76.4% advocating for stronger measures to improve Civic Education outcomes. Across stakeholders, practical and interactive teaching methods are widely recognized as important, with 76.7% agreeing that experiential approaches enhance student interest and participation, and 76.2% of teachers noting their potential to develop critical thinking skills. Overall, stakeholder perceptions indicate broad recognition of Civic Education's positive potential, with agreement levels ranging from approximately 61% to 77% for its impact on engagement, discipline, responsibility, and critical thinking.

Table 3: Research Question Two Knowledge and Perceptions of Civic Education Capacity

Knowledge and Perceptions of Civic Education Capacity (CEC)	SA (%)	A (%)	D (%)	SD (%)
As teachers, we feel that Civic Education improves our students' involvement in school activities.	99 (25.3)	145 (37.1)	58 (14.8)	89 (22.8)

Knowledge and Perceptions of Civic Education Capacity (CEC)	SA (%)	A (%)	D (%)	SD (%)
As parents, we believe Civic Education helps our children become more responsible and active.	122 (31.2)	179 (45.8)	69 (17.6)	21 (5.4)
As school administrators, we see Civic Education as key to promoting discipline and social awareness among our students.	117 (29.9)	183 (46.8)	69 (17.6)	22 (5.6)
As community leaders, we think poor Civic Education practices are causing low student engagement.	117 (29.9)	183 (46.8)	70 (17.9)	21 (5.4)
As students, we find that engaging Civic Education lessons make us participate more in school.	119 (30.4)	181 (46.3)	70 (17.9)	21 (5.4)
As government officials, we highlight the need for stronger Civic Education policies to boost student learning.	122 (31.3)	184 (47.1)	64 (16.5)	21 (5.4)
As stakeholders, we suggest that practical Civic Education methods raise students' interest and efforts in school.	126 (32.2)	139 (35.5)	79 (20.2)	46 (11.8)
As teachers, we report that interactive Civic Education lessons help our students think more critically.	124 (31.7)	138 (35.3)	80 (20.5)	48 (12.3)
As school administrators, we believe Civic Education builds leadership skills and a sense of citizenship in our students.	124 (31.7)	182 (46.5)	64 (16.4)	21 (5.4)
Parents are concerned that poor Civic Education leads to low student involvement and moral decline.	138 (35.3)	79 (20.2)	47 (12.0)	126 (32.2)

Stakeholder responses reveal varying perceptions of Civic Education's impact and effectiveness in secondary schools. About 62.4% of teachers agree that Civic Education enhances student involvement, though 37.6% disagree, reflecting mixed confidence in its implementation. Parents show strong support, with 77% affirming that Civic Education promotes responsibility and participation, while 23% disagree. Similarly, 76.7% of school administrators believe the subject fosters discipline and social awareness, and 78.2% agree it builds leadership and citizenship skills.

Students' views indicate that 76.7% find engaging Civic Education classes motivating, highlighting the importance of interactive teaching. Community leaders are critical, with 76.7% noting poor practice contributes to low engagement, and 78.4% of government officials emphasize the need for stronger policy support. Practical teaching methods are endorsed by 67.7% of stakeholders, while 32%

express disagreement, and only 67% of teachers believe interactive lessons foster critical thinking. Parental opinions on the consequences of poor Civic Education are divided, with 55.5% concerned about low student involvement and moral decline.

5.1 HYPOTHESES TESTING

Table 4: Independent Samples t-Test based on Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
t-test (Gender)	Female (F)	243	65.39	12.91	0.83
	Male (M)	148	68.87	14.78	1.22
Decision	Reject the null hypothesis				

This table compares Civic Education Practices responses between male and female participants using an independent samples t-test. There are 243 female respondents and 148 male respondents. The average score for females is 65.39, while for males it is higher at 68.87. Female respondents have a standard deviation of 12.91, while male respondents show a slightly higher variability at 14.78. The standard error mean is 0.83 for females and 1.22 for males, suggesting that the estimate of the mean score is more precise for the female group. In summary, male respondents in this sample tend to have slightly higher average Civic Practices scores compared to female respondents. The decision is to reject the null hypothesis.

Table 5: One-Way ANOVA Table

Source of Variation	Sum of Squares	df	Mean Square	F	Sig. (p-value)
Between Groups	2801.517	3	933.839	5.115	.002**
Within Groups	70295.079	385	182.585		
Total	73096.596	388			

The ANOVA table compares four different groups (e.g., by educational qualification or school type). The F-value of 5.115 was calculated by comparing between-group variance to within-group variance. The p-value (Sig.) of 0.002 well below the conventional threshold of 0.05 indicates that there is a statistically significant difference among the groups. Between-group degrees of freedom = 3; within-group df = 385; total df = 388. These results support rejection of the null hypothesis that there are no differences in stakeholder perceptions across groups.

6. DISCUSSION

A significant majority of teachers in Moro (77%) agree that Civic Education enhances student engagement, highlighting its perceived value in fostering civic responsibility and participation (Adebanjo et al., 2021). However, about 37.6% of teachers remain skeptical about its effectiveness, reflecting concerns over practical delivery. Research in Kaduna State also indicates that many Civic Education teachers lack specialized training, leading to ineffective teaching and skipped curriculum content (Garba & Adisa, 2020; Obiagu, 2019; Ezenwa, 2018).

Parents and school administrators largely recognize the importance of Civic Education. Around 77% of parents believe the subject promotes responsibility and active participation, while 76.7% of administrators affirm that it fosters discipline and social awareness (Adebanjo et al., 2021). These findings underscore stakeholder confidence in the subject's role in character and behavioral development.

Community leaders, while supportive of Civic Education, express concerns about poor implementation, with 76.7% noting that ineffective delivery reduces student engagement (Ezenwa, 2018). Students themselves report mixed experiences: 76.7% find engaging Civic Education classes motivating, yet only 61.6% feel the subject increases their participation. This highlights the need for interactive and activity-based teaching methods to enhance student interest and critical thinking (Adebisi, 2022).

Approximately 78.4% of government officials emphasize the need for stronger Civic Education policies to improve outcomes, reflecting systemic challenges such as inadequate funding, insufficient teacher training, and lack of standardized curricula (Olumide & Okeke, 2019; Akinyemi & Omotosho, 2023). To address these issues, recommendations include specialized teacher training, adoption of learner-centered teaching methods, policy strengthening, and the development of a relevant, practical, and adaptable curriculum that facilitates real-life application of civic knowledge.

7. CONCLUSION

The study of stakeholder perceptions and implementation challenges of Civic Education in secondary schools within the Moro area reveals both encouraging support and significant systemic barriers. Across stakeholder groups teachers, parents, school administrators, students, community leaders, and government officials there is a clear and consistent recognition of the value of Civic Education in promoting civic responsibility, discipline, leadership, and active student engagement.

However, the study also exposes critical implementation gaps that hinder the achievement of these educational goals. These include inadequate teacher training, lack of continuous professional development, outdated and inconsistent curricula, insufficient funding, and a widespread reliance on traditional, non-interactive teaching methods. These factors collectively contribute to low student engagement and ineffective curriculum delivery.

The findings underscore the urgent need for multi-level reforms aimed at strengthening the implementation of Civic Education. This includes specialized teacher training, adoption of learner-centered pedagogies, curriculum modernization, and stronger policy frameworks backed by sufficient resources and political will. Without such reforms, the full potential of Civic Education to nurture informed, responsible, and active citizens will remain unrealized.

8. RECOMMENDATIONS FOR FURTHER STUDIES

Based on the findings and limitations of the current study, the following recommendations are proposed for future research:

5. Future research should compare stakeholder perceptions and implementation challenges of Civic Education across different local government areas, states, or geopolitical zones in Nigeria, to identify regional disparities and best practices that could inform national policy and curriculum reforms.
6. Conduct longitudinal studies to evaluate the long-term impact of Civic Education on students' behaviour, civic participation, and attitudes toward governance and national development.
7. Further studies should assess the competencies of Civic Education teachers, including their qualifications, teaching methods, and access to professional development opportunities.
8. Explore student perspectives in greater depth through qualitative methods such as focus group discussions or interviews, to offer a more nuanced understanding of student engagement, motivation, and perceived relevance of Civic Education.
9. Investigate the impact of specific interactive and activity-based teaching strategies on student engagement and academic outcomes in Civic Education using experimental or quasi-experimental designs.
10. Examine how educational policies related to Civic Education are formulated, implemented, and monitored at local, state, and national levels.
11. Assess the role of community organizations, NGOs, and civil society in supporting Civic Education, both within and outside the formal school setting.
12. Analyze how funding, infrastructure, and teaching materials affect the quality and consistency of Civic Education delivery, particularly in rural versus urban schools.

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