ATTITUDE OF IN-SCHOOL STUDENTS TO CIVIC EDUCATION IN SECONDARY SCHOOL AND ITS IMPLICATIONS FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract
World states are continuously taking multilateral approach to development issues across the globe. The adoption of the 2030 Agenda for Sustainable Development in September 2015 signified a transition from the Millennium Development Goals (MDGs) to a new set of 17-goals which seeks to balance environmental, social and economic development. Researches have affirmed the infinite role of education in achieving development, giving rise to the call for Education for Sustainable Development (ESD). This study investigates the attitude of students towards Civic Education (CE) and the possible effects it will have on achieving Sustainable Development Goals (SDGs) in Nigeria. This cross-sectional survey harnesses both quantitative and qualitative research methods. The erstwhile involves the use of a three-part structured and validated scales for students and the latter involves conduct of in-depth interviews (IDIs) with selected students and key informant interviews (KIIs) with CE teachers and school administrators. Results indicated that students had positive attitude (≥ 88.4%) towards CE. Junior students showed greater enthusiasm (≥ 92.3%) to the subject than their senior colleagues whose negative attitude was reported as ≤15.6%. Given the content of CE that relates to SDGs, it was concluded that maintaining positive attitudinal disposition in students towards CE would increase the hope of achieving SDGs 5, 10 and 16

Introduction

The world is faced with so many challenges related to development from the adverse effects of scientific and technological development, human rights violations and repression, political unrest, widening political and economic gap and economic downturn across states of the world. The United Nation provides a platform for multilateral actions in combating these challenging forces while improving on the good standards being initiated. Education is at the core of achieving development in any state of the world and even to make such development a sustainable one. This has been recognized by stakeholders in the education sector (Federal Republic of Nigeria, 2004; Pasek, Feldman, Romer, and Jamieson, 2008).

The re-introduction of Civic Education (CE) into the curriculum at both the basic and senior secondary level of education is a step in the right direction especially as a follow up to Nigeria's democratic transition. The importance of the subject cannot be overemphasized in the achievement of sustainable development (SD). The Sustainable Development Goals (SDGs) which fixed the focus of world states on a set of 17 goals (clarified in 169 targets) needs be taken seriously. This is because the expiration of the 15-year time lap for Millennium Development Goals (MDGs) in 2015 still leaves one wondering if these yet to be achieved goals cannot be achieved within the set time in a country like Nigeria.

The close relations between the contents of Civic Education and some of the goals of the 2030 development agenda,

makes it an important thing for stakeholders in the teaching and learning of Civic Education to focus on leveraging on the subject's potential in helping to actualize the SDGs.

An Overview of Civic Education

There has been a growing interest in the role of Civic Education in preparing young people for the challenges of life, in response to a range of global phenomena (Nelson, Wade & Kerr, 2010). Although, it is problematic to give a general definition of Civic Education; however, it serves almost the same essence across different societies and states. Kerr (2000) having studied the nature of Civic Education in 16 societies pointed out that the key elements of the context of Civic Education are formal curriculum, hidden curriculum, school ethos and culture. In Western societies, Civic Education is closely associated with political and national education (Heater, 1992); in East Asian countries, it is emphasized in terms of moral education and citizenship education (Cogan & Morris, 2001; Tung, 2001).

Stimman (1998) identified *civic knowledge, civic skills* and *civic dispositions (values, attitudes)* as the components of Civic Education. The Council of Europe had earlier highlighted *knowledge, skills, attitudes and values as the core essence of CE* (Grindall, 1997; Browne, 2013). These components are aptly captured in the definition rendered by Falade (2012); "Civic Education is the training for equity, justice, responsibility, freedom, patriotism, honesty and obedience to rules and regulations guiding the civil society". It is the school subject that gives students the necessary understanding of political processes in the society, understanding of the purpose of the government and the constitution through which this purpose is carried out. Civic Education is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in the society (Birzea, Harrison, Krek & Spajicurkas, 2005). It is believed that citizens who understand the functioning of the government would more likely act as individuals and as members of groups to see whether their rights are protected, whether democratic procedures are observed and whether the common good is promoted.

Civic Education plays a significant role in the development of a nation (Okan Lawal, 2011). This is because the development of a nation hinges on good and effective citizenship. No nation can thrive beyond the civic values and traits demonstrated by her citizens. It has been argued that the prosperity of a nation depends not on the abundance of its revenue, nor on the strength of its fortification, nor on the beauty of its public monuments, but it consists in the sum of its cultivated citizens, in its men of education, enlightenment and character (Akinjide, 2006). Indeed, civic values constitute the necessary foundation of a working nation.

Sustainable Development

The term 'sustainable development 'began to gain popularity, when it became increasingly fashionable to use it as a way of responding to global environmental concerns, biophysical issues, fairness, equity and distribution (Adejumo & Adejumo, 2014). The most cited definition of the concept is given by the Brundtland Commission. It simply puts sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". Sustainable development is a means of

achieving a better quality of life now and for generations to come (Quality Assurance Agency for Higher Education, 2014). It is the will to improve everyone's quality of life, including that of future generations, by reconciling economic growth, social development and environmental protection. Sustainable development in other words, is a caution clause to exploring resources in such a way that would not prove detrimental to future generations. In fostering development, the environment should be seen as an asset, a stock of available wealth which the present generation should spend with re-investment in mind for the future so that the world will not run out of resources (International Institute of Sustainable Development, 2015).

Sustainability has become a paradigm for thinking about a future in which environmental, social and economic considerations are balanced in the pursuit of development and an improved quality of life. The sustainability paradigm is a major shift from the previous paradigm of economic development with its damaging social and environmental consequences (UNESCO, 2012).

The Brandtl and Commission in its report noted that "a political system that secures effective citizen participation in decision making; an economic system that is able to generate surpluses based on self-reliance and a social system that provides for solutions for tensions arising from disharmonious development" are foreword to achieving sustainable development (World Commission on Environment and Development, 1987). Brundlant reasoned that "unless we are able to translate our words into a language that can reach the minds and hearts of people, young and old, we shall not be able to undertake the extensive social changes needed to correct the course of development". This incidentally is a search for an education system geared towards engendering sustainable development.

Education for Sustainable Development

A drive for sustainable development is an effort to achieve a balance between the requirements to improve the quality of life and achieve social well-being and peace for all. It also requires adherence to the principles of democracy, gender equality, social justice and solidarity, rule of law, respect for human rights (Oyeshola, 2008).The means to achieving this lofty type of development have been identified. These are; a dynamic economy with full employment, economic, social and territorial cohesion, a high level of education and health care and environmental protection (Sustainable Development Strategy Republic of Croatia, 2009).

UNESCO had identified that sustainable development cannot be achieved by technological solutions, political regulation or financial instruments alone. It requires quality education for sustainable development at all levels and in all social contexts. This is what can change the way we think and act with respect to development. Education for Sustainable Development (ESD) is about creating constructive and ingenious solutions that address present and future global challenges and create more sustainable and resilient societies.

The usage of the concept of Education for Sustainable Development dates back to the early '90s of the 20th century based on the use of education as a tool to achieve sustainability. The process of interconnecting education and sustainable development started by questioning the method for implementing *Agenda 21* - the global action plan for sustainable development adopted at the UN Conference

on Environment and Development held in Rio de Janeiro in 1992.

The United Nations Economic Commission for Europe (UNECE) in its sustainable development strategy captures the import of education in achieving sustainable development:

Education, in addition to being a human right, is a prerequisite for achieving sustainable development and an essential tool for good governance, informed decision-making and the promotion of democracy. Therefore, education for sustainable development can help translate our vision into reality. Education for sustainable development develops and strengthens the capacity of individuals, groups, communities, organizations and countries to make judgements and choices in favour of sustainable development. It can promote a shift in people's mindsets and in so doing enable them to make our world safer, healthier and more prosperous, thereby improving the quality of life. (United Nations Economic Commission for Europe Strategy for Education for Sustainable Development, 2005)

Education for Sustainable Development involves equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic well being, both in the present and for future generations. Education for sustainable development was further promoted by the UN resolution on the *Decade of Education for Sustainable Development (DESD) 2005-2014,* which sought to integrate principles, values and practices of sustainable development into all aspects of education with the aim of addressing social, economic, cultural and ecological issues of the 21st century within an encouraged change in behaviour. The UNDESD and the UNECE both recognize the essential role of education in achieving this balance.

In order to make Education for Sustainable Development effective, the Quality Assurance Agency for Higher Education (2014) identified the need for teachers to work with students to encourage them to:

- think about issues of social justice, ethics and well being, and how these relate to ecological and economic factors
- develop a future-facing outlook; learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures
- consider what the concept of global citizenship means in the context of their own discipline and in their future professional and personal lives
- consider what the concept of environmental stewardship means in the context of their own discipline and in their future professional and personal lives.

The Journey from MDGs to SDGs

The Sustainable Development Goals (SDGs) offer major improvements on the Millennium Development Goals (MDGs). The concept of sustainable development goals was birthed at the United Nations Conference on Sustainable Development, Rio+20, in 2012. The goals are universally applicable, seeking to balance the three dimensions of sustainable development: environmental, social, and economic. Consisting of 17 goals and 169 targets, the sustainable development goals were adopted in September, 2015 as a 15-year development agenda of world states from 2016.

UNESCO (2014) and Shettima (2016) succinctly presented the 17 sustainable development goals as follows: the eradication of poverty, end hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and strong institutions and partnerships for the goals. These ambitious and all-encompassing goals are to be met by the year 2030.

The focus of this paper is however, on goals 5, 10 and 16. Goal 5 seeks to achieve gender equality and empower all women and girls. Goal 10 is a pledge to reduce inequality within and among countries while the 16th goal of the 2030 development agenda is to promote peaceful and inclusive societies for sustainable development; provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Linkage between Civic Education and Sustainable Development

There is a growing concern on the education of the young citizens in order to breed self-reliant and patriotic citizens who will be useful for themselves and as well be relevant in the society. This covers human development and development of the society. The erstwhile is crucial to giving direction and caution where necessary to the latter. This in short is the thrust of Civic Education in sustainable development agenda. The popularity of Civic Education as a viable process for promoting democracy is traceable to 1990s (Finkel, 2011; Hoskins, 2006).

Studies have been done regarding Civic Education as a driving tool for development; creation of political awareness, sensitization on rights and duties, and participation in the community life as well as citizenship training among different populations (Torney-Purta, Lehmann, Oswald & Schulz, 2001; Amadeo, Torney-Purta, Lehmann, Husfeldt & Nikolova, 2002; Schulz, Fraillon, & Ainley, 2008). Levine and Bishai (2010) have examined the role of *Civic Education in peace building and* Danladi (2011) ,while accepting the fact that education, generally, is a vital tool for nation building, argued that Civic Education champions citizenship missions in nation building. *Efforts at conducting empirical studies focusing on the nexus between Civic Education and socio-political development are increasing* (Finkel, 2011; Okam & Lawal, 2011). Piršl, Marušic-Štimac & Pokrajac-Bulian *(2007) investigated* the attitudes of students and teachers towards civic education and human rights. The attitudinal stance of Hong Kong primary school teachers towards Civic Education has also been researched into (Wing, 2009). In Nigeria, Falade (2012) has reported that the attitudes of teachers impact on the teaching of the subject in southwestern part of the country. However, substantial work is yet to be done as regards students' attitude towards Civic Education and what impact(s)it may have on sustainable development. In view of this, this paper examines the attitudes of students towards Civic Education and the probable implications of that on achieving sustainable development in Nigeria.

Research Questions

1. Is there any difference in the attitude of students in junior class and those in senior classes towards civic education
2. Is there any difference in the attitude of Arts/Social Science students and non-Arts/Social Science Students?
3. What are the possible effects of students' attitudes towards Civic Education on achieving sustainable development?

Methodology

The study adopted a cross-sectional research design. Fieldwork was carried out to collect data using both qualitative and quantitative techniques to achieve robustness and complementarity.

Participants

The participants were drawn from six schools in Oyo township, using a non-probability sampling technique. The schools were for the purpose of this study given pseudonyms; School "A", School "B", School "C", School "D", School "E" and School "F". Schools "A", "B" and "D" are private secondary schools while schools "C", "E" and "F" are government secondary schools. 240 questionnaires were distributed across the schools to students in both junior and senior classes to ensure inclusiveness. The students were randomly selected using class registers as sampling frame. However, 232 questionnaires were returned, representing a return rate of 96.7%. Four students from each of the schools were also engaged in in-depth interviews (IDIs). In the same manner, nine Civic Education teachers (at least one from each school) and five school administrators were engaged in series of key informant interviews (KIIs).

Measure

A three-section questionnaire was used in this study. Section A contains information regarding the study, informed consent, confidentiality of identity and demographic information. The Student Attitude Survey (SAS) developed by Kaput Center for Research and Innovation in STEM Education (Brooksteine*t al.,* 2011) was modified for this study to explore students' deeply held beliefs about Civic Education and learning of same subject.The SAS forms the 20 items contained in Section B. The third part which focuses on measuring values and behavioural intentions of Civic Education students was a 15-item section adapted from the International Civic and Citizenship Education Study (ICCS) Assessment Framework which was developed by the International Association for Evaluation of Educational Achievement (Schulz, Fraillon and Ainley, 2008 and Schulz, 2008). The responses in Sections B and C are predetermined and ranked on a four-point Likert scale.

Procedure

Approval was taken from managements of the different participating schools after which the instruments were administered to respondents across junior and senior classes of the schools. The respondents' informed consent was sought and reciprocated with an assurance of anonymous identity and responses. The survey spanned two weeks and was followed by data analysis.

Analysis

A triangulation of quantitative (questionnaire) and qualitative (IDIs and KIIs) methods were used to generate quantitative and qualitative data. Qualitative

data were analyzed using content analysis and verbatim quotations. The recordings of the KIIs and IDIs were transcribed using the software Express Scribe™. Responses of the interviewees were isolated based on their relevance to the study and then analyzed alongside goals 5, 10 and 16 of the 2030 Agenda for Sustainable Development.

Data obtained through quantitative methods were analyzed using the Microsoft Excel™. A descriptive analysis was presented using univariate frequency distribution and cross-tabulation of variables that are strongly associated with the study

Ethical Consideration

Research ethics was emphasized throughout the fieldwork. Participation in the study was based on voluntary and informed consent. Personal information and opinions of the respondents regarding questions that seemed to impinge on their privacy were fully respected with confidentiality. Respondents were also at liberty to discontinue their participation at any point during the exercise.

Results and Discussion

Socio-Economic and Demographic Characteristics

Table 1:
Distribution of Socio-demographic Characteristics of Respondents by School

Variables	School 'A' (n=40)		School 'B' (n=40)		School 'C' (n=36)		School 'D' (n=37)		School 'E' (n=39)		School 'F' (n=40)		Total (N=192)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex														
Male	17	42.5	14	35	16	44.4	19	51.4	20	51.3	26	65	112	48.3
Female	23	57.5	26	65	20	55.6	18	48.6	19	48.7	14	35	120	51.7
Academic Level														
Junior	22	55	20	50	18	50	18	48.6	20	51.3	19	47.5	117	51.1
Senior	18	45	20	50	18	50	19	51.4	19	48.7	21	52.5	115	48.9
Ethnicity														
Yoruba	37	92.5	39	97.5	36	100	36	97.3	36	92.3	40	100	224	96.6
Igbo	2	5	1	2.5	-	-	1	2.7	3	7.7	-	-	7	3.0
Hausa	1	2.5	-	-	-	-	-	-	-	-	-	-	1	0.4
Others	-	-	-	-	-	-	-	-	-	-	-	-		
Religion														
Christianity	17	42.5	19	47.5	23	63.9	16	43.2	23	59	17	42.5	115	49.6
Islam	22	55	21	52.5	13	36.1	21	56.6	16	41	23	57.5	116	50
Others	1	2.5	-	-	-		-	-	-	-	-	-	1	0.4

Source: Fieldwork (2016)

The demographic characteristics of the students as presented in table 1 revealed that 48.3% of the respondents were male while their female counterparts accounted for the remaining 51.7%. This is partly because of the researcher's deliberate effort to achieve figures that are good enough to make close comparison of responses given by both sexes. The slightly higher ratio of girls to boys, however, affirms the findings of (Osokoya, 2010) which recorded an increasing progression in the enrollment of girl child. In the same vain, there was a near equality in the distribution of students which cut across classes in both junior and senior secondary levels. The junior school students were 117 leading the senior students with just 2.2%.

Furthermore, majority of the students were Yoruba (96.6%). This owes to the fact that Oyo town is a Yoruba town of heritage, the administrative headquarters of not only the old empire of Oyo but the Yoruba race (Johnson, 1921; Akinjogbin and Ayandele, 1980). The accommodation of people of other ethnic group by the Oyo people reflects in the sample population as 3.0% was recorded for Igbo students while students of Hausa/Fulani ethnic group were 0.4%. (one hundred and fifteen) 115 of the respondents were Christians accounting for 49.6% while the student traditionalists were 0.4% and the remaining bloc of 50% were Muslim students. The identification of students who were neither Christians nor Muslims in the sample population reflects that even with the popularity of Western and Eastern religions, some people; however, of less significant ratio remain stalwarts of traditional religion.

Students with parents having secondary education as their highest qualification were the largest representing 43.1% of the sample population. 39% of the students reported that their parents have tertiary education while those whose parents did not go beyond primary school were 16.3%. Those whose parents had no formal education were the least (0.9%). This statistics shows that there is an increasing progression in the quest for higher education, moving from lack of formal education to primary, secondary and tertiary level. This willengender greater development that can be sustained by skilled and responsible individuals in the society.

Attitude of Students to Civic Education
Research questions 1
Is there any difference in the attitude of students in junior class and those in senior classes towards civic education

Table 2:
Prevalent Attitude of Students Towards Civic Education

	Students' attitudes towards CE (n≥232)	
	Negative	Positive
Junior class students	09 (7.6%)	108 (92.3%)
Senior class students	18 (15.6%)	97 (84.3%)
Total	**27 (11.6%)**	**205 (88.4%)**

Source: Fieldwork (2016)

Result on Table 2, shows that students have positive attitude (88.4%) towards the teaching and learning of Civic Education. Only a relatively small number of students representing 11.6% have negative attitude to the subject. This prevalent positive attitude of students is a product of a number of factors. For instance, one of the students interviewed revealed that his attitude is a function of the characteristics of teachers taking Civic Education:

> *My Civic Education teacher is awesome; he makes the class interesting by making examples using situations around us and around the country to explain things he is teaching us. I can remember when he was explaining some values to us, he made us feel like we are the focus of teaching by asking us to identify the ones (values) we are good at and those we do not have yet.*
> (IDI/Male/Studen /School D/2016)

Most of the students interviewed reported that they like the subject because it exposes them to their rights. Concerns on this supposed over exposure to rights with less emphasis on responsibility may be detrimental to achieving sustainable development in the country. This is well captured by one of the school administrators who opined that the students regard Civic Education because it lets them know about their rights. She noted:

Based on the reports I get from the teachers teaching the subject and what I have personally observed, the students have more interest in the subject majorly because it keeps them aware of their rights as individuals. And this is what is somewhat creating problems for us. You should not be surprised if a student is rude to you and he/she is still claiming that he has this right, he has that right...
(KII/Female/Adminisrator/School B/2016)

Research Question 2:
Is there any difference in the attitude of students in junior class and those in senior classes?

Table 3: Student's class and attitude towards Civic Education

	Students' attitudes towards CE (n≥232)	
	Negative	Positive
Junior class students	09 (7.6%)	108 (92.3%)
Senior class students	18 (15.6%)	97 (84.3%)

Source: Fieldwork (2016)

When the prevalent attitude of junior students and that of their senior colleagues were compared and contrasted, the result revealed that positive attitude is prevalent among both groups (92.3% and 84% respectively). A closer consideration also unveiled that the positive attitude is 8% more in the junior student, than among the senior students.

Research question 3:
Is there any difference in the attitude of Arts/Social Science students and non-Arts/Social Science Students?

Table 4:
Students' Department and Attitude Towards Civic Education

	Students' attitudes towards CE (n≥115)	
	Negative	Positive
Arts/Social Science students	03 (5.3%)	54 (94.7%)
Non Arts/Social Science students	15 (25.9%)	43 (74.1%)
Total	**18 (15.7%)**	**97 (84.3%)**

Source: Fieldwork (2016)

This was carried out among only the senior students sub-group in the study sample. Results showed that the Arts/Social Science students showed less negative attitude (5.33%) than their counterparts in classes earmarked for science of technology based subjects (25.9%). The non-Arts /Social Science students who were interviewed blamed their attitude on their thought and believe that they will not need the subject for anything after leaving secondary school. One of them submitted:

> *We do not need the subject [Civic Education] for admission, so why waste time on it. Even if I have A1 in WASSCE it doesn't count when it comes to admission requirement. So,why the stress? Plus, our leaders do not make those things our teachers teach us real. They are full of the negative values which we are being taught to drop for the positive ones. Most of them aredishonest, whereas they want us to be honest...*
> (IDI/Male/Student/School C/2016)

Some of the Arts /Social Science students commented that the subject relates with Government as a subject so it is very much in line with their ambition aside the fact that it broadens their horizon on ideal of good governance, human rights and other emerging issues.

Implication of Students' Positive Attitude to Civic Education on SDGs

The result has shown a prevalence of 88.4% positive attitude of students towards Civic Education. This will likely make the realization of peaceful coexistence and inclusive societies for sustainable development provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Since the subject teaches values such as tolerance, discipline, contentment and honesty. The knowledge and awareness about human rights and the operation of institutions of justice will likely reduce violation of rights and the course of seeking redress.

Class discussions allow for the transfer of information amongst students and from the students to the teacher. Students also possess a wide variety of life experiences that can enrich the teaching process. The teacher only needs to plan such discussion to fit into a set of concept/idea. The civic classroom can serve as an important socializing agent that; allows students to develop and put to use civic skills, offers opportunities for open discussions about political and social issues, and provides training grounds for students towards civic involvement. This agrees with the submission of Pasek *et al* (2008).Telling

stories to convey and illustrate ideas and concepts is also an engaging form of teaching Civic Education. Stories can be taken from current events, history, television programmes, literature, soap opera and personal experience. A lesson can be structured with a storytelling component that illustrates specific contents of Civic Education. This fits appropriate for early junior secondary classes.

There is no gainsaying that maintaining positive attitude in students across all levels of secondary education is critical to achieving the identified sustainable development goals. It is believed that adapting/adopting the recommended policy options will high the hopes of translating to reality, the blueprint of sustainable development in the areas of promoting gender equality, girl-child and women empowerment, increasing access to justice for all, reduction of inequality within and among countries, building effective, accountable and inclusive institutions at all levels and promotion of peaceful and inclusive societies for sustainable development.

Table 5:
Behavioural Intentions of Civic Education Students Relating to SDGs, 5, 10 & 16

Students' behavioural intentions	(n≥232)	
	Negative	Positive
VOTAPART (expected voter participation)		
Vote in local elections and national elections	06 (2.6%)	226 (97.4%)
Get information about candidates before voting in an election	67(28.9%)	165 (71.1%)
POLIPART (expected active political participation)		
Help a candidate or party during election campaign	21 (9.1%)	211 (90.9%)
Join a political party	39(16.8%)	193 (83.2%)
Join a trade union	27(11.6%)	205 (88.4%)
Stand as a candidate for a local or political office	09 (3.9%)	223 (96.1%)
INFOPART (expected informal civic participation)		
Arise for the collective protection of human rights and prevent violation	23 (9.9%)	209 (90.1%)
Discourage any form of inequality and discrimination	13 (5.6%)	219 (94.4%)
Promote peaceful coexistence with other people in my neighborhood	24 (10.3%)	208 (89.7%)
Contribute to an on-line discussion on issues affecting my community	58 (25.0%)	174 (75.0%)
Volunteer time to help people in my community	49(21.1%)	183 (78.9%)
Promote equal justice and fairness in dealing with other people	07 (3.0%)	225 (97.0%)
Join an organisation for political or social cause	25 (10.8%)	207 (89.2%)
Ask political leaders questions about their leadership	30 (12.9%)	202 (87.1%)
Perform civic duties expected of a citizen	43 (18.5%)	189 (81.5%)

Source: Fieldwork (2016)

Conclusion and Recommendations

This study found that students' exposure to the curriculum contents of Civic Education is associated with behavioural tendencies relating to achieving political and civil related sustainable development in the country. This paper concludes that maintaining positive attitudinal disposition in students towards Civic Education will increase the chances and ease of achieving SDGs 5, 10 and 16 in Nigeria. The followings are therefore recommended:

- Greater emphasis should be made on the subject in policy papers and implementation.
- Civic Education should be made a general subject required for admission into tertiary institutions.
- Re-orientation and encouragement should be given to students especially students in senior classes.

Teachers should employ participatory pedagogy in teaching Civic Education. Teachers should adopt appropriate teaching methods such as group or panel discussion and even storytelling (especially in junior classes) in order to make the teaching and learning of Civic Education effective.

- Schools should establish civic clubs or societies. This will help to increase students' awareness about SDGs and other emerging issues in their respective glocal communities. This will create a platform for students to take up responsibilities and manage their own affairs, while bringing to bear the knowledge and skills they have acquired in Civic Education lessons and hone their critical thinking ability in resolving development issues.
- Re-articulating the content of Civic Education curriculum is germane. Concerned stakeholders should resolve the issue of duplication of topics and themes in the Civic Education curriculum at both junior and senior levels of secondary education.

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