



# Civic Knowledge and Civic Skills in Social Studies as Predictors of Patriotic Citizens among Undergraduate Social Studies Students in the University of Jos, Nigeria

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**Abstract:** *This study investigated civic skills and civic knowledge as predictors of patriotism among undergraduate students in the University of Jos. The study was guided by three objectives and three corresponding research questions were answered. The study used a survey research design specifically cross-sectional survey research design. The population was made up of 1,457 students of social studies and students taking social studies as elective across 100 to 400 levels in the Department of Social Science Education University of Jos. A sample of 400 students were selected using proportional stratified technique. A structured questionnaire was used for data collection developed by the researcher. The questionnaire was subjected to face and content validity by experts. The reliability was established at 0.76. The data collected were analysed using descriptive and inferential statistics of mean and standard deviation through SPSS. The analysis revealed among other things that that, the corruption and impunity in the Nigeria society as well as inequality, lack of social justices, poor leadership and poor citizenship education are causes of poor patriotism among undergraduate students s shown in the study. The study recommended among other things that, there should a robust curriculum review to promote holistic teaching and inculcation of civic knowledge and skills in students for patriotism.*

**Keywords:** *Civic skills, civic knowledge, predictors, patriotism and undergraduate students.*

## I. Introduction

Education is fundamental to sustainable development, serving as one of the most impactful investments a nation can provide its citizens. Quality education drives progress, equipping citizens with knowledge, skills, and values essential for societal advancement and personal development. The development level of a country often mirrors the quality of its educational system, as education fosters enlightenment and empowers individuals to make informed decisions. In Nigeria, the government has recognized education as a critical tool for national development, yet persistent economic challenges and a growing population have made providing quality education challenging. Despite UNESCO's recommendation for countries to allocate at least 26% of their budgets to education, Nigeria's spending has consistently fallen below this threshold, impacting the quality of educational services and resources available to students. Effective education not only promotes personal growth but also enhances patriotism and civic responsibility among citizens. Poor educational funding results in an uneven educational experience, producing graduates who may lack the requisite skills to foster national growth or civic engagement. Addressing this financial shortfall is

crucial for improving Nigeria's educational standards and national development.

Education includes both formal and informal learning. In Nigeria, formal education, through structured school subjects, introduces students to citizenship values that foster patriotism and a strong sense of community. Social Studies is particularly relevant in this context, designed to teach students civic knowledge, social values, and skills that enable them to contribute positively to society. By covering diverse subjects like citizenship, environmental issues, and social structures, Social Studies provides students with a broad understanding of their role in society and the interconnectedness of global and local issues. This curriculum prepares students to be functional members of a dynamic society, instilling values of responsibility, empathy, and active participation. Civic knowledge and skills are essential components of Social Studies, preparing students with the tools to understand political structures, advocate for their rights, and contribute to the common good, thereby fostering a well-rounded, participatory citizenry.

Patriotism, a crucial element in citizenship education, is encouraged within Social Studies. It promotes love and support for one's country through structured learning about national history and civic responsibility. Schools and universities play an important role in fostering patriotic values through various activities and discussions that underscore national identity and shared values. Such experiences help students develop a connection with their country, aligning personal aspirations with the nation's goals. Patriotism is inherently tied to civic education, as students learn about their responsibilities as citizens and the importance of contributing to the welfare of their country. As defined by Afolabi and Aderogba (2022) patriotism involves a special affection for one's country, identification with its goals, and a willingness to promote its well-being. This connection between citizen and nation supports nation-building and social cohesion.

The components of citizenship education, particularly civic knowledge and skills, are essential for democratic participation. According to Olayinka and Elijah (2019) civic knowledge encompasses a deep understanding of government functions and democratic processes, beyond mere factual knowledge. It equips citizens with the insights needed to understand their rights and engage constructively in the democratic process. Civic skills complement this knowledge, providing individuals with the intellectual and participatory tools to influence and monitor societal issues. Together, civic knowledge and skills enable citizens to act effectively in democratic society, contributing to a culture of accountability and continuous improvement. Through these components, education empowers individuals to engage critically with their environment, fostering a society of informed and responsible citizens capable of driving meaningful change.

Civic education emphasizes equipping students with the skills and knowledge to understand democratic principles, fostering rational and democratic behaviour that encourages patriotism. For a student to develop these civic attributes, they must be able to critically assess political and social issues, informed by a foundational knowledge of democratic institutions and their historical and contemporary roles. Civic skills, embedded in Social Studies, are critical thinking abilities that allow individuals to understand, evaluate, and compare governance principles. Such skills are essential for building responsible, informed citizens who contribute positively to society's growth. However, Nigerian students have demonstrated limited civic engagement, as seen in the nation's political history and low patriotic attitudes. This study thus explores how civic knowledge and skills within Social Studies education predict patriotism among undergraduates at the University of Jos, addressing the need for more focused civic skill development to foster patriotic citizenship in Nigeria's youth.

### **1.1 Statement of the Problem**

Undergraduate Social Studies students are expected to be patriotic and loyal to the ideals of their country. Universities serve as citadels of knowledge where students are trained and exposed to essential civic skills and knowledge aimed at fostering patriotism. However, the reality presents a different picture, as many students exhibit deviant and unpatriotic behaviors, including a focus on wealth accumulation, indiscipline, truancy, drug abuse, and prostitution. Ideally, undergraduate Social Studies students should actively participate in community development as a reflection of their patriotism. Social institutions, including families, religious groups, schools, and community organizations, play a crucial role in nurturing these civic skills and dispositions (Adeyi, 2017). Students are expected to recognize their civic rights and responsibilities, such as registering and voting in elections, joining press clubs and debating societies, and participating in civic activities like Girls Guide, Man O' War, Peace Corps, and Civic Defence.

Unfortunately, many students fail to recognize their duty to engage in these activities, making them vulnerable to exploitation by unscrupulous politicians who use them as political thugs, often to disrupt election processes. A report by Amao (2022) highlighted that only 34% of 1,200 Nigerian students were aware of civic skills and knowledge, while the remaining 66% lacked understanding of these concepts, suggesting a deficiency in education on key elements of patriotism.

There is a pressing need to address these unpatriotic behaviors by instilling in undergraduate students the necessary civic skills and knowledge essential for fostering patriotism. Although the government and relevant stakeholders have attempted to address these challenges through various means, progress has been limited. Teaching civic skills and knowledge in Social Studies has yet to yield substantial results in promoting patriotism. Consequently, this study seeks to investigate the factors contributing to poor patriotism among Social Studies undergraduates at the University of Jos and to examine how civic skills influence patriotic behavior among these students.

### **1.2 Aim and Objectives of the Study**

The aim of this study was to investigate civic knowledge and civic skills in Social Studies as predictors of patriotic citizens among undergraduate Social Studies students in the University of Jos. The specific objectives of the study include to;

1. establish the civic knowledge contents of Social Studies that are predictors to patriotism among undergraduate students
2. find out the civic skills that are predictors to patriotism among undergraduate Social Studies students
3. find out causes of poor patriotism among undergraduate students

### **1.3 Research Questions**

The study answered the following research questions

1. What are the civic knowledge contents of Social Studies that are predictors to patriotism among undergraduate Social Studies students?
2. What are the civic skills components of Social Studies that are predictors to patriotism among undergraduate Social Studies students?
3. What are the causes of poor patriotism among undergraduate students?

#### **1.4 Hypothesis**

The following hypotheses were postulated and tested at 0.05 level of significance

1. There is no significance difference between civic knowledge and patriotism among undergraduate students in the University of Jos

#### **1.5 Significance of the Study**

The findings of this study would hopefully benefit different stakeholders in the field of education such as: Social Studies students, teachers, school administrators, curriculum developers, general public and future researchers.

#### **1.6 Theoretical/Conceptual Framework**

This study draws on Albert Bandura's Social Learning Theory, initially developed in 1965 and expanded in 1977 to address how individuals acquire behaviors through observation and imitation, later evolving into Social Cognitive Theory in 1986. Bandura's foundational research, the Bobo Doll experiments, illustrated that children learn social behaviors like aggression by observing others, a process that applies to a broad range of behaviors and is rooted in the interplay between individuals, their environment, and their actions. The theory rests on core assumptions: learning can occur through observation alone; reinforcements and punishments indirectly influence future behaviors by creating expectations; and that learning does not always result in behavioral change.

Social Learning Theory merges cognitive and behavioral approaches to explain learning, with particular emphasis on modeling, where individuals learn behaviors by watching others and noting the associated consequences. In the context of this study, Social Learning Theory offers a framework to understand how students acquire civic skills and knowledge critical components of patriotic behaviour through the observation of parents, teachers, elders, and community members. This suggests that the observed actions, guidance, and social cues in a student's environment play a significant role in developing civic-minded and patriotic behaviour.

The relevance of Social Learning Theory to this study lies in its emphasis on interaction-based learning, where students assimilate civic knowledge and skills in social contexts, such as classrooms and peer interactions. By modeling appropriate civic actions in Social Studies, students are more likely to demonstrate patriotism. This theoretical basis justifies the study's exploration of civic skills and knowledge as predictors of patriotic behavior, affirming that structured social learning is critical for instilling patriotic values in undergraduate Social Studies students.

## **II. Review of Literatures**

### **2.1 Concept of Civic Knowledge**

Civic knowledge refers to basic information about the government and how it affects citizens' lives. (Olayinka & Elijah, 2019). In addition, Adeyemi and Aderogba-Oti (2022) postulated that civic knowledge is the understanding of the interplay between different levels of government, political parties and interest groups and in-depth understanding of the challenges facing society such as the inequality and the role of citizens in addressing these issues. According to Olayinka (2018) Civic knowledge encompasses a wide range of information skills and perspectives related to the workings of government, the responsibilities of citizenship and the role of individuals in society. In essence, civic knowledge refers to a

comprehensive understanding and awareness that individuals possess about their rights, responsibilities, and roles within a society, particularly in the context of a democratic system. It encompasses knowledge of fundamental principles of government, the legal framework, historical context, and current issues that shape civic life.

Citizen knowledge equips individuals with the information and context needed to actively participate in civic activities, make informed decisions, and engage in the democratic process effectively. Falade (2014) description of citizenship knowledge reflects the following areas relating to, political knowledge, historical knowledge, social and cultural knowledge, community involvement and global awareness. Political Knowledge: This type of civic knowledge involves understanding the structure of government and the political process, including the branches of government, the electoral process and the role of political parties especially in the context of how laws are made and enforced, and how citizens can participate in the political process. Civic knowledge also encompasses an understanding of the historical events, movements, and individuals that have shaped political and social systems over time. This includes understanding the origins and principles of democracy, amalgamation of the northern and southern protectorate, civil wars, military takeover and transmission to civilian democratic rules in Nigeria. Social and Cultural Knowledge: Civic knowledge encompasses an awareness of the Social and cultural factors that impact society and individuals (Jekayinfa, 2014). This includes understanding of issues such as inequality, diversity and cultural differences which necessitate ethical and moral principles that underlie the Nigerian Social and cultural systems.

Community involvement and Global awareness: Civic knowledge involves and understanding within their communities and how it integrates into the mainstream global community. Civic knowledge encompasses an understanding of the independent nature of Nigerian society and how local, regional, local and global issues and interconnected. This civic knowledge involves understanding the role, functions and impact of international organizations, global economic system and the impact of global events (Basiru, 2018).

#### **a. Scope of Civic Knowledge**

The scope of civic knowledge is broad and encompasses a wide range of topics related to the functioning of government, the responsibilities of citizens, duties and roles. Adeyemi and Aderogba-Oti (2022) asserts that the scope of civic knowledge at tertiary level are as follows: government and political systems, citizens and political participation, social and cultural issues, ethics and morality, community involvement and global issues. Government and Political systems: this include an understanding of government, the political process and the role of political parties. It also includes and understanding of the legal and constructional framework that governs the society. Citizenship and political participation: the scope of civic knowledge includes and understanding of the rights and responsibilities of citizens which includes the right to vote, participate in the political process and engage in community life. Social and cultural issues. The scope of civic knowledge also includes an awareness of the social and cultural issues such as diversity, inequality and cultural difference and the impact that these issues have on society and individuals.

## **2.2 Definition of Civic Skills**

Civic skills are a set of competencies that enable individuals to engage effectively in public life and participate in the democratic processes. They involve the ability to critically analyze information, communicate effectively, and collaborate with others to address social and political issues. Civic skills are essential for building a strong and vibrant democracies,

promoting social justice, and achieving equitable outcomes. Civic skills are not innate, but rather are developed through a variety of experiences and contexts. These experiences can include formal education, community involvement, civic organizations, and social networks. Civic skills can also be developed through experiential learning opportunities such as community service, internships, and study abroad programs (Peart., Gutiérrez-Esteban & Cubo-Delgado, 2020). Effective civic education programs can also play a key role in developing civic skills. These programs can include a variety of learning experiences, such as classroom instruction, experiential learning opportunities, and opportunities to engage with political and community leaders. Effective civic education programs can help individuals develop the knowledge, skills, and dispositions needed to be active and engaged citizens.

Civic skills are critical for building strong and vibrant democracies, promoting social justice, and achieving equitable outcomes. They enable individuals to participate effectively in public life, engage with others, and work towards shared goals. By promoting the development of civic skills, we can create a more engaged, informed, and active citizenry that is capable of addressing complex social and political issues (Winthrop, 2020). Elements of Civic skills can be broken down into the following categories: Physical skills: Physical abilities, such as hand-eye coordination, fine motor control, and strength, that are necessary to perform specific tasks.

Cognitive skills: Mental abilities, such as attention, memory, problem-solving, and reasoning, that are necessary to understand, process, and apply information. Psychomotor skills: Physical actions that are controlled by the mind, such as typing, playing a musical instrument, or driving a car. Interpersonal skills: Abilities to interact and communicate effectively with others, such as leadership, teamwork, negotiation, and conflict resolution. Intrapersonal skills: Abilities to understand and manage one's own emotions, attitudes, and values, such as self-awareness, self-motivation, and self-regulation. Technical skills: Knowledge and abilities related to specific tools, technologies, or methods, such as computer programming, design software, or project management. Adaptive skills: Abilities to adapt and adjust to changing situations, such as resilience, flexibility, and creativity.

#### **a. Components of Civic Skills**

Winthrop (2020) postulated that components of civic skills are in areas such as; Critical thinking: Critical thinking is a key component of civic skills, which involves the ability to analyze and evaluate information critically. It is essential for informed decision-making and effective participation in public life. This involves the ability to identify biases and assumptions, evaluate evidence, and draw informed conclusions. Communication: Communication skills are essential for effective engagement in public life. This includes the ability to articulate ideas clearly and persuasively, listen actively to others, and engage in constructive dialogue. Effective communication skills are critical for building relationships, working across diverse perspectives, and developing consensus around shared goals.

Working effectively with others is critical for addressing complex social and political issues. This involves the ability to build relationships, collaborate across diverse perspectives, and leverage collective expertise to achieve shared goals. Effective collaboration skills are critical for building strong and vibrant democracies, promoting social justice, and achieving equitable outcomes. Leadership: Leadership skills are critical for inspiring others and mobilizing action around important issues (Winthrop, 2020). This involves the ability to set a clear vision, inspire others to action, and navigate complex political and social contexts.

Effective leadership skills are critical for building coalitions, influencing decision-making, and driving positive change. Problem-solving: Problem-solving skills are critical for identifying and addressing complex social and political issues. This involves the ability to analyze problems, identify potential solutions, and develop effective strategies for achieving desired outcomes. Effective problem-solving skills are critical for building strong and vibrant democracies, promoting social justice, and achieving equitable outcomes.

Empathy is an important component of civic skills, it involves the ability to understand and appreciate diverse perspectives, and to engage in dialogue that is respectful and empathetic. Effective empathy skills are critical for building strong relationships, engaging with others, and working towards shared goals. Civic literacy: Civic literacy involves the knowledge and understanding of key concepts and institutions related to democracy, civic engagement, and public life. Effective civic literacy skills are critical for informed decision-making, active citizenship, and effective participation in public life.

Civic engagement involves the active participation in public life, including voting, community service, advocacy, and other forms of civic action. Effective civic engagement skills are critical for building strong and vibrant democracies, promoting social justice, and achieving equitable outcomes (Brandt & Klein, 2016). Components of civic skills are interrelated and interdependent. Effective civic engagement requires a combination of critical thinking, communication, collaboration, leadership, problem-solving, empathy, civic literacy, and civic engagement skills. By promoting the development of these skills, individuals can become more effective and active citizens, capable of addressing complex social and political issues and working towards positive change.

### **2.3 Challenges of Evaluating and Assessing Civic Skills and Civic Knowledge**

Torney, Cabera, Roohr, Liu and Rios (2015) asserted challenges in teaching 21st century citizenship education in the following areas such as: Subjectivity: Civic knowledge is a complete and multifaceted concept that encompasses a wide range of topics, including political systems, government processes and individual rights and responsibilities. The evaluation of civic knowledge is subjective and open to interpretation, which varies greatly depending on personal beliefs and values. Bias: The evaluation of civic knowledge is often influenced by political, social and cultural biases. This can lead to the exclusion of certain perspectives and the overemphasis of others and can make it difficult to assess the full breadth and depth of civic knowledge. Measurement: Measuring civic knowledge is challenging due to the complex and dynamic nature of political systems, social and cultural issues. Standardized test and other evaluation methods may not fully capture the depth and breadth of civic knowledge and may only assess a limited range of topics and perspectives. Civic Knowledge requires active engagement and participation, and it is difficult to assess through traditional testing methods alone. Evaluating civic knowledge requires a focus on practical applications and real-world problem-solving, which can be challenging to measure in a standardized way (Winthrop, 2020). Relevance The relevance of civic knowledge can vary greatly depending on the context and the individual and it is difficult to assess the full range of civic knowledge that may be relevant to a particular situation or individual

### **2.4 Factors That Hinder Students' Civic Skills and Knowledge**

The absence of clear channels of communication between citizens and duty bearers has also not assisted and in many instances disadvantages local citizens to provide effective accountability actions on public servants. Respondents also believe that it is absolutely critical for the duty bearers to visit citizens where they live on a regular basis or develop clear

channels of communication between the elected and the electorate. Parliamentary practices and schedules and in instances where an MP is appointed to a ministerial position means they are absent from their constituencies for longer periods as most of them are not residents of constituencies but are brought from urban areas. There is lack of platforms to facilitate citizens' participation especially in the rural areas although levels of participation in urban areas are high because of the many platforms that exist, primarily provided by civil society organizations and the media. Radio talk show, writing to the print media especially through letters to the editors has provided an opportunity for citizens to exercise their right to be heard and participate in the development processes Falade, (2014). In contrast, there is minimal participation through government structures because of the centralized nature of government structures at different levels, which makes it difficult to access governance structures. The challenge is even higher when one moves away from Lusaka as most of the structures at the district are located in one place.

A review of literature has showed that there is little consensus on what exactly civic skills are. However, there are descriptions for civic skills even though they vary greatly. Often times, academics discuss civic skills as skills necessary to be effective citizens in political participation (Brandt & Klein, 2016). This means that, citizens are expected to be taught civic skill to enable the citizens develop into desired members of the society and patriotic citizens. Idowu (2017) emphasized two key components of civic skills: active listening and a respect for diversity. Civic skills also include intellectual and participation skills, such as analyzing, evaluating, interacting, or observing. A broad content search was used to identify skills relating to or of a (responsible) citizen, citizenship or participation, and to formulate the operational definitions. After analyzing different definitions by different scholars, a pattern of categories of what constitutes civics emerges as follows: 1) Critiquing: Critiquing ideas, and questioning positions. The ability to gather, judge and distil information. The ability to identify multiple causes beneath problems and to interpret political communication; 2) Communication: Understanding and listening to others/other views before expressing one's opinions. The ability to discuss controversial issues without demonizing others or their opinions; and 3) Collaboration: Participation in community matters or attending to meetings. The ability to work with others and problem-solving. These categories and the specific skills in each category do not imply a comprehensive list of all civic skills but represent a general concept of the nature of civic skills needed for effective civic engagement in a democratic system.

### **III. Research Methods**

The research utilized a descriptive, quantitative approach through a cross-sectional survey design aimed at gathering data on civic skills and knowledge among undergraduate students in Social Studies at the University of Jos. This approach was chosen due to its suitability for assessing current attitudes and perceptions. The population for this study comprised 1,457 undergraduate Social Studies students from levels 100 to 400, excluding those taking the course as an elective in 2021/2022 academic session. A sample size of 400 students was determined using proportional stratified sampling, ensuring fair representation across all levels. The sampling fraction applied was 0.27%, calculated to ensure accurate sample distribution. The main data collection tool was a structured questionnaire developed by the researcher and reviewed by experts in Social Studies and test measurement. The questionnaire, called "Students' questionnaire on civic skills and civic knowledge as predictors of patriotism among undergraduate students" (SQCSCKPP), consisted of two sections. Section A gathered demographic data, while Section B, structured on a 4-point scale,

comprised 25 analytical items aligned with the research questions. Validity was ensured through expert reviews for face and content validity, while reliability was confirmed using the split-half method, yielding a reliability coefficient of 0.76 based on Pearson Product Moment Correlation (PPMC). Data collection was conducted directly by the researcher after obtaining departmental authorization and level coordinators' consent. The researcher administered the questionnaires personally, explaining the study's purpose to participants and requesting independent responses to minimize biases. Data analysis was carried out using descriptive and inferential statistics through SPSS software. Simple percentages were used for analyzing demographic data, means and standard deviations for research questions, and hypotheses were tested with t-test statistics to draw meaningful conclusions.

## IV. Results and Discussion

### 4.1 Answering the research questions

Research question one: What are the civic knowledge contents of Social Studies that are predictors to patriotism among undergraduate Social Studies students?

**Table 1.** Mean and Standard Deviation Responses to Research Question One

Items	N	Mean	Std. Deviation
Political system and processes	400	3.3600	.74563
Civic rights and responsibilities	400	3.2900	.78232
Economic system and policies	400	3.3400	.74155
Geography and national symbols	400	3.3100	.78435
Environmental awareness and social issues and justice	400	2.3300	.793529

Table 1 presents respondents opinion to research question one which seeks to find out the civic knowledge contents of Social Studies that are predictors to patriotism among undergraduate Social Studies Students. From the responses the analysis revealed that, the civic knowledge that are components of Social Studies includes political system and process, civic rights and responsibilities, economic system and policies, geography and national symbols and environmental awareness and social issues and justice. By implication, it means that civic knowledge that are components of social studies which serves as predictors to patriotism among undergraduate students.

**Research question two:** What are the civic skills components of Social Studies that are predictors to patriotism among undergraduate Social Studies students?

**Table 2.** Mean and Standard Deviation Responses to Research Question Two

Items	N	Mean	Std. Deviation
Social responsibilities	400	3.1300	.91734
Communal participation	400	3.0900	.94383
Political involvement and participation	400	3.0900	.90000
Critical thinking	400	3.1201	.92134
Problem solving skill	400	3.1400	.86480

Table 2 present respondents' opinions to research question two which seeks to find out

civic skills components of Social Studies that are predictors to patriotism among undergraduate students. From the responses it was clear that, social responsibilities, communal participation, political involvement, problem solving and critical thinking skill are some of the key civic skills contents taught in Social Studies which are geared towards promoting patriotism among undergraduate students. The implication is that, civic contents of Social Studies like civic responsibility and political participation are predictors to patriotism among undergraduate students.

Research question three: What are the causes of poor patriotism among undergraduate students?

**Table 3.** Mean and Standard Deviation Response to Research Question Three

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Poor civic education	400	3.1400	.86480
Political apathy	400	3.1600	.86129
Corruption and poor leadership	400	3.1700	.86521
Economic insecurity	400	3.1200	.87467
Perceived injustice and inequality	400	3.1400	.89916

Table 3 depicts respondents' opinions to research question three which seeks to find out the causes of poor patriotism among undergraduate students. From the responses of the respondents to the study, it was clear that, poor civic education, political apathy, corruption and poor leadership, economic insecurity and perceived injustice and inequality. The implication is that, when students are not provided the needed knowledge and amenities as well as security the tendency of becoming patriotic becomes hampered.

### **Discussin of Findings**

The analysis of research questions demonstrated that civic knowledge, such as understanding political systems, civic rights, economic policies, and social justice issues, is crucial for fostering patriotism among undergraduate Social Studies students. This aligns with findings by scholars like Smith (2012), Solomon and Alhassan (2017) who highlight the importance of promoting civic education to enhance national patriotism. Additionally, the study showed that civic skills including communal patriotism, critical thinking, social responsibility, and political engagement are key predictors of patriotism, emphasizing their role in Social Studies education. Challenges impeding patriotism, such as poor civic education, political apathy, corruption, economic instability, and perceived injustice, were also identified. Winthrop (2020) supported these findings by emphasizing the lack of effective communication between citizens and officials, which undermines accountability. To improve patriotism, comprehensive civic education programs, cultural incentives, and opportunities for political engagement were recommended, echoing Peart, Gutiérrez-Esteban, and Cubo-Delgado's (2020) assertion that experiential learning and civic instruction can strengthen civic skills. The study further revealed significant differences in how civic knowledge and skills affect patriotism, underscoring the substantial impact of Social Studies education on students' patriotic attitudes.

## V. Conclusion

Patriotism remains a critical issue for every government, as the development of a nation depends significantly on fostering patriotic citizens who can safeguard its heritage and promote growth. This study's findings underscore that, lapses in government responsibilities, such as inadequate security and the failure to provide essential services, contribute to weak patriotic sentiments among citizens. Furthermore, the current school curriculum falls short of imparting the necessary skills and knowledge to instil a strong sense of patriotism across educational levels. The conclusion drawn emphasizes that a well-structured, comprehensive citizenship education program is essential for nurturing and enhancing patriotism among students.

### Recommendation

Based on the basis of data analysis and results obtained, the following recommendations are tenable:

1. There should a robust curriculum review to promote holistic teaching and inculcation of civic knowledge and skills in students for patriotism
2. Stakeholders and School administrators should take into cognizance the need for students to be taught history of patriots to promote patriotism among these students
3. Government should provide the needed atmosphere in terms of policy and flexible framework that will ensure the promotion of patriotic related activities
4. There should also be conscious and deliberate effort from stakeholders towards promoting patriotism among the students and the nation at large.

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