IMPACT OF CIVIC EDUCATION CURRICULUM ON CULTURAL INTEGRATION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN UNITY SCHOOLS, NORTH-WEST ZONE, NIGERIA

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Abstract
The study examined the Impact of Civic Education Curriculum on Cultural Integration among Senior Secondary School Students in Unity Schools, North-West Zone, Nigeria. Survey research method was employed as the design of the study. The population of the study consist all Civic education students in Unity Schools in North West Zone, Nigeria which totaling 4301. The sample of the study was 354 respondents based on the improved Research advisors table of determining sample size (2010). Simple random and purposive sampling techniques were used. The Questionnaire was used as the instrument for data collection. The instrument was validated by the supervisors and experts in educational research. After pilot testing the instrument, a reliability coefficient index of 0.85 was realised. The research question was analyzed using mean and standard deviation. The hypothesis was tested with inferential statistics of one sample t-test. The findings established that civic education is viable tool in promoting cultural integration among students in unity school in Nigeria. The study recommended civic education curriculum contents to be used as a tool for improving positive perception towardcultural integration for all citizens through public enlightenment, seminar, symposium, and conferences across the country.
Keywords: Civic Education, Curriculum, Cultural Integration, Unity Schools, North-West

Introduction
In Africa as a continent, and with Nigeria as a good example, many groups of people were merged together into a territorial political unity by the colonist. This unit formed a geo-political entity called a country. Too many of them, there was no socio-cultural, political and economic identification with the state as a symbol of a people. In fact, most of these people that were amalgamated together became opposed to one another at the termination of colonial administration, after they folded their flags and political umbrella. The most serious problems confronting Nigeria and which are serving as a cog in the wheel of progress are the problems of identification, social and cultural integration and that of unity of purpose. These problems became very glaring, because Nigeria as a country is made up of many different ethnic groups and each group seems to behave like a separate entity. To support this opinion, late sir Ahmadu Bello once said during a political gathering that "God did not create the Nigeria state, the British did". In a response to this statement, late chief Awolowo, his political rival replied that "amalgamation or no amalgamation, Nigeria is a geographical expression" (Bamidele, 2016). Furthermore, in any political entity characterized by diverse ethnic or cultural diversities, and where some ethnic constituents are considerably larger than others, there is an unavoidable fear of domination of the minority by the majority groups. This statement is a true reflection of what Nigeria is. Nigeria, by all standards, is a large country geographically and ethnographically. With a land mass of 123,768 km2 and over 250 ethnic nationalities numbering over 198 million people, the foregoing cannot be more apt and the rationale for the adoption of a federal system of government cannot be more justified.

Federalism was adopted forNigeria in 1945 by the Richard constitution. After then, with the passing time, a number of defects became evident in the practice of federalism in Nigerian (Ukoima 2015). According to Ukoima (2015), one thing is clear in a federal system of government, the tiers of government ought to share political power as expressly spelt out in the constitution. Unfortunately, the current foundation andprinciples on which Nigerian constitution is operated over the years particularly since the advent of democracy has not in any way bring about national integration. Nigeria has a strong centre and weak states. The states have become administrative units of the federal government. The relationship between the centre and the states still reflects the military command structure, an unwelcome legacy of the military administration. The states are so weak that none of them enjoys fiscal independence from the centre. The federal government pays the piper and is happily dictating the tune to the states. The states are so weak and so generally impoverished that they have no capacity even to negotiate meaningfully with the centre. None of the states as it is now can generate enough internal revenue to prosecute any appreciable social and economic development. Instead of pillars, the states have become a burden on the federation. This anomaly is being blamed on poor intellectual foundation of the ruling class. It is the considered opinion of the current authors that if the Nigerian child is well oriented towards national consciousness through civic education; he would grow to become an altruistic, patriotic and selfless advocate of national integration. Such a politically socializedcitizen would be armed with all the requisite skills for effective citizenship. He would and the slightestaberration from the norm most abhorrent. Such a citizen would insist on the implementation of international best practices in the political affairs of his country in the areas of democratic principles and system of government like federalism.

Moreover, Ijalaye in Odey and Enu (2017) quipped that events of the recent past have indicated that Nigeria is facing the threat of losing its much cherished sense of nationhood and political culture. Against this backdrop, civic education has been viewed as the potent pathway to achieving true national integration and development in Nigeria. According to Agu (2009), the drive towards reengineering the process of teaching and learning civic education in our primary andsecondary schools has become very imperative especially in the face of dwindling levels of national consciousness, social harmony and patriotic zeal. In his view, as far back as the 1980s, it became painfully evident that the lack of civic education and patriotic orientation had led to disorientation in schools and the larger society. The consequences were being felt at all strata of our society. This was why Political Bureau set up by former President Ibrahim Babangida recommended, in March 1987, the establishment of a Directorate for Social Mobilization (MAMSER) which eventually transformed into the National Orientation Agency (NOA). Viewed from the perspective of orientation, it must be noted that the best to time togiveorientation to an individual is during the formative age. Accordingly, national orientation should be given to children in their school years. The core subject, whose curriculum is designed to give primary and secondary school pupils and students respectively the knowledge, skill and orientation needed for national consciousness is civic education. The crux of this study therefore is the impact of civic education for National integration in Nigeria.

Objective of the Study
i. Determine the impact of civic education curriculumonculturalintegration among senior secondary school students in unity schools, North-West Zone, Nigeria

Research Question
i. What is the impact of Civic Education curriculum oncultural integration among senior secondary school students in unity schools, North-West Zone, Nigeria?

Null Hypothesis
HO$_1$. There is no significant difference amongstudents on the impact of Civic Education curriculum oncultural integration in unity schools,North-West Zone, Nigeria

Methodology
The design of the study was survey research method. Survey research design involves gathering of data from a target population through a sample and generalizing the findings obtained from thesample to the entire population. This design correspond with the objective of the current study which seeks to assess civic education curriculum in promoting national integration among unity senior Secondary School Students in North-Western Zone, Nigeria. The population of this study comprises of all senior secondary school students in Unity Schools (Federal Government Colleges) in North-Western zone, Nigeria. There were4301 students at senior secondary school level II.This was based on the official data collected from the Federal Ministry of Education, Abuja as at July, 2018. The sample size for the study was 354 approximately. This is based on the research advisors table for sample selection. The instrument used for this research is structured questionnaire for Assessment of Civic Education Curriculum on Cultural Integration in Unity Schools. The questionnaire was designed on a modified construct of Likert type 4 point scale as follows: Strongly Agreed (SA) 4 points,Agreed (A) 3 points, Disagreed (D) 2 points, Strongly disagreed (SD) 1 point with weighted value of 4 to 1in terms of scoring. Data collected in this section was used to address research question and its corresponding null hypothesis. The questionnaire was designed and was submitted to supervisors, specialists in educational research and statistics including language expert to ensure its content, structural and face validity. The decision by the researcher to employ experts is based on the remark of Kelinger (1973) that validation by specialists or experts is an effective method for content, face and constructs validity of research instrument.

To get the reliability of Assessment of Civic Education Curriculum in Promoting National Integration among Unity Senior Secondary School Students in North West, Nigeria, the questionnaire was pilot tested in Federal Government College, Abaji-Abuja. This school was not part of the sampled schools. The decision to use 40students is based on the assertion of Connelly (2008) who suggested 10% of the sample size projected for the lager parent study as adequate for pilot testing. Consequently reliability coefficient index of 0.85 was realized. This is in line with the threshold set by Spiegel (1992), Stevens (1986)and Olayiwola (2010).The data collected from this research work was subjected to statistical analysis using Statistical Package for Social Sciences (SPSS) Version 23. The research question was answered using mean and standard deviation. The hypothesis was tested with inferential statistics of one sample t-test at 0.05 alpha.

Results
Research Question One
What is the impact of Civic Education curriculumonculturalintegration among senior secondary school students in unity schools North-west zone, Nigeria?

Table 1: Opinions on impact of Civic Education Curriculum Objectives on Cultural Integration among Senior Secondary School Students in Unity Schools, North-West Zone, Nigeria

S/N	Items	SA	A	D	SD	MEAN	STD
1	Civic education curriculum objectives have not done enough in de-ethicizing senior school students in Nigeria.	113	123	48	70	2.41	1.02
2	Civic education curriculum objectives help learners to inculcate positive attitudes and appropriate value for national integration.	133	51	82	88	3.6	1.19
3	Civic education curriculum objectives preaches against appreciating cultural diversities	151	95	75	33	3.35	1.01
4	Civic education curriculum objectives promotes ethnic tension and suspicion among Nigerian students	167	96	69	22	3.01	1.37
5	Civic education curriculum objectives encourages cooperation among students with diverse cultural background	196	32	86	40	3.77	1.46

6	Civic education curriculum objectives does not encourages cooperation among students with cultural diverse background	113	123	48	70	2.83	1.08
7	Civic education curriculum objectives do not help in cultural integration among senior school students.	97	108	84	17	3.49	1.22
8	Civic education curriculum objectives have not done enough in de-ethnicizing senior school students in Nigeria.	30	135	68	47	3.08	1.17
9	Civic education curriculum objectives have done enough in de-ethicizing senior school students in Nigeria.	111	61	100	35	3.36	1.38
10	Civic education curriculum objectives expose to learners the beauty in our cultural diversity.	205	25	61	33	2.83	1.45
	Aggregate mean					**3.173**	

Decision mean=2.50

Results from Table 1 shows the opinions of respondents on the impact of Civic Education curriculum objectives in promoting Cultural integration among senior secondary school students in unity schools North-west zone Nigeria. The aggregate mean of 3.173 was found to be higher than the decision mean of 2.50 implying that the average response pattern of the respondents regarding the impact of Civic Education curriculum objectives in promoting Cultural integration among senior secondary school students in unity schools North-west zone Nigeria was high.

Null hypothesis One

There is no significant difference amongstudents on impact of Civic Education curriculum on cultural integration among senior secondary school students in unity schools North-west zone, Nigeria;

Table 2: Summary of One Sample t-test on the impact of Civic Education curriculum objectives on cultural integration among senior secondary school students in unity schools North-west zone Nigeria

	N	Mean	Std. Deviation	t	p-value
	254	2.97	0.488	1.572	0.117

(t-critical 0 1.96, p > 0.05)

The result in Table 2 did not reveal significant difference among respondents on theimpact of Civic Education curriculum objectives on culturalintegration among senior secondary school students in unity schools North-west zone Nigeria. The p-value obtained was 0.117 (p > 0.05). These are clear indications of no significant difference among the students. The observation did not provide sufficient evidence for rejecting the null hypothesis. Therefore, the null hypothesis is retained.

Discussions

There is no significant difference between mean score on impact of Civic Education curriculum on cultural integration among senior secondary school students in unity schools North-west zone, Nigeria. Creation of social integration requires that people with different backgrounds share the same concept of society on the one hand while becoming accustomed to cultural diversity on the other hand even if that is hard to achieve since both measures for social integration seem to be politically contradictory and incompatible (Komsi & Onyango, 2014). This covers experiences of citizenship, connections that are social both with family and friends and engagements with the community (Tsai & Rosenheck, 2012). Social integration involves a process through which an individual establishes and maintains meaningful interpersonal relationships characterized by mutual exchange with community members in nonclinical settings (Komsi & Onyango, 2014). While recognizing that complete social integration of diverse groups is unlikely to happen, social integration is an essential ongoing task (Komsi & Onyango, 2014). The concept of social integration can thus be used as a concept on a macro level, for instance related to how collective actors interact and compose a whole within a nation state, on a meso (group) level and finally on a micro (individual) level (Barstad, 2009). Interacting with the main society creates room for mutual acceptance and understanding of each other. Giddens (1984) as cited in Camara and Syakango (2011) states that social integration involves

the daily routines of day-to-day life. In the daily activities, individuals encounter others who are physically present and co-present. This may lead to inclusion, equal opportunities and rights for secondary school students. In this case, becoming more integrated implies improving life chances. An important effect of social integration is to enable students to be part of, and participate in, the society in which they have settled. In order for the integration process to be effective, secondary school students need to be empowered with the necessary tools to effectively function.

As a remedy, all the democracies have been convinced of the importance of having active and informed citizens who will sustain democracy and political development (Deth, 2013; Bayeh, 2016). Creating active citizenship is instrumental to the flourishing of democracy. Active citizenship in this sense is the ability of the people "to exercise and defend their democratic rights and responsibilities in the society, to value diversity and to play an active part in democratic life". For citizens to be active and thereby undertake these activities, they need to have the necessary knowledge, skills, attitudes, and values. To this end, Civic Education has been provided in many countries of the world including Nigeria. Through Civic Education, peoples' participation will bring and sustain democracy. After all, "democracy does not deserve its name without citizens' participation" (Deth, 2013).

Conclusion
Based on the outcome, it is concluded thatthe teaching and learning of civic education has positive impact on the attitude of students of unity schools towards cultural integration in Nigeria, and continue teaching the subject in our educational levels will bring about change of attitude among Nigerian youth towards working positively in uniting and integrating Nigeria as a nation.

Recommendations
It is therefore recommended that:
1. Cultural integration and development in Nigeria could be achieved by government introducing the teaching and learning of civic education at all levels of educational system in the country to be a compulsory course to promote cultural integration and general positive attitude towards National Integration.

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