

## **THE IMPACT OF CITIZENSHIP EDUCATION ON CIVIC ENGAGEMENTS AMONG ADULT RESIDENT POPULATION IN ENUGU STATE, NIGERIA**

**GLORIA NWANNEKA ANIEMEKA**

E-Mail: [aniemekan@yahoo.com](mailto:aniemekan@yahoo.com)

GSM: 08033398454

**Prof. HELEN EBUNOLUWA ADEBOLA**

E-Mail: [he.adebola@unizik.edu.ng](mailto:he.adebola@unizik.edu.ng)

GSM: 07038176467

Michael Opara University of Agriculture, Umudike

### **Abstract**

*The study examined the impact of citizenship education on civic engagements among adult residents in Enugu state, Nigeria. The descriptive survey research design was employed in the study. A sample size of 360 adults, comprising 85 from Awgu, 123 from Nkanu and 153 from Nsukka Local Government Areas of the state were drawn from the three senatorial zones, using Stratified Random Sampling technique. Citizenship Education and Civic Engagement Questionnaire (CECEQ) was the instrument used for data collection. The instrument was validated by three lecturers in Adult and Continuing Education department of Michael Okpara University of Agriculture, Umudike. The reliability coefficient of 0.79 was obtained using a test-retest method. Data collected were analysed using Mean and Grand Mean for the research questions. The findings of the study show that knowledge gotten from citizenship education help adult engage in their civic responsibilities in Enugu state. It was recommended among others, that the Federal Government should encourage, more than ever, the teaching and learning of citizenship education in schools as well as adult learning centres to enable learners acquire the skills to understand, challenge and engage with democratic society, the economy, media, civil society and the law and the larger society*

**DOI: <https://doie.org/10.50390/NCAEJ.2026946270>**

### **Introduction**

Education is considered the bedrock of all developmental strides in human history, in all countries of the world. It equips citizens with the required skills, knowledge, and attitudes to function effectively in the society. Giving credence to this assertion is Azu in Isiaku (2020) who opined that education, whether formal or informal, is designed purposely to assist individuals to develop their skills and abilities and fulfill their potentials to live meaningful lives. In Nigeria, education is considered the instrument ‘per excellence’ for affecting national development (FRN, 2014). Every country on earth wants social, economic, cultural as well as technological advancement. This kind of development is dependent on various factors such as quality leadership, citizenship patriotism, national consciousness, science and technology, utilization of human and natural resources, peace and unity, among others.

A country exists to achieve the ultimate goal of nationhood; if it does not, it will serve two unintended inevitable purposes: a convenient means for the privileged class to exploit the system for personal gain without giving it a second thought, and a breeding ground for hatred of the country among the underprivileged class, owing largely to unmet dreams and expectations from the system (Owede, 2018).

Nigeria seems to fit perfectly into the above description where majority of the citizenry grapple with the realities of flawed electoral processes and its resultant political recklessness

among the political class and hopelessness on the part of the citizenry. It has therefore become pertinent that deliberate citizenship education and reorientation be given to Nigerian citizens to enable them know their responsibilities, rights, privileges as well as embrace national integration and unity. Modibbo and Abba in Joshua (2019) claimed that national integration in a multi-ethnic society like Nigeria needs to eradicate national oppression and inequality, as well as removing hurdles to creation of viable nation-state. To achieve this, adults must be free to carry out their civic engagements where they can vote, be voted for, and their votes will count so that they will also have a say in the process of choosing who and how they are governed. According to Inyang, Ohanyere and Dan-Asabe (2022), to develop any all inclusive national character in a multi-ethnic country like Nigeria, citizenship education, which is directed towards the accomplishment of distinct national consciousness and citizen participation and engagement must be imbibed.

In the light of the above, there have been efforts by successive governments towards citizenship education and advocacy, such as War Against indiscipline (WAI) (1984 – 1985), Mass Mobilization for Social and Economic Recovery (1986 – 1993) (MAMSER) and War against indiscipline and Corruption (WAIC) (1994 – 1999), and National Rebirth (1999 – 2000) among others. Such programmes, laudable as they were, were short-lived because there was no sustainability in their implementation as they ended as soon as their initiators were out of government. To achieve civic engagement in the Nigerian society therefore, good citizens must be ready to know their rights, privileges, and responsibilities, as well as display tolerance, appreciations, a positive attitude, patriotism above personal or tribal interest. They must fulfill their duties and obligations towards the state. The state in turn secures human rights and enables them realize the best in themselves by establishing conditions and structures under which the rights can be enjoyed and their full developments assured, in a peaceful and secured environment (Okoro 2019). This is the goal citizenship education seeks to achieve.

Citizenship education is an all important term that impacts societal ideals required to live in an ever dynamic political and democratic society. Citizenship education helps adults to acquire the skills to understand, challenge, and engages with democratic society including politics, the media, civil society, the economy and the law. In support of the above claim, Fadeiye 1995 cited in Okoro (2019) opined that citizenship education is the kind of education given to a country with the view to making them responsible people capable of making meaningful contributions to the overall development of their country. Consequently, citizenship education is designed to make learners identify and exercise their civic and political rights and also willing to accept to perform their civic and political responsibilities (Oyeleke 2011) cited in Okoro (2019). (Koku 2017) defined citizenship education as that type of education that that is concerned with the development of good character and development of good behavior in citizens in order for them to make constructive contributions to the growth of the society. In support of this assertion, Inyang, Ohanyere and Dan-Asabe (2022) also said that as a course of study, citizenship education assists in developing and molding individuals into responsible and active members of society who also make constructive contribution to the development of the community in which they live.

Hamalainen and Nivala (2023) described citizenship education as educational theory and practice concerned with promoting a desired kind of citizenship in a given society. It is all about knowledge and skills that citizens need to learn in order to understand their status and use their rights and fulfill the responsibilities attached to it. It also encourages the feelings of loyalty and solidarity towards one's community. The authors equally opined that this type of

education helps in the development of not only abilities, but also attitudes that will make the citizens willing to participate in building the society in a desired manner. Citizenship education or simply citizenship equips learners with the knowledge of politics, human rights, justice, democracy, voting, the law, and even the economy, thereby preparing them for civic engagement.

Civic engagement means promoting the quality of life in a community, through both political and non-political process. On a general term, civic engagement connotes the process of taking collective actions to address issues that concern a group of people. While there is wide variety of definitions of civic engagement, there are three elements across all definitions which are; (1) behavioural component, (2) political participation, and (3), the intention of impacting the community. A lot of the definitions also have common elements such as volunteering, attitudes, skills, civic knowledge, values, and beliefs. The meaning and definition of civic engagement also varies according to different scholars, and it ranges from community service to social change. While some see civic engagement as a process, others define it as an outcome. To Ardoin, Bowers and Gaillard (2023), it is a process of working to make a difference in civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make the difference. For those who view civic engagement as outcomes, it may take the form of collective actions, individual volunteerism, or organizational involvement or political participation. Under this category is Levine, in Dang, Seemann, Lindenmeire and Salterer (2022) who viewed the concept as the voluntary local activities of citizens conducted to benefit the community and improve conditions of others. The authors opined that well developed countries and neighbourhoods are characterized by individuals, buildings, social networks, on the basis of collective values, trust and strong relationships through civic engagements.

There are many benefits which a community may derive from civic engagement, but perhaps the most comprehensive benefit was the one given by the Centre for Information and Research on Civil Learning and Engagement (2022). According to the centre, when people become involved in their communities in a meaningful way, democratic governance becomes more representative of the people it was designed to support, protect and benefit. They went on to say that increased civic engagement infuses a community with new ideas, perspectives, discourse, and energy, helping them overcome negative cycles of unheard voices and disengagement that often lead to injustice and inequity. Civic engagement not only supports institutions and government, but also is essential for the survival of democracy (LeCompte, Blevins, & Riggers- Pieh 2020).

In Nigeria, secondary school students who are taught citizenship education are too young to understand its importance at that level, and as such are not prepared for civic engagement as adults. It has resulted in a large number of citizens, most of who neither know their rights, privileges nor their responsibilities as citizens. This in turn has brought about political imbalance, ignorance, intimidation, social injustice and inequity in the Nigerian society, where only the privileged few are benefiting politically, socially, economically and otherwise. Lending credence to this assertion, Dlaton (2017) opined that the recurring pattern is the situation where the most privileged social groups are also the most politically active and consequently, able to direct political decision making towards their own interest. The above statement aptly describes the present situation in the Enugu state, and indeed Nigeria, hence the importance of citizenship education for civic engagement.

## **Theoretical Framework**

This session links the study to the Sociopolitical Development theory by Watts, Griffith and Abdul-Adil of 1999. The five-staged theory highlights the sociopolitical as well as the personal forces that influence behavior. The first stage begins where a person is oblivious to social inequity or views it as a reflection of the inferiority of the oppressed. In the second stage, the person recognizes inequity but does not confront it. He or she obtains what is desired through anti-social means or by being content with whatever limited opportunities that exist without challenging the system that sets such limits. The pre-critical and critical stages bring about new ways of thinking about inequity based on critical consciousness. The person becomes aware of oppression and the political, historical and cultural processes that sustain inequity. The last stage, liberation, involves action or a strong desire by the person to improve social condition and eliminates oppression and invariably becomes an agent of change in his or her environment. This theory is relevant to the study because over the years, the political elites have oppressed the citizenry of Nigeria through bad leadership, corruption and political recklessness. But in recent times, there have been an increasing wave of political awareness and demand for responsible and accountable governance by the governed. Civic engagement through citizenship education can be a powerful tool to achieve this.

## **Statement of the problem**

Despite the advantages of civic engagement as enumerated above, it has been observed that there has been an ongoing decline in civic engagement across some relevant indicators such as voters' turn-out, volunteering, membership of civic organisations, and community participation in Enugu state, among others. This may not be unconnected with lack of prioritizing citizenship education among the citizens of Nigeria. Aliwa (2017), in recognizing the importance of citizenship education to civic engagement opined that active citizens should participate in governance, the voices of citizens should be heard expressing their needs, and warning those in government if their direction is wrong. The reality however, is that youths and adults no longer bother about their rights and responsibilities such as voting, speaking up for what is right, volunteering, maintaining societal values, conflict resolution, and participating in community works. This has resulted in social injustice, corruption, bad governance, political conflicts and imbalance, disregards to the rule of law, insecurity, violent crimes, economic down-turn, internet fraud, involvement in protest/riots, among other numerous vices, with the resultant effect of poor representation in government and political, social as well as economic imbalance, not only in Enugu, but and indeed, Nigeria.

Danjibo (2012) pointed out that a true culture of representative government is one that provides for equal opportunities for development and equality before the law. It makes room for political accommodation, respect for citizens' rights and respect for ballot system, where citizens are allowed to make ultimate decisions, and it improves lives and property. It was on this premise that an attempt was made to examine the impact of citizenship education on civic engagement among adult resident population in Enugu state, Nigeria.

## **Literature Review**

Review of previous researchers which have methodological similarities and related discourses to this study is crucial in identifying the gap that this study intends to address. Previous studies found gender to influence political participation. For instance, a recurring finding has been gender gap, with men being more politically engaged and motivated than

women. (Example Omotola & Aiyedogbon, 2012; Cicognani, Zani, Fournierb, Gavray, & Born, 2012). In a similar study, Shavit, Lahav, and Shahrabani (2014) investigated the factors that affected people's decision to participate in Israel's 2011 social justice protest against the continuous rise in the cost of living. They found no significant differences in socio-demographic factors like age, employment, status, and income between those who participated and those who did not. Though, women who participated were more in number compared to men, because it was assumed that women instigated the protest. However, it is only in the area of voting and political participation that is the much known among women in Nigeria, not much was covered in other area of their civic participation (Ogbonna, 2016; Agbalajobi, 2010)). Nelson, Sloan and Chandra's study of (2019) found out that communities which actively engage in citizenship education are stronger, more resilient, more equitable and more economically sound. In the same vein, Pancer (2015) also observed that youths who get involved in civic engagement have been shown to improve socio-emotional development and academic performance. On the part of individuals, Billard, Hoyt, and Pachucki (2019) found out that they benefit from civic engagement through strengthened networks, economic status and social connections.

For education, studies have shown that it influences political participation (Larreguy & Marshall, 2017). Surprisingly, in Zimbabwe, education was found to decrease political participation, as well-educated citizens intentionally stay away from voting, engaging in community participation and having any dealings with politicians (Croke, Grossman, Larreguy & Marshall, 2017). However, this finding may be attributed to the country's autocratic rule at the time. Again, the study undertaken by Pontes, Henn and Griffiths (2017) found out that the best predictor of adult voting and democratic engagement in school is participation in formal courses in civic or citizenship education. Though there have been arguments that there should be a strong focus on the participation elements of citizenship education beyond the classroom and into the community. This school of thought is of the opinion that government and non-governmental agencies can form school-community partnership that extends beyond the school boundaries to the communities to enhance active civic engagement. In the same vein, Campbell's study of (2019) reveals compelling evidence that citizenship education in the classroom has an impact on the students' civic knowledge and intention to participate, especially for those students who may not encounter politics elsewhere. In his own investigation, Helms (2013) suggested that mandatory programmes may backfire and reduce the students' future desire for volunteering.

Again, studies have shown that the more income one has, the more likely such a person politically engaged. (Watterson & Moffa, 2017). Manning and Edwards (2014) carried out a review on the impact of citizenship education on behavioural outcome. Though they found no evidence to suggest that voter registration and turn-out are affected by civic education, they however found evidence that other forms of citizenship participation, such as political expression through singing or engaging in debates could be increased by specific citizenship education programme.

A study conducted at UCL institute of Education, United Kingdom by Wilde, Bentall, Blum and Bourn (2020) revealed that for many students, volunteering may not be motivated by or directly rooted in the desire to gain knowledge and skills or gotten from citizenship education, but rather to either get enhanced employability or do well in local communities. They were interviewed on topics such as their motivation to volunteer, the relationship between volunteering and their degree, what they hope to gain, their perception of the link between volunteering work and citizenship education among others. Though in a similar

study by Tiessen (2019), it revealed that students who volunteer achieve broadened outlooks that are expected to endure over time, acquire a sense of personal identity, skills, confidence and knowledge. They also remain active volunteers in their own communities. Among many literatures available on citizenship and civic engagement, no such study has been carried out in Enugu State; it therefore became necessary to examine the impact of citizenship education on the civic engagement among adult resident population in Enugu State.

## Research Questions

The following research questions guided the study:

- i. What is the effect of citizenship education on civic engagement with regards to voters' turn-out among adult resident population in Enugu state?
- ii. What is the effect of citizenship education on civic engagement in the area of volunteering among adult resident population in Enugu state?

## Research Method

The descriptive survey research design was adopted in the study. The population of the study was 3600 adult respondents from Enugu North, East and West senatorial zones. 360 which represent 10 percent of the population was the sample size and was obtained through stratified random sampling technique. Citizenship Education and Civic Engagement Questionnaire (CECEQ) was used as the instrument for data collection in the study. It was divided into sections A and B. Section A contained the personal data of the respondents while section B elicited information on the effects of citizenship education on civic engagement of the respondents. The instrument was made up of 15 items; seven questions for research question 1 and the remaining eight questions for research question 2. It was based on four-point scale, where Strongly Agree was (4) Agree, (3), Disagree (2) and Strongly Disagree was (1) point respectively. The face validity of the instrument was carried out by two lecturers from Adult and Continuing Education, and one from Measurement and Evaluation departments, all in Michael Okpara University of Agriculture, Umudike, Abia State. The reliability co-efficient of 0.79 was obtained, using Pearson Moment Correlation Coefficient after administering 40 copies of the questionnaire to adult respondents in Anambra state. Data collected were analysed using the Mean and Grand Mean to answer the research questions.

## Results and Findings

Research Question 1: What is the effect of citizenship education on civic engagement in the area of voters' turn-out among adult resident population in Enugu state?

**Table 1: Mean rating of respondents on the effect of citizenship education on civic engagement in the area of voters' turn-out**

S/N	Statement	Enugu North (n=85) $\bar{X}$	Enugu East (n=123) $\bar{X}$	Enugu West (n=152) $\bar{X}$	Decision
1	By involving in citizenship education, I feel morally, politically and economically responsible	2.16	2.65	2.2	* Rejected ** Accepted *** Rejected

2	Citizenship education gives people a voice in the matter that concerns them	3.05	1.91	2.25	* Accepted ** Rejected *** Rejected
3	Knowledge gained from citizenship education helps me to participate more in politics	2.96	2.98	3.41	* Accepted ** Accepted *** Accepted *
4	Citizens benefit from civic engagement through strengthened networks, economic status and social connections.	1.78	2.08	2.07	Rejected ** Rejected *** Rejected *
5	Citizenship education accords voters knowledge for voters' turn-out during elections	2.21	1.97	1.87	Rejected ** Rejected *** Rejected *
6	Citizenship education helps adults to know their rights to vote and be voted for	3.47	3.36	3.36	Accepted ** Accepted *** Accepted *
7	When there is a large turn-out of voters, it is a fair representation of the people's choice during any electoral process	1.92	1.91	2.18	Rejected ** Rejected *** Rejected
Grand Mean		2.51		Accepted	

\*Represents Enugu North, \*\*Represents Enugu East, \*\*\*Represents Enugu West L. G. A

Table 1 shows that item 1 and 2 have different mean scores below and above 2.50, item 3 and 6 have the mean scores of all the senatorial zones as accepted, while 4, 5 and 7 were rejected. The grand mean of 2.51 indicates that citizenship education has greatly contributed to civic engagement of voters resulting in good turn-out in Enugu State.

Research Question 2: What is the effect of citizenship education on civic engagement in the area of volunteering among adult resident population in Enugu state?

S/N	Statement	Enugu North (n=85) $\bar{X}$	Enugu East (n=123) $\bar{X}$	Enugu West (n=152) $\bar{X}$	Decision
1	I often volunteer in local and community affairs and services	3.14	2.97	3.12	* Accepted ** Accepted ***

					Accepted
2	I participate willingly in my society in an acceptable manner	3.19	3.03	3.43	* Accepted ** Accepted ***
3	Volunteering helps me acquire a sense of personal identity, skills, confidence and knowledge	2.18	2.00	3.26	Accepted * Rejected *** Rejected ***
4	Knowledge acquired through citizenship helps me to remain an active volunteers in my own communities.	2.93	2.46	1.97	Accepted * Accepted ** Rejected ***
5	Civic engagement helps me to protect our collective interest and make desired changes through volunteerism	1.89	1.84	3.28	Rejected * Rejected ** Rejected ***
6	I have knowledge of what is going on in the social and political circle	3.26	3.24	3.41	Accepted * Accepted ** Accepted ***
7	I have interest in politics generally through my engagement with others	3.36	3.28	3.41	Accepted * Accepted ** Accepted *** Accepted
8	I feel a sense of satisfaction belonging to a civic and/ voluntary organization	2.69	2.19	3.24	* Accepted ** Rejected *** Accepted
Grand mean		2.87			Accepted

*\*Represents Enugu North, \*\*Represents Enugu East, \*\*\*Represents Enugu West L. G. A*

Table 2 shows that item 1, 2, 6 and 7 with varying mean scores above 2.50 were accepted for the three senatorial zones in Enugu State. Items 3 and 5 have the mean scores of Enugu North and Enugu East senatorial zones were rejected, but accepted for Enugu West. However, there were discrepancies in the mean scores of respondents in the three senatorial zones, in the remaining items on the table, with some accepted and some rejected. With the grand mean of 2.87, the table therefore shows that citizenship education has contributed immensely to volunteerism through civic engagement among adults in Enugu State.

## **Discussion of Results**

Analysis of data in research question one indicated that knowledge acquired from citizenship education has a great impact on civic engagement in the area of voters' turn-out during elections in Enugu State. This finding may not be unconnected with the submission of the Centre for Information and Research on Civil Learning and Engagement (2022) which holds that Citizenship education or simply citizenship equips learners with the knowledge of politics, human rights, justice, democracy, voting, the law, and even the economy, thereby preparing them for civic engagement. This means that apart from equipping learners with knowledge of politics, human rights, justice democracy, voting, the law, and economy; it is the main kind of education that prepares them for civic engagement. The finding is also in agreement with the finding of Pontes, Henn and Griffiths (2017) which revealed that the best predictor of adult voting and democratic engagement is participation in formal courses in civic or citizenship education.

In research question two, the outcome of the study showed that citizenship education has contributed immensely to volunteerism through civic engagement among adult resident population in Enugu State. The positive perception of the respondents is attributed to the fact that volunteerism within once community encourages social cohesion, and community participation. Furthermore, the finding is also in agreement with study by Tiessen (2012) which revealed that students who volunteer achieve broadened outlooks that are expected to endure over time, acquire a sense of personal identity, skills, confidence and knowledge. They also remain active volunteers in their own communities. Though a similar study conducted at UCL institute of Education, United Kingdom by Wilde, Bentall, Blum and Bourn (2020), revealed that for many students, volunteering may not be motivated by or directly rooted in the desire to gain knowledge and skills or gotten from citizenship education, but rather to either get enhance employability or do well in local communities. Despite the various great impact of citizenship education on civic engagement, the finding showed a significant difference on the null hypotheses. This emanated from the difference in the frequencies of responses of respondents on the effect of citizenship education on various aspects of civic engagement, varying from one senatorial zone to another.

## **Conclusion**

The study revealed that citizenship education has an impact on civic engagement of adult education graduates in Enugu State, Nigeria. In reality, the only type of education which can engage young people politically, regardless of social background at a young age, thereby disrupting this vicious cycle of political socialization and inequalities, and encouraging volunteering and community participation in the society is citizenship education. Efforts geared towards encouraging both young and the old on citizenship education to the ends of achieving civic engagements should be intensified.

## **Recommendation**

Based on the findings of the study, the following recommendations were made;

1. Government and stake holders should introduce citizenship education as a compulsory course in higher education and not only in secondary schools, to encourage civic engagement among the citizens.
2. Policy makers should understand the urgency of the existence of citizenship education in higher education as a means of democracy education for young people, and take appropriate actions.
3. Government should also organize informal citizenship programmes outside the school settings, among the populace to equip citizens with the knowledge, skills, attitudes and potentials that can help them proffer solutions to their personal needs, and volunteer to participate actively in civic responsibilities.

## **References**

- Agbalajobi, D.T. (2016). Women participation and the political process in Nigeria: Problems and prospects. *African Journal of Political Science and International Relations*, **4** (2): 075-082.
- Aliwa, J. (2017). Adult and lifelong learning for active citizenship in Nigeria. *Journal of Nigerian National Council of Adult Education*, **22** (1): 383-392.
- Ardoin, N. M., Bowers, A. W., & Gaillard, E. (2023). A systematic mixed review of civic engagement outcomes in environmental education. *Environmental Education Research*, **29** (1): 1-26.
- Billard, P. J., Hoyt, L. T., & Pachucki, M. C. (2019). Impact of adolescent and young adults' civic engagement on health and socioeconomic status in adulthood. *Child Development*, **90** (4): 1138-1154.
- Campbell, D. (2019). What social scientists have learned about civic education: A review of the literature? *Peabody Journal of Education*, **94** (1): 32-47.
- Centre for information and Research on Civic Learning and Engagement (2022). <https://circle.edu/about>
- Croke, K., Grossman, G., Larreguy, H., & Marshall, J. (2016). Deliberate disengagement: How education can decrease political participation in electoral authoritarian regimes. *American Political Review*, **110** (3): 579-600).
- Cicognani, E., Zani, B., Fournier, B., Garvray, C. & Born, M. (2012). Gender differences in youths' political engagement and participation: The role of parents and of adolescents' social and civic participation. *Journal of Adolescence*, **35** (3): 561-576. <https://doi.org/10.1016/j.adolescence.2011.10.10.002>
- Dang, L., Seemann, A., Lindenmeire, J. & Saliterer (2020). Explaining civic engagement: The role of neighbourhood ties, place, attachment and civic responsibilities. *Journal of Community Psychology*, **50** (3): 1736-1755.
- Danjibo, N. D. & Albert, I. O. (2012). Democracy and development: Evaluating Nigeria's social indicators. <https://scholar.google.com/citayion?user=uqtg>
- Dalton, R. J. (2017). The participation gap: social status and political inequality. *Oxford University Press (Google Scholar)*.
- Federal Republic of Nigeria (2014). National Policy on Education Abuja. NERDC.
- Hamalainen, J. & Nivala, E. (2023). Citizenship education. <http://www.oxfordbibliographies.com/abstrat...>
- Helms, S. E. (2013). Religion, volunteering, and educational setting: the effect of youth schooling type on civic engagement. *Journal for the Scientific Study of Religion*, **52** (1): 179-197
- Inyang, O. N., Ohanyere, C. O., & Dan-Asabe F. (2022). Citizenship education: A tool for National Unity in Nigeria. *Prestige Journal of Education*, **5** (1): 217-229.
- Isiaku, W. B. (2020). Impact of legislation on the education of students with disability. *Lafia Journal of Education*, **1** (3): 1-9.

- Joshua, M. T. (2019). History and national integration in Nigeria; An Empirical Overview. *International Journal of Research and Innovation in Social Sciences (IJRISS)*, **3** (3): 45-49.
- Koku, U. U. (2017). Citizenship education as a panacea for political stability in Nigeria. *African Research Review. (AFRREV)*, **11** (3): 97-104.
- Larreguy, H. & Marshall, J. (2017). The effect of Education on Civic and Political Engagement in Nonconsolidated Democracies: Evidence from Nigeria. *The Review of Economics and Statistics, MIT Press*, **99** (3),387-401.
- LeCompte, K., Blevins, B., & Riggers-Piehl, T. (2020). Developing confidence through action civics: A longitudinal look at the data. *The Journal of Social Studies Research*, **44** (1): 127-134,doi.10.1016/j.jssr.2019.03.002 (Google Scholar)
- Manning, N. & Edwards, K. (2014). Does civic education for young people increase political participation: A systematic review. *Educational Review*, **66** (1): 22-45.
- Nelson, C., Sloan, J., & Chandra, A. (2019). Examining civic engagement link to health: Findings from the literature and implications for culture of health. *Santa Monica, CA: RAND Corporation*. <https://rand.org/pubs/research-reports/RRR3163.html>.
- Ogbonna, N. (2016). Women in Nigeria make up 49 percent of the population, but only 4 percent lawmakers, <https://blogs.ise.ac.uk/africatlsc/>
- Ohanyere, C. C., Dan-Asabe, F., A., & Adie, S. M. (2022). Citizenship education: Catalyst for national integration in Nigeria. *International Journal of Creative Research Thoughts (IJCRT)*, **10** (2): 162-177.
- Okoro, O. O. (2019). A new approach to citizenship Education in the 21<sup>st</sup> Century in Nigeria. *Melting Pot*, **5** (1): 10-20.
- Omotola, J. S., & Aiyedogbon, G. (2012). Political participation and voters' turn-out in Nigerian elections. *Journal of African Elections*, **11** (1): 24-73.
- Owede, K. E. (2018). Citizenship Education for National Integration in Nigeria. *British Journal of Education, Learning and Development Psychology*, **1** (1), 37-45.
- Pancer, S. M. (2015). The psychology of citizenship and citizenship. *Oxford: Oxford University Press*. doi.10.1093/acprof:oso/9780199752126.001.0001
- Pontes, A., Henn, M. & Griffiths, M. D. (2017). Youth political (dis) engagement and the need for citizenship education: Encouraging young people's political and civic participation through curriculum. *Education, Citizenship and Social Justice*, **14** (1): <https://doi.org/10.1177/1746197917734542>.
- Shavit, T., Lhav, E., & Shahrabani, S. (2014). What affects the decision to take an active part in social justice protest? The impact of confidence, insecurity, time preference and interest in politics. *Journal of Behaviour and Experimental Economics*, 52-63.
- Tiessen, R. (2019). Learning and volunteering abroad for development: Unpacking host organization and volunteer rationales. *Routledge: London and New York*, **30**: 282-283.
- Watts, R. J., Griffith, D. M., & Abdul-Adil, J. (1999). Sociopolitical Development as an antidote for oppression. Theory and action. *American Journal of Community Psychology*, **27**: 255-271.
- Waterson, R. A., & Moffa, E. D. (2017). Citizenship education for proactive democratic life in rural communities. *Education, Citizenship and Social Justice*, **12** (1): 3-38.
- Wilde, R., Bentall, C., Blum, N., & Bourn, D. (2020). Students' volunteering and global citizenship at UCL. Discussion paper. *London: DERC*.