



Research Article

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An Investigation into Citizenship Values of College of Education Students in South West, Nigeria

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Abstract: The development of functional skills, desirable values and attitudes by students is one of the main aims of education. Development of such values and attitudes is aimed at making students good citizens of Nigeria. College of Education students are expected to imbibe these values and attitudes and ensure that their students also imbibe these values through their professional practices. However, studies have revealed that in spite of all the efforts made by the government to inculcate positive values and attitudes in students, citizenship values are not demonstrated by many Nigerian youths. This study, therefore, investigated the perceived citizenship values of College of Education (COE) students in South West, Nigeria. The research was a descriptive cross-sectional survey type. The sample comprised 1,448 students drawn from nine colleges of education in the three states in South West, Nigeria. Multistage sampling technique was used to select the respondents. A researcher-designed questionnaire, "Citizenship Values Scale (CVS)" was used for data collection. Descriptive statistics of Percentage and Mean were used to answer research questions one and two, t-test was used for the hypothesis. The results showed that the College of Education students' perception towards all the citizenship mean values was positive. Furthermore, patriotism (7.79) was the most preferred citizenship value among the students; in addition, the result revealed that male and female students were not significantly different in their perception of citizenship values. Thus, it was recommended that College of Education students should be encouraged to develop and display all the citizenship values especially in the area of honesty through example and practice of what had been learned and imbibed.

Keywords: Citizenship Values, Honesty, Obedience, Patriotism, Transparency, Kindness.

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INTRODUCTION

The citizenship value has become a worldwide marvel and it has gotten a lot of consideration in conversations around the Global Education First Initiative and the Sustainable Development Goals (SDGs) (Jennifer, 2018). Each general public has values that maintain its individuals and society on the loose. The examples of overcoming adversity of nations, mainland, huge companies, and noteworthy people make them thing in like manner – values. United Nations (2010) advocates that young people are viewed as both a significant human asset for improvement and key operators for social change, monetary advancement, and mechanical development. Consequently, the improvement of citizenship values among the youthful ones ought to be the significant worry for one and all. Thakaso & Preece (2018) is of conclusion that improvement of citizenship values among the young will empower the country to have productive members of society, shaped by powerful social and strict qualities that will empower them to their legitimate spot in the public eye and completely take an interest in financial and socio-political advancement of quiet country through individual and lucid gathering self-inspiration.

Nigeria as an average and edified society ought to anticipate that its citizens should develop certain attractive qualities and mentalities that will make them

answerable residents who will have the option to contribute seriously to the general improvement of their nation. This is in concurrence with Federal Republic of Nigeria (2004) that Nigeria's way of thinking of instruction depends on the advancement of a person into a sound and compelling citizen; the full acknowledgment of the person into the network, and the arrangement of equivalent access to instructive open doors for all citizens of the nation at the primary, secondary and tertiary levels both inside and outside the conventional educational system. The affirmation above is based on the way that training ought to transmit those qualities, aptitudes, perspectives, and information to make the beneficiaries mindful and viable working individuals from the general public.

In spite of the efforts made by the government to in still the qualities and perspectives in students, its incongruity is that values have really moved in our general public. The consideration is coordinated towards riches obtaining, infringement of human rights, fretfulness, capturing and the ascent in ethnic and strict issues (Adebisi, 2018). What is more, there is high pace of debasement, deceptive nature, indiscipline, and lack of regard for both elders and the rule of law and apathy to obligation are a portion of the appearances of negative mentalities in the Nigerian culture (Iyamu & Obiunu, 2010). This means the Nigerian worth framework is

broken. This view is bolstered by Ayorinde (2013) who attested that the emergency of qualities and perspectives influencing the youth can be followed to the general breakdown of values within the larger society. This may be the motivation behind why Nigerians in the diaspora have been bothered by the flood of xenophobic assaults over the globe.

A plenty examines did in the essential and optional schools uncovered that despite all the efforts made by the government to teach citizenship values in students, alluring qualities and perspectives are not shown by numerous Nigerian youth. This issue has continued throughout the years in the nation. These examinations were completed in primary and secondary schools while none has been done on this point to incorporate the colleges of education to best of researcher knowledge. Hence, the researcher's interest to fill the gap by exploring the "Perceived Citizenship Values of college of education students in South West Nigeria."

Research Questions

The germane questions agitate in the mind of the researchers are:

- What is the perception and preference of the College of Education students for citizenship values?
- To what extent do the College of Education students prefer each of the citizenship values?
- What are the differences in the perceived citizenship values of male and female students of the College of Education?

Objectives of the Study

The main objectives of this study are to:

- investigate students' perception and preference(s) for citizenship values
- to investigate College of education students' preference for citizenship values
- determine the differences in citizenship values of male and female students in colleges of education.

Research Hypothesis

The following hypothesis was formulated for the study:

H0: There is no significant difference in the citizenship values held by male and female students of College of Education.

CONCEPT OF CITIZENSHIP

The idea of citizenship can be followed back to Ancient Greece and in the city-conditions of Athens and Sparta during the fourth and fifth Centuries BC. Residents were characterized by their association in open obligations generally revolved around regular responsibilities to city obligation in overseeing and safeguarding the state (Heater, 2006; Faulks, 2004; Dwyer, 2004). Right now, the resident is 'comprised as

political entertainer' (Lister, 2005) supported by the 'accommodation of individual enthusiasm to that of the benefit of everyone' (Lister, 2005). Citizenship has no "basic" or generally evident signifying' (Crick, 2005). It is the thing that logicians call a "basically challenged idea subject to various logically explicit translations. As indicated by Iija (2011), the idea of citizenship is a mind-boggling one: it does not have a conclusive explanation, yet it, in any case, is a significant class in the contemporary world. Iija (2011) contends that citizenship is an influential thought, and regularly the manner in which an individual is dealt with relies upon whether the person has the status of a resident. Citizenship incorporates assurance of an individual's privileges both at home and abroad. It involves lawful, political and social measurements: the legitimate status as a full citizen, the acknowledgment of that status by individual residents and going about as a citizen (Iija, 2011). Shafir (1998) considers citizenship to be a structure for political majority rule government and individual independence just as a scholarly and political custom that associates the advanced period with vestige (Iija, 2011).

As per Coffey (2005), citizenship of today is worries with 'participation', normally connected to a state. It is additionally a 'regulating perfect' Coffey (2005), a lot of practices that characterize an individual as an equipped citizen (Turner, 2008) and here there are qualifying, related rights, and duties. It contains a status: "presented on the individuals who are full individuals from a network. All who have the status are equivalent concerning the rights and obligations with which the status is invested" (Marshall, 1992). In accordance with this statement, Heater (2006) characterizes citizenship as far as 'progressivism (rights) and 'community republicanism (commitments)'. The liberal political point of view favours a legitimate model of citizenship that perceives and advances singular rights and ensures this in law (Akin *et al.*, 2017). While the liberal translation has had the most effect on the improvement of British Citizenship (Heater, 2006), it is the community republican conventions that have a long legacy. They are not just an issue of old-style study either: key political supporters of citizenship point to these customs as imperative to a cutting edge encircling of the connection between people, network, and state. At the core of its separation from liberal models is a pledge to the supremacy of the 'open intrigue' (Dwyer, 2004).

Citizenship esteems by their inclination allude to those social qualities particularly in the regions of human relations that can prompt social union, social amicability, and progress (Jennifer, 2018). Such characteristics as genuineness, discipline, honesty, straightforwardness, resilience and collaboration, regard for nobility of man and work, satisfaction, dependability, love, national awareness, energy and faithfulness to the express, and ability to take an interest in equitable procedures, compliance to the law, installment of

expenses, rendering benevolent support of the state, etc structure the center of citizenship training (Saadi, 2015). Citizenship esteems as indicated by Torney-Purta (2002) are viewed as learning results of Citizenship Education. They are likewise every now and again utilized in cross-country examination of youngsters' impression of the significance of traditional and social-development citizenship in the field of youth municipal commitment.

Hypothetical Review

In talking about social qualities, there exists a test to troubling on relativism or absolutism. Right now, scholars having a place with the Indic and Confucian ways of thinking contend that qualities are relative and ought to never be treated as supreme or widespread. Then again, western researchers including those sharing the Abrahamic confidence, that is, Judaism, Christianity, and Islam, accept that specific social quality are ideas that have and ought to have general application. For example, human respect, right to life and incentive for human life are solid rights and qualities that individuals should appreciate and maintain while taking part in any type of relations inside the general public.

Right now, hypothesis will be received to offer significance to this examination. This hypothesis is the Greek logician, Aristotle (384 – 322 BC), who started the goodness morals approach. Macintyre (1981) has additionally advanced this hypothesis through his extremely fruitful commitments to the subject. In characterizing worth and morals, Aristotle didn't plan to distinguish the characteristics of good acts or standards, yet of good individuals. As Macintyre proposed, going about as a productive member of society is the condition of being great and doing admirably which makes a total human life inhabited its best; yet for Aristotle, the upright man needs to realize what he does is righteous; and a decent man needs to 'judge to make the best choice in the opportune spot at the perfect time in the correct manner' Macintyre (1981). This is one of the characteristics of a decent and powerful resident depicting the demonstration of being dependable and trained. Macintyre included that there is the need to feel what one is doing is acceptable and right; to have an enthusiastic just as the subjective valuation for values is a fundamental part of ethics.

In the last examination, the viability of a decent worth framework relies upon the idea of the individuals who utilize it. What is more, are individuals basically fortunate or unfortunate? Without sounding idealistic, if the worth establishment on which the Nigerian state is manufactured is to be recovered, at that point endeavors must be set up by the administration particularly, upheld by non-legislative on-screen characters like confidence associations, common society gatherings and other social specialists like the educational system, family, media and others, to build up a decent worth framework that will be instilled in each Nigerian youngster and resident. What this hypothesis recommends is that if the individual can

be changed, his activities will change (Macintyre, 1981). In the event that his/her conduct can be displayed to fit acknowledged social qualities and excellences of good individuals and great social orders, at that point great and viable people can be raised.

PROCEDURE

Research Design: The examination was an enlightening cross-sectional review type. An expressive study is an orderly endeavor to portray the qualities of a given populace or zones of intrigue (Daramola, 2006). Hence, the distinct study would be appropriate for this investigation; it would empower the specialists to make helpful conclusions and judgment toward the finish of the examination with the guide of a poll.

- **Study Area:** This examination work was completed among the students of the Colleges of Education in the six states (Lagos, Oyo, Ogun, Ondo, Osun, and Ekiti) of the South West. The decision of these states depends on the way that they have the most noteworthy number of the Colleges of Education in Nigeria, four Federal, eight states and nineteenth private Colleges of Education in the South-Western zone of Nigeria, (NCCE, 2019).
- **The number of inhabitants in the Study:** The populace for this examination comprises of each of the 20, 789 understudies in the two and 300 degrees of the chose Colleges of Education. The decision of the degree of understudies is legitimized on the grounds that they have gone through that specific course (Citizenship Education).
- **Testing Method and Sample Size:** The multi-arrange inspecting strategy was utilized right now select the examples since it includes numerous stages.
- **First Stage:** From the six states, three states were chosen to utilize the purposive examining procedure. That is three expresses that have the government, state and private universities of training.
- **Second Stage:** Out of the 20 universities of training in the three states, nine schools of instruction were chosen utilizing basic irregular examining strategy.
- **Third Stage:** Out of around 20,789 NCE II and NCE III understudies in the nine universities of training, 1,448 understudies were chosen at 97.5% certainty level (Louis Cohen, Lawrence Manion and Keith Morrison 2007) while the proportionate examining system was utilized to choose understudies from each degree of instruction.
- **Fourth Stage:** There were five schools (resources) in the universities of instruction chose; one school was picked utilizing a straightforward irregular examining procedure.
- **Fifth Stage:** To pick the understudies from the staff to comprise the example, the balloting framework was utilized.
- **Instrumentation:** The instrument utilized for this investigation is a survey labeled "Citizenship Values

Scale (CVS). The instrument contains 35 explanations listing the citizenship esteems. The changed four focuses Likert scale was utilized: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) with numerical estimations of 4, 3, 2, 1 separately for positive proclamations. The scores were turned around for negative articulations.

- **Approval of Instrument:** Validity means that the degree to which the instruments can be depended upon to do what it indicates to do precisely. An instrument is said to be dependable in the event that it tends to be trusted to over and over measure required attributes reliably and unequivocally (Jimoh, 1995). So as to guarantee the face and substance legitimacy of the instrument, the draft of the instrument was given to certain specialists in the

field for analysis and master exhortation. The instrument was pre-tried among a comparative gathering of 200 understudies. The unwavering quality of the instrument was resolved through the proportions of inward consistency with the utilization of Cronbach's alpha co-effective insights and the outcome is above 0.5, it implies the instrument is dependable.

- **Technique for Data Analysis:** The information gathered relating to understudies' citizenship esteems was broke down utilizing implies, standard deviation and t-test.

RESULTS AND DISCUSSION

Research Question One

What is the perception and preference of the College of Education students for citizenship values?

Table 1: The mean scores of perceived citizenship values.

Section A: Perceived Honesty Scale	Mean	Rank
I will not take away my organization's property if I need it	2.36	2 nd
I will not indicate the correct time I get to the office when I am late since no one is watching me.	2.21	5 th
It is okay to give any reason to absent myself from work.	2.48	1 st
In time of need I may not return a lost but found material	2.28	3 rd
I may not tell the truth if doing so will put me in trouble.	2.21	5 th
I may not inform the Bank if I am overpaid	2.25	4 th
Grand Mean	2.30	
Section B: Perceived Responsibility Scale		
I will take responsibility publicly for my actions if I am in position of authority.	2.80	1 st
I will accept responsibility at all times.	2.43	4 th
I will always seek and accept responsibility even if it is not convenient.	2.63	2 nd
I will take responsibility for mistakes or error of judgment committed by people under my leadership.	2.46	3 rd
I feel reluctant when I am asked to accept responsibility.	2.42	5 th
I may not discharge my duties and responsibilities efficiently and promptly in the face of extreme difficulty.	2.40	6 th
Grand Mean	2.52	
Section C: Perceived Discipline Scale		
I will obey rules and regulations of my country because of sanctions.	2.54	1 st
I don't have to exercise control over my actions or behavior in all circumstances.	2.37	3 rd
I will obey court injunctions, orders and judgment that are not in my favour.	2.42	2 nd
Grand Mean	2.44	
Section D: Perceived Respect for others Scale		
I don't have to respect other people's opinions or peculiarities when they are different from mine.	2.35	3 rd
I will respect others even if they don't respect me.	2.82	1 st
I consider others first in everything I do.	2.76	2 nd
Grand Mean	2.64	
Section E: Perceived Contentment Scale		
I am always satisfied with whatever I have.	2.92	1 st
I can satisfy my needs using any means.	2.44	3 rd
I am not satisfied with using all means to achieve goals.	2.47	2 nd
Grand Mean	2.61	
Section F: Perceived Transparency Scale		
I will make my account in public office(s) open for public criticism or accountability.	2.61	1 st
I don't have to account for every money I spent at my place of work at all times.	2.37	2 nd
Grand Mean	2.49	
Section G: Perceived Obedience Scale		
I try to follow rules anywhere I find myself.	2.90	1 st

I try not to do anything that can attract public condemnations.	2.81	2 nd
I follow rules especially when people are watching.	2.70	3 rd
Grand Mean	2.80	
Section H: Perceived Kindness Scale		
I am not always ready to assist the less privileged.	2.24	2 nd
I don't render assistance where I will not benefit from.	2.20	3 rd
I will not assist someone who is hostile to me.	2.34	1 st
Grand Mean	2.25	
Section I: Perceived Patriotism Scale		
I will declare I am a Nigerian anywhere I find myself no matter the circumstance.	2.91	1 st
If possible, I will not buy locally made goods.	2.42	3 rd
I prefer to identify with people from my own part of the country.	2.64	2 nd
Grand Mean	2.66	
Section J: Perceived Justice/Fair play Scale		
I believe in relating with all manner of people on the same level.	2.71	1 st
I don't believe everyone should have equal opportunities in life.	2.40	2 nd
I can sometimes use force against others to get what I need in time of scarcity.	2.19	3 rd
Grand Mean	2.43	

From Table 1, segment a shows the degree of estimation of trustworthiness held by the College of Education understudies. Most of the respondents concurred that it is alright to give any motivation to missing themselves from work with the most elevated mean estimation of 2.48 followed by "I will remove my association's property on the off chance that I need it" (m = 2.36). The least is "In the period of scarcity I may not restore a lost and discovered material" (2.21) and "I won't show the right time I find a good pace when I am late since nobody is watching me" (2.21). Nonetheless, the terrific mean score for apparent trustworthiness was seen at 2.30. Utilizing 2.0 as the normal benchmark, it tends to be reasoned that the College of Education understudies have a positive recognition towards trust worthiness; however, the observation was not on the high side. This suggests the predominant withdrawn exercises, for example, fear-mongering, misrepresentation, burglary hijacking, custom murdering, road battling and defilement in Nigeria will before long be a thing of the past in Nigeria. This examination is in opposition to the finding of Adebisi (2018) who affirmed that Nigerian young people are never again maintaining cultural qualities, for example, trustworthiness.

From Table 1 segment B shows the degree of estimation of duty held by the respondents. Most of the respondents concurred that they will assume liability freely for their activities on the off chance that they are in position of power with the most noteworthy mean estimation of 2.80 followed by "I will consistently look for and acknowledge duty regardless of whether it isn't advantageous" (2.63). The least are: "I feel hesitant when I am approached to acknowledge duty" (2.42) and "I may not release my obligations and duties effectively and speedily even with outrageous trouble" (2.40). The stupendous mean score for "duty" is 2.52 which is over the normal. It can in this way be inferred that the respondents held positive incentives about obligation. This is in accordance with the United Nation (2010's) attestation that youngsters over the globe are the key

operators for social change, reasonable monetary development, and improvement.

Table 1 area C uncovers the degree of estimation of control held by College of Education understudies. "I will obey rules and guidelines of my nation in view of approvals" got the most elevated score (2.54); It was trailed by "I will hesitantly obey court directives, requests and judgment that are not in support of me" (2.42) while "I don't need to practice power over my activities or conduct in all conditions" has the least score (2.37). The excellent mean score for discipline is 2.44 which means that the view of the respondents on discipline is certain.

Table 1 area D shows the level of estimation of regard for others held by College of Education understudies. "I will regard others regardless of whether they don't regard me" has the most noteworthy score (2.82). It was firmly trailed by "I consider others first in all that I do," (2.76) while "I don't need to regard other people groups' feelings or characteristics when they are not quite the same as mine" (2.35) has the least score. The excellent mean score for regard for others is 2.64 which means that the impression of the College of Education understudies on regard for others is certain.

Table 1 segment E shows the degree of estimation of satisfaction held by the College of Education understudies. "I am constantly happy with whatever I have" has the most noteworthy score (2.92); it was trailed by "I am not happy with utilizing all signifies" to accomplish objectives" (2.47) while "I can fulfil my needs utilizing any signifies" has the least score (2.44). The amazing mean score for satisfaction is 2.61 which mean that the impression of the College of Education understudies on happiness is sure.

Table 1 segment F, G H, I and J shows the degree of estimation of transparency, submission, thoughtfulness, enthusiasm, and equity with great mean

estimations of 2.49, 2.80, 2.25, 2.66, and 2.43 separately. This means the impression of College of Education understudies on transparency, compliance, benevolence, nationalism, and equity is sure.

Conclusion to be produced using this discovering is that citizenship instruction is a vehicle that build up the aptitudes, qualities and mentalities of understudies towards the goals of the interconnected difficulties confronting the nation today. This is in accordance with Hoskins (2006's) attestation that Citizenship instruction gives individuals the information and aptitudes to get, challenge and draw in with just society including legislative issues, the media, common society, the economy and the law. It causes them to create

fearlessness and a feeling of organization, and effectively manage life changes and difficulties, for example, tormenting and separation.

In another examination, Koku (2017) declares that citizenship value is a panacea for financial and political shakiness in Nigeria, ranges from capturing; joblessness, militancy, the Boko Haram, Herdsmen and ranchers conflicts, ethnic strict clashes, discretionary and post-political race viciousness, and politically spurred killings.

Research Question 2

To what extent do the College of Education students prefer each of the citizenship values?

Table 2: College of Education Students' Preferences for citizenship values

S/N	Item	Mean (\bar{X})	Rank Order
1	Honesty	2.17	10 th
2	Responsibility	4.54	8 th
3	Discipline	3.54	9 th
4	Respect for others	5.04	7 th
5	Contentment	5.52	6 th
6	Openness/Transparency	6.97	3 rd
7	Obedience to law	6.26	4 th
8	Kindness	5.59	5 th
9	Patriotism	7.79	1 st
10	Justice/Fairplay	7.46	2 nd
Grand mean (\bar{X})		5.49	

Table 2 shows the mean scores for inclination/significance appended to every one of the ten segments of the citizenship esteems. From the Table 2, it tends to be gathered that School of Training understudies have the most noteworthy incentive for Nationalism (\bar{X} = 7.79, Position = first) and it is firmly trailed by equity/fair play, (\bar{X} = 7.76, Position = second) while Genuineness (\bar{X} = 2.17, Position = tenth) got minimal inclination from the understudies. The stupendous mean score of the inclination for generally speaking citizenship esteems by the understudies was 5.49 which is better than expected (5.00), it can in this manner be inferred that the School of Training understudies have a positive inclination for all the 10 citizenship values.

The ramifications of this discovering is that usage of citizenship training educational program in every single instructive level will help the nation to

conquer its issue disorder and accomplish vision 2030 of Sustainable Development Goals (SDGs).

Testing of Hypothesis

Citizenship esteems have ten unique segments (honesty, responsibility, discipline, respect, contentment, openness, obedience, kindness, patriotism and justice). Trial of speculation was completed for every one of the ten parts just as the general citizenship esteems. All the tests were directed at 0.05 degree of significant.

H₀₁: There is no significant difference in the perceived citizenship values of male and female students of the Colleges of Education in South West.

The demographic characteristics of the College of Education students are shown in table 3 while table 4 shows the result of hypothesis testing.

Table 3: Distribution of Gender of College of Education Students in South West, Nigeria

Gender	Frequency	Percentage
Female	700	48.3
Male	748	51.7
Total	1448	100.0

Table 3 shows that out of 1448 college of education students sampled, 700 (48.3%) were females and 748 (51.7%) were males respectively.

Table 4: T-test of Differences in the Perceived Citizenship Values of Male and Female Students of College of Education

Gender	Honesty	Responsibility	Discipline	Respect	Contentment	Openness	Obedience	Kindness	Patriotism	Justice	Citizenship values
Female (700)	56.97 ±18.76	63.85±11.69	61.46±17.23	66.80±14.13	65.23±15.25	62.43±18.16	71.42±20.58	54.75±22.77	66.23±14.62	61.06±15.66	63.03 ±7.81
Male (748)	57.58±9.14	62.34±12.58	60.73±17.46	65.57±14.53	65.02±16.04	61.71±18.08	68.81±21.43	57.54±23.41	66.58±14.89	60.81±16.01	62.69 ±8.33
T-test	t(1446)=0.809	t(1446)=2.357	t(1446)=0.806	t(1446)=1.622	t(1446)=0.267	t(1446)=0.749	t(1446)=2.362	t(1446)=2.298	t(1446)=0.391	t(1446)=0.304	t(1446)=0.791
p-value	=0.419	p-value=0.019	p-value=0.420	P-value=0.105	p-value=0.789	p-value=0.454	p-value=0.018	p-value=0.022	p-value=0.696	p-value=0.761	p-value=0.429
Decision	Accept H ₀	Reject H ₀	Accept H ₀	Accept H ₀	Accept H ₀	Accept H ₀	Reject H ₀	Reject H ₀	Accept H ₀	Accept H ₀	Accept H ₀

Table 4 gives the result of testing for a significant difference in male and female College of Education students' citizenship values. From the Table, female students have higher mean value in responsibility (63.85±11.69) compared with male students (62.34±12.58), t (1446) = 2.357, p-value = 0.019: the null hypothesis that states there is no significant difference in the perceived citizenship values of male and female students of College of Education was therefore rejected i.e. there was a significant difference. For obedience, female students have a higher mean (71.42±20.58) when compared with male students (68.81±21.43), t(1446) = 2.362, p-value = 0.018: the null hypothesis value was also rejected. On the other hand male students have significantly higher values for kindness (57.54± 23.42) compared with females students (54.75± 22.77), t(1446) = 2.298, p-value = 0.022: the null hypothesis was also rejected. The other seven components, as well as the overall citizenship values, were not significantly different between male and female students (p-values > 0.05). Therefore it can be concluded that there was no significant difference in the perceived citizenship values between male and female students. This implies that the gender (sex) of the students did not have a significant influence on how they perceived citizenship values.

CONCLUSION

In light of the discoveries of this examination, the accompanying ends can be drawn. The outcomes are anyway characteristic of the way that citizenship education is distinguished as a significant subject for encouraging citizenship values. Citizenship estimations of the College of Education students are fit for being impacted emphatically through citizenship training. In this manner, it was inferred that citizenship instruction has possibilities of improving the citizenship estimations of students for national advancement. Thusly, endeavors ought to be made to see that students are presented to fitting learning encounters and exercises that can assist them with creating and show all the citizenship values.

Recommendations

In light of the discoveries and finishes of this examination, the investigation suggested that the College of Education instructors should grasp the showing technique for "do and educate" (an excellent good example) in educating and learning process with the goal that these qualities will govern the lives of the students for eternity. This strategy will be made known to different partners in the instruction. School of training students ought to be urged to create and show all the citizenship values particularly in the zone of trustworthiness through model and practice of what had been realized and soaked up.

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