ACHIEVEMENT-MOTIVATION, SELF-EFFICACY AND ATTITUDE OF SOCIAL STUDIES STUDENTS TO CITIZENSHIP EDUCATION COURSE IN COLLEGES OF EDUCATION, SOUTH-WEST NIGERIA

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SOCIAL STUDIES EDUCATION

**A THESIS PRESENTED TO THE
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REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF
PHILOSOPHY (Ph.D.) IN SOCIAL STUDIES EDUCATION**

JANUARY, 2020

DECLARATION

I hereby declare that this Thesis entitled Achievement-motivation, Self-efficacy and Attitude of Social Studies Students to Citizenship Education Course in Colleges of Education, South-west Nigeria was written by me and it has been the record of my own work. I also proclaim that neither the whole work nor any part of it has been, is being, or is to be submitted for another degree at this or any other University or examining body.

Signature:…………………………..

OLAYIWOLA, Olujide Adeyemi

January, 2020

CERTIFICATION

This is to certify that this study, entitled Achievement-motivation, Self-efficacy and Attitude of Social Studies Students to Citizenship Education Course in Colleges of Education, South-west, Nigeria by OLAYIWOLA, Olujide Adeyemi (13/68YZ001), has been read and approved as meeting part of the requirements of the Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria for the award of Doctor of Philosophy (Ph.D. Degree) in Social Studies Education.

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DEDICATION

This Thesis is specially dedicated to the glory of Almighty God who has guided me through my academic aspiration. It is also dedicated to my confidant and my beloved father, Late Pa. OLAYIWOLA, Jejeola Gbolahan of blessed memory.

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ABSTRACT

Citizenship education, which is the major focus of Social Studies, has been used extensively in re-shaping the orientations of Nigerians towards a virile, stable and an enduring democratic nation. However, Nigeria is yet to feel the impact of Citizenship Education that will promote unity among Nigerians. Hence, the need for students to have high achievement-motivation, high self-efficacy and positive attitude will help to comprehend and appreciate the main goals of Citizenship Education Course. Therefore, this study investigated Achievement-motivation, Self-efficacy and Attitude of Social Studies Students to Citizenship Education Course in Colleges of Education, South-west, Nigeria. The objectives of this study were to: (i) examine the levels of achievement-motivation; self-efficacy and attitude of Social Studies students to Citizenship Education Course; (ii) assess the relationship and contribution of achievement-motivation and self-efficacy to attitude of Social Studies students to Citizenship Education Course; and (iii) identify the relative contribution of each of achievement-motivation and self-efficacy to attitude of Social Studies students to Citizenship Education Course.

Descriptive survey design of correlational type was adopted for the study. The population comprised 8,226 Social Studies Students from both public and private Colleges of Education in South-west, Nigeria. Multi-stage sampling procedure involving purposive, stratified and simple random sampling techniques was used to select 652 NCE III Social Studies students from 12 selected Colleges of Education in all the six States of South-west, Nigeria. Achievement-motivation Inventory by Mutee and Immanuel, (2009) and General Self-efficacy Scale by Schwarzer and Jerusalem, (1995) were adopted and adapted respectively while a researcher designed Questionnaire on Students' Attitude to Citizenship Education Course was used in data collection for this study. The instruments were validated and tested for reliability using test re-test procedure which yielded reliability coefficients of 0.75, 0.87 and 0.79 respectively. Data collected were analysed using percentages and Multiple Regression at 0.05 alpha level.

The findings of this study were that:
i)   67% of the respondents had an average level of achievement-motivation and 54% had high level of self-efficacy;
ii)   81% of the respondents had positive attitude to Citizenship Education Course;
iii)   achievement-motivation and self-efficacy were related to and contributed to students' attitude to Citizenship Education Course at df = 2/649, F = 6.349 sig at 0.05;
iv)   independent variables (achievement-motivation and self-efficacy) contributed (R^2=0.23) to dependent variable (attitude of students to Citizenship Education Course); and
v)   self-efficacy relatively contributed (β=0.122) to students' attitude to Citizenship Education Course in Colleges of Education better than achievement-motivation (β=0.062).

The study concluded that, achievement-motivation and self-efficacy are important factors of Social Studies students' attitude to Citizenship Education Course in Colleges of Education. The implication is that, achievement-motivation and self-efficacy can facilitate the improvement of students' attitude to good citizenship orientations and behaviours. The study recommended that, lecturers should endeavour to use learner-centred strategies to improve Social Studies students' level of achievement-motivation and sustain their level of self-efficacy vis-à-vis their positive attitude in order to achieve the goals of Citizenship Education Course especially at the Colleges of Education level.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The fundamental aim of education in Nigeria is to enable citizens understand changes and make the necessary adjustment to live a fulfilled life and contribute to national unity and development. Education is the process of imparting and acquiring knowledge and skills by the teachers and learners respectively; in order to experience national growth and development. It is also the wealth of knowledge and skills acquired by an individual after going through the processes of teaching and learning. One aspect of education that emphases human development is Citizenship Education, which involved molding the character of people to enhance their behaviours.

Citizenship Education is a veritable means of training learners about their rights and responsibilities. It is specifically aimed at inculcating national consciousness and integration as well as the right type of attitudes and values in the Nigerian child (Emmanuel, 2011). Citizenship Education is also a course of study designed to acquaint learners with what it takes to be responsible and effective citizens thereby making the learners contribute their quota to the development of their immediate locality, state, nation and the society at large. In the light of this, exposure of learners, who are also citizens of the country to Citizenship Education

Course will enable them to be law-abiding and have respect for the views and rights of others in the society.

Citizenship Education is intricately knitted with Social Studies; it has so much to do with the development of civic and citizenship knowledge, attitudes, values, and skills. Citizenship Education has also become an approach to Social Studies. In this way, it is an essential point through which the goals of Social Studies are expected to be achieved (Osakwe & Itedjere, 2005). The course avails the learners, the importance of discharging their duties and obligations such as; strict observance of Nigeria national ethics such as discipline, self-reliance, and patriotism; having faith and belief in the unity, cohesion, progress, integration and oneness of the country as an indivisible political entity. Citizenship Education Course is aimed towards equipping learners to be responsible and good citizens (Kerr, 2004). Effective Citizenship Education Course which teaches learners how to involve and explore positive change(s) within the scope of their environments is therefore necessary; as the development of a lasting allegiance to an enduring civic participation is required through effective teaching and learning of Citizenship Education (Mhlauli, 2012).

The central aim of Citizenship Education is to train learners to become good and responsible citizens. This would enhance their understanding to be alive to their rights and responsibilities which allow them to contribute proactively and responsively to the development of their society. In complementary terms,

education for sustainable development and Citizenship Education share close affinities. UNESCO (2009) expressed that, Citizenship Education Course enables learners to acquire the knowledge, value and skills to involve in decisions about how we do things individually and jointly both locally and globally that will cause to change the quality of life now without damaging the planet for the future.

In a heterogeneous and democratic society like Nigeria, citizens must be ready to make their outstanding contributions. Good, effective and informed citizenship thus imply that citizens are voluntarily ready and able to weigh different perspectives, explore strategies for change and meditate on matters bordering on social justice, equality/inequality and democratic involvement. Good and effective citizenship rest on the disposition to act in a socially accepted and responsible way within a society (Jekayinfa & Yayi, 2017). Also, in a pestered society like Nigeria, the remodeled educational system is reposed in a course like Citizenship Education. The structure of instructions and programmes vis-a-vis sensitization and training of students in a formal school setting that groom them; desirable attitudes, habits, virtues, values, behavioural patterns, the spirit of common identity and patriotism that instills desirable changes in the students towards productive advantages to the state (Anamba, 2013).

It should, therefore, be noted that western education in Nigeria has not gone beyond helping to stamp out ignorance and superstitious beliefs and increasing level of perception of Nigerians. It has not achieved the objective of making

Nigeria economically and technologically dynamic, corruption-free, viable and united. This is evident because, Nigeria is still experiencing harsh depression in many phases of the economy (Ukadike, 2010). Corruption is the order of the day while religious intolerance, ethnic rivalry, and insurgencies of various dimensions are common in spite of many years of teaching Citizenship Education. This has become a source of concerned to Nigerians who are now calling on administrators, curriculum planners, educators, psychologists and other stakeholders in the education sector to urgently address the issue of using education to transform Nigeria into a socio-economic, technologically viable, peaceful, dynamic and united nation to be able to deal with her emerging issues and problems (Ukadike, 2010).

Falade (2008) also submitted that the increasing level of lawlessness and undemocratic practices contribute a serious setback to the attainment and sustainability of democratic culture in Nigeria. Many Nigerians are always intolerant and have no respect for rule of law. In other words, Nigeria is losing out the social values such as tolerance, honesty, hard work, love, brotherhood, and respect for human dignity; inherent in the traditional existence before independence. With this development in mind, students' achievement-motivation and self- efficacy could expose their attitudes to Citizenship Education Course in the Nigerian Colleges of Education Social Studies Curriculum. The course could offer good mindsets of students toward becoming responsive and responsible

citizens who will go a long way to change their negative attitudes toward achieving and sustaining democratic practices and to contributing their quota towards making Nigeria a great nation (Ukadike, 2010).

In order for students to accomplish being responsible citizens there is the need for them to have high self-efficacy, high achievement-motivation and positive attitudes to Citizenship Education Course especially at the Colleges of Education level (Ukadike, 2010). This is because achievement-motivation and self-efficacy are important psychosocial factors that can presumably reveal and contribute to the attitude of students to Citizenship Education Course.

Achievement-motivation is the urge towards attaining success in life. It is a psychological motive that plays a main role in the success and achievements of a man. It is also a series of processes and steps that arouse and maintain human behaviour toward achievements (Greenberg, 2011). Achievement-motivation is the foundation for a rewarding and successful life together with feelings of being above the situations. Motivated individuals foster being dynamic with self-respect as a reward. Singh (2011) suggested that, these students when engaged in work set moderately difficult but easily achievable tasks; this, in turn, assists in achieving goals. They ensure success by achieving objectives through setting manageable tasks. Achievement motivated students ensure the completion of solving a problem rather than relying on an external locus of control. Personal achievement is central to these individuals' belief in life rather than the rewards of success (Singh, 2011).

Chapman (2009) defined Achievement-motivation as the volume to which individuals differ in their need to strive to achieve rewards, such as physical satisfaction, extolment from others and feelings of personal achievement. Students with high achievement motives will behave in ways that will help them to exceed others, meet some standard of excellence, or do something unprecedented and unique. Chapman (2009) also submitted that, achievement motivated individuals possessed, additional acceptable features and attitudes. These individuals expressed that achievement is more important than material or financial reward. Achieving the aim or task gives greater personal satisfaction than receiving praise and recognition. Moreover, Chapman (2009) was of the view that achievement motivated students constantly seek improvements and ways of doing things better. The modern study of Achievement-motivation began with the work of David McClelland. Achievement-motivation is largely social and psychological. It often haps within groups, where interpersonal social interactions can undermine or facilitate engagement in the tasks to be done.

Ormrod (2006) asserted that another personality variant that has a close affinity with achievement-motivation is self-efficacy, which is the rate or value of a person's ability to accomplish goals. Ormrod (2006) further explained that, self-efficacy is a component of self-concept that concerns learners' beliefs in their abilities to successfully complete a designated task or assignment.. Self-efficacy is

the belief that individuals hold regarding the ability, knowledge, and skills; possess to produce the desired effect (Tschannen-Moran & Hoy, 2007).

Self-efficacy is also, the belief in one's competence in performing particular tasks. It is a realistic way of dealing with complications towards a successful end. It is a skill to effectively and successfully handle undesired changes (Ahmed, Qazi & Jabeen, 2011). This psychological construct was developed by Bandura (1977a) as part of his social-cognitive theory of human behaviour. Bandura (1997) expressed self-efficacy as perceptions influence, how one thinks-whether profitably or enfeebly; pessimistically or optimistically; that is: how much effort one uses on an activity; how good someone motivates himself or herself and perseveres in the face of difficulties, tasks and challenges; how well one moulds one's thinking and behaviour; and one's exposure to tension, stress and depression.

Self-efficacy molds every aspect of human tasks and endeavours. Yusuf (2011) defined Self-efficacy as a person's belief in the ability to successfully accomplish a specific task. It also refers to beliefs about one's potentialities to exhibit behaviours at expected and designated levels. It involves having belief in one's ability to experience the necessary steps to achieve the desired result. Yusuf (2011) further stressed that Self-efficacy belief serves as the core cause of human actions; it makes individuals believe in their ability to execute a given task. Self-efficacy is one of the concepts of Bandura's social learning theory which postulated that human successes and accomplishment depend largely on the interactions

among one's behaviour, personal factor (e.g. thoughts, beliefs) and environment conditions (Yusuf, 2011).

In realizing the main objectives of Citizenship Education Course, there is therefore the need for learners to have high self-efficacy. This is because; high self-efficacy learners tend to outweigh low self-efficacy learners. High self-efficacy students in a field of human endeavour do usually subscribe to the fact that they can control the outcome of a situation to an enviable one. This emphasized that, students who possess high self-efficacy work harder, persist longer, even when they face difficulties and exhibit ideal and worthy attitudes and behaviours at an acceptable and higher level compared with those who doubt their learning capabilities. Attitude is, therefore, an integral part of self-efficacy.

Attitude is the disposition, feeling, belief, and behavioral tendencies to socially significant objects, groups, events or symbols (Hogg & Vaughan, 2005). Attitude is also a feeling, disposition, opinion, habit and way of thinking or behaviour of an individual. It is also a natural and acquired characteristic of a person. It is also the natural makeup of an individual's character. It is a tendency to behave in a particular way. Knowing a person's attitude helps to predict behaviour of that person. Attitude is therefore; an element of human identity which help people to be mindful through the manifestation of their feelings, beliefs, and values (McLeod, 2014).

In an attempt to impart the ideals of good citizenship in students, Citizenship Education Course is fused into the Social Studies Curriculum of Colleges of Education (National Commission for Colleges of Education, 2012). Social Studies as a school discipline is seen as an interdisciplinary and a multi-disciplinary course of study which enables human beings to participate in and engage effectively, efficiently and rationally in the affairs of their local, national and international communities, in a manner that will make the world community a robust, improve and a more advantageous place to live in (Adeyemi, 2007). To this end, Social Studies as an academic discipline that helps to actualize the goals of Citizenship Education in Nigeria. Therefore, a functional Citizenship Education Course would convey new and better knowledge, develop existing aptitude and instill useful skills to help students appreciate a better and improved quality of life that requires appreciation and respect not only for human beings but also for resources, fauna, and flora existing on the planet (Olibie & Akudolu, 2013).

Citizenship Education as a course of study facilitates the people's consciousness to explore central roles in decisions and discussions affecting their future and general welfare. In Nigeria, Citizenship Education has been informally addressed and not well emphasized during the pre-colonial and part of the post-colonial governance. This approach left the majority of the citizens ignorant and none committed to the mastery and practice of good and effective citizenry. Therefore, Nigeria experienced enduring military administrations whose regimes

relied on decrees that were more or less authoritarian and so the issue of the rights and privileges of the people were not actually emphasized especially from 1966 to 1999 (Ali, 2008).

The need for Citizenship Education in Nigeria cannot be over-emphasized because of the multi-dimensional rise in crime rates, acts of violence, moral decadence and other corrupt practices. Therefore, the need for a re-orientation of the people's attitude should be considered as important if we should continue to exist as a nation with a better future. With respect to this, several commissions were founded by the Federal Government to review and improve the existing educational structure. Social Studies was thus introduced in the school curriculum as a school subject to develop and train basic school pupils to be patriotic, honest, hardworking, good and disciplined citizens. Also, in 1990, the Federal Government in collaboration through the National Teachers Institute (NTI) introduced Citizenship Education in Nigerian colleges of education to actualize the main aims of Citizenship Education which is the major focus of Social Studies (Alutu & Ifedili, 2012).

Citizenship Education is a universal concept. It is also a relative concept which varies from society to society in relation to people's specific aspirations, challenges and needs. The goal and nature of Citizenship Education are dependent on the relative symbols of man's development and need in the social milieu. Since very many people are devoted to the pleasurable character, the aspiration to equip

for good citizenship is universal. There is a strong tendency to wish to stay alive and feel fulfilled. This enhances the blueprint for a society to accept mass sensitization, training, education, and counseling for good citizenship, which is required in Nigeria to restructure our terrestrial attitudes, behaviours, and ideas (Alutu & Ifedili, 2012).

Some agencies apart from formal school are involved in achieving the goals of Citizenship Education Course. This is perhaps while Alutu and Ifedili (2012) stated that Citizenship Education was introduced in Nigeria in 1990. This is because; the Federal and State governments in Nigeria have set up types of machinery and organisations, which focus on sensitizing the populace to make them alive to their rights, and responsibilities thus maintaining the formalities of good and effective citizenship. In line with this, the Federal Government, in 1973, established the National Youth Service Corps (NYSC) purposely to inculcate in youths, the spirit of patriotism, unity and loyalty.

In 1970, Operation Feed the Nation (OFN) and later in 1981, the Green Revolution were respectively introduced in order to prepare and encourage the Nigerian citizens toward maximizing food production. In 1987, The Directorate for Social Mobilization (MAMSER) and War Against Indiscipline (WAI) brigade were established purposely to guarantee the accepted and expected codes of conduct for all citizens, especially in the public and also to encourage peace, unity, integration, and harmony among the peoples in the nation.

The War Against Indiscipline (WAI) brigade, which was later named War Against Indiscipline and Corruption (WAIC), was established as a voluntary organization of committed and disciplined patriots. This The National Orientation Agency (NOA) was also established by Decree No. 100 of 1993 to certify the better internalization of policies, actions and programmes of the government. One of the main intents of the National Orientation Agency (NOA) was mass mobilization for economic recovery, self-reliance and social justice. However, poor coordination and corruption have been the major challenges associated with this agency (Alutu & Ifedili, 2012).

All students in the colleges of education take lectures on Citizenship Education Course which equip them for teaching in basic school levels. Meanwhile, prospective Social Studies teachers are also trained specifically to teach the major ideals and concepts of Citizenship Education Course, which is ably emphasized in the Social Studies Curriculum of the National Commission for Colleges of Education (NCCE). Social Studies students in Colleges of Education nationwide are prospective teachers, and teachers generally are referred to as nation builders. Therefore, they are trained to be resourceful and impart productive knowledge of students to promote national unity, cohesion, and development. Teachers are required to motivate and guide the students through the use of appropriate and innovative methods of pedagogy.

The teachers' duty does not just end with the teaching of the content knowledge, but they should also use their pedagogic skills to transmit good behaviours, morals and positive values in the learners. The value of a social group often affects the behaviour of members because the group will project their goals, ideals, belief, and ideas. Also, model teachers are valued bearers who instill socially acceptable virtues, values and attitude to the students. Akpan and Umobong (2013) asserted that the knowledge of a student's subculture group would help the teachers to organise their teaching methods in a proper way.

It is pertinent therefore to state that academic achievement is meaningful when students can reflect and demonstrate what they have learned through their behaviours. Thus, it is good to be sound academically and to have a high motive to achieve excellence. However, it will be more honourable if the students can demonstrate good virtues such as loyalty, faithfulness, dignity, love, discipline, orderliness, unity and tolerance as they were taught in Citizenship Education Course as confined in the Nigerian Colleges of Education Social Studies curriculum (Agbure, 2015).

Generally, student-teachers; including Social Studies students, should act as pacesetters, mentors, guides, facilitators and motivators to the students since they would be the major resource persons for transmission of Citizenship Education concepts. Thus, there is the need to study students' psycho-social variables, such as achievement-motivation and self-efficacy which are essential ingredients to the

manifestation of Citizenship Education Course goals and contents to meet the demands of present Nigeria. Also, attitudes of the students to the objectives and contents of Citizenship Education Course in the Nigerian Colleges of Education Social Studies Curriculum will be highly essential in this regard. As a result, it is highly germane to study Social Studies Students' Achievement-motivation, Self-efficacy, and Attitude to Citizenship Education Course in Colleges of Education, South-west Nigeria.

Having recognized the need for Citizenship Education by the Nigerian government, it has therefore been introduced in the schools' curricula (Federal Republic of Nigeria, 2004). Furthermore, the Nigerian Educational Research and Development Council (NERDC) (2007) developed a Citizenship Education Curriculum in Nigerian basic level schools i.e. primary and junior secondary schools. The curriculum contents contained relevant themes that would, to a large extent, make the school the place where learners would be internalized with the basic values, virtues and ideals that would presumably make them good, effective and responsible citizens.

The Colleges of Education in Nigeria are charged with the responsibility of developing, training and producing responsible, competent and qualified teachers for primary and junior secondary schools. Citizenship Education Course, in these institutions is presently taught as a General Studies Course and it is also included formally in the Social Studies Curriculum of Colleges of Education in Nigeria. It

was further introduced as a compulsory course in the Nigerian Colleges of Education Social Studies Curriculum because, the curriculum package of Citizenship Education as a General Studies Education Course is limited to some Political Science concepts like; organs of government, power, authority, democracy, monarchy, socialism, political parties and party system.

Citizenship Education; in the colleges of education Social Studies curriculum also emphasized a more realistic teaching about the nature of citizen' life and a better comprehension of the complete rudiments of the act of living responsibly and efficiently in a society (Oyeleke, 2011). It is therefore important to note that, achievement-motivation and self-efficacy of Colleges of Education students may go a long way to influence their attitude either positively or negatively to Citizenship Education Course. This may thus affect their quests of becoming responsible citizens who can identify, appreciate and manifest the major ideals and goals of Citizenship Education Course. Thus, this study is designed to examine achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west Nigeria.

Statement of the Problem

The impact of Citizenship Education is yet to be meaningfully felt in Nigeria because, Nigerians are yet to experience the effects of Citizenship Education Course that will recognize every Nigerian as their brother's keeper and

accord mutual respect to one another in a united and enduring political entity. Citizenship Education, which is the major focus of Social Studies, has been used extensively in Nigeria in re-shaping the orientations of Nigerians towards value-based education, reducing ethnicity related issues and educating the people on what is required for a virile, stable and enduring democracy (Emmanuel, 2011).

It is however important to note that; Western education in Nigeria has not achieved its desired objectives of transforming and equipping Nigerians with the right type of attitudes, values, knowledge, and skills needed to function desirably in modern society. Whatever form of education that existed before now has not addressed the multiple challenges that are wrestling with Nigeria. These include; ethnic diversities, group interests, social, economic, religious, political issues and problems (Mbah & Nwangwu, 2014).

Emmanuel (2011) expressed a detailed analysis of the Nigerian value system and revealed that Nigeria's value for human lives has deteriorated. Perhaps that explains the many cases of armed robbery, prostitution, examination malpractices, religious intolerances, election rigging, ethnic violence, kidnappings, politically motivated killings and corruption. All these are synonymous to negative attitudes toward good citizenship ideals and orientations. These social vices have riddled all sectors of the society and they constitute the essential issues and challenges with which Nigerians have to contend.

Citizenship Education as a course of study enables learners to think beyond their individual and ethnic interests, thereby making them to tolerate and respect the views of others but the negative value orientations and negative attitudes employed by most Nigerians to Citizenship Education Course goals and ideals are cogs to the wheel of progress, unity and development in Nigeria. Presently, there is threat to national unity and development in Nigeria. These include: the Niger-Delta Avengers unrest, Boko-Haram, and Fulani herdsmen insurgencies vis-a-vis the renewed agitation for the Republic of Biafra. Thus, there is a need for all-inclusive and effective Citizenship Education to effectively and efficiently address the major threat to national unity and harmony in Nigeria (Mbah & Nwangwu, 2014).

Scholars like Edozie (2009) and Alutu and Ifedili (2012) argued that the lack of an active and informed citizenship is responsible for these social phenomenon. This reveals that a majority of Nigerians are yet to comprehend and demonstrate the type of citizenship orientations and dispositions, which are pre-requisite for national unity and development of the country. Hence, Ali (2008); and Oyeleke (2011) were of the opinion that, the best way to improve the Nigerian situation, strengthen her democracy and meet the challenges and limitations of this millennium is to emphasize and guarantee a universal and qualitative Citizenship Education for every Nigerian children. Therefore, if students of Colleges of Education lack high achievement-motivation, high self-efficacy, and positive attitude, they will find it difficult to identify, comprehend, appreciate and manifest

the main ideals, prospects and goals of Citizenship Education Course, which is sacrosanct in an attempt to become responsible Nigerian citizens.

Singh (2011), Akpan and Umobong (2013) and Ohizu and Okoiye (2014) have carried out researches to find out students' Achievement-motivation and its relationship with academic achievements, especially at the secondary school level. Pajares (2006), Mustafa, Esma and Ertan (2012) and Alay and Triantoro (2013) have also carried out researches on students' Self-efficacy with their academic achievements, especially in secondary schools. Also, some earlier studies such as Jekayinfa (2005) and Yusuf (2005) were done in the areas of organization and adequacy of Social Studies Curriculum contents at the primary, secondary and colleges of education levels in Nigeria. To the researchers' knowledge, no work has been carried out on Achievement-motivation, Self-efficacy and Attitude of Social Studies Students to Citizenship Education Course in Colleges of Education, South-west Nigeria. So, this research was undertaking to fill this gap.

Purpose of the Study

The general purpose of this study was to examine achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria.

Specifically, the study:

1.   examined the level of achievement-motivation of Social-Studies students in Colleges of Education, South-west, Nigeria.

2.   assessed the level of self-efficacy of Social-Studies students in Colleges of Education, South-west, Nigeria.

3.   determined the attitude of Social-Studies students to Citizenship-Education Course in Colleges of Education, South-west, Nigeria.

4.   examined the relationship among achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria.

5.   assessed the joint contribution of achievement-motivation and self-efficacy to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria.

6.   investigated the relative contribution of each of achievement-motivation and self-efficacy to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria.

Research Questions

The study investigated; achievement-motivation, self-efficacy and attitude of Social-Studies students to Citizenship Education Course in Colleges of Education in South-west, Nigeria.

To be able to accomplish this, the study addressed the following questions:

1. What is the level of achievement-motivation of Social-Studies students in Colleges of Education, South-west Nigeria?

2. What is the level of self-efficacy of Social-Studies students in Colleges of Education, South-west Nigeria?

3. What is the attitude of Social-Studies students toward Citizenship Education Course in Colleges of Education, South-west Nigeria?

4. What is the relationship among achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria?

5. What is the joint contribution of achievement-motivation and self-efficacy to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria?

6. What is the relative contribution of each of achievement-motivation and self-efficacy to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria?

Research Hypotheses

Based on the goals of this study, the following research hypotheses were tested at 0.05 level of significance:

H$_{O1}$: There is no significant relationship among achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria.

H$_{O2}$: There is no significant joint contribution of achievement-motivation and self-efficacy to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria.

H$_{O3}$: There is no significant relative contribution of each of achievement-motivation and self-efficacy to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria.

Scope of the Study

This study focused on Achievement-motivation, Self-efficacy and Attitude of Social Studies Students to Citizenship Education Course in Colleges of Education, South-west, Nigeria. Specifically, the study covered all the colleges of education offering Social Studies in the six (6) states of the South-west, Nigeria (Ekiti, Lagos, Ogun, Ondo, Osun and Oyo states).

Three (3) descriptive survey instruments comprising: an adopted version of Achievement Motivation Inventory (AMI) by Mutee and Immanuel (2009), an adapted version of General Self-Efficacy Scale (GSES) by Schwarzer and Jerusalem (1995) and a researcher designed Questionnaire on Students' Attitudes to Citizenship Education Course (QSACEC) were employed for data collection.

Operational Definition of Terms and Variables

The following terms are operationally defined as they are used in the study:

Achievement-Motivation: It is an internal psychological drive, which enables Colleges of Education students to engage in what they perceive to be worthful academically, morally, culturally and eventually achieve their desires of becoming responsible and responsive citizens of Nigeria.

Attitude: It is a feeling, disposition, opinion, and way of thinking inherent in Colleges of Education students to express good citizenship behaviours. It is also, the natural qualities of students' character, behaviour, and habit to Citizenship Education Course.

Citizenship Education Course: A course in the Nigerian Colleges of Education Social Studies Curriculum designed purposely to acquaint learners with the requisite knowledge, attitude, and values as well as skills for effective human relations and effectively participate in societal activities and contribute to harmonious living and development of the society.

Self-Efficacy: The belief and confidence in Colleges of Education students' abilities to successfully embrace and exhibit worthwhile and acceptable virtues, values and behaviours expected of responsible citizens.

Significance of the Study

The findings of this study would be of immense importance in several ways. It would assist the lecturers, psychologists and general public to know how achievement-motivation and self-efficacy are related to and also contribute to students' attitude to Citizenship Education Course especially at the College of Education level. The outcome of this study would provide information to Social Studies educators, curriculum developers, future researchers, educationists, government, lecturers and other stakeholders in education sector to use appropriate psychological intervention for achieving high self-efficacy and high achievement-motivation in order to help the students contribute their quota towards the development and sustenance of peace, unity, and progress in Nigeria.

The findings of this study would also help teachers and parents to motivate learners on ideals and worthwhile virtues and values. Thus, suggestions and recommendations were made on how teachers, lecturers, and parents would motivate their students and wards to be responsive and responsible. The outcome of this study would as well help lecturers to gain a clearer insight of psycho-social variables such as achievement-motivation and self-efficacy that should be expressed if their students must manifest positive attitude to good citizenship behaviours and orientations. The results of this study would also provide the students with valuable guide and information that could be used as a basis for improving their achievement-motivation, self-efficacy, and attitude.

The outcome of this study would also be of great assisstance to those that would want to further research in areas relating to Citizenship Education, achievement-motivation, self-efficacy and attitude of students. Thus, the outcome of this study might be a reliable source of information for intending researchers as well as worthy contribution to complement the existing knowledge for this field of study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature prepared under the following sub-headings:

a.   Social Studies Education and the Concept of Responsible Citizenship.

b.   The Concept of Citizenship Education, Nature and Scope of its Course Content in Nigerian Colleges of Education.

c.   The Concept and Theories of Achievement Motivation.

d.   The Concepts and Types of Self-Efficacy.

e.   The Concept and Theories of Attitude.

f.   Theoretical Framework.

g.   Empirical Studies on Achievement-motivation, Self-efficacy and Students' Attitude to Academic Subjects.

h.   Appraisal of the Literature Reviewed.

Social Studies Education and the Concept of Responsible Citizenship

Social Studies is the integrated study of human beings to promote civic competence. Social Studies provide coordinated, systematic study drawing upon such disciplines as Anthropology, Archaeology, Economics, Political Science, Geography, History, Law, and Religion. The main objective of Social Studies is to help learners develop the ability to make informed and reasoned decisions for the general public good; as citizens of a culturally diverse, democratic society in an interdependent world (Agbure, 2015). This definition is noteworthy because it

stressed the relevance of Social Studies to create competence in basic social processes, procedures, and skills needed in democratic living. This definition of Social Studies reflected the problem orientations in society. Social Studies Education shows how to identify and think effectively well about important social ills in society and proffer meaningful remedies to them.

Osakwe and Itedjere (2005) described. Social Studies is intricately knitted with Citizenship Education; it has so much to do with the development of civic and citizenship knowledge, attitudes, values, and skills. Citizenship Education is a major goal, orientation or traditions in Social Studies among others such as Social Sciences Education, Citizenship Transmission and Reflective Enquiry. It also emphasized efficient and effective teaching and learning of the Social Studies contents. The major goal of Social Studies Education right from its inception is Citizenship Education (Osakwe & Itedjere, 2005).

Globally, teachers are the foundation of every successful nation. They are the bedrock of any country's success and achievements. They sacrifice their time, energy and resources to ascertain their subjects are knowledgeable of whatever subjects' matter that is involved. They facilitate and encompass numerous resources, techniques, and approaches to create an impact on the society they belong (Okogu & Umudjere, 2015). In a nutshell, they are nation-builders. Social Studies as a school discipline possess teachers who teach the subject in schools, they are other-wise referred to as Social Studies Educators. They expose, identify

and solve man's problems; thus, they impart these instincts they possess in their learners (Okogu & Umudjere, 2015).

The Social Studies teachers as educators; play an important role in Citizenship Education as they act as role models that exhibit whatever they teach the students. Okogu and Umudjere (2015) also explained that the Social Studies teachers antagonize the corrupt societal values, greedy-conscious individuals and other negative values that the individual students possessed before they start attending Social Studies lesson; as they encompass pedagogic skills to impart the right type of national values, belief, morals, norms, and ethics in the students. Social Studies teachers aid the realisation of Citizenship Education aims and objectives in Nigeria because they are trained to transmit the right type of values, attitudes, beliefs, morals and norms needed to become an informed, effective and good citizen.

Social Studies is those common learning of people' relationships with their physical and social environments. It is a way of life, of how people influence and are influenced by their social, political, economic, physical, scientific, psychological and cultural environments (Okogu & Umudjere, 2015). Social Studies is about human beings in their environments. It is not only concerned with acquiring knowledge for its own sake, but Social Studies also teach ways of life. It is a means by which people comprehend what they supposed to know and do what

they supposed to do appropriately, effectively and efficiently as members of the society.

Ukadike (2010) also described Social Studies as the investigation of human activities, it studies man at home, at work, at worship place, in politics, at play, in the village, in the nation, everywhere; engage in his busy programme of living. Social Studies is the study of human beings in their totality and the study covers where they live, their activities in the past and present, their culture, the frame of mind and how they relate and interact with others. It focused on developing the right values, attitudes, and abilities which will help the child to get on well with others as he or she grows up to become a responsible citizen. This definition of Social Studies entrenched on the effective citizenry. Social Studies is an organized, integrated study of man and woman in the context of their environment, both physical and social, emphasizing cognition, functional skills, and desirable attitudes and actions, for purpose of creating an effective citizenry.

Emoru-Sule (2010) also viewed Social Studies as the study of human relationships which, aims at producing citizens with skills, abilities, moral values and reasoned judgment to effectively live, interact, interrelate, and contribute positively to the economic, social, political and cultural development of Nigerian society. Social Studies is taught in Nigeria pre-basic through lower-basic and upper-basic schools. It is a compulsory subject in basic school level and teaches human existence; the man himself and woman herself, being products of nature

raised from the socio-political, economic and physical environments. Social Studies is a veritable tool or an avenue for re-sharpening society. Social Studies, according to Emoru-Sule (2010) have, as a major purpose of inculcating in students' civic competence, such as the knowledge, skills, and attitudes required of students to operate as responsible citizens, who can promote unity and peaceful co-existence among diverse cultural and ethnic groups in Nigeria.

Consequently, Ukadike (2010) revealed that national unity or cohesion connotes doing away with inter-state prejudices based on linguistic and cultural differences; national unity can lead to development. Social Studies emerged as a school subject for study to correct the abnormalities of the past and inherited political and social issues in society. It equips students with the relevant knowledge, values, and skills of their fast-changing society and nation. Social Studies major goal therefore is to prepare young people to be more human, responsible, efficient and effective citizens in the society.

With this value, the youths can live together and co-exist happily and peacefully (Ukadike, 2010). This is because Social Studies is all about man's interaction in society. His interactions embrace all that he does with his fellow men in society and the value system. The man established social institutions like economic, religious, political, health, legal and traditional to create a platform by which people can interact easily with other people for the unity of purpose and peaceful co-existence in the society.

According to Akpan (2015) Social Studies is one of the Nigerian school disciplines that is prepared towards the development and education of young people to be resourceful, responsible and effective citizens. It provides opportunities to nurture different kinds of values in the life of the young citizens such as self-realization, better human relationships, national unity, social and political advancement, scientific and technological developments. Social Studies is a course of study that studies human beings in various capacities of their interactions with their fellow counterparts (Osakwe, 2012).

The emphasis of Social Studies anchored on the promotion of civic competences, integration and cohesion of knowledge, skills, and attitudes in resolving societal problems, issues, and challenges of the society. It is a school discipline that studies and explores the dynamic situations of the society and also works towards the changing nature of knowledge among the citizens of a nation. Moreover, Social Studies foster new and integrated approach which aimed at identifying and resolving societal and environmental issues and challenges (Akpochato, 2013). In order to achieve a successful implementation of Social Studies aims and goals, Social Studies Association of Nigeria (SOSAN) should intensify more efforts to give direction on efficient and effective teaching and learning of Social Studies for citizenship development (Gele, 2012).

Social Studies also teach learners to imbibe the sense of critical thinking, problem-solving, inquiry, decision-making skills and rational social actions which

are necessary instruments for the sustenance, and upliftment of the people in the society for easy and peaceful co-existence. This call for national unity or integration as well as growth in the nation. Social Studies according to Ukadike, (2010) developed in the youths a sympathetic appreciation of unity in diversity and interdependency of all members of the local community and the wider national community. Through Social Studies Education, the learners comprehend and acquire positive attitudes of unity, cohesion, tolerance, comradeship, and cooperation which lead to national unity and development.

The internalisation of appropriate values of loyalty, integrity, honesty, hard work, faithfulness, dignity, fairness, and justice at work, are the contributions of Social Studies to National Unity and purposeful national development (Ukadike, 2010). Social Studies ensure acquiring Citizenship Education to promote national unity or integration and development. The main goal of Social Studies Education is to get young learners in school to a better understanding of the human being's existence on earth. With such an understanding, human beings would be better equipped to live and interact more effectively and meaningful within their environments. This brings about national unity, integration, cohesion, and development.

Also, Umudjere, Okogu and Osah (2016) also posited that, Social Studies as a school subject that deals essentially with the social and public issues and challenges, such as problems of national unity and diversity, choices, values,

economic development, population growth problem, family, health, nutritional and infrastructural amenities, problems of indiscipline, international understanding, and tolerance. Social Studies curriculum at all level of schooling in Nigeria is a veritable means toward achieving the desired goal of national unity, cooperation, understanding, peaceful co-existence, and development.

Umudjere, et. al., (2016) stated further that, Citizenship Education is an instrument of political exclusion and social closure through which a state seeks to create a common identity for itself and denies such to others. It is about how spatial fixture determines identity and rights in a global context. Citizenship, in the context of nation-state, is about creating a convergence for the diversity of ethnic, religious, political, spatial and social differences by ensuring a regime of equal rights, privileges, and obligation as the bound of national identity. As such, the Citizenship Education Course is a unifying force in a divided or plural world. Citizenship is in fact, the assess to have rights and privileges (Odinkalu, 2006).

Social Studies as machinery of achieving Citizenship Education course goals also enables learners to examine different arguments and competing points of view. In this way, it helps to improve the quality of civic participation without which citizens would largely be unable to comprehend complex issues and scarcely can debate and dialogue them or make their voices heard on them. It helps citizens, in a representative system, to develop the capacity to evaluate the talents, character, and performance of public officials. Thus, a democratic state demands from her

citizens (Mezieobi & Mezieobi, 2013). Social Studies as a discipline emphasize responsible citizenship which is the major focus of Citizenship Education. Responsible Citizenship is a concept that describes citizens as change agents that act out against injustices in social, economic, political and environmental sectors. Responsible citizens know their role in the community, state and the world at large. They also participate in activities and efforts that make their world better.

Responsible citizens are characterized by the following: they are responsible family members, they respect and obey the laws, they also respect the rights and properties of others, they are loyal to their nation and proud of its accomplishments. Good and responsible citizens also believe in equality of opportunities for all people, respect individual differences and ways of life that differ from their own. As a matter of fact, citizens who are responsible and responsive are aware and observe the duties and responsibilities of good citizens such as payment of taxes, obeying the laws of the land, defending the nation when the need arises, loyal and faithful to the constituted authorities and vote during elections and so on.

Osakwe and Itedjere (2005) were of the view that Social Studies apart from encouraging responsible citizenship also help to inculcate in learners the basic tenets of Citizenship Education Course such as; human and civic rights, and the limitations of those rights. This requires teaching and encouraging the students to always obey the law. They should also not interfere with the rights of other citizens

and should endeavour to honour their country in all ramifications. The country's principles and values should also be appreciated, respected and cherished. This will help the citizens to acquire skills, such as active citizenship, inquiry, cooperation and critical reflection; it guides learners while expressing opinions and in doing so to respect different points of view; it helps learners to express tolerance of diversity based on character traits; attitudes and beliefs through democratic procedures e.g. negotiations, voting, peaceful demonstration or protest (Okafor, 2010)..

The need to revamp a country's negative concept and affairs agitate the inculcation of the desired values, attitudes, awareness and patriotism to reflect the new political outlook that can enhance meaningful development of the nation. This has geared the Nigerian government to introduce some programmes of mass mobilization and awareness orientation; these programmes include the War Against Indiscipline (WAI), National Orientation Movement, (NOM), Mass Mobilization for Economic Recovery, Social Justice and Self-Reliance (MAMSER), National Orientation Agency (NOA) and the War Against Indiscipline and Corruption (WAIC) (Umudjere, et. al., 2016).

The Concept of Citizenship Education, Nature and Scope of its Course Contents in Nigerian Colleges of Education

Most people are not aware of their rights, privileges and the rule of law as stipulated in the country's constitution despite the fact that, the terms citizens and citizenship are so commonly used in our society. Citizenship Education trains good,

efficient and effective citizens with citizens' awareness of the human and political issues at stake in their community, society or nation requires from each citizen's ethical and moral qualities. Citizenship Education aims at appreciating and inculcating respect for others irrespective of tribe, religion or tongue. It also recognizes the equality of all people.

UNESCO (2005) revealed that Citizenship Education is also introduced to combat all forms of discrimination especially religious, racist, gender-based, etc. It also nurtures spirit of tolerance and peaceful co-existence among the generality of the people. Thus, when one talks of the purposes to be ascribed to either Citizenship Education, producing citizens with social and moral qualities or human rights/civic education comprising knowledge of the social and political rights of all people, and their recognition, we unavoidably conclude with the complementarities between citizenship and human rights. Bearing in mind this complementarity, Citizenship Education means; not only educating the learners but also training learners especially for adulthood, good and responsible citizenship.

Citizenship Education as emphasized by the three-domain of learning means: Cognitively, it provides knowledge by inculcating in people citizenship and human rights ideals through a comprehension of the principles and institutions which administer a state, country or nation; The affective domain of learning in Citizenship Education emphasized learning to exercise one's assessment and judgment of social, economic, political and cultural issues cum critical faculty; and

the psychomotor aspect of Citizenship Education deals with acquiring a sense of individual and collective responsibilities (UNESCO, 2005).

According to Okpoko (2009), Citizenship Educations is also the educative means in a democratic state whereby the populace become culturally and socially integrated into the social milieu, acquire skills and competencies, become socially sensitive and actively participate in their social responsibilities for optimal productivity and development. Citizenship Education is, therefore, the process through which learners are taught about their privileges, rights, duties, and responsibilities as effective and good citizens and through which they will be encouraged to exercise their duties and play positive and active roles in the society. Okafor (2010) also believed that the effective citizen is that who has acquired some tenets and components of citizenship qualities such as participation, discussion and exercise the voting right during elections among others.

Umudjere, Okogu and Osah (2016) defined Citizenship Education as an educational concept that foster the transmission and inculcation of citizenship ideals, values, skills, and knowledge to the learners to re-orientate, re-organize and revolves the citizenry who in one form or the other deviated from who they should become. Every citizen expects to possess a positive mind characterized by patriotism and nationalism that aid them to contribute meaningfully to the country's growth and development. Umudjere, et. al., (2016) also envisaged Social Studies as an educational discipline that strives to solve man's diverse problems and re-

orientate man towards development. It is an effective discipline that can teach Citizenship Education course concepts in colleges because its contents surround it.

Osakwe and Itedjere (2005) also viewed Citizenship Education as the systematic process and a course of study through which young people (youths) acquire or internalize the virtues, values, sentiments, customs and norms of the society in which they live and genuinely ensure that the common interest of the people in the society is attended to through resisting and discouraging anti-social and unguided youthful exuberance. Osakwe and Itedjere (2005) further stated that Citizenship Education has evolved over the years both as a content and method of Social Studies. It is that part of a general education programme designed to provide the learner with knowledge and understanding of certain concepts, information, values, attitudes, habits, and actions which portray such individual as good and acceptable members of the society. Thus, Citizenship education is beyond the constitution of a country; rather it integrates the holistic knowledge and social skills required for better and effective living.

Citizenship education though under different captions like civics and civic education can be defined as the course that teaches learners their rights and obligations in the place where they live (Oladiipo, 2013). Anamba (2013) also asserted that, citizenship education will make citizens of a nation possess full knowledge of the state, their roles, and expectations from the state, the necessity of total agreement with the peoples' culture which is the accepted ways and standards

of life of the people, the need for full compliance with rules and regulations and total commitment and allegiance to the state. It is this kind of socialization orientation and training that can properly be referred to as education for citizenship. This infers that Citizenship Education is not just about teaching alone, it transcends to making learners demonstrate citizenship qualities through the way they operate in society. It is an ideal instrument for exploring the values required by the state.

To this end, citizens should be alive to the following qualities among others: consciousness of their rights and responsibilities as citizens; knowledge about the social and political world; concern about the welfare of others; critical/objective in their views and arguments; capability of having an influence on the world; responsibilities about their communities and being of good character in how they act as citizens. The above qualities are not inborn but learned. The world today has proven that learning either formally or informally is insufficient to tackle the complex tasks and challenges of contemporary society. A more robust approach to Citizenship Education should be embraced if citizens are to be alive to public life and affairs (Jekayinfa & Yayi, 2017).

Citizens Foundation (2017) highlighted some of the approaches as follows: inclusive- an entitlement for all youths regardless of their abilities or background; pervasive- not limited to schools but an integral part of all education for young people; and lifelong- continuing throughout life. The study of citizens must not be relegated because of its feasible importance as citizenship issues are: topical;

current today, real; influence people's lives and future, sensitive sometimes; can affect people at a personal level, especially when family and friends are involved; often controversial; people disagree and strong relative opinions about them; and finally moral; relate to what people think is right or wrong, good or bad, important or unimportant in the society.

According to Jekayinfa and Yayi (2017), the forming of the minds, capable of making informed decisions, being responsible and conforming to the social standards is the onus Citizenship Education. Despite the integration of Citizenship Education into different subjects like Civics, Social Studies, Social Sciences and ultimately Civic Education, it has proved to be a veritable instrument of breeding national consciousness, peaceful co-existence and embracing national unity and cohesion. Though Nigeria is bedeviled with so many social vices, Citizenship Education if well internalized by learners is quite useful in tackling them.

Essentially, Citizenship Education has also become an approach to Social Studies. In this way, it is an essential point through which the goals of Social Studies are expected to be achieved. This has been reflected in three theoretical frameworks of Social Studies as social sciences, Social Studies as citizenship transmission and Social Studies as a reflective inquiry (Osakwe & Itedjere, 2005). The primary and major concern in this theoretical framework is the one that viewed Social Studies as Citizenship transmission. In another word, the whole essence of Social Studies education is to contribute to or promote citizenship development. It

is to develop the right types of citizens the society desire to have. One important objective of Citizenship Education in a democracy is to raise free and equal citizens who appreciate that they have both rights and responsibilities.

Citizenship Education makes all individuals (learners) face three tasks of citizenship which have a strong bearing on democratic governance; viz: (1) making decisions, (2) influencing decisions, and (3) judging decisions (Osakwe & Itejere, 2005). Citizenship Education helps people to get involved in their political system by informing people about how their government works, what government officials responsibilities are, what areas of the political process are most open to citizens involvement and what kinds of things citizens can do to affect political outcomes (Osakwe & Itedjere, 2005).

Citizenship Education has three dimensions - the non-political, cultural and civic dimension (NOA, 2006). It is that education that empowers learners to become informed and active citizens in society. It is defined as educational learning or promotional activities carried out to enable citizens comprehend the ideals and principles of democracy, acquire a good loyalty and commitment to the principles, tenets and values of democracy. This will help the citizens to be motivated to identify the areas of the political process they can actively participate and what they can do to influence political outcome and thereby improve the quality of government and governance (NOA, 2006). It is understood to be fundamental in the establishment and formation of a citizenry which recognizes and values the

importance of participatory engagement in the process of governance and institutions of government, through the acquisition of knowledge, skills, values, and disposition to become responsible citizens.

Citizenship Education has become an increasingly important means for countries to train their citizens about their rights and responsibilities; increasing pluralism within states has encouraged the development of Citizenship Education that goes beyond simple patriotic models of citizenship requiring uncritical loyalty to their ethnic group (Yusuf, 2005). In recent times, much attention has been devoted to the roles the school is expected to play in the training of good citizens in Nigeria. The emphasis placed on education is borne out of the fact as stated by the Federal Republic of Nigeria (2004), that education is considered a potent instrument for change and development. Perhaps, that is why Emmanuel (2011) asserted that education is an instrument by which young members are brought up and socialized to become useful, responsible, effective and active members of the society.

In addition, Citizenship Education as a course of study entails the dissemination and comprehension of education between an individual instructor and individual learners respectively over the reasons of being a citizen as well as the tasks. It is referred to as knowledge transferred from the teacher to the students over citizenship right and duties. Moreover, Citizenship Education is a form of education that is designed to educate the children from cradle through adolescence

to adulthood in order to become rational thinkers, informed and enlightened citizens who participate and encompass meaningful decisions and contributions that can aid the growth and development of the country (Emmanuel, 2011). Citizenship Education is also a process of teaching and equipping learners for better internalization of true democracy for them to be inclined to practicing and exercising their rights and duties without fear and ignorance (Okogu & Umudjere, 2015).

Relatively, Okogu and Umudjere (2015) emphasized that; Citizenship Education which is the major focus of Social Studies has been used in countries like United States of America, and United Kingdom for solving political and social problems. This type of education can be used to prepare members of plural societies like Nigeria for effective citizenry adequate nation-building. Citizenship Education trains the mind of people in the direction of what is required for a stable and enduring democracy. Citizenship Education analyses human beings in all aspects of environments just like Social Studies. It considers social, economic, political, religious, cultural, psychological and technological aspects of life.

The teaching and learning of Citizenship Education enables learners to think beyond their individual and ethnic interests; thereby making them tolerate and respect the views of others. It is Citizenship Education that will enhance unity, stability and human right. According to Yusuf (2008), Citizenship Education which has important components of value education could serve as an instrument to bring

about desirable positive changes in the Nigerian value orientation. It determines action and shapes the direction in which an individual operates in a given situation. Therefore, the citizens' value orientation and their social attitude expressed through services rendered to one another constitute the bedrock upon which people in a society depend for their survival.

Citizenship Education might also be used to produce better and effective citizenship which is a basic requirement of a strong, democratic and united nation; The Federal Government of Nigeria observed that education can be used to effect changes in the attitude and behaviour of learners (Federal Republic of Nigeria; 2004). Therefore, Citizenship Education as a course of study would help to foster mutual respect and peaceful co-existence among different ethnic groups in Nigeria. It is pertinent to note at this juncture that; Nigerians have a sense of ethnic unity rather than national unity. It is in the national interest that these ethnic groups develop respect for each other's value system. This can only be achieved if they know and understand each other's custom (Obasanjo, 2000). Therefore, Citizenship Education Course facilitates attitudes and values in current affairs and includes the ways of democracy such as democratic ideas, skills, and techniques required for democratic actions.

Meanwhile, the Citizenship Education Course could bring about the understanding of other ethnic groups in our society. UNESCO (2005) also advocated a Citizenship Education with an intrinsic human rights component based

on universal international instruments such as the 1989 International Convention on the Right of the Child including World Conference on Human Right in Vienna, Austria and the 1948 United Nationals General Assembly Universal Declaration of Human Rights in New York. It was also stated in UNESCO's (2005) Integrated Framework of Action on Education for Peace, Human Rights and Democracy that, education must prepare citizens to cope with difficult and uncertain situations and fit them for personal autonomy and responsibility.

Therefore, awareness of personal responsibility must be linked to the recognition of the value of civic commitment, of joining together with others to solve problems and to work for a just, peaceful and democratic community. Also, Citizenship Education is at the core of the Social Studies Education curriculum in Nigeria. This is perhaps a response to the nation's struggle and problems of mass education, funding, inequities in access to education, curriculum development, research, and instructional methods. Citizenship Education Course as contained in the National Commission for Colleges of Education's Social Studies Curriculum has, therefore, become crucial to sustaining the goals, objectives, and aspirations of Nigeria as strong, united and one indivisible political entity.

The concept of education for citizenship is framed within the education for all movement not only through its goal number six regarding improving the quality and relevance of education but, more fundamentally, by setting the aims of education and its underlying values. Citizenship Education in our school system

will inculcate national moral values and develop a truly patriotic citizen whose consciousness will transcend its ethnic boundary, and as a consequence produce an educated citizen, who knows his duties to his country. At this trying period of our national history, Nigeria requires citizens that are capable of tackling problems of unity and development. Nigeria should also borrow ideas from a developed country like the United States of America where a Citizenship Education form of Social Studies has been used to build a highly developed sense of national consciousness (Emmanuel, 2011).

The National Commission for Colleges of Education (2012) stated that, the course (SOS 222) Citizenship Education introduces students to some concepts of Citizenship Education and that by the end of the course students will demonstrate positive qualities of good citizenship. The course is also designed to produce teachers who are both professionally committed and academically competent in its philosophy, content, and methodology.

The Content of Citizenship Education Course in the National Commission for Colleges of Education (NCCE) Social Studies Curriculum includes: The concept of socialization; Types of socialization (primary, secondary, adult) agents of socialization (family, peer group, school, mass media, church, mosque etc); Processes of socialization; Political socialization and mass mobilization (MAMSER, NOA etc.); Problems of socialization; The role of Social Studies in the socialization and production of good citizens; The concepts of citizen and

Citizenship-Education; Types of citizenship (single and dual); Citizenship acquisition in Nigeria (by birth, by registration and by natural naturalization); Renunciation and denial of citizenship; Qualities and duties of a good citizen; Fundamental Human Rights; Lawful Denial of fundamental human rights; Violation and protection of human rights; Ways in which human rights and violated; and Ways of protecting human rights.

Agbure (2015) revealed that one of the architects of Citizenship Education in British schools stated that, the subject should equip learners on how to be socially, politically and culturally informed through the use of real issues. Consequently, being taught to respect the law and decline in learning how bad laws can be discouraged and better ones enhanced tend to raise apathetic citizens rather than active and responsible individuals. He stated further that Citizenship Education does not merely seek to study social ills in the society but it tries to identify, analyze and find solutions to them. Citizenship Education Course is one of such rare fields which can provide this affective aspect of education.

Citizenship Education Course requires careful selection of objectives, contents, and procedures. If carefully and appropriately directed, it can prepare learners to participate effectively in the progress of their community on the teaching of Citizenship Education. Citizenship Education Course should not be programmed upon the ideas of what is desirable but upon the empirical and virtual

supposition about what is and will be, since Citizenship Education analyses man in its entire ramification.

Akpan (2015) suggested the multi-disciplinary approach of Social Studies to the study of Citizenship Education. This is because; it takes cognizance of the social, economic, political, religious, cultural, psychological and technological aspects of life. Agbure (2015) also believed that the course; Citizenship Education will widen the knowledge of the students and make them operate beyond parochial levels of ethnicity and religion. Citizenship Education Course teaches the students; attitudes and values for good citizenship and therefore, suggested that role-playing as a teaching method can help the democratic process and national consciousness in the leadership training programme. The emphasis on the affective domain in Citizenship Education will encourage feelings of patriotism, integration and national consciousness in citizens (Dave, 2006).

In Citizenship Education Course, contemporary issues and current events which would enable students to become well-informed citizens are taught. Citizenship Education Course should also be taught using a multi-disciplinary approach to enable it to identify the link between the present and the past. The use of multi-disciplinary approach will enable the students to become actively involved and participate as effective citizens (Emmanuel, 2011).

The Concept and Theories of Achievement-Motivation

Motivation is the urge to accomplish success and the action to maintain the urge. Motivation is a state of mind that stimulates activities and behaviour (Afzal, Ali, Khan & Hamid, 2010). It is the series of processes and steps that direct, urge and maintain human behaviour toward attaining a goal (Greenberg, 2011). Student motivation is the element that leads students' attitude towards the learning process. Most motivation theorists emphasized that, motivation is recognised in the performance of all learned responses and learned behaviour will not occur unless it is energised (Afzal, et. al., 2010). Achievement-motivation has its roots in the motivation theory. It refers to the set of processes that stimulate, direct and sustain human behaviour toward accomplishing a goal (Greenberg, 2011).

According to Steinmayr and Spinnath, (2009), Achievement-motivation is a combination of two personality variables; the desire to accept success and tendency to avert failure. The need for achievement is the result of psychological conflict between the tendency to accept success and inclination to avoid failure. Therefore, achievement-motivation is the internal desire to strive with enthusiasm and diligence, to constantly channel toward goals, to accomplish success in difficult tasks and achieve the desired goals as a result (Singh, 2011).

Achievement-motivation is described as the drive for success and the enthusiasm for achieving excellence. Achievement-motivation might be attained through different means of different individuals and these individuals are driven to

succeed for different reasons, which are; both internal and external. Achievement-motivation is based on accomplishing success and achieving all of the aspirations in life. Achievement goals can influence the way an individual performs a task and represent a desire to show competence. Individuals' reason or motive for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures (Adika, Adesina & Rabiu, 2013).

Over the years, educationists and behavioural scientists revealed that, some categories of individuals possess an intense inclination to accomplish success, while others may not be interested about their achievements. This has generated to a series of debates and discussions. Educationists and Scientists have also observed that high achievement-motivated individuals manifest certain characteristics of success.

Achievement-motivation is therefore, a desire to accept success and to choose goal-oriented tasks and challenges. In general, people with high achievement-motivation are usually delighted to enjoy life and feel in control. They always feel at the top of the world. This set motivated people are also active and dynamic. This feature also manifest in self-respect and recognition. They usually set moderately difficult but easily accomplishable targets and goals. This will help them to accomplish their objectives. They also avoid setting up extremely difficult or extremely easy targets and goals. Through this, they make sure that they only accomplish tasks, challenges and goals that presumably be achieved by them.

Achievement motivated individuals also prefer to proffer solutions on a problem rather than accepting fate to chance or luck. Their achievements are paramount to them rather than rewards of success (Davids, 2015).

According to Singh (2011) achievement-motivation is a stable learned attribute in which satisfaction is derived from accomplishing a degree of distinction and excellence. Achievement-motivation is also an urge to excel in learning tasks combined with the ability to achieve goals in the face of difficulties and challenges. High level achievement-motivated individuals crave for success in a field of human endeavour for the sake of achieving and not for some merits. It is the need to do well and strive to succeed through renewed effort and persistence despite challenges, difficulties and limitations. Achievement-motivation is a desire to be successful which is relative to some standards and levels of excellence. It is also a social aspect of motivation which requires an inclination to achieve success, competitive quest to satisfy standards of distinction and excellence (Singh, 2011).

Thus, the basis of achievement-motivation is the motive or tendency to achieve. This reveals that, individuals who engage themselves in a task account for an achievement-motivation. Achievement-motivation is also the expectancy of finding satisfaction in the mastery of difficult and challenging performances. Whereas in the field of education; it stands for the striving for excellence. It helps to plan activities to identify students' performances and efforts, since the need for achievement varies from one learner to another. For instance, learners who possess

high achievement desires seem ordinarily by the tendency to avoid failure. Highly motivated individuals are likely to respond well to challenging tasks and assignments. They usually strict to corrections and always take advantage of the opportunities to try again (Robbins, Judge, Odendaal & Roodt, 2009).

Sinha (2016) stated that achievement-motivation can be better understood by appreciating and knowing its distinguished characteristics. These are as follows: It is a lateral personal disposition to desire a particular goal. It is one's deep and driving strive to do something important; to attain the feelings of personal success and accomplishment, and it is a personal disposition to accomplish something difficult, bigger and unique.

Thus, achievement-motivation is the predisposition or inner urge of a learner to achieve something important and unique; to attain self-accomplishment and a feeling of satisfaction. Students with high achievement-motivation possessed the following characteristics: they like to take risks for personal success and accomplishment; they have high level of endurance to attain their goal; they are not discouraged even after failure upon failure, but they try again and again till the goal is achieved; they follow the apt proverb: Fall seven times, stand up eighth. They show courage, enthusiasm and fortitude to keep on moving toward accomplishing their goals instead of adversities; they tend to be more creative, unique and innovative; they tend to be more future-oriented; such students are more adaptive

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and mobile and do not feel contentment, but always have desire for more success and accomplishments (Sinha, 2016).

Significance of Achievement-Motivation

The main importance of achievement-motivation is that, it serves as fuel to activate students to exert more and higher level of efforts to achieve something important to them. It is a better, an essential ingredient and pillar of students' development leading to academic, moral, cultural, social, scientific and economic development; this serves as the major source of the students' behavioural, moral and academic arsenal. It is a psychological construct that keeps students activated towards reaching their goal; being inner drive.

Achievement-motivation is significant for the people from all walks of life be students, teachers, managers, leaders, social workers and so on; this also serves as one of the effective inventions for social, cultural, economic, academic, organizational developments and in turn, national development. The importance of achievement-motivation, in essence, can be understood better by quoting Abraham Lincoln's apt statement: Always remember in your mind that your resolution to achieve or succeed matters the most than anyone thing (Sinha, 2016).

Achievement Motivation Theory

Motivation is the basic urge behind all efforts of an individual. Motivations can be: intrinsic, extrinsic, physiological etc. Achievement-motivation is characterized as the desire for success (Eccles, Wigfield, Midgley, Reuman &

MacIver, 1993). This model proposed that two factors determine achievement, the inclination to accept success, and the inclination to avert failure. The tendency to achieve success is an intrinsic motivation. The tendency to avert failure is the second factor that determined whether an individual will engage in the competitive state to achieve success. This factor may suggest a person's personality disposition and reservation for anxiety.

Thus, this speculation is considered to make sense as one should place more emphasis on succeeding at a more difficult task rather than an easy one. In that vein, the risk-taking behaviour is important to the framework of achievement-motivation. Also, individuals, who are low in achievement motivation and high in motivation to avoid failure, still enter into achievement situations. Extrinsic motivation can make the difference to come in different ways, which may take the form of praise, money, importance, usefulness etc.

Consequently, it should be noted that, the desire to achieve success and the desire to avoid failure are personality variables. However, the probability and incentive value of success represents situational variables (Weiner, 1972). That means an individual acknowledges that his/her desires influence the opportunity to accomplish his or her goals and motives. This is because; both immediate and future perceived success and failure are functions of performance in any achievement related activity or task.

With this, an individual who perceives that, his/her future achievement, successes and opportunities depend upon present desire and performance will show a greater desire to achieve. That is, future successes are tied to present achievement (Weinberg & Gould, 2007). However, is very difficult to predict success on the basis of personality alone. For instance, several studies have indeed found that, superior and excellent performances are associated with higher levels of achievements (Bagozzi, 1992; Vallerand & Rousseau, 2001; De la Pena, 2004). Some studies further established the relationship between performance and achievement, but only in the early stages of learning, and thereafter, deviations in achievement cease (Elliot, & Mc Gregor, 2001; Harackiewicz, & Hulleman, 2010).

Individuals who initially possess high achievement become tired with the relatively easy task and their motivation diminishes. Conversely, individuals initially possess low achievement are motivated by their unexpected success and accomplishment, and hence their achievement motivation increases. Also, Ryan, Dean, and Lakie, (1965) established that, in a situation which is not competitive, low motivated people perform better than high achievement individuals, but in a competitive situation, the opposite is the case. This explains why anxious individuals usually do well in a relaxed, non-threatening situation and environment, but not in a pressure placed competitive situation and environment.

Performance of high achievement of students is therefore a function of competition while it usually causes a decrease in the performance of students with

low achievements. Notwithstanding, it seems differently that performance can be predicted mainly based on achievement model. Gebauer (2008) acknowledged that, self-esteem and self-confidence are the important factors that distinguish high and low achievement individuals. This is because, individuals lacking in self-confidence tend to avoid social evaluation situations, while those individuals with high self-confidence enthusiastically perform in achievement situations. To this end, the concepts of self-confidence and self-esteem are closely related to achievement-motivation.

The concepts of self-confidence, personal confidence and self-efficacy are complementary in nature (Pajares, 1997). Bandura (1977a) has proposed a model of self-efficacy that states that self-efficacy is enhanced by successful performance, vicarious experience, verbal persuasion, and emotional arousal. Successful performance is .the most notable of the above four factors. This is because, it enhances hope for future accomplishment and success but, failure decreases these expectations. Once a strong feeling of self-efficacy evolved through repeated success, occasional failures will be of small consequence. In that respect, it would be necessary to help the individual to successfully perform the tasks.

As a result, strong feelings of self-efficacy develop as an outcome of repeated success and accomplishment. Bandura (1977) predicted that performance is a function of self-efficacy. This theory suggested that achievement can be enhanced through repeated experience of success and accomplishment. In that

respect, we should help an individual develop his/her motivation by making sure he/she do not experience repeated failure. When the importance of "winning" is not stressed and success viewed in terms of effort and improvement, the situation is referred to as a positive experience for the partaker.

This setting brings about different desires, goals, conceptions of ability and responses to challenge and difficulty. They also appreciate different patterns of information seeking. They are more interested in information about social comparisons, evaluating their ability relative to others. In this respect, it is concluded, that positive reinforcement and desire to avoid failure are delicate balance of both approaches and avoidance of motivation may lead to a more successful outcome. One of the defects of this model is that, it does not give an account of the factors and processes responsible for the link between achievement needs, desires goals and performance.

Attribution Theory of Motivation: Perception is the main component of attribution theory. If a person is asked, to what do you attribute your achievement and success? He or she is being asked for his/her perception. The fact that, his/her perception of why he or she is successful; may be completely deceitful to the point. Attribution theory is a cognitive approach to motivation. The major assumption of attribution theory is that people usually interpret their environment in such a way as to maintain a positive self-image (Bandura 1977b). The intention of every human being is to explain his/her actions in terms of their perceived causes. Harvey, Ickes,

and Kidd (1978) used attribution theory as a theory that deals with comprehending when and why people select certain categories of attribution. Significant effect on motivation to success can be attained if a person is helped to change his or her perception. Attribution theory and achievement are closely related (Weiner, 1985).

Graham (1991) revealed that, successes and accomplishments are attributed to personal force or environment force, or both. Meanwhile, effective personal force is comprised of the ability of the factor and effort. Effort, is composed of the factors of intention and exertion. Intention is the qualitative component of an individual is trying to do, while exertion is the qualitative component and represents how much effort is spent.

The highly unstable factor of luck or chance however showcases in many attribution situations. Luck/chance is a variable and environmental factor that can favourably or unfavourably change an outcome in an unsystematic way. Nevertheless, it is important to note that, what one person calls luck another person may call ability. The above-mentioned factors (trying, ability, task or difficulty, and luck) combined result in a behavioural outcome, to which a person attributes a cause.

The association between the personal and environmental factors of causation could be additive because persons, who exhibit external control, tend to attribute their accomplishment and outcome to outside forces such as fate, luck, chance, and other people. Those who exhibit internal control tend to believe their

behaviors influence results or outcomes. Both ability and effort are internal or personal; the ability is relatively not dynamic or stable, while effort is constantly relative to factor of change or unstable. Attribution is also be typified as controllability. A controllable attribution is a circumstance where a persons' perception is under his or her control. Socialization process determines the kinds of attribution people make, this is because; socialization plays a significant role on attributions. Attributions rely on what we learn to value.

One can also predicts future expectations about performance based on the kinds of attributions an individual gives for his/her present performance. If a person attributes failure to bad luck, he or she is saying that things may be different next time, but if the failure is attributed to a lack of ability, the person is saying that the result will be the same next time. More so, in need achievement circumstances, some individuals act as if events are out of their control, that failure is inevitable. Students who display these features in competitive situations are suffering from learned helplessness (Peterson, Maier, & Seligman, 1993).

A person who displays a deterioration of performance under the threat of failure tends to give reason for his/her failure to stable factors, such as lack of ability. Those who also display improved performance under the threat of failure tend to choose unstable factors such as luck or lack of effort. Helping an individual to change his/her attribution may be better than merely manipulating success. More so, this does not mean that experiencing success is not necessary. It is. Self-efficacy

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and performance however can also be enhanced by helping to build confidence in an individual. People are assumed to follow logic when they make attributions to behavioral outcome.

Evidence however suggests that people are not always entirely logical in revealing the causal attribution for their behaviour. Instead of making logical attributions, they often make conspicuously self-serving ones. With this, a person might attribute accomplishment and success to internal causes and failure to external causes (Fontaine, 1975). Carron (2008) also expressed that people tended to view insufficient or lack of effort as an external attribution rather than an internal one. Baumeister and Bushman (2009) suggested that the attribution process is probably neither purely logical nor purely illogical (self-serving). Rather, the disposition to use a self-serving method is within each individual to some degree of attribution. Some individuals will rarely use it, others may find it comforting to reject personal responsibility for the outcome to protect own ego. Therefore, people should accept responsibility for their outcomes, but this should not be at the expense of their self-confidence. Also, that extrinsic reward can go a long way to enhance motivation. That is perhaps why Forsterling (2001) concluded that, extrinsic rewards can damage our intrinsic tendency to compete.

Fiske, Gilbert, and Lindzey, (2010) also argued that this is due to the addition of incentive to extrinsic motivation. In other words, intrinsic motivation and extrinsic motivation are combined to create need achievement. Also, in specific

terms, the association of intrinsic and extrinsic motivation is multiplicative and not additive. That is, extrinsic rewards can either add to or detract from intrinsic motivation. Berliner and Calfee (2004) submitted that, thereare two ways in which extrinsic rewards can have impact on intrinsic motivation. These are: when an individual comes to perceive that his or her behaviour is controlled by external forces, he or she responds with a decreased level of intrinsic motivation. Secondly, impact of extrinsic motivation is informational and increases intrinsic motivation.

Lefcourt (1984); Phillips and Gully (1997) however justified that an internal locus of control is better by far than an external locus of control. Also, LeUnes (2008) demonstrated that people with internal locus of control demonstrate less performance disruption under stress than people with external locus of control and are better and able to use task-centered coping behaviours.

The Concept and Types of Self-Efficacy

Self-efficacy is the belief in an individual's competence in performing particular tasks (Siegle, 2000). It is also perceived as a realistic way of dealing with complications. It is a skill to effectively handle undesired changes (Ahmed, et. al., 2011). Also, self-efficacy is referred to as the perceived ability of an individual. This is the confidence individuals have in their abilities for success in a given task or challenge. The task will be attempted, if they possess the ability to successfully perform. However, the task will be avoided if it is perceived to be too difficult (Bandura, 1997). Although inefficacious individuals usually avoid tasks that are

challenging in nature, when they do attempt them they surrender more easily than individuals with high efficacy. When inefficacious individuals fail, they attribute their failure to accomplish their goals to lack of ability and tend to lose faith in their capabilities. When they succeed and accomplish goals, they are more likely to attribute their success to external factors. If learners master a challenging task with limited assistance, their desires or levels of self-efficacy increase (Bandura, 1997).

People who possess a high level of self-efficacy are more likely to attempt challenging tasks, to endure difficulties, to persevere longer at them, and to exercise more effort in the process. If highly efficacious individuals fail, they attribute the result to an absence of effort or an adverse environment but if they succeed, they attribute their achievement to their abilities. It is therefore pertinent to note that, it is the perception that their abilities caused the achievement that affects the outcome rather than their actual abilities. More so, efficacy beliefs vary between individuals and will fluctuate within an individual for different tasks (Bandura, 1997). Self-efficacy usually contributes to self-esteem. Self-efficacy beliefs determine how people approach new challenges and also influence thought processes, motivation, and behaviour (Bandura, 1997).

Ahmed, et. al., (2011), stated that self-efficacy can be viewed as self-confidence, self-reliance and trust in oneself; self-efficacy is regarded as one's optimistic self-reliance. It is the self-belief one can develop; the capability to perform innovative or intricate responsibilities and to deal with variations in

performance. When an individual recognizes self-efficacy it enables them to set goals, attempting to achieve those goals; boosts determination and recovery from dissatisfaction. Self-efficacy is dynamic and can change over time as a result of periodic reviews of how adequate an individual's performance has been (Bandura, 1997). Ahmed, et. al., (2011) further stated that it can be perceived as a positive perspective or realistic way of dealing with complications, therefore it is the skill to effectively handle undesired changes (the concept of self-efficacy). Occasionally individuals overestimate their self-efficacy; thinking they can carry out efforts and tasks that they are not, in fact, capable of and as a result, they face complications (Ahmed, et. al., 2011).

According to Bandura's (1997) social cognitive theory, self-efficacy is the belief that individuals have about their abilities to organize, perform and execute courses of action required to achieve designated successes and accomplishments. Self-efficacy emphasises the foundation for human motivation, well-being, and personal accomplishment. Pajares (2009) asserted that, unless people believe that their actions can produce the outcomes they anticipate, they have little incentive and strength to act or to persevere in the face of difficulties and challenges. Self-efficacy comprises two important components-efficacy expectations and outcome expectations which are related to belief in a personal capacity to affect a behaviour and belief that behaviour will result in a particular outcome.

Bandura (1997) expressed that people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true. This explains how individuals' behaviour can often be better predicted by the beliefs about their capabilities than by what they are able to achieving. Self-efficacy perceptions help ascertain what people do with their knowledge and skills. This is the reason why individuals' behaviours are sometimes dismissed from their actual strengths and abilities and why their behaviours may differ generally even when they have similar knowledge and skills. Beliefs and reality are seldom and perfectly matched, and people are typically guided by their beliefs when they engage the world. Therefore, individual's achievements are mainly predicted by their self-efficacy beliefs rather than by previous attainments, knowledge, or skills. This is because; there are no amounts of confidence or self-appreciation that can appreciate success when requisite skills and knowledge are decline (Pajares, 2009).

Pajares (2009) also opined that, individual's self-efficacy beliefs should not be taken for their judgment of the outcome that their behaviour will produce. Self-efficacy beliefs help to justify the outcomes one expects. Confident individuals anticipate successful results. People who are sure of their social skills anticipate and expect successful social encounter and experience. Individuals who are also sure and confident in their academic skills anticipate remarkable results on examination and expect the quality of their work to repeat personal and professional accomplishments and benefits. However, the opposite is true of those

who do not have confidence. Individuals who doubt their skills often envisage rejection or ridicule even before they establish social contact. Consequently, those who lack confidence in their academic skills anticipate failure even before they write an examination (Pajares & Schunk, 2001).

Self-efficacy is the belief of an individual and his or her ability to successfully accomplish a particular programme of action or task (Adeyemo, 2010). Bandura (1997) also described self- efficacy, as individual's beliefs about their strengths and abilities to achieve some degrees of performance that have influence over their fife's events and accomplishments. This reveals the reason why, self-efficacy beliefs influence, how people feel, think, behave and motivate themselves. A high level of efficacy therefore enhances individuals' successes, achievements and personal well-being in different forms. For instance, high self-efficacy individuals; belief in their strengths and abilities in accomplishing designated tasks.

This set of individuals approach difficult tasks as challenges to be understood, mastered, and resolved, rather than as threats to be avoided. High level of self-efficacy individuals therefore set themselves challenging goals and maintain strong belief and commitments to approach and accomplish them. They sustain, heighten and enhance their efforts in the face of difficulties and challenges. They quickly regain their sense of efficacy after limitations or setbacks (Bandura, 1997).

Self-Efficacy and Human Functioning

Pajares (2009) emphasized that, Self-efficacy beliefs affects human functioning in the following ways:

a) Choice-self-efficacy determines choices that individuals make and the courses of action they desire and anticipate. Individuals tend to choose activities and tasks in which they feel competent, sure, confident and avert those in which they do not. Unless people believe that their actions will result to the desired outcomes, they have little motivation to engage in them. Therefore, whatever factors operate to influence behaviour, they are rooted in the major belief that an individual can appreciate and accept that behaviour (Pajares, 2009).

b) Effort-self-efficacy also helps determine how much effort individuals expend on activity, how long they persevere when facing tasks and challenges, how resilient they are in the face of difficulties and adverse situations. This explains why Pajeres (2009) submitted that, the higher the senses of efficacy; the greater the effort, persistence, and resilience. Pajares (2009) also asserted that individuals with strong sense of personal competence face difficult tasks as challenges to be mastered and tackled rather than as threats to be avoided. They have a greater intrinsic interest and deep concentration in activities. They also set for themselves challenging aims, goals and maintain a strong commitment to accomplish them, heighten and sustain their efforts in the face difficulties and of failure. They quickly recover their sense of efficacy after failures/setbacks, and attribute failure to

insufficient effort or deficient knowledge and skills that acquirable and not to external factors of chance, luck or other people (Bandura, 1997).

c) Thought patterns and emotional reactions: High Self-efficacy enhances the feelings of serenity in facing difficult tasks and activities. Individuals with low self-efficacy usually have it at the back of their mind that things are difficult and tougher than they are, a belief that enhances anxiety, stress, phobia, depression and a narrow vision of how best to solve or tackle a challenge, a problem or a deplorable situation. As a consequence, self-efficacy beliefs are positively related to the level of accomplishments that one ultimately accomplishes. This function of self-beliefs can also create the type of self-fulfilling desire in which a person achieves what he or she appreciates and believes he or she can achieve. That is, the perseverance associated with high self-efficacy may foster performance which in turn enhances one's sense of efficacy and spirit; whereas the giving-in linked with low self-efficacy helps ensure the very failure that further lowers their confidence and morale (Pajares, 2009).

Self-efficacy strategy can be an effective medium through which the youths can be helped to reduce their aggressive tendencies. Self-efficacy procedure is an enriching and efficient programme which can enhance the optimal functioning of the youths (Bandura, 1997). Low academic performance among adolescents are visible, when they are lazy, playful, unserious, adopt poor reading and study habits and willful disobedience against parents, teachers and constituted authority. It

seems, evident that self-efficacy procedure can help motivate and enhance the adolescents to develop good judgement about themselves, others and their immediate environment. Learners' behaviours and attitudes most often could be detrimental to their overall development; therefore, it is expedient that the students should perceive themselves in a better light and be willing to contribute positively to the overall development of their communities.

The Concept and Theories of Attitudes

An attitude is an inclination that is expressed and observed by evaluating a particular entity with some levels of favour or disfavour. An attitude is relatively an enduring organization and formation of feelings, beliefs, dispositions, and behavioural leanings towards socially important or significant entity, substance, objects, groups, events or symbols (Hogg & Vaughan 2005). Attitude structures are of three components. This includes Affective component: this is an individual's feelings/emotions about the attitude object. Behavioural (or conative) component: the way in which attitude we have molds how we behave or act. Cognitive component: is an individual's belief or knowledge about an attitude or object. One of the principles about the association between attitude and behaviour is that of consistency. The principle of consistency assumed that, the behaviour of a person is a function of the attitudes that he or she holds (McLeod, 2014).

The principle of consistency emphasises the idea that people are rational and attempt to behave rationally at all times and that a person's behaviour should

be logical with his or her attitude(s). Evidence shoes that the cognitive and affective components of behaviour do not always match with behaviour (McLeod, 2014).

The Functions of Attitudes:

McLeod (2014) highlighted the roles or functions of attitudes as thus: Attitudes give meaning i.e. knowledge for life in our quest for a world which is relatively and consistently stable. It allows people to predict what is likely to happen, and usually permit them to enjoy a sense of control. Attitudes can go a long way to help structure and organize human experiences. For instance, the knowledge of a person's attitude helps to predict his/her behaviours. The manifestations of attitudes help to display who we are and may make us feel good because our identities have been revealed. Therefore, peoples' attitudes are part of their identities which help them to be aware of the expression of their beliefs, dispositions, values and feelings.

If a person holds socially acceptable and positive attitudes, other people will reward him or her with approval and social acceptance. Meanwhile, the expression can take non-verbal form. Attitudes then have much to do with being a component of a social group and the adaptive functions help us to be identified with a social group. People develop similar attitudes to those they like and seek out individuals who share their attitudes. The functional approach conceptualized that attitudes aid individuals to mediate between their own inner needs (expression and defense) and the outside world (adaptive and knowledge).

Theories of Attitude

Jung (1971) defined attitudes as the readiness of the psyche to act or react in a certain way. Jung (1971) further explained that attitude can be conscious and unconscious. Similarly, Ajzen and Fishbein (2007) stated that attitudes are some aspects of the people's world, such as another person, a physical object, behaviour, or a policy. Therefore, the way an individual attends to his/her environments is referred to as his/her attitude. Attitudes are relatively lasting clusters of feelings, beliefs, and behaviour tendencies directed toward specific persons, ideas, objects or groups (Baron & Byrne, 2004).

An attitude is active; it exercises a dynamic effect on behaviour. Allport (1935) expressed that an attitude is a mental state of readiness, formed through experience, wielding a directive and dynamic influence on the individual's reaction to all objects and situations to which it is related. It is an inclination to react to some situations or objects. Attitude is therefore, a summary evaluation of an object or thought (Malhotra, 2005). Attitude is the effect for or against a psychological object or phenomenon (Thurstone, 1931). The object or phenomenon can be anything an individual upholds or rejects in mind and may comprise objects, phenomenon, products, people, and organizations (Bohner, & Wanke 2002).

Fazio and Williams (2006) described attitudes as the summary evaluations of an object or event which help people to structure their complex social environments. This offers that, attitudes cannot be observed directly. They are

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acquired through learning over the period. It is also, influenced by a people's personality and group.

Bem (1970) argued that attitudes are likes and dislikes. Walley (2009) also argued that attitudes may be positive, negative or neutral. Every individual has some kinds of attitude but, being a phenomenon which is psychological in nature, each attitude is not seen. Therefore, attitudes can be referred to as personal and subjective characteristics and difficult to measure. Many models of attitude have been proposed by different scholars. Some of the relevant and well-recognized models are presented below:

Tripartite Model

This model comprised three components of attitude: Feelings, Beliefs and Behaviour. First component is an individual's emotion which represents verbal statements of feeling, the second component is a people's cognitive reaction/response which comprises verbal statements of belief while the third component involves an individual's overt action which represents verbal statements about intended behaviour against environmental stimuli.
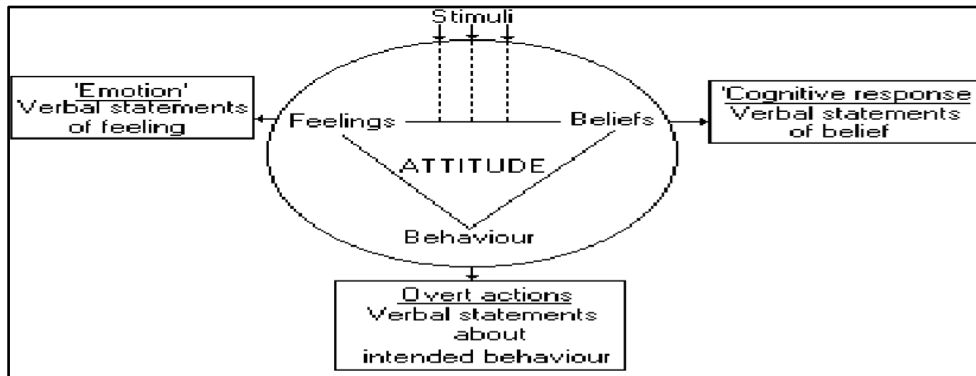
Figure 1: **Tripartite Model of Attitude**

Source: Spooncer (1992) Model of Attitude

ABC Model:

ABC model is one of the most cited models of attitude (Eagly & Chaiken 1998; Van den Berg, 2006). ABC model of attitude emphasized that; attitude has three components i.e. Affect, Behaviour and Cognition. Affect is the individual's feelings about an attitude object. Behaviour is someone's tendency towards an attitude object. Cognitive is the beliefs of a person about an attitude object.

Cognitive-Affective-Conative Model:

In CAC Model (Figure 2), Schiffman and Kanuk (2004) submitted that attitudes are construed around three components:

1. A cognitive component (beliefs);

2. An affective component (feelings); and

3. A conative component (behaviour).

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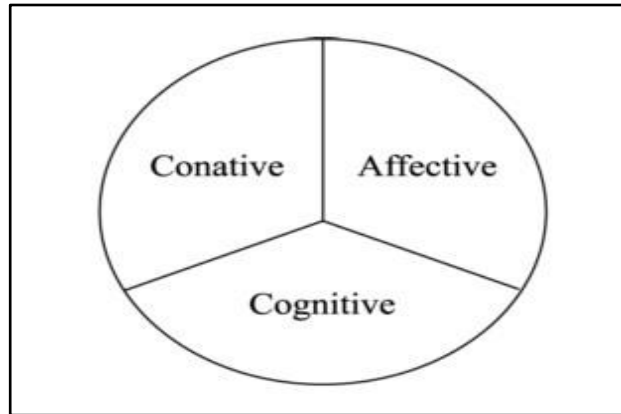
Figure 2:   **CAC Model**

Source : Schiffman and Kanuk (2004) CAC Model

Components of Attitude:

Schiffman and Kanuk (2004) affirmed that attitude is the positive or negative mental and neural readiness towards an object, a person, place, thing or event. It has three components:

➤   Affective Component   (Neural)   (Feeling/ Emotion)

➤   Behavioural Component   (Readiness)   (Response/ Action)

➤   Cognitive Component   (Mental)   (Belief/ Evaluation)

Affective Component: The affective component represents the emotional reaction (liking/disliking) towards an attitude object. Most of the researches explain the importance of affective components, which confers that person's attitude towards an object cannot be determined by simply identifying its beliefs about it. This is because emotion works simultaneously with the cognitive process about an attitude object. More so, Agarwal and Malhotra, (2005) revealed that, the affect

(feelings and emotions) and attitude (evaluative judgment based on beliefs) series of researches are combined to produce an integrated model of attitude and choice.

Behavioural Component: The behavioural component represents a verbal or overt (nonverbal) (Wicker, 2009) behavioural tendency by an individual and it consists of actions or observable responses that are the result of an attitude object. It involves a person's response (favorable/unfavorable) to do something regarding the attitude object. Attitudinal responses are more or less predictable and consistent. That is, a series of responses toward a given attitudinal stimulus is likely to show some degree of organizational structure, or predictability (Defleur & Westie 2003).

Cognitive Component: The cognitive component is an assessment of the entity that constitutes someone's belief or disbelief about the object. Cognitive are the thoughts and beliefs a person acquired about an attitude object. Fishbein and Ajzen (2005) argued that belief is information that a person possess about an object; information that specifically joins an object and attributes. The cognitive component is the storage section where a person harmonizes the information.

Theoretical Framework

This research work is premised on the following theoretical framework:

a.   **Theory of Achievement-Motivation***:* The theoretical framework of this study was based on McClelland's Achievement Motivation Theory. Achievement-motivation theory tries to explain behaviour and performance

based on an individual's need for achievement, power, and affiliation (Lussier & Achua, 2007). The achievement-motivation theory can also be referred to as the acquired needs theory or the learned needs theory (Moore, Grabsch & Rotter, 2010). Daft (2008) defined the acquired needs theory as McClelland's theory that proposes that certain types of needs (achievement, affiliation, power) are accomplished during a person's lifetime. McClelland's theory of needs was proposed by McClelland, Atkinson, Clark, and Lowell in 1958.

In essence, McClelland's theory posited that individuals are motivated in varying levels/degrees by their need for achievement, need for power, and need for affiliation and that these needs are accomplished, acquired, or learned, during a person's lifetime (Daft, 2008; Lussier & Achua, 2007). In other words, individuals possess and will exhibit a combination of three needs. Robbins et al. (2009) also proposed Achievement-motivation theory based on McClelland et al (1958) focused on three needs, which can be defined as; the need for achievement, need for power and need for affiliation.

Need for Achievement (nAch) which is the drive to excel, to achieve with a set of standards and strive to accomplish. That is, the goal of some people is to be successful in terms of competition with some standard of excellence. The people may not be able to actualise this goal, but the concern over the competition with a standard of excellence still enables the individual to identify the goal sought as an

achievement goal. Lussier and Achua (2007) stressed that, the need for achievement is the unconscious concern for excellence to achieve through individual efforts. Similarly, Daft (2008) posited that, the need for achievement is the desire to actualize something unprecedented, unique, difficult, master complex tasks/challenges, attain a high standard of success, and surpass others. People who exhibit the need for Achievement seek to achieve realistic but challenging goals.

Need for Power (nPow) which is the need to make other people behave in a way in which they would not have behaved otherwise. According to Lussier and Achua (2007) the need for Power is the unconscious concern for influencing others and seeking positions of authority. Also, Daft (2008) defined the need for Power as the desire to influence or control others, be responsible for others, and have authority over others. Individuals who exhibit the need for Power have a wish to be influential and want to make an impact.

Need for Affiliation (nAff) which is the desire for friendly and close interpersonal relationships. Lussier and Achua (2007) expressed the need for affiliation as the unconscious concern for developing, maintaining, and restoring close personal relationships. The need for Affiliation is the crave to form close personal relationships, avoid conflict(s), and establish warm friendships. People/subjects; who exhibit the need for Affiliation are seeking relationships with other people/individuals.

Similarly, motivation can be described as associating with the acts of behaviour, which consolidate needs, ambitions and desires in life. Achievement-motivation is anchored on achieving success and accomplishing every aspiration in an individual's life. These goals can influence how a person executes a task and represent crave to show competence and expertise (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). Moreover, the individuals' motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures (Rabideau, 2005). Achievement motives include the need for success and the fear of failure. These are the more predominant motives that direct behaviour towards positive and negative outcomes or results.

b. **Theory of Self-Efficacy:** This psychological construct was developed by Alfred Bandura in 1977 as a component of his social cognitive theory. This theory postulated that, well-being and self-efficacy beliefs provide the foundation for human motivation, and personal achievements (Pajares, 2009).

Moreover, these self-perceptions enroot practically into every aspect of individuals' lives. The theory established the idea that, the perception of efficacy is influenced by four factors. These are: enactive mastery experience, vicarious experience, verbal persuasion and somatic and emotional states (Bandura, 1997; Pajares, 2009).

Enactive Mastery Experience: This is the outcome of an individual's previous performance or mastery experience. This explains why people involved in efforts, tasks and activities by interpreting (the results of their actions and use the interpretation to engage in subsequent tasks or activities, which complements with the beliefs created. Typically, results interpreted as successfully enhance and increase self-efficacy; those interpreted as failure reduce it. Subsequently, individuals who possess a low sense of efficacy always ignore their accomplishments rather than change their self-belief. Even after individuals achieve success through persistent effort, some continue to doubt their efficacy to put on a similar effort. This is relevant to an adolescent who is aggressive so that he or she will be able to develop meaningful and purposeful lives and become good and useful member of his/her community (Bandura, 1997).

Vicarious Experience: This showcases the experience of observing others carry out tasks. Individuals compare themselves to peer groups whom they perceived are similar in ability and intelligence to themselves. For instance, watching peers succeed raises an observer's self-efficacy and seeing them fail reduces it. Exposure to multiple successful role models therefore enhances self-efficacy in those that are observing (Bandura, 1997). This affirmed that when people are uncertain about their abilities or when they have limited previous experience, they become more sensitive to it.

The impacts of modeling are particularly applicable and relevant in this context, especially when someone has little previous experience and knowledge with the task and personal challenge. Even experienced and individual with a high sense of efficacy, however, will enhance his or her perceived self-efficacy higher, if role models teach them how to do things in better ways. The vicarious expectation is particularly potent when similarities in some features are noticeable. Seeing people similar to oneself, success by sustained effort raises observer beliefs that they too possess the capabilities to success "if they can do it, so I can". Consequently, when watching models with perceived similar attributes fail; this can lead to the observer's belief about their capabilities to succeed (Bandura, 1997). Also, the impact of vicarious experience is greatly reduced, when individuals perceive the models' attribute as highly different from their own.

Individuals appreciate and seek out models that possess features and qualities they admire and capabilities to which they anticipate. It is, therefore, necessary that students seek out models that can improve their overall progress and development and help contribute meaningfully to their meaningful development in life (Bandura, 1997).

Social Persuasion: This justifies the reason why people create and develop self-efficacy beliefs from social persuasion they receive from others (Pajares, 2009). In education, persuasion from teachers often takes the form of verbal feedback encouragement and evaluation. These persuasions require vulnerability of

verbal can involve exposure to the verbal evaluations that others provide. This plays an important contribution in the creation and development of an individual's beliefs. Social persuasions should not be taken for empty inspirational beliefs.

Social persuasions enhance individuals' belief, that they have what it takes to approach and accomplish success. Individuals or people who are persuaded orally that they possess the strengths and abilities to approach and confront a given task or activity are; likely to mobilize greater effort and sustain it than if they entertain self-doubts and dwell on personal shortcomings when problems arise (Bandura, 1997). Persuasion must be reasonable, sincere, and should be from a credible source; otherwise, it can negatively affect students' self-efficacy beliefs. Just as positive persuasions can work to accredit, negative persuasions can work to impair or lessen self-efficacy beliefs. Persuasive boosts in perceived self-efficacy help people to do their best to achieve success. They promote and enhance the development of knowledge and skills and a sense of personal efficacy.

It is more difficult to inculcate high beliefs of personal efficacy by social persuasion alone than to undermine it because unrealistic boosts in efficacy are quickly disconfirmed by disappointing results of one's efforts. People who have been persuaded that they lack capabilities tend to avoid challenges that cultivate potentialities and give up easily in the face of difficulties and challenges (Bandura, 1997). Therapists have a lot of work to do by removing negative and discouraging statements and substituting them for more acceptable and enhancing comments.

Somatic and Emotional States: This emphasizes that anxiety, arousal of stress, and mood states also provide information on efficacy beliefs. Strong emotional reactions to a challenge or task provide hint about the anticipated success or failure of the outcome. For example, when a person experiences negative thoughts and fears about his/her capabilities, the affective reactions can reduce self-efficacy perceptions and enhance additional stress and agitation that help ensuring the inadequate performance; they fear. Individuals in a depressed mood lower their efficacy relieve of task cues. Improvement in the physical and emotional states is a way to raise self-efficacy beliefs. Enhanced self-efficacy beliefs can in turn influence the psychological status themselves since individuals have the capabilities to change their feelings and thinking.

As Bandura (1997) observed, people live in psychic environments that are primarily of their own making. By being fearful of failure, the learners tend to raise negative emotional states which may be inimical to their overall well-being and total developmental process. It is, therefore, pertinent that the learners are motivated to behave normally and positively in the school so that they can be effective and perform better in their academics and future tasks.

c. **Theory of Attitudes:** Fishbein (1967) expectancy-value theory of attitude postulated that, behaviour and attitude are the functions of the expectancies of an individual and the value of his or her desire toward which he or she is working. This theory emphasised that, when more than one behaviour is

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possible, the behaviour chosen will take the largest combination of expected achievement, success and value. Expectancy-value theory holds that people are goal-oriented beings. The behaviours/attitudes they perform in response to their beliefs and values are undertaken to achieve some ends. Expectancy value theory was developed by Martin Fishbein in the late 1960s.

However, although expectancy-value theory can be used to explain central concepts in uses and gratifications research, other factors influence the process. For example, the social and psychological origins of needs, which give rise to motives for behaviour, which may be guided by beliefs, values and social circumstances into seeking various gratifications through media consumption and other non-media behaviours.

Expectancy value theory suggested that; people orient themselves to the world according to their expectations (beliefs) and evaluations. Utilizing this approach, behaviour, behavioural intentions, or attitudes are seen as a function of (1) expectancy (or belief)-the perceived probability that an object possesses a particular attribute or that a behaviour will have a particular consequence; and (2) evaluation- the degree of effect, positive or negative, toward an attribute or behavioral outcome (Fishbein, 1967).

Empirical Studies on Achievement-Motivation, Self-Efficacy and Students' Attitude to Academic Subjects

The need for the introduction of effective citizenship that will afford; present and future political leaders of this country; to internalise the platform of good governance cannot be over-emphasized. The goal can only be accomplished through effective teaching and learning of Citizenship Education in Nigeria schools. This is because; Citizenship Education enables learners to deal with injustices, inequality, power struggle and promotion of political participation and democratic culture (Okafor & Onwudufor, 2012).

In line with the above, there is a dire need to review and reappraise Citizenship Education in Nigeria so that citizens will assume their roles in contributing to nation-building. This should complement the objective of Citizenship Education Course which aims at effecting positive changes in learners and inculcating in Nigerians sense of national consciousness. Furthermore, Citizenship Education as a course of study should equip students with practical knowledge, skills and inspire a new generation of Nigerians who can think for themselves and fulfill their mission in a united and dynamic society (Emmanuel, 2011).

Students' achievement therefore has much to do with the inculcation of right behaviours and human values that support a positive attitude to Citizenship Education goals through the high level of achievement-motivation and self-

efficacy. For example, Green, Miller, Crowin, Duke, and Akey (2004) tested a model explaining the impact of 220 high school students' perceptions of classroom structure on their academic self-efficacy. They had a direct positive relationship exhibiting the importance of self-efficacy for successful learning and living. Also, in an extensive reliability and validity testing of Teachers Self Efficacy Scale carried out by Tshannen-Moran and Hoy (2007), it was found to be superior to previous measures of teachers' efficacy. This is because, it has a unified and stable factor structure and assesses a broad range of capabilities that teachers consider in good teaching, without being so specific as to render it useless for comparison across contexts, levels, and subjects toward developing a worthwhile citizenship.

Bandura (1997) revealed that people with high self-efficacy face difficulties and challenging tasks, more often persist longer at them and exert more effort in order to reach goals. However, those who see themselves as inefficacious avoid challenges and difficult tasks. This will lessen their aspirations and experience much anxiety and stress. Ahmed et.al.(2011) also submitted that self-efficacy was positively related to cognitive engagement and students' attitudes towards required citizenship behaviours for the development of mind, soul and the community at large.

Previous literatures were in support of the notion that there was a significant relationship between self-efficacy, credible citizenship and academic achievement. There were also few research works that did not support such an

argument. To validate this, Strelnieks (2005), submitted that whether self-efficacy could influence an individual's academic achievement towards effective citizenship depended on some external factors, like socio-economic status and gender.

An extensive review of literature by Riffat, Ghazala, and Anjum (2011) posited that, achievement-motivation influence learning of good behaviours. When the association is found between behavioural dispositions and achievement-motivation, the association is found to be stronger in adolescents compared to adults or children. Singh (2011) conducted a study of achievement-motivation with academic achievement of students and found that achievement-motivation was a factor predicting students' academic dispositions to academic performance and good citizenship. Major literature reviews on achievement-motivation by McClelland showed that achievement-motivation is a constant drive to improve one's level of performance and to accomplish success in contention. The author was also of a view that the need for achievement is the results of emotional conflict between the hope to approach success and the desire to avoid failure (Sternmayr & Spinath, 2009).

According to Meijer and Wittenboer (2010) there is a positive relation between achievement-motivation, academic performance and behavioural dispositions of students The authors analysed the joint influence of sleeping time, intelligence, eagerness and achievement motivation on school performance and behavioural dispositions of students, in the last two grades of elementary school.

Meanwhile, Meijer and Wittenboer (2010) also stressed that the need for achievement is a valid factor of students' commitment and positively correlates with academic performance and disposition of acceptable citizenship behaviours.

The role of society and culture in the training of the students on the need for achievement cannot be overemphasized. Therefore, achievement-motivation plays a valuable role in predicting students' future successes and failures in terms of academic and citizenship performance. Singh (2011) also posited that achievement-motivation theory has to do with what makes people do what they do. This theory is advantageous to stakeholders in the education sector who desire to have the best out of the students and wards in terms of academic and better citizenship experience.

Brown and Mezieobi (2017) were also of the view that there was an improvement of basic students' attitudes towards citizenship education using cooperative learning method and further cautioned that the use of lecture method should be minimized especially at the basic schools. In another study conducted by O' Brien and Smith (2011), they concluded that there was a clear majority of pre-service teachers who have adopted, whether consciously or not a legalistic perspective of citizenship. With this evidence in mind, teacher educators should utilize pedagogical strategies that can develop and enhance these future teachers questioning and critical thinking skills. Previous literatures revealed that some

scholars developed a theory that could be used to explain the relationship between attitude, academic achievement, and achievement-motivation.

Fishbein (1967) constructed the value-expectancy model by arguing that an individual's attitude determined his/her intended behaviour, which could ultimately affect the outcome. He further stated that an individual would hold certain attitudes towards an object by assessing and evaluating it. The person then decided whether to hold a favourable or unfavourable view towards it, after going through this process. Therefore, such a positive or negative attitude could further affect an individual's intentions to engage in various behaviours concerning that particular object (Fishbein & Ajzen 2005). This could be regarded as a significant predictor of the outcome, based on an individual's intended behaviour.

Though most of the studies suggested that there was a positive relationship between attitudes, credible citizenship, and achievement-motivation other researchers were arguing that students' attitude might not be a significant predictor of their academic achievement and good citizenship. Mickelson (2012), argued that whether attitude could significantly predict an individual's academic achievement towards worthwhile and effective citizenship depended on several variables, particularly the ethnic background and social class.

Narasimhan (2018) also reported that achievement motivation of high school students of ICSE Board, Chennai was average. In addition, Hatıce and Doruk, (2017) also reported that, the level of students' motivation in Piano was

high. Yilmaz (2009) found that the level of Social Studies teachers' self-efficacy was high. On the contrary, Adegbite (2016) reported that the level Social Studies teachers' self-efficacy in Oyo State, Nigeria was low. Also, on the contrary, Hatıce and Doruk (2017) reported that the level of students' self-efficacy Piano was high. Mohd, Mohd, Suzana, and Wan, (2014) found that teachers' attitude towards inclusive education was on the high side. However, Adegbite (2016) reported that Social Studies teachers' attitude toward Civic Education was negative.

Affective factors such as self-efficacy and achievement-motivation had been a significant and critical dimension of students' attitude towards citizenship education (Zembylas, 2004). This finding aligns with Kamariah, Rohani, Rahil, Elias, Wong, Ahmad (2010) who reported that, university students' and achievement motivation are related to their attitude and academic performance in Malaysia. Also, Yazachew (2013) reported that there was a positive relationship among achievement-motivation, self-efficacy and gender in analytical chemistry at Debre Markos College of teacher education. Furthermore, Mojavezi and Tamiz (2012) reported that there was a significant impact on teacher self-efficacy on the students' motivation and achievement. Chih-Hsiung and Wen-Cheng (2010) revealed that there was a significant relationship between students' attitude, motivation, and self-efficacy in physics learning of universities of technology in Taiwan.

Knowles and Dennis (2007) found that there was a significant relationship between students' attitude and motivation toward online learning. Also, Li (2012) who reported that attitude significantly predicts self-efficacy of City students towards research methods and statistics. Simpson and Oliver (2005) found significant relationship exists between attitudes toward science and achievement motivation profiles of male and female science students in grades 6 through 10. Simpson and Oliver (2005) found that there was a significant relationship between attitudes toward science and achievement motivation profiles of male and female science students in grades 6 through 10.

Iovu, Runcan, and Runcan (2015) reported that, attitudes and self-efficacy of male social work students were positively related to research methods and statistics. Candeias, Rebelo, Oliveira, and Mendes (2014) also reported that there was a significant relationship between students' attitude and motivation toward learning in public schools. The authors further found that, there was a significant relationship between students' attitude and motivation toward learning in private schools. Kazan and EL-Daou (2016) also submitted that, there was a significant relationship between teachers' self-efficacy and attitudes towards ICT usefulness and students' Science performance in the Lebanese Inclusive public schools in 2015. Kazan and EL-Daou (2016) reported that there was a significant relationship between teachers' self-efficacy and attitudes towards ICT usefulness and students' Science performance in the Lebanese Inclusive private schools in 2015.

Since there was no clear-cut understanding of the nature of the relationship between the phenomena under study, this constitutes the vacuum that this study filled.

Appraisal of the Literature Reviewed

The review of the literature revealed the propelling force that geared peoples' attention to tackle contemporary problems confronting Nigeria as a united nation and that education is considered a potent instrument for change and development. This, of course, is the recommendation of many researchers that Citizenship Education should be included in the school curriculum (Yusuf (2005), Okpoko (2009), Emmanuel (2011), Oyeleke (2011) and O'Brien & Smith (2011).

Most of the literatures reviewed in this study were mainly on achievement-motivation and self-efficacy vis-a-vis their relationship with students' academic performance. Even, many of these studies were conducted in foreign lands e.g Bong & Skaavik (2005), Singh (2011) and Allay & Triantoro (2013). Therefore with this development, researches which are related to psychosocial variables like achievement-motivation and self-efficacy vis-a-vis their influences Citizenship Education Course were not many. This informed the necessity for further exploration to study achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west Nigeria.

Given the above, an appraisal of the array of studies being conducted was mainly on organization and adequacy of Citizenship Education curriculum contents at Primary, Secondary and Tertiary Education levels in Nigeria (Jekayinfa, 2005; Yusuf 2005, etc). None of these researchers studied achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course especially in the Colleges of Education, South-west Nigeria. More so, from the various literature reviewed, it was observed that, although many types of research were already conducted on studying the above psychosocial variables, there are still shortcomings in our understanding because, there is no consensus on the relationship among the variables under study: achievement-motivation, self-efficacy and attitude of social studies students to citizenship education course.

Most of the literatures reviewed were also on the relevance of Social Studies in achieving the major aims and objectives of Citizenship Education in Nigeria. Researchers like: Osakwe & Itedjere (2005), Odinkalu, (2006), Agbure (2010) and Ukadike (2010), were of the view that Citizenship Education has become an approach and the focal point through which the goals of Social Studies are discussed and realised; though none of these researches was conducted in relation to psychosocial variables like, achievement motivation, self-efficacy, and attitudes. Hence, this constitutes the vacuum in which this study has filled.

It is also observed from the literature reviewed that, most of the studies were conducted outside the present study population and geographical area and that

none of these researches is particular about achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses on the methodology employed for this research and this is presented under the following sub-headings:

a.   Research Design

b.   Population, Sample and Sampling Techniques

c.   Instrumentation

d.   Procedure for Data Collection

e.   Data Analysis Techniques

Research Design

This study adopted descriptive survey research design of correlational type. Descriptive survey method involves the collection of information from a representative group and based on such a sample, inferences are drawn about the behaviour of the entire population. It seeks to find solutions to questions through the analysis of variable relationships (Best & Kahn, 1995). It is concerned with conditions or relationships that exist; practices that prevail; beliefs; points of view or attitudes that are held; processes that are going on, effects that are being felt or trends that are developing (Ogundare, 2013).

The descriptive survey research design of correlational type is also a type of research which is concerned with measuring the degree or level of relationship between two or more variables to make predictions about relationships (Best &

Kahn, 1995). This design is considered most appropriate for this study as it enabled the researcher to describe the situation as it exists without manipulating any factor or variable in the course of carrying out this study. This research design was also used because it allowed the researcher to investigate the relationship among the variables under study. This research design also permitted the researcher to measure a great number of variables and their interrelationships at the same time. The method further allowed the researcher to study how several variables either singly or in combination, affect NCE Social Studies students' attitude to Citizenship Education Course.

In this study, a descriptive survey research design of correlational type was used to establish the relationship among achievement-motivation, self-efficacy and Social Studies students' attitude to Citizenship Education Course in South-west Nigeria. The study also showed which variable and combination of variables that predict the manifestation of students' positive attitudes to Citizenship Education Course in NCE Social Studies curriculum, South-west Nigeria.

Population, Sample and Sampling Techniques

The population for the study comprised all Social Studies students in private and public Colleges of Education offering Social Studies in South-west Nigeria. As at the time of this study, there were 8,226 Social Studies students from NCE I to NCE III in the study area. Also, there were eleven (11) public and twenty-three (23) approved private Colleges of Education offering Social Studies in South-west,

Nigeria (2018 JAMB Brochure). The target population was, all the 2508 NCE III Social Studies students in public Colleges of Education and 611 NCE III Social Studies students in private Colleges of Education respectively in the study area. This set of Social Studies students (target population) offered Citizenship-Education Course (SOS 222) in their second semester 200 level.

In line with the estimate recommended by Research Advisors (2006), the sample for this study was 333 students from public Colleges of Education and 234 students from private Colleges of Education. Fifteen percentages (15%) was added to each of the two sub-groups to take care of the attrition to make a sum of 383 students from public Colleges of Education and 269 students from private Colleges of Education respectively.

A total of six hundred and fifty-two (652) Social Studies students who have offered Citizenship Education Course (SOS 222) were sampled using a-multi stage sampling technique. This is because each stage of sampling required different techniques. A purposive random sampling technique was adopted at the first stage to select six (6) Public Colleges of Education and six (6) Private Colleges of Education offering Social Studies in South-west Nigeria. At the second stage, the stratified random sampling technique was adopted. Thus, the target population was divided into two strata (sub-groups); out of which three hundred and eighty-three (383) students were selected from public Colleges of Education and two hundred and sixty-nine (269) students were selected from private Colleges of Education in

South-west Nigeria respectively (Research Advisors, 2006). At the third stage, a simple random sampling technique was used to select the number of the participants from each of the Colleges of Education selected from all the six (6) states of South-west Nigeria. Finally, six hundred and fifty-two (652) Social Studies Students were the participants for the study.

The NCE III Social Studies Students were sampled for this study because they have reached a level of education where they are capable of evaluating themselves since the variables involved in the study are personality traits which were addressed through the self-reports of students. It is also assumed that the students are to understand the items in the research instruments used and thus complete them as expected. The NCE III Social Studies students are adequate for this study because, they have offered Citizenship Education (SOS 222) as a Course in the National Commission for Colleges of Education (NCCE) Social Studies Curriculum in their second semester 200 level; thus, they cooperated with the researcher in completing the research instruments accordingly.

Instrumentation

This study aimed at investigating achievement-Motivation, self-efficacy, and attitudes of Social Studies students to Citizenship-Education Course in Colleges of Education, South-west Nigeria. To achieve this, the following research instruments were used to obtain relevant information:

1. Achievement Motivation Inventory (AMI) by Mutee and Immanuel (2009),

2. General Self-Efficacy Scale (GSES) by Schwarzer and Jerusalem (1995) and;

3. Researcher designed Questionnaire on Students' Attitudes toward Citizenship Education Course (QSACEC).

Achievement Motivation Inventory (AMI) was developed by Mutee and Immanuel (2009) and was adopted for this study. The inventory was intended to determine the achievement-motivation among learners. This tool has been developed as a standardized personality instrument. AMI has 32 items in total, where 18 items were positively worded and 14 items were negatively worded. Items with positive and negative wordings were arranged randomly in the scale. The serial numbers of items with positive wordings were: 3, 4, 5, 6, 11, 13, 14, 16, 17, 20, 23, 24, 26, 28, 29, 30, 31 and 32 while, the serial numbers of items with negative wordings are 1, 2, 7, 8, 9, 10, 12, 15, 18, 19, 21, 22, 25 and 27.

The responses to the items were marked at a five-point Likert format. The points are: Completely Agree (CA), Mostly Agree (MA), Agree to Some Extent (ASE), Mostly Disagree (MD) and Completely Disagree (CD). The scoring weights given to those responses were 5, 4, 3, 2 and 1 respectively for positively worded items and 1, 2, 3, 4 and 5 for negatively worded items. This scoring scheme ensured that higher scores denote high levels of achievement-motivation, average

scores denote the average level of achievement-motivation and lower scores denote low levels of achievement-motivation.

Validity and Reliability of Achievement Motivation Inventory (AMI)

The validity for the instrument is based on the systematic methodology followed by Mutee and Immanuel (2009) during the development and standardization of the test. The items for the draft scale were meticulously prepared based on an exhaustive review of related literature, which included the perusal of all available measurement devices.

Mutee and Immanuel (2009) selected the items based on item analysis which ensured the discriminatory power of the items. These steps helped in identifying the important dimensions of achievement-motivation as thus: Motivation for achievement (evidenced by competitiveness and goal orientation), Inner resources (evidenced by relaxed style, happiness. patience and self-confidence), Inner personal strengths (evidenced by assertiveness, personal diplomacy and co-cooperativeness) and work habits (evidenced by planning and organization, initiatives and team spirit). Researchers have not only used the inventory successfully in Nigeria, but they have also used it in West Africa with reliable results.

Davids (2015) used it on Ghanaian students to find the relationship between self-efficacy, goal setting and achievement motivation among final year students at a selected university in the Western Cape Province. However, of

particular interest of the present work is the validation of Achievement Motivation Inventory (AMI) with Nigerian students by Adebayo (2010). Adebayo (2010) recorded test-retest reliability of 0.77.

To ascertain whether the inventory will still yield a consistent result, the researcher also subjected the instrument to a reliability test. This was done by administering the instrument to a group of forty-five (45) NCE III Social Studies students i.e. (25 males and 20 females) of a public college of education in Oyo state. After four weeks, the instrument was re-administered to the same set of students. The reliability coefficient using the Pearson Product Moment Correlation Coefficient (r) was found to be 0.75. This figure is significant at 0.05 level of significance and it is therefore considered adequate for the present study.

The reliability coefficient did not show any cultural bias for the instrument or any difficulty in understanding the items of the test. Meanwhile, the reliability of the scale using Cronbach's alpha was found to be 0.749 (Mutee & Immanuel, 2009).

General Self-Efficacy Scale (GSES) was developed by Schwarzer and Jerusalem (1995); was adapted for this study. It is a self-report measure of self-efficacy. The scale consists 20 items out of which; the first ten (10) items were originally made by Schwarzer and Jerusalem (1995) and the last ten (10) items were added by the researcher. It is an operative construct i.e. it is related to subsequent behaviour and therefore, is relevant for educational practice and behavioural change.

Responses were made on a 4 point Likert scale i.e. Not at all true, Hardly true, Moderately true and Exactly true. The scoring weights given to those responses were: 1, 2, 3 and 4 respectively. Sum up the responses to all 20 items to yield the final composite score with a range from 20 to 80. The scoring system ensured that high scores denote high self-efficacy, average scores denote average self-efficacy, while low scores denote low self-efficacy.

Validity and Reliability of General Self-Efficacy Scale (GSES)

The General Self Efficacy Scale (GSES) was examined by some experts/lecturers in Social Studies Education, Educational Psychology and Educational Guidance and Counselling to ensure its face and content validity. It was thus validated to be suitable for this study. The construct of self-efficacy scale reflects an optimistic self-belief. Cronbach's alphas ranged from .76 to .90 with the majority in the high .80 were adopted to test its reliability. The scale is unidimensional. Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favourable emotions and dispositional optimism.

The scale had also been used previously in Nigerian setting by Adeyemo (2010); a test re-test reliability range of 0.67 and 0.83 was reported for the scale. However, to ascertain whether the scale will still yield a consistent result, the researcher also subjected the scale to a reliability test. This was done by administering the scale to a group of forty (40) NCE III Social Studies students i.e.

(20 males and 20 females) of a public college of education in Oyo state. After four weeks, the scale was re-administered to the same set of students. The reliability coefficient using the Pearson Product Moment Correlation Coefficient (r) was found to be 0.87. This figure is significant at 0.05 level of significance and it is therefore considered adequate for the present study. The reliability coefficient did not show any cultural bias for the scale or any difficulty in understanding the items of the test. Meanwhile, the subjects used for this study will not take part in the real study.

Questionnaire on Students' Attitudes to Citizenship Education Course (QSACEC): The instrument is a 20 item questionnaire on Students' Attitudes to Citizenship Education Course in the Nigerian Colleges of Education Social Studies Curriculum. The instrument was designed by the researcher. It contained two sections i.e. Section A (Personal Information) and Section B (Items on Students' Attitudes to Citizenship Education Course in the NCE Social Studies Curriculum).

The responses were made on a 4 point Likert scale, i.e. Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The scoring weights given to those responses were: 4, 3, 2 and 1 respectively. Higher scores denote positive attitudes and lower scores denote negative attitude to Citizenship Education Course.

Validity and Reliability of the Questionnaire on Students' Attitudes to Citizenship Education Course (QSACEC)

The Questionnaire on Students' Attitudes to Citizenship Education Course (QSACEC) was examined by some experts/lecturers in Social Studies Education, Educational Psychology and Educational Guidance and Counselling to ensure its face and content validity. It was thus validated to be suitable for this study.

The instrument was also subjected to internal consistency and reliability procedure. The questionnaire was administered to forty-six (46) NCE III Social Studies students i.e. (23 boys and 23 girls) of a public college of education in Oyo state. An interval of four weeks was given between the two tests. The reliability coefficient (r) as determined by the test re-test reliability using the Pearson Product Moment Correlation statistics ranges between 0-1, 0.79 is adjudged adequate for this study.

Procedure for Scoring the Instruments: The questionnaire forms were scored following the format for each section. Section 'A' of the Achievement Motivation Inventory (AMI) which consists of demographic data was scored using a pie chart with no points assigned to the items.

Achievement Motivation Inventory comprised 32 items on students' achievement motivation. The 32 items were rated on a five Likert scale ranging from 1-5 using the key Completely Agree = 5 points, Mostly Agree = 4 points, Agree to some extent = 3 points, Mostly Disagree = 2 points, Completely Disagree

= 1 point for positive worded items and Completely Agree = 1 point, Mostly Agree = 2 points, Agree to some Extent = 3 points, Mostly Disagree = 4 points and Completely Disagree = 5 points. The highest possible score is 160 (5×32) and the lowest possible score is 32 (1×32). The range is 128 (160 – 32) and the midpoint of the range is 42.7 (128÷3). The cut-off point is 32+42.7 which equals 74.7. If the respondent's score is in the range of 117.5 to 160, it shows a high level of achievement motivation, if respondents score is in the range of 74.8 to 117.4, it shows the average level of achievement motivation, while a score of 74.7 and below indicates a low level of achievement motivation.

General Self-Efficacy Scale consisted of 20 items. The 20 items were being rated on a four Likert scale ranging from 1 – 4 using the key Exactly True = 4 points, Moderately True = 3 points, Hardly True = 2 points, Not at all True = 1point. The highest possible score is 80 (4×20) and the lowest possible score is 20 (1×20). The range is 60 (80–20) and the midpoint of the range is 20 (60÷3). The cut-off point is 20+20 which equals 40. If the respondents score is in the range of 61 to 80, it indicates a high level of self-efficacy, if the respondents score is in the range of 41 to 60, it indicates the average level of self-efficacy, while a score of 40 and below indicates a low level of self-efficacy.

Students' Attitude toward Citizenship Education Course Questionnaire consisted of 20 items. The 20 items were rated on a four Likert scale ranging from 1-4 using the key Strongly Agree = 4 points, Agree = 3 points, Disagree = 2 points,

Strongly Disagree = 1point. The highest possible score is 80 (4×20) and the lowest possible score is 20 (1×20). The range is 60 (80-20) and the mid-point is 30 (60/2). The cut-off point would be 20+30 which equals 50. If the respondent's score is in the range of 51 to 80, it shows a positive attitude, while a score of 50 and below indicates a negative attitude.

Procedure for Data Collection

The administration of the three instruments: Achievement-Motivation Inventory (AMI), General Self-Efficacy Scale (GSES) and Questionnaire on Students' Attitudes to Citizenship Education Course (QSACEC) was done in all the purposively selected public and private Colleges of Education offering Social-Studies in South-west Nigeria by the researcher. Before the administration of the research instruments, letter of introduction was taken from the Head of Department, Social Sciences Education, the University of Ilorin by the researcher. Permission was also sought personally by the researcher from the various authorities in the colleges of education that participated in the study.

Ethical Consideration: The researcher sought the permission of the participants and assured them of confidentiality before administering the questionnaires. The participants were made to aware that, participating in the study was voluntary and the desire not to participate was respected as no one was forced to participate. The participants were made to aware of the purpose and what the study entailed. No participant was compelled to give a response to the

questionnaires; the distribution of questionnaires was determined by the willingness of the participants. In the administration of questionnaires, as regards this study, the right to privacy of respondents was put into utmost consideration and was not infringed upon. The participants will most likely benefit by gaining awareness of their attitude, especially with regards to their achievement-motivation and self-efficacy.

Data Analysis Techniques

Descriptive statistics of percentage was used to describe the demographic characteristics of the respondents. Percentage was also used to answer the research questions while Multiple Regression Analysis was used to test the formulated hypotheses at 0.05 Alpha level of significance.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

The results obtained from the data analysed are presented in this chapter. All the research questions for this study were subjected to descriptive statistics using Percentages. All the formulated hypotheses were also tested using Multiple Regression statistics at 0.05 level of significance using Statistical Package for Social-Sciences (SPSS 23.0).

Demographic Description of the Respondents

The data presented in figures 3 and 4 shows the demographic characteristics of the respondents using percentages.

Table 1: Percentage Distribution of Respondents by College Type

College Type	Frequency	Percentage (%)
Public	383	58.7
Private	269	41.3
Total	**652**	**100.0**
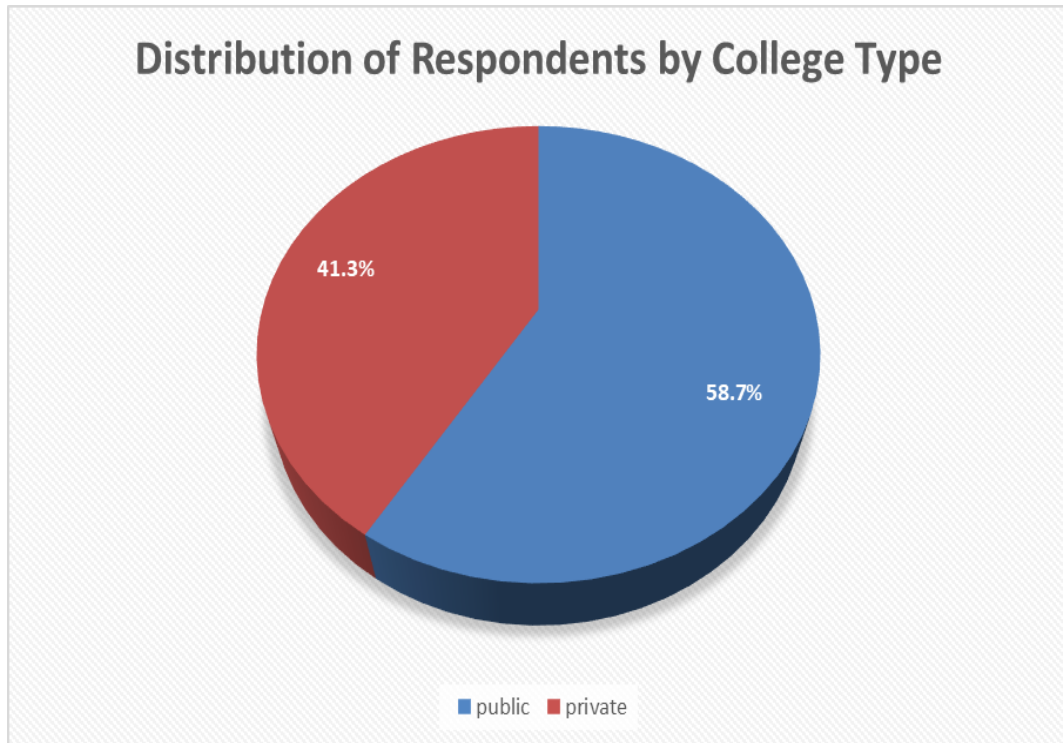
Figure 3:   A Pie Chart Representation of Distribution of Respondents by College Type

Figure 3 indicates that out of the 652 respondents that participated in the study, 383 (59.0%) of the respondents were from public Colleges of Education, while 269 (41.0%) of the respondents were private colleges of education. This implies that there were more respondents from public Colleges of Education than respondents from private Colleges of Education in this study.

Table 2: Percentage Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	330	50.6
Female	322	49.4
Total	**652**	**100.0**
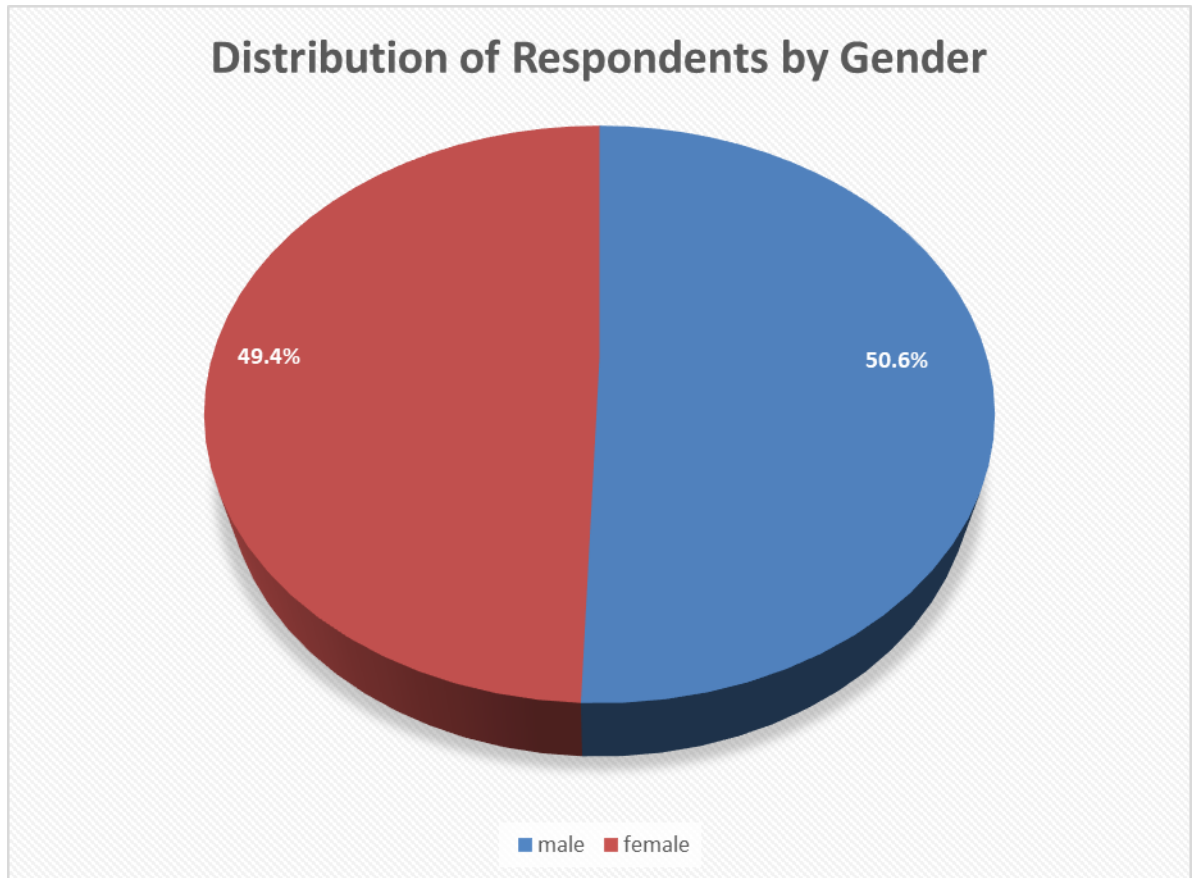
Figure 4:   A Pie Chart Representation of Distribution of Respondents by Gender

Figure 4 shows that out of the 652 participants that participated in the study, 330 (51.0%) of the participants were female, while 322 (49.0%) of the participants were male. This implies that there were more female participants than male participants in this study.

Answering of Research Questions

Three research questions were raised and answered in this study. Research questions 1 to 3 were answered using percentages.

Research Question 1: *What is the level of Achievement-motivation of Social Studies Students in Colleges of Education, South-west, Nigeria?*

Table 3: Percentage Analysis of level of Achievement-motivation of Social Studies Students in Colleges of Education, South-west, Nigeria

level of Achievement-motivation	Frequency	Percentage (%)
High	75	11.5
Average	438	67.2
Low	139	21.3
Total	**652**	**100.0**

Specifications of the Level of Achievement-Motivation:

High   =   117.5 to 160
Average =   74.8 to 117.4
Low   =   74.7 and below
(See page 101)
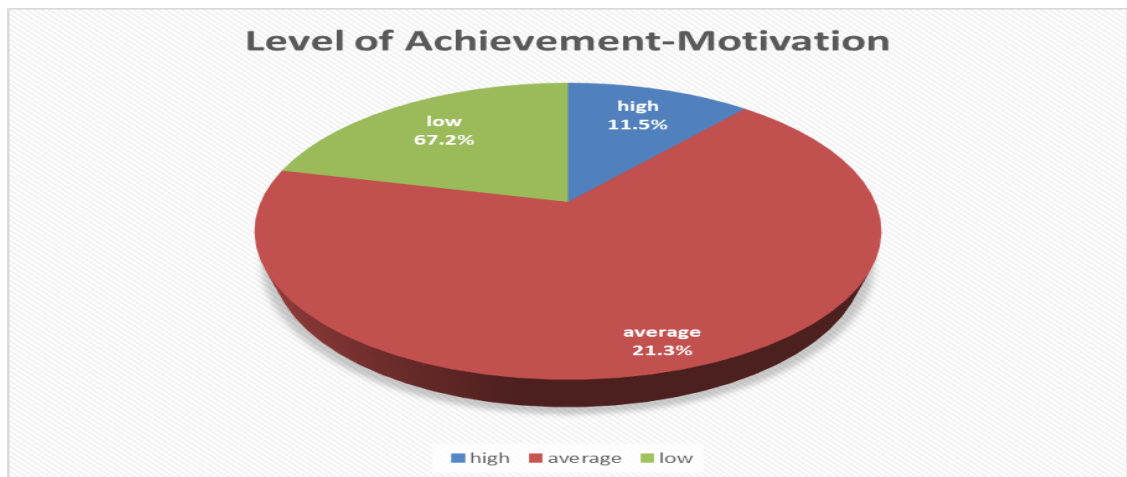
Figure 5: A Pie Chart Representation of Level of Achievement-motivation of Social Studies Students in Colleges of Education, South-west Nigeria

Figure 5 indicates that 652 respondents participated in this study. Responses to items that sought information on level of achievement-motivation of the Colleges of Education Social Studies Students, South-west Nigeria revealed that 75 (12.0%) had high level of achievement-motivation, 438 (67.0%) had average level of achievement-motivation, while 139 representing (21.0%) had low level of achievement- motivation. This implies that the level of achievement-motivation of the Colleges of Education Social Studies Students in South-west Nigeria was average.

Research Question 2: *What is the level of self-efficacy of Social Studies Students in Colleges of Education, South-west Nigeria?*

Table 4: Percentage Analysis of level of Self-efficacy of Social Studies Students in Colleges of Education, South-west Nigeria

level of Self-efficacy	Frequency	Percentage (%)
High	354	54.3
Average	274	42.0
Low	24	3.7
Total	**652**	**100.0**

Specifications of the Level of Self-Efficacy:

High   =   61 to 80
Average   =   41 to 60
Low   =   40 and below
(See page 102)
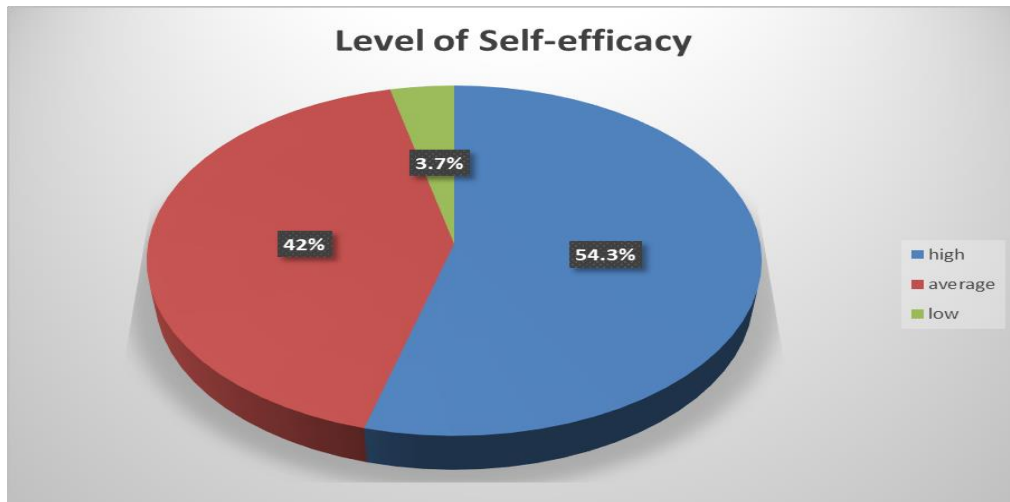
Figure 6: A Pie Chart Representation of Level of Self-efficacy of Social Studies Students in Colleges of Education, South-west Nigeria

Figure 6 indicates that 652 respondents participated in this study. Responses to items that sought information on level of self-efficacy of the Colleges of Education Social Studies students in South-west Nigeria revealed that 354 (54.0%) had high level of self-efficacy, 274 (42.0%) had average level of self-efficacy, while (4.0%) had low level of self-efficacy. This implies that the level of self-efficacy of the Colleges of Education Social Studies students in South-west Nigeria was high.

Research Question 3: *What is the attitude of Social Studies Students to Citizenship Education Course in Colleges of Education, South-west Nigeria?*

Table 5: Percentage Analysis of Attitude of Social Studies Students to Citizenship Education Course in Colleges of Education, South-west Nigeria

Attitude of Social Studies	Frequency	Percentage (%)
Positive	531	81.4
Negative	121	18.6
Total	**652**	**100.0**

Specifications of Attitude of Students:

Positive Attitude   = 51 and above
Negative Attitude = 50 and below
(See page 102)
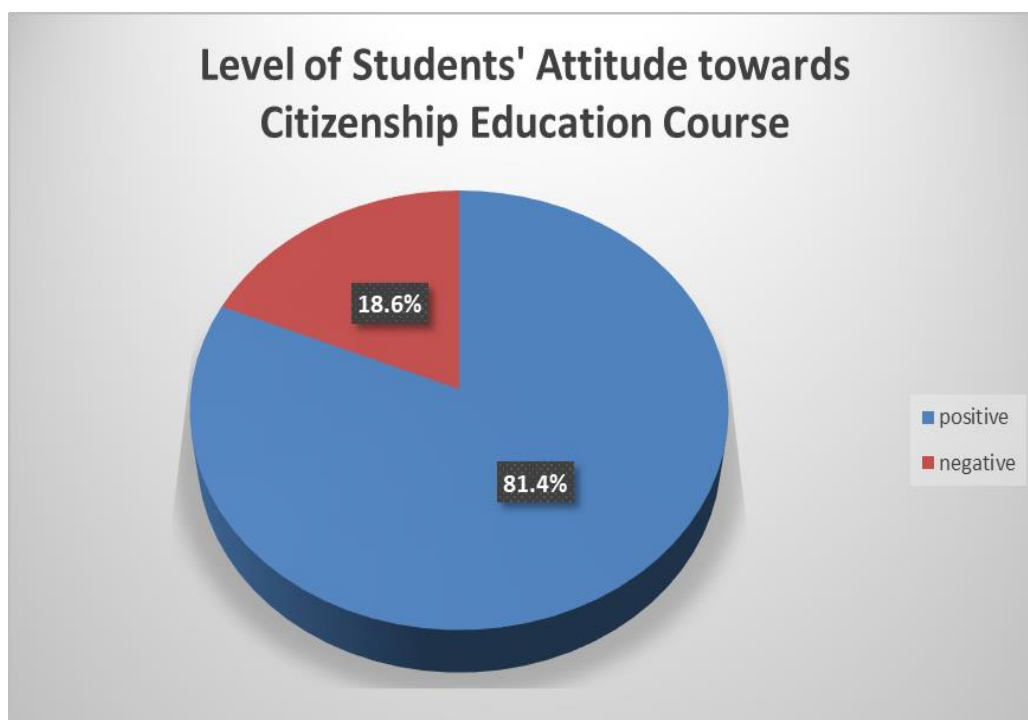
Figure 7: A Pie Chart Representation of Attitude of Social Studies Students to Citizenship Education Course in Colleges of Education, South-west Nigeria

Figure 7 indicates that 652 respondents participated in this study. Responses to items that sought information on attitude of Social Studies students to Citizenship Education course in Colleges of Education, South-west Nigeria revealed that 531 (81.0%) had positive attitude to Citizenship Education course, while 121 (19.0%) had negative attitude to Citizenship Education course. This implies that the attitude of Social Studies students to Citizenship Education course in Colleges of Education, South-west, Nigeria was positive.

Table 6: Correlation Matrix of Achievement-motivation, Self-efficacy and Attitude of Social Studies Students to Citizenship Education Course

	Variables	**1**	**2**	**3**
1	achievement-motivation	1		
2	self-efficacy	.023	1	
3	attitude of Social Studies students to Citizenship Education Course	.065	.124	1

Results in Table 6 show the inter-correlations among the variables. It can be inferred from the analysis that there was no any evidence of multi-collinearity among the variables. To prove absence of multi-collinearity, Pallant (2013) is of the opinion that the observed correlation must not exceed 0.7; as correlation coefficient above that value signifies the presence of multi-collinearity and this may jeopardise the forecasting power of the upstream variables on the downstream variable. The highest correlation coefficient among the variables is 0.124; which is the relationship between self-efficacy and attitude of Social Studies students to Citizenship Education Course. This means that none of the correlation coefficient

of the variables exceeds 0.7. In other words, there is absence of multi-collinearity among the measured variables in the study.

Having confirmed the absence of multi-collinearity among the variables in the study, the researcher went further to test the research hypotheses formulated in this study.

Hypotheses Testing

Having considered the demographic data of the respondents and answered the three research questions, the researcher proceeded to test the null hypotheses generated in the study. The research hypotheses postulated for this study were tested using the Multiple Regression statistics at 0.05 level of significance.

H$_{01}$: *There is no significant relationship among achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west Nigeria.*

In order to test this hypothesis, responses of the students to items in the achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course questionnaires were collated and subjected to Multiple Regression analysis. The output of the analysis revealed the following:

**Table 7:** Regression Analysis Showing Relationship among Achievement-motivation, Self-efficacy and Attitudes of Social Studies students to Citizenship Education Course in Colleges of Education, South-west Nigeria

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision
Regression	581.048	2	290.524			
				6.349*	0.002	**S**
Residual	29697.817	649	45.759			
Total	**30278.865**	**651**				

*ρ<0.05

Table 7 indicates that the calculated F-value is 6.349 while its calculated significance value is 0.002 with a degree of freedom 2 and 649 computed at an alpha level of 0.05. Since the calculated significance (0.002) is lower than 0.05, the hypothesis was therefore rejected. This reveals that, there was a significant relationship among achievement-motivation, self-efficacy and attitudes of Social Studies students to Citizenship Education Course in Colleges of Education, South-west Nigeria.

H$_{O2}$: *There is no significant joint contribution of achievement-motivation and self-efficacy to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west Nigeria.*

Table 8: Model Summary of Interactive Contribution of Independent variable (Achievement-Motivation and Self-efficacy) to Dependent variable (Attitudes of Social Studies students to Citizenship Education Course) in Colleges of Education, South-west Nigeria

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	0.48	0.23	0.21	8.765

Table 8 reveals that both Achievement-Motivation and Self-efficacy contributed R-square of 0.23 (23%) to Attitude of Social Studies students to Citizenship Education Course sampled. This implies that, the R- Square value of 0.23 as contained in Table 8 means that, the independent variables of achievement-motivation and self-efficacy jointly contributed 23% to dependent variable of attitude of Social Studies students to Citizenship Education Course. Therefore, 77% of variations of students' attitude to Citizenship Education Course is accounted for by some variables not considered in this study.

H$_{03}$: *There is no significant relative contribution of each of achievement-motivation and self-efficacy to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west Nigeria.*

Table 9: Contribution of each of Achievement-Motivation and Self-efficacy to Attitudes of Social Studies students to Citizenship Education Course in Colleges of Education, South-west Nigeria

Model	B	Std. Error	Beta	Calculated t-value	Sig.
Constant	53.932	1.990		27.106	0 .000
Achievement-motivation	0.022	0.013	0.062	1.601	0.110
Self-efficacy	0.077	0.025	0.122	3.145	0.002

Predictors: (Constant), Achievement-Motivation and Self-efficacy
Dependent Variable: Attitudes of Social Studies toward Citizenship Education Course

Table 9 shows the Beta weight and t-value of each of the independent variables (Achievement-Motivation and Self-efficacy). The Beta weight of achievement-motivation was 0.062 while that of the self-efficacy was 0.122. This implies that self-efficacy contributed more than achievement-motivation to the

attitude of Social Studies students to Citizenship Education Course. In the same vein, the t-value further confirmed the contribution of the independent variables to the model. Self-efficacy contributed t-value of 3.145, while achievement-motivation contributed a t-value of 1.601; which also implies that self-efficacy contributed more than the achievement-motivation to the attitude of Social Studies students to Citizenship Education Course.

Summary of the Findings

Based on the data collected, analyzed and interpreted, the following findings were obtained:

1.   the level of achievement-motivation of Social Studies students in Colleges of Education, South-west, Nigeria was average.

2.   the level of self-efficacy of Social Studies students in Colleges of Education, South-west, Nigeria was high.

3.   the attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria was positive.

4.   Achievement-motivation and self-efficacy are related to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South west, Nigeria.

5. Independent variables (Achievement-motivation and self-efficacy) contributed significantly to dependent variable (attitude of Social Studies students to Citizenship Education Course) in Colleges of Education. South-west, Nigeria; and

6. Self-efficacy relatively contributed to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria, better than achievement-motivation.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of findings and conclusion based on the analysed data and the results presented in chapter four. Therefore, in line with the findings of this study, recommendations and suggestions for further studies were made.

Discussion of the Findings

The study investigated the relationship among achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria. From the analysis presented in the previous chapter, the following discussions of findings were made:

One of the findings of this study revealed that the level of achievement-motivation of Social Studies students in Colleges of Education, South-west, Nigeria was average. This result can be interpreted to mean that the level of achievement-motivation of an individual may likely wield serious influence on their attitude especially to Citizenship Education Course. An acceptable explanation of this finding is that achievement-motivation features inherent in individuals are personality traits that can reveal their attitude to Citizenship Education Course. This finding is similar to that of Narasimhan (2018) who reported that achievement-motivation of high school students of ICSE Board, Chennai was average.

Another finding revealed that the level of self-efficacy of Social Studies students in Colleges of Education, South-west, Nigeria was high. This is to be expected because individuals with high self-efficacy are usually disposed to good and acceptable attitude. This is to expressed because individuals with high self-efficacy hold many of the attributes that are related to positive attitude such as self confidence, loyalty, willingness to take reasonable risks, dignity, love, honesty, tolerance, hard work e.t.c. This finding is congruent with that of Yilmaz (2009) who found that the level of Social Studies teachers' self-efficacy was high. On the contrary, Adegbite (2016) reported that the level Social Studies teachers' self-efficacy in Oyo State, Nigeria was low. However, Hatıce and Doruk (2017) also reported that the level of students' self-efficacy in Piano was high.

One finding of this study further showed that the attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria was positive. This is expected to be so because the subjects have previously offered Citizenship Education Course in the second semester of their NCE 200 level which may have positive influence on their behaviors and attitudes. This will go a long way to help in achieving Citizenship Education Course goals especially in colleges of education. This finding is in consonance with that of Mohd, Mohd, Suzana, and Wan, (2014) who found that teachers' attitude toward inclusive education was on the high side. However, the present finding does not agree with the conclusion of Adegbite (2016) that Social Studies teachers' attitude towards

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Civic Education was negative. The reason for this differential finding may be due to the fact that Adegbite made use of Civic Education teachers who may or may not be Social Studies experts/educators whereas the present researcher involved Social Studies students in Colleges of Education who have offered Citizenship Education as a course of study during their training.

Another finding indicated that achievement-motivation and self-efficacy are related to attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria. This finding revealed a significant relationship among achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course. A possible explanation for this finding is that, both achievement-motivation and self-efficacy are traits inherent in every individual and the higher the achievement-motivation and self-efficacy are appraised, the more positive attitude are reported. Since most of the subjects have been found to tend towards high achievement-motivation and high self-efficacy, a significant correlation among achievement-motivation, self-efficacy and attitude of students to Citizenship Education may be expected. This finding is in tandem with Kamariah, et al. (2010) who reported that there was a significant contribution of university students' achievement motivation to attitude and academic performance in social and behavioural sciences in Malaysia.

Yazachew (2013) also reported that there was a significant relationship among self-efficacy, achievement-motivation, and gender in analytical chemistry at

Debre Markos College of Teacher Education. Also, Mojavezi and Tamiz (2012) reported that there was a significant impact of teachers' self-efficacy on the students' motivation and achievement. Chih-Hsiung and Wen-Cheng (2010) found that there was a significant relationship between students' attitude, motivation, and self-efficacy in physics learning of universities of technology in Taiwan.

Additionally, the finding showed that, independent variables (achievement-motivation and self-efficacy) contributed to dependent variable (attitude of Social Studies students to Citizenship Education Course) in Colleges of Education, South-west, Nigeria. This is to be envisaged since a significant relationship has been established among achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course; one would not expect a contrary result. This finding also corroborated Simpson and Oliver (2005) who found that there was a significant contribution of attitudes toward science and achievement motivation profiles of male and female science students in grades 6 through 10. This finding also confirmed that of Candeias, Rebelo, Oliveira, and Mendes (2014) who found that there was a significant contribution of students' attitude to motivation towards learning in public schools. However, this finding is against that of Knowles and Dennis (2007) who reported that there was no significant contribution of students' motivation to their attitude towards online learning.

Another finding also revealed that Self-efficacy relatively contributed to the attitude of Social Studies students to Citizenship Education Course in Colleges

of Education, South-west, Nigeria, better than achievement-motivation. The strength of self-efficacy in contributing to attitude of Social Studies students to Citizenship Education Course better than achievement-motivation was further revealed. This implied that though independent variables of achievement-motivation and self-efficacy are important factors and contributors to attitude of Social Studies students to Citizenship Education Course better than achievement-motivation.

This finding is tandem with that of Li (2012) who reported that self-efficacy relatively contributed to the attitude of City U students towards research methods and statistics. This finding is also in line with that of Kazan and EL-Daou (2016) who reported that there was a significant relationship between teachers' self-efficacy and attitudes towards ICT usefulness and students' Science performance in the Lebanese Inclusive secondary schools in 2015.

Conclusion

This study concluded that the levels of achievement-motivation and self-efficacy of Social Studies students in Colleges of Education, South-west Nigeria were average and high respectively. The study also revealed that attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west Nigeria was positive.

In this study, it was found that achievement-motivation and self-efficacy are related to and also contributed to Social Studies students' attitude to Citizenship Education Course in Colleges of Education, South-west, Nigeria. These two variables are therefore germane in determining the attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria.

The study also concluded that the joint influence of achievement-motivation and self-efficacy are important factors of Social-Studies students' attitude to Citizenship Education Course in Colleges of Education. The implication is that achievement-motivation and self-efficacy are important variables that can facilitate the improvement of students' attitude towards good citizenship orientations and behaviours.

Thus, this study justified the importance of achievement-motivation and self-efficacy as contributors to Social Studies students' attitude to Citizenship Education Course in Colleges of Education, South-west, Nigeria with self-efficacy making the largest unique contribution. In addition, this study indicated that; high achievement-motivation and high self-efficacy are sine-qua-none to students' positive attitude towards good and acceptable citizenship qualities and orientations.

Recommendations

The following recommendations were made based on the findings of the study:

1. Social Studies Lecturers especially those in charge of Citizenship Education Course should endeavour to use learner-centred strategies to improve Achievement-motivation of learners. They should also sustain students' level of Self-efficacy in Colleges of Education, in order to produce better, efficient and responsible citizens.

2. The positive attitude of Social Studies students to Citizenship Education Course in Colleges of Education, South-west, Nigeria should be sustained by the lecturers, parents, educationists and governments at all levels in order to actualize the goals of Citizenship Education Course.

3. Parents should also intensify their efforts to motivate wards/ learners on good citizenship values and qualities through the exhibition of good and worhwhile examples by them.

4. Students should also be encouraged to apply Citizenship Education values and qualities beyond cognitive level in their day to day human relations, so as to able to manifest the psychomotor elements of Citizenship Education Course.

5. Government should provide enabling environment to encourage volunteer scheme for community service for students to exhibit Citizenship Education qualities in which they have learnt in classroom situation.

6. In order to achieve the goals of Citizenship Education Course in Colleges of Education, South-west, Nigeria, there is dire need to inculcate in the learners' high achievement-motivation, high self-efficacy and positive attitude cum traits and values of good and effective citizenship.

Limitation of the Study

This study was limited to achievement-motivation, self-efficacy, and attitude of Social Studies students to Citizenship Education Course. The study was conducted only in Colleges of Education offering Social Studies in South-west, Nigeria. This type of study could have been carried out in the Colleges of Education offering Social Studies in all the six (6) geo-political zones in Nigeria using a larger percentage of the participants.

Since attitude is inherent in all persons, whether Colleges of Education students or students in other levels of education, this study has excluded students in other levels of education like primary schools, secondary schools and even students in other tertiary institutions such as, polytechnics and universities, whose attitude may be of great benefit to the development of good citizenship behaviours and orientations.

Suggestions for Further Research

This study has highlighted interesting issues arising from the limitations stated above. The following areas pose a challenge for further studies:

1. A way of ensuring a larger scope for this study could be through the involvement of a larger sample from all the states in Nigeria. Future research work should attempt to use more samples drawn from the whole country.

2. Since there was a significant contribution of self-efficacy to the attitude of Social Studies students to Citizenship Education Course in public and private Colleges of Education, South-west, Nigeria, it was further suggested that other psychosocial variables such as self-esteem, self-concept, and locus of control should be considered.

3. Research needs to be carried out to reveal the relationship between job satisfaction, self-efficacy and attitudes of Social Studies lecturers toward Citizenship Education course in Colleges of Education, South-west, Nigeria.

Contribution to Knowledge

The essence of carrying out any research is to extend the frontiers of knowledge. This study was therefore carried out with this same objective. It has contributed to the extension of the frontiers of knowledge in the following ways:

This research have discovered that researches done similar to the present study did not take care of achievement-motivation, self-efficacy and attitude of Social Studies students to Citizenship Education Course especially at the College of Education level. The study established that the joint influence of achievement-motivation and self-efficacy are important factors that can facilitate the improvement of students' attitude toward good and acceptable citizenship behaviours.

This study established that lecturers and parents can motivate learners on positive attitude to good citizenship orientations, ideas, and behaviours. The outcome also indicated that lecturers would gain clearer insight into psycho-social factors such as achievement-motivation and self-efficacy that should be harnessed if their students must manifest good citizenship behaviours through Citizenship Education Course.

The study also provided information to Social Studies Educators, Curriculum Developers, future researchers, educationists, government and other stakeholders in education sector on the use appropriate psychological interventions for achieving high achievement-motivation and high self-efficacy in order to help the students develop acceptable citizenship behaviours and contribute meaningfully to the development and sustenance of peace, unity, and progress in Nigeria.

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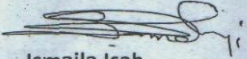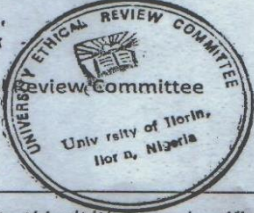
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UERC Approval Number: UERC/ASN/2018/1200

ACHIEVEMENT-MOTIVATION, SELF-EFFICACY AND ATTITUDES OF SOCIAL STUDIES TOWARDS CITIZENSHIP EDUCATION IN COLLEGES OF EDUCATION, SOUTH-WESTERN NIGERIA

Name of applicant/Principal Investigator: OLAYIWOLA, Olujide Adeyemi
Address of Applicant: Department of Social Sciences Education
Faculty of Education
University of Ilorin, Ilorin.

Type of Review: Full Committee Review
Date of Approval: 12/04/2018

Notice of Full Committee Approval

I am pleased to inform you that the research described in the submitted proposal has been reviewed by the University Ethical Review Committee (UERC) and given full Committee approval.

This approval dates from 12/04/2018 to 11/04/2021, and there should be no participant accrual or any activity related to this research to be conducted outside these dates.

You are requested to inform the committee at the commencement of the research to enable it appoints its representative who will ensure compliance with the approved protocol. If there is any delay in starting the research, please inform the UERC so that the dates of approval can be adjusted accordingly.

The UERC requires you to comply with all institutional guidelines and regulations and ensure that all adverse events are reported promptly to the UERC. No charges are allowed in the research without prior approval by the UERC. Please note that the UERC reserves the right to conduct monitoring/oversight visit to your research site without prior notification.

Thank You,

Ismaila Isah
For: University Ethical Review Committee

" if it's not ethical, it's not scientific, if it's not scientific it's not ethical"

APPENDIX II

REQUEST FOR RESEARCH ASSISTANCE LETTER FROM THE HEAD OF DEPARTMENT, SOCIAL SCIENCES EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF ILORIN

UNIVERSITY OF ILORIN, ILORIN, NIGERIA
DEPARTMENT OF SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION

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Our Ref:_____   Your Ref:_____   Date:_____
2nd August, 2018.
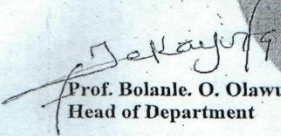
TO WHOM IT MAY CONCERN
REQUEST FOR RESEARCH ASSISTANCE
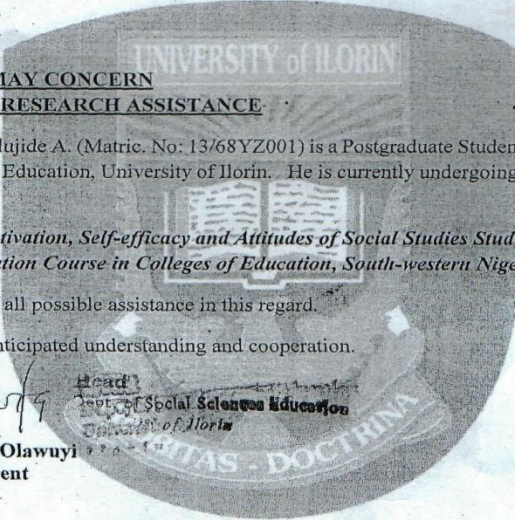
OLAYIWOLA, Olujide A. (Matric. No: 13/68YZ001) is a Postgraduate Student of the Department of Social Sciences Education, University of Ilorin. He is currently undergoing a Research Project on:

"Achievement-motivation, Self-efficacy and Attitudes of Social Studies Students Toward Citizenship Education Course in Colleges of Education, South-western Nigeria".

Kindly render him all possible assistance in this regard.

Thanks for your anticipated understanding and cooperation.

Prof. Bolanle. O. Olawuyi
Head of Department

Professors in the Department: PROF. C. O. DARAMOLA, PROF. O. E. ABDULLAHI,
PROF. (MRS) F. A. O. OLASEHINDE-WILLIAMS, PROF. (MRS.) A. A. JEKAYINFA

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APPENDIX III

APPROVAL OF DOCTORAL RESEARCH PROTOCOL BY THE BOARD OF POST GRADUATE SCHOOL, UNIVERSITY OF ILORIN

UNIVERSITY OF ILORIN, ILORIN, NIGERIA
POSTGRADUATE SCHOOL

Vice-Chancellor:
Prof. S. A. Abdulkareem
B.ChE (Detroit); Ph.D. (Louisville);
MNAIChE; MNSE; MACS; R.Eng (COREN)

Dean:
Prof. R. A. Bello
B.Sc., M.Sc., Ph.D.; Economics (ABU)
MNES; NHEA

Zahra Ishowo-Jaji House

P.M.B. 1515, Ilorin, Nigeria
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UIL/PGS/42

15th August, 2019

OLAYIWOLA, Olujide Adeyemi
Matric. No.: 13/68YZ001
Department of Social Sciences Education
Faculty of Education
University of Ilorin
Ilorin.

Dear **Olayiwola,**

APPROVAL OF DOCTORAL RESEARCH PROTOCOL

I am pleased to inform you that, the Board of Postgraduate School at its 281st Meeting held on Wednesday, 17th July, 2019 considered and approved your Doctoral Research Protocol titled:

Achievement-Motivation, Self-Efficacy and Attitudes of Social Studies Students toward Citizenship Education Course in College of Education, South-west, Nigeria

You are therefore, to proceed with your Ph.D. programme accordingly, please.

Congratulations.

Yours sincerely,

M.A. Alfanla
Secretary, Postgraduate School

MA/JB

ACHIEVEMENT MOTIVATION INVENTORY (AMI)

Name of College of Education _____

Course Combination _____

College Type: **Public (   ),   Private (   )**

Gender: **Male (   ),   Female (   )**

Instructions:

This form has 32 statement, please read each statement carefully and then indicates your opinion on each statement by putting (√) in the spaces provided beside it. Please put (√) in only one column for each statement. You can give your opinions according to the following scale: **Completely Agree (C.A), Mostly Agree (M.A), Agree to some extent (A.S.E), mostly disagree (M.D), and completely disagree (C.D)**

No		C.A.	M.A.	A.S.E.	M.D.	C.D.
1.	I feel I am a lazy person					
2.	Days often go by without me having done a thing					
3.	I like reading the biography of great people in order to learn how they overcome hurdles and achieved great things in life					
4.	I plan ahead what subjects to study during my free time					
5.	When I come to know that somebody like me, have achieved something great, I am motivated to do the something in a better way.					
6.	Most people who know me say that I am hard working and ambitious.					
7.	I go on postponing what I should be studying today.					
8.	I take a lot of time to get started to the task of study.					
9.	Most evenings I kick back and relax rather than prepare for the next day's school work.					
10.	Sometimes I forget to do my homework					
11.	I never leave a task/assignment, I start unfinished					
12.	I enjoy working with people who score at my level or lower, rather than with those who are smarter and more hardworking than me.					
13.	I dislike failing in my school examination due to unpreparedness.					

14.	I always work very hard to be among the best students in my school.					
15.	I find myself just taking life as it comes without planning.					
16.	I aim at reaching the highest level in Education					
17.	When I grow up, I want to do something which others have not done.					
18.	I am basically a competitive person and I compete just for the sake of competing.					
19.	I believe that success in life has less to do with hard work and more to do with luck and being in the right place at the right time.					
20.	I enjoy reading all kinds of books including those that are not part of our school syllabus					
21.	I shall be satisfied with an above average performance, even though it may not be my best					
22.	I prefer to use my time for doing something else rather than trying to perfect something that I have already completed.					
23.	I enjoy spending most of my time alone concentrating on my school work.					
24.	I always try to standout from the rest of my class in one way or the other.					
25.	I will go ahead with my plans only if I am sure that other people will approve of it.					
26.	I get restless and annoyed when I feel I am wasting time.					
27.	It is not a good idea to be always above others in achievement, because that may make them feel bad about themselves.					
28.	I like to be the best student in my class.					
29.	I enjoy finishing my school assignments even when they are difficult and time consuming					
30.	I enjoy making friend with the most intelligent student in my class so as to keep up my standards of performances.					
31.	I like when people say in front of others that I am doing well in school.					
32.	I would like to deal with difficult situation, so that the blame or praise for its results come to me alone.					

GENERAL SELF-EFFICACY SCALE (GSES)

Name of College of Education _____

Course Combination _____

College Type: Public (   ),   Private (   )

Gender: Male (   ),   Female (   )

Directions: For each of the twenty items below, tick **(√)** from the choices listed that best describes your response. Please answer every item. The choices are:

1 – Not at all true

2 – Hardly true

3 – Moderately true

4 – Exactly true

Hand in your completed questionnaire when you have finished ticking (√) your answers.

	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough				
2. If someone opposes me, I can find the means and ways to get what I want				
3. It is easy for me to stick to my aims and accomplish my goals				
4. I am confident that I could deal efficiently with unexpected events				
5. Thanks to my resourcefulness, I know how to handle unforeseen situations				

6. I can remain calm when facing difficulties because I can rely on my coping abilities				
7. I can solve most problems if I invest the necessary effort				
8. When I am confronted with a problem, I can usually find several solutions				
9. If I am in trouble, I can usually think of a solution				
10. I can usually handle whatever comes my way				
11. I am certain I can manage the problems in my life so I can focus on my studies				
12. I am certain I believe in hard work to be successful in life				
13. I am certain I am a responsible citizen				
14. I'm certain my family and friends want me to succeed in college				
15. I am certain I can control the stress in my life so I can do well in school				
16. I am certain, I am law abiding, faithful, loyal and honest				
17. I will always do my best to tolerate and respect other's religion and opinions.				
18. I am positive I respect and appreciate citizens' duties and obligations				
19. I know I will be a good citizen when I graduate if I do well				
20. I will always keep rules and regulations to be a better citizen				

APPENDIX VI

UNIVERSITY OF ILORIN

DEPARTMENT OF SOCIAL SCIENCES EDUCATION

Questionnaire on Students' Attitude to Citizenship Education Course (QSACEC)

Dear Respondent,

This questionnaire is designed to assess the Attitude of Social Studies Student to Citizenship Education Course in Colleges of Education, South-west, Nigeria. Please you are requested to carefully study the statements and freely respond to the items in the questionnaire by ticking **(√)** either of the alternatives provided i.e. **Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).** Your response will be treated with strict confidentiality and absolutely used for this study. Thank you.

Yours faithfully,

OLAYIWOLA, Olujide Adeyemi

SECTION A

PERSONAL INFORMATION

Name of College:_____

Course Combination:_____

College Type: Public (   ),   Private (   )

Gender: Male (   ),   Female (   )

SECTION B

S/N	Items	SA	A	D	SD
1.	I believe that; through citizenship education course I can become a well informed, socialized and responsible citizen.				
2.	Citizenship education course helps me to understand and demonstrate civic responsibilities expected of a good Nigerian citizen.				
3.	I like attending citizenship education course class because I like citizenship concepts being taught there.				

4.	I like to be patriotic and honest citizen therefore; I attend citizenship education course class regularly.				
5.	Citizenship education course promotes and respects other peoples' views, opinions, religions, culture and tribes.				
6.	Through citizenship education course, I believe in the oneness and unity of Nigeria as one indivisible political entity.				
7.	I like to be a responsive and responsible Nigerian citizen therefore; I attend citizenship education course class punctually and regularly.				
8.	Studying citizenship education course is necessary and important because it helps in the socialization and production of good citizens.				
9.	I seek knowledge and skills necessary to promote positive contributions to the development of my community through citizenship education course.				
10	I like citizenship education course because it helps me to be law abiding, responsible and political literate.				
11.	Citizenship education course helps me to be a patriotic, honest and responsible Nigerian citizen.				
12.	I will be satisfied if my performance in citizenship education course examination is not below average.				
13.	Citizenship education course promotes hard work and dignity of labour.				
14.	I like the positive attitudes, values and behaviours which are taught through citizenship education course.				
15.	I take a lot of time to the task of studying citizenship education course because; I want to be professionally committed and academically competent in its philosophy, contents and methodology.				
16.	With the knowledge of citizenship education, I appreciate making right decisions, influence decisions and judging decisions responsible for worthwhile living.				
17.	Citizenship education course promotes awareness of fundamental human rights.				
18.	Through citizenship education course I believe in; and manifest national ethics such as loyalty, hard work, self- reliance, brotherhood, discipline and respect for human dignity.				
19.	I like to demonstrate positive qualities of good citizenship whether it is convenient or not.				
20.	Citizenship education course helps me to identify and study social problems and their perceived remedies in the society.				

POPULATION OF SOCIAL STUDIES STUDENTS IN SOUTH-WEST NIGERIA BY COLLEGE TYPE

S/N	State	Public Colleges of Education				Private Colleges of Education			
		NCE 1	NCE II	NCE III	Total	NCE I	NCE II	NCE III	Total
1.	Ekiti	258	276	288	**822**	-	-	-	**-**
2.	Lagos	376	401	511	**1288**	164	172	215	**551**
3.	Ogun	297	338	451	**1086**	94	88	107	**289**
4.	Ondo	222	198	267	**687**	60	76	95	**231**
5.	Osun	341	312	404	**1057**	54	53	67	**174**
6.	Oyo	540	528	587	**1655**	129	130	127	**386**
	Total	2034	2053	2508	**6595**	501	519	611	**1631**

Source: COE Registry/Academic Affairs Unit, April, 2018.

APPENDIX VIII

DISTRIBUTION OF THE PARTICIPANTS BY COLLEGE TYPE

SN	State	Public Colleges of Education		Private Colleges of Education	
		Population of NCE III SOS Students	**No of Participants**	**Population of NCE III SOS Students**	**No of Participants**
1.	Ekiti	288	46	-	-
2.	Lagos	511	77	215	94
3.	Ogun	451	69	107	48
4.	Ondo	267	42	95	40
5.	Osun	404	61	67	30
6.	Oyo	587	88	127	57
	Total	***2508**	****383**	***611**	****269**

N.B.

* Population of NCE III Social Studies Students i.e. 2508+611 = 3119

** Sample of Participants (using Stratified Random Sampling)

    i.e. 383 + 269 = 652 (Research Advisors, 2006).

APPENDIX IX

DISTRIBUTION OF THE PARTICIPANTS BY GENDER

| S/N	States	Public Colleges of Education			Private colleges of Education		
		Males	Females	Total	Males	Females	Total
1.	Ekiti	23	23	**46**	-	-	-
2.	Lagos	38	39	**77**	46	48	**94**
3.	Ogun	34	35	**69**	24	24	**48**
4.	Ondo	20	22	**42**	20	20	**40**
5.	Osun	30	31	**61**	15	15	**30**
6.	Oyo	44	44	**88**	28	29	**57**
	Total	189	194	**383**	133	136	**269**

APPENDIX X

LIST OF COLLEGES OF EDUCATION THAT PARTICIPATED
IN THE STUDY

A) PUBLIC COLLEGES OF EDUCATION:
1. Ekiti State College of Education, Ikere-Ekiti, Ekiti State
2. Adeniran Ogunsanya College of Education, Ijanikin, Lagos State
3. Federal College of Education, Osiele, Abeokuta, Ogun State
4. Adeyemi College of Education, Ondo, Ondo State
5. Osun State College of Education, Ila-Orangun
6. Federal College of Education (Special), Oyo, Oyo State

B) PRIVATE COLLEGES OF EDUCATION:
1. St. Augustine College of Education (Project-Time), Akoka, Lagos State
2. Yewa Central College of Education, Abeokuta, Ogun State
3. All States College of Education, Ero, Akure, Ondo State
4. Foreign Links College of Education, Moro-Ile Ife, Osun State
5. Best Legacy College of Education, Ogbomoso, Oyo State
6. Mufutau Lanihun College of Education, Ibadan, Oyo State
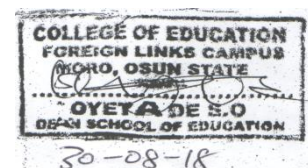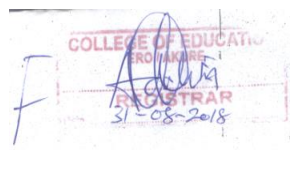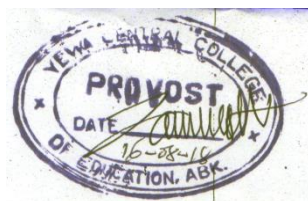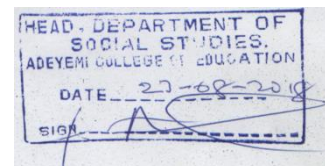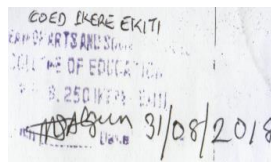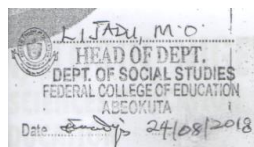
APPENDIX XI

Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586