National Values Awareness and Civic Responsibilities of Teachers as Determinants on Character Development among Social Studies Students in Public Secondary Schools in Oyo State, Nigeria

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In Partial Fulfilment of the Requirements for the Award of Doctor of Philosophy Degree (PhD) in Social Studies Education

2025

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Certification

This is to certify that Omolayo Ayodele OGUNNIYI with matriculation number LCU/PG/002787 carried out this thesis titled "National Values Awareness and Civic Responsibilities of Teachers as determinants on Character Development among Social Studies Students in Public Secondary Schools in Oyo State, Nigeria." in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria, for the award of Doctor of Philosophy Degree (PhD) in Social Studies Education and this has not been previously submitted.

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Dedication

This work is dedicated to God Almighty and to my supportive family.

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Abstract

National values and civic responsibilities are essential components that contribute significantly to character development. However, there has been a growing concern over the increasing prevalence of negative behaviours such as bullying, cheating, disrespect, and harassment particularly among secondary school students. These behavioural issues have become widespread and pose a serious challenge to the effectiveness of character development within the school system. This study investigated national values awareness and civic responsibilities as determinants on character development among Social Studies students in public Secondary Schools in Oyo State, Nigeria. A descriptive survey. The study's population included 625 public junior secondary schools, 875 Social Studies teachers, and 15,360 students in JSS 2 across Oyo State's three senatorial districts. A multistage sampling technique was applied. The sample included 276 schools, 382 teachers, and 2,682 students. Data were collected using two self-constructed questionnaires: the "Character Development of Social Studies Students Questionnaire (CDSSSQ)"(=0.838) and the "Teachers Awareness of National Values Civic Responsibilities Questionnaire (TANVCRQ)"(= 0.805). Descriptive statistics, were used to summarise demographic data and answer research questions. Pearson Product Moment Correlation and Multiple Regression Analysis were employed to test hypotheses at a 5% significance level. The results revealed that teachers possess a high awareness of national values, with an overall mean of 3.49. Teachers demonstrated high awareness in promoting tolerance (mean = 3.44), responsible citizenship (mean = 3.60), and justice (mean = 3.46), reflecting their commitment to fostering acceptance, fairness, and civic responsibility. Awareness of civic responsibilities was similarly high, with a mean score of 3.41. Teachers consistently encouraged volunteering and community engagement (mean = 3.66) and emphasised law-abiding behaviours (mean = 3.44), underscoring their commitment to civic duty. Students reported high character development levels, with an overall mean score of 3.18. Teachers' focus on honesty, integrity, and empathy was instrumental, with honesty scoring the highest (mean = 3.53) among students' character traits. However, empathy and social responsibility displayed moderate scores (mean = 3.21 and 3.05). There was significant relationship between teachers' awareness of national values and students' character development ($r = 0.222$, $p < 0.05$) and between civic responsibilities awareness and character development ($r = 0.218$, $p < 0.05$). The joint contribution of national values and civic responsibilities awareness was statistically significant ($R = 0.242$, $R^2 = 0.058$, $F = 76.769$, $p < 0.05$), explaining 5.8% of the variance in students' character development. Additionally, teachers' awareness of national values ($\beta = 0.139$, $p < 0.05$) and civic responsibilities ($\beta = 0.127$, $p < 0.05$) were significant predictors of character development. A t-test showed that male students displayed slightly higher character development than females ($t = 2.604$, $p < 0.05$). The study stressed the critical role of teachers' awareness of national values and civic responsibilities in shaping students' character, continuous professional development for teachers in civic education to enhance consistency was recommended.

Keywords: Character Development, Teacher's Awareness, National Values, Secondary School Students
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Chapter One

Introduction

1.1. Background to the Study

Social Studies education is recognized as a vital component of the curriculum, equipping students with the knowledge, attitudes, skills, values, and moral character essential for their interactions with others and their environment, while also preparing them to understand, analyze, and respond to pressing social problems such as poverty, corruption, insecurity, unemployment, and moral decadence in society. This subject plays a crucial role in fostering well-rounded individuals, both in school and beyond, by promoting critical thinking, empathy, cultural awareness, and civic engagement. Through the integration of history, geography, economics, and other social sciences, students gain an appreciation for diverse perspectives, and understanding of societal complexities and the collaborative skills necessary for responsible citizenship[1].

Social Studies serve as a vital conduit for character development among junior secondary school students by providing a holistic understanding of society, culture, and civic responsibilities. Societies are often confronted with adverse conditions that disrupt social order and hinder collective well-being. These conditions, commonly referred to as social problems, emerge when established societal norms and values are violated or ignored. Such deviations are considered dysfunctional because they threaten social cohesion and stability. Social problems manifest in various forms, including drug abuse, terrorism, juvenile delinquency, corruption, gender-based violence, environmental degradation, unemployment, poverty, and communal conflict.

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Addressing these issues requires not only institutional interventions but also educational strategies that promote national values and civic responsibilities. In this regard, teachers particularly Social Studies educators in public secondary schools play a critical role in shaping students' character. Their awareness and understanding of national values and civic duties are essential in fostering responsible citizenship and ethical behaviour among young learners. By integrating civic education and moral instruction into classroom practice, teachers can help students internalize societal norms, appreciate democratic ideals, and resist behaviours that contribute to social problems. Thus, the effectiveness of Social Studies instruction in character development largely depends on the extent to which teachers themselves embody and promote these core civic principles.

Through the exploration of topics such as citizenship, democracy, human rights, and cultural diversity, Social Studies encourages students to reflect on their roles and responsibilities as members of their communities and as global citizens[1]. Through engagement with real-world issues and case studies, students are encouraged to cultivate critical thinking, empathy, and ethical reasoning key elements of character development. Additionally, Social Studies promotes civic engagement by motivating students to take part in community service, debates, and discussions on societal challenges, fostering a strong sense of social responsibility and active citizenship[2].

Social Studies curriculums help younger generation to develop into full adulthood by relating them into their immediate society through knowledge and experience acquisition selected from the Social Sciences. The introduction of Social Studies in the education sector aims to impart and instil values, attitudes, and beliefs

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that contribute to the growth and development of society. Social Studies education nurtures learners to become effective and responsible citizens[3].

The interdisciplinary nature of Social Studies allows students to cultivate a broad range of character traits, such as tolerance, respect, and cooperation. By drawing concepts from various social sciences like history, geography, civics, and economics, Social Studies fosters a comprehensive understanding of human behaviour and societal dynamics. Through the exploration of diverse cultures, belief systems, and historical events, students gain an appreciation for diversity and develop cultural competence, which is essential for building inclusive and harmonious societies[1]. Also, Social Studies as an integrated subject encourages collaborative learning activities, group projects, and role-playing exercises, which promote teamwork, communication skills, and conflict resolution abilities among students[4].

Character development encompasses moral, ethical, and social dimensions. In education, it goes beyond the transmission of academic knowledge to nurturing virtues, values, and responsible behaviour. The importance of character development is underscored by its potential to shape individuals into conscientious and contributing members of society. Teachers play a vital role in character development, acting as both mentors and role models for their students. Their understanding of national values and civic responsibilities is crucial in shaping the character of the students they teach. The character traits instilled during the formative years of education often leave a lasting influence on an individual's behaviour and attitudes toward societal norms.

Character development refers to the process of creating and evolving a character's traits, motivations, and backstory over the course of a story[5]. It involves fleshing out the character's personality, giving them depth and complexity, and

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making them relatable to the audience[6]. Character development stands as a cornerstone in the holistic education of individuals, transcending mere academic knowledge to shape the moral and ethical fibres of students. It encompasses the cultivation of virtues, values, and responsible behaviours that contribute to the overall well-being of both individuals and society[7]. This comprehensive approach emphasizes the importance of nurturing qualities like integrity, empathy, resilience, and civic responsibility, shaping individuals who not only achieve academic success but also approach life with a sense of purpose and ethical awareness[8, 9].

Despite the importance of characters development of students' and roles of teachers to impact moral knowledge in junior secondary schools, it seems that many students were not yielding positively. It was observed that students of junior secondary schools were mostly causing crisis such as teachers' harassment, disrespect to teachers, community violation, school to school violation, rioting and burning of school properties. It seems to be that, this set of students graduated to senior secondary schools causing society or community unrest. It is so disheartening and quite saddening to observe the non-challant attitude of teachers to curb these bad characters of students. It seems many Social Studies teachers are not ready or willing to put all their efforts to teach these students effectively probably as a result of the ignorance of relevant skills[10].

Character development is greatly influenced by the guidance and mentorship of teachers. As role models, teachers play a crucial role in shaping the character of their students. Beyond delivering subject-specific knowledge, they are responsible for cultivating traits that contribute to students' personal and social growth, and for equipping them with the values and resilience needed to confront and navigate social problems such as cultism, drug abuse, cybercrime, moral decline, and other forms of

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deviant behaviour prevalent in society. Character development is not a one-time event but an on-going process, shaped by the continuous interactions between teachers, students, and the wider educational environment[11].

The importance of character development lies in its lasting impact on both individuals and society as a whole. Students who undergo strong character development are better prepared to navigate life's challenges, make ethical choices, and positively contribute to their communities[12]. As education evolves, character development remains a timeless and essential component in nurturing well-rounded individuals who are ready to tackle the complexities of an ever-changing world[13].

Character development goes beyond academic achievements, focusing on qualities that shape students into responsible citizens capable of making positive contributions to society [14]. Three key pillars: integrity, empathy, and social responsibility are fundamental in moulding students into ethical individuals. Integrity, the foundation of character, reflects the alignment of one's actions with strong moral values[15]. Teachers, as key figures in students' lives, play a critical role in promoting integrity. By setting clear expectations, modelling honest behaviour, and emphasizing ethical decision-making, teachers create an environment that encourages students to uphold principles of integrity. This commitment to integrity builds individuals who demonstrate consistency between their words and actions, establishing a foundation of trust and reliability in both personal and professional spheres[16].

Empathy, the capacity to understand and connect with the emotions of others, is a key element of character that promotes healthy and positive interpersonal relationships[16]. Teachers can nurture empathy in students by creating a classroom culture that values diversity, encourages perspective-taking, and emphasizes the importance of kindness and compassion. Through literature, discussions, and

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experiential learning, teachers can broaden students' understanding of different experiences, promoting a sense of empathy that transcends individual differences. Empathetic students are more likely to collaborate effectively, resolve conflicts constructively, and contribute to a harmonious and inclusive social environment.

Social responsibility entails an awareness of one's impact on the community and a commitment to contributing positively to societal well-being[17]. Teachers who incorporate social responsibility into their curriculum inspire students to develop a sense of duty to contribute positively to the world. Service-learning projects, community involvement, and discussions on global issues are effective methods for fostering this sense of responsibility. Students who cultivate a strong sense of social responsibility are more likely to become active participants in addressing societal challenges, embracing a mindset that prioritizes the common good over personal interests[18].

National values and civic responsibilities serve as foundational pillars in fostering a cohesive and responsible society. National values encapsulate the core principles that define the identity of a nation, reflecting its cultural, historical, and ethical foundations. In the Nigerian context, these values are enshrined in the Constitution and include ideals such as patriotism, unity, integrity, and accountability[19]. They form the bedrock upon which a harmonious and progressive society is built, providing a shared framework for individuals to collectively strive towards common goals. Civic responsibilities, on the other hand, denote the duties and obligations that individuals hold as active participants in the democratic processes and the overall welfare of society. These responsibilities encompass actions such as community engagement, and adherence to legal and ethical standards. Civic-minded individuals understand their role in contributing to the greater good,

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recognizing that a flourishing society is contingent upon the active involvement and responsible behaviour of its citizens[20].

The interdependent relationship between national values and civic responsibilities is central to societal development. National values shape the foundation for laws, policies, and social norms, while civic responsibilities offer the means through which individuals uphold and advance these values[21]. In essence, national values provide the moral framework, and civic responsibilities act as the guiding force, steering individuals toward ethical and responsible actions for the greater good of society. Teachers, especially in Social Studies, play a crucial role in instilling an understanding of national values and nurturing a sense of civic duty in students[22]. The classroom becomes a microcosm of the broader society, where students learn not only about their cultural heritage but also about their roles and responsibilities as citizens[23]. The effectiveness of character development, intertwined with national values and civic responsibilities, hinges on the teachers' ability to instil in the learners a sense of pride in the students' heritage and an understanding of the duties each individual bears towards the community and the nation.

National values and civic responsibilities are dynamic concepts that evolve alongside societal changes, adapting to the challenges of each era. In today's age of globalization and interconnectedness, promoting a strong sense of national identity is crucial, along with instilling a commitment to civic duties that transcend geographical boundaries[24]. As the world becomes more interdependent, the promotion of universal values such as human rights, environmental stewardship, and social justice becomes intertwined with national values, creating a dynamic framework for responsible global citizenship. National values and civic responsibilities form an inseparable duo that underpins the fabric of a thriving society. Grasping, internalizing, and actively

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engaging with these concepts helps shape responsible citizens who not only value their cultural heritage but also take an active role in improving the global community[20]. In the intricate dance between values and responsibilities, individuals find the rhythm that harmonizes their actions with the collective aspirations of a just, equitable, and progressive society.

The awareness of national values, particularly those emphasising tolerance and responsible citizenship, becomes a linchpin in this transformative process. Tolerance, as a national value, instils in students the ability to respect and appreciate diversity, fostering an inclusive environment within the classroom and, by extension, society[25]. Teachers who embody and impart this value create a learning atmosphere that encourages open-mindedness and acceptance of differing perspectives. Tolerance cultivates empathy, teaching students to navigate a world that is culturally and ideologically diverse.

Teachers who are conscious of the significance of tolerance not only model this behaviour but also incorporate it into their teaching methods, fostering an environment where students learn the importance of understanding, appreciating, and learning from differences. Furthermore, responsible citizenship is another critical national value that teachers can impact through their awareness and deliberate actions. Teachers serve as conduits for imparting the essence of responsible citizenship, emphasising the duties and obligations individuals hold within their communities and the broader nation[25]. When teachers are attuned to the importance of responsible citizenship, they are better equipped to infuse this value into their lessons, emphasising civic duties, community engagement, and ethical decision-making.

The influence of teachers' awareness of national values on character development is significant. Students are not merely recipients of information; they

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observe the behaviours and values demonstrated by their teachers. When teachers actively incorporate national values into their instruction, they contribute to the comprehensive development of students, fostering qualities that extend beyond academic success. The awareness of values such as tolerance and responsible citizenship creates an educational environment that moulds students into conscientious individuals who understand their role in building a harmonious and just society[26]. Moreover, the awareness of national values acts as a compass guiding teacher in their interactions with students. It influences the language they use, the examples they set, and the expectations they establish. Through intentional incorporation of values like tolerance and responsible citizenship, teachers provide students with a roadmap for ethical decision-making and responsible actions in various life situations.

Justice refers to harmony with a fundamental concept in ethics law and society such as fairness, equality, and moral righteousness that strengthen the community and society at large[27]. In education sectors, students need to be developed with the supporting hand for acquiring talents to reach their different potentials. Justice as equity aiming to reduce inequalities but promoting equality and fairness in the society[28]. The students are not the same but the teacher's role could have been to treat them differently for the student to identify and build on good characters.

Justice is known with the attitude of human mind, readiness to give recognition to the claims, concerns for others and willingness to be fair[27]. The willingness to give due to everyone is the irreverent in the society[28]. Social Studies teachers should recognise the importance of justice in shaping the character development of their students.

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The awareness of civic responsibilities, particularly those involving volunteering and community service, becomes a powerful tool for teachers in fostering a sense of social responsibility and altruism in their students[29]. Civic responsibilities go beyond the classroom, encouraging students to actively engage with their communities and contribute to the well-being of society. Teachers who are aware of the transformative potential of volunteering and community service can significantly impact students' character development[30]. The integration of civic responsibilities into the educational environment, particularly through volunteering and community service initiatives, provides students with tangible experiences that go beyond theoretical knowledge. Teachers who are cognizant of the importance of these civic activities create opportunities for students to apply classroom lessons in real-world contexts, fostering a deeper understanding of their roles as active and responsible members of society. Through volunteering, students not only contribute to community development but also develop essential character traits such as empathy, compassion, and a sense of social justice.

Teachers play a guiding role in character development, and their awareness of civic responsibilities encourages students to see themselves as active contributors to societal progress[31]. Teacher-led volunteering and community service projects give students the opportunity to apply classroom lessons to real-world issues, reinforcing the idea that they have a responsibility in tackling challenges within their communities[32]. Such awareness instils a sense of agency in students, empowering them to recognize their capacity to make positive contributions to the world around them. Moreover, teachers who actively promote and participate in volunteering and community service set powerful examples for their students. Through their actions, teachers demonstrate the importance of giving back to the community and fulfilling

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civic duties[33]. This modelling aspect of teaching significantly influences students, as they are more likely to internalize values and behaviours exhibited by their teachers.

The impact of teachers' awareness of civic responsibilities on character development is not confined to the individual; it ripples through the entire community. As students engage in volunteering and community service, they become catalysts for positive change, contributing to the betterment of their neighbourhoods and fostering a sense of collective responsibility. Teachers, through their awareness and encouragement of civic engagement, lay the foundation for a generation of socially conscious and responsible citizens. Teachers' awareness of civic responsibilities, particularly through volunteering and community service, emerges as a powerful force in shaping students' character development[34].

Teachers who model and promote respectful behaviour contribute significantly to students' character development. Respect, as a national value, extends beyond mere politeness; it encompasses an appreciation for diverse perspectives, cultures, and backgrounds. Teachers who foster an environment of respect not only cultivate positive interpersonal relationships in the classroom but also prepare students for meaningful engagement in a diverse and interconnected world[35]. Teachers guide students in understanding the role of respect in building harmonious communities.

Law abiding is a way of following predetermined rules and regulations from the school authority, government or society of belonging[36]. The main importance of this law is to control, regulate and give good direction to humans purposely to achieve a goal. In the act of obeying the applicable legal rules, it will have positive impact on character development of students, for example, avoiding fraudulent actions that harm many people in the society.

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Law abiding is obedience which starts from awareness of an existing law at public level. Awareness of legal rules and regulations is a belief in the values human possessed about the law[37]. Obedience to the law is oriented to the law existed in institutions or schools[36]. Obeying the law at school level by students seems to build their characters development.

Education plays vital role to mould the attitude, values and beliefs of individuality[37]. Education sector could promote and guide students to be law abiding citizens through the inculcation of moral value teaching and learning process. People with high level of education are more likely to respect the authority and taken accountability for their actions than people with low level of education attainment[36].It was observed that education has not been meaningful to some set of students nowadays, the occurrence of youth violence and criminalities seems to be rampant in the society.

Teachers' understanding of national values like volunteering, community service, and lawfulness is vital to shaping students' character development[38]. By incorporating these values into their teaching practices and exemplifying them in their behaviour, teachers help cultivate informed, responsible, and respectful citizens. This deliberate approach enables teachers to guide students toward not only academic success but also a lifetime of meaningful contributions to their communities and society as a whole.

A significant correlation is found between junior secondary school students' learning of Social Studies and their inability to develop good characters, particularly when instructional approaches fail to integrate values education effectively[39]. In some instances, Social Studies curricula may prioritize rote memorization of facts and dates over fostering critical thinking and ethical reasoning skills. When students are solely

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taught to regurgitate information without understanding its implications on society or reflecting on moral dilemmas, they may fail to internalize values such as honesty, empathy, and civic responsibility[40]. Consequently, this can lead to a superficial understanding of citizenship and a lack of moral development among students.

Moreover, the absence of explicit moral instruction within Social Studies can contribute to the disconnect between academic knowledge and ethical behaviour. Without guidance on ethical decision-making and moral dilemmas within the context of Social Studies topics, students may struggle to apply abstract concepts to real-life situations[41]. For instance, they may learn about democratic principles in theory but fail to understand the importance of respecting others' viewpoints in practice. This gap between knowledge acquisition and moral application can hinder character development, as students may lack the skills and motivation to translate academic learning into positive ethical actions in their daily lives.

Gender is classified as male or female, though there are variations in the biological attributes of gender. Students' behaviour may vary based on gender differences, with male students often displaying more aggressive behaviour than female students in the education sector. Social Studies teachers must understand these differences and effectively guide both male and female students to close the character development gap.

The connection between junior secondary school students' learning of Social Studies and their struggles with character development highlights the need to integrate values education into the curriculum, ensuring that academic learning goes hand in hand with moral growth and ethical behaviour. This addressed the gap by providing a comprehensive analysis of the relationship between teachers' awareness of national values, their understanding of civic responsibilities, and the character

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development of Social Studies students in secondary schools across Oyo State, Nigeria.

1.2. Statement of the Problem

National values and civic responsibilities are significant issues in society today. Many communities are experiencing a decline in core values such as integrity, respect, discipline, and patriotism, which are essential for national unity and progress. This decline is often reflected in widespread corruption, dishonesty, lawlessness, and a lack of accountability among both leaders and citizens. Additionally, many individuals, especially the youth, show limited understanding or interest in their civic responsibilities, such as voting, obeying laws, and contributing to the welfare of their communities. The lack of emphasis on character education in schools and homes has further contributed to these challenges, weakening the moral foundation necessary for a just and orderly society. As a result, the attrition of national values and civic responsibilities undermines social cohesion, responsible citizenship, and character development in the contemporary society.

Despite the emphasis on character education in educational policies and curricula, it has been observed that some secondary school students still do not portray right character such as honesty, respect, kindness, diligence, cooperation, hard work, empathy, integrity and civic mindedness but instead they exhibit bad character such as bullying, cheating, disrespectful, chronic absenteeism, vandalism, drug and alcohol use in school premises, theft, harassment and intimidation which has become worrisome and a thing of concern to the society. There is also limited empirical evidence regarding the extent to which teachers' awareness of national values and civic responsibilities translate into tangible outcomes in character development among Social Studies students. Many educational systems do not prioritize civic

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education or character development, focusing instead on academics or test results. This leads to a generation less equipped to handle social responsibilities. Empirical evidence suggests that character development is essential for fostering responsible citizenship and societal cohesion. Studies have shown that students who exhibit strong character traits, such as honesty, respect, and civic engagement, are more likely to contribute positively to their communities and become active participants in democratic processes[24, 25]. However, the specific role of teachers' awareness of national values and civic responsibilities in shaping students' character remains understudied, particularly within the Nigerian context. National value awareness promotes understanding of core principles like integrity and respect, which shape responsible behaviour. Civic responsibilities encourage active participation in societal growth and uphold these shared values. Together, they form the foundation for strong character development and a cohesive, ethical society. Therefore, this study seeks to investigate teachers' awareness of national value and civic responsibilities as determinants of Social Studies students' character development in Oyo State secondary schools, Nigeria so as to close this gap of how national values and civic responsibilities to shape the moral and civic character of Nigerian Secondary School Student in literature.

1.3. Aim and Objectives of the Study

This study investigated teachers' awareness of national values and civic responsibilities as determinants of character development among Social Studies students in public secondary schools in Oyo State Nigeria. The objectives were to:

i. identify the level of teachers' awareness of national values (tolerance, responsible citizenship and justice) among teachers in public secondary schools in Oyo State, Nigeria;

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ii. examine the level of teachers' awareness of civic responsibilities (volunteering, community service and law abiding) on Social Studies students' character development in public secondary schools in Oyo State, Nigeria;

iii. assess the level of character development among Social Studies students' (integrity, empathy and social responsibility) in public secondary schools in Oyo State, Nigeria;

iv. determine the relationship between teachers' awareness of national values and Social studies students' character development in public secondary schools in Oyo State, Nigeria;

v. determine the relationship between teachers' awareness of civic responsibilities and Social Studies students' character development in public secondary schools in Oyo State, Nigeria;

vi. determine the combined influence of teachers' awareness of national values and civic responsibilities on Social Studies students' character development in public secondary schools in Oyo State, Nigeria;

vii. ascertain the relative influence of teachers' awareness of national values and civic responsibilities on Social Studies students' character development in public secondary schools in Oyo State, Nigeria; and

viii. examine the sex difference in Social Studies students' character development in public secondary schools in Oyo State, Nigeria.

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1.4. Research Questions

Based on the stated objectives, the following research questions will be answered in this study:

1. What is the level of teachers' awareness of national values (tolerance, responsible citizenship and justice) on Social Studies students' character development in public secondary schools in Oyo State, Nigeria?
2. What is the level of teachers' awareness of civic responsibilities (volunteering, community service and law abiding) on Social Studies students' character development in public secondary schools in Oyo State, Nigeria?
3. What is the level of Social Studies students' character development (integrity, empathy and social responsibility) in public secondary schools in Oyo State, Nigeria?

1.5 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

$H_0$1: There will be no significant relationship between teachers' awareness of national values and Social Studies students' character development in public secondary schools in Oyo State, Nigeria

$H_0$2: There will be no significant relationship between teachers' awareness of civic responsibilities and Social Studies students' character development in public secondary schools in Oyo State, Nigeria

$H_0$3: There will be no significant joint contribution of teachers' awareness of national values and civic responsibilities to Social Studies students' character development among public secondary schools in Oyo State, Nigeria

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H_04: There will be no relative influence of teachers' awareness of national values and civic responsibilities to Social Studies students' character development among public secondary schools in Oyo State, Nigeria

H_05: There will be no significant gender differences in Social studies students' character development among public secondary schools in Oyo State, Nigeria.

1.6. Significance of the Study

This research holds significant implications for various stakeholders within the educational landscape in Nigeria, as well as broader implications for national education policies and practices. This study contributes to the existing body of knowledge by providing empirical insights into the level of teachers' awareness of national values and civic responsibilities as determinants of Social Studies students' character development in public secondary schools in Oyo State, Nigeria. The findings of this research would benefit teachers, students, policymakers, curriculum developers and researchers seeking to enhance the quality of education and character development.

This study contributes to effective teaching methodologies, by understanding the mechanisms through which teachers' awareness of national values and civic responsibilities refine character development among Social Studies students. This study would also assist in shaping the mind-set and behaviour of Social Studies teachers because having the awareness of national values and civic responsibilities would help teachers to instil a sense of patriotism, social responsibilities, empathy, tolerance and ethical conduct, which are essential qualities for teachers to impact to their students because, teachers serve as role models and by embodying these values

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themselves, they would be able to effectively transmit them to the next generation promoting active citizenship and a cohesive society.

This study's insights are vital components of a well-rounded education system which would prepare the students to become informed, responsible active citizens in their communities and beyond. This can only be achieved by developing moral and ethical values which will bring about social cohesion, preparation of democratic engagement and promotion of peace and tolerance which could be achieved through classroom teaching and learning of character development.

This research benefits education policy makers at the state and national levels in Nigeria. The study's findings would serve as a basis for refining and formulating policies that promote the integration of national broader field of international education. The insights gained from Oyo State can contribute to the global conversation on character development, civic education, and the role of teachers in shaping values. A more intentional focus on character development, informed by empirical evidence, has the potential to shape the future of education in Oyo state and beyond, aligning with national aspirations for responsible citizenship and societal progress. The findings of this research would also assist in shaping policy makers' decisions and action by providing them a frame work of ethical and moral principles that often reflects a society's collective beliefs about justice, equality, freedom, integrity and so on, which would encourage a sense of belonging and social cohesion among Social Studies student which is essential for the stability and functioning of democratic society. Furthermore, this study would provide a moral compass and shared understanding of citizenship, responsibilities which influence policy maker's decision and contribute to the overall welfare of the society.

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The findings of this research would inform curriculum development initiatives in Oyo State. Understanding how national values are currently integrated into the teaching of Social Studies allows for a critical evaluation of existing curriculum structures. Policymakers could use this information to revise and enhance curriculum frameworks, ensuring that they align with the broader goals of character development and civic education. This alignment is particularly important in shaping responsible and well-informed citizens.

1.7. Scope of the Study

This study investigated teachers' awareness of national values and civic responsibilities as determinants of Social Studies students' character development in Oyo State secondary schools, Nigeria. The geographical spread of this study covered the thirty-three (33) local governments in Oyo State, Nigeria. The independent variables of the study were: teachers' awareness of national values and civic responsibilities while the dependent variable was character development among Social Studies students. Teachers' awareness of national values which is the first independent variable for this study was explored in three dimensions: tolerance, responsible citizenship, and justice. Teachers' awareness of civic responsibilities which was the other independent variable for the study was studied in three areas: volunteering, community service, and law abiding. The dependent variable for this study was character development among Social Studies students in Oyo State secondary schools and it was treated in three areas which include: integrity, empathy, and social responsibility. The respondents of the study comprises of all the Social Studies teachers and Junior Secondary School students in public secondary schools in Oyo State, Nigeria

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1.8. Limitations of the Study

The following constraints were encountered by the researcher in the course of this research work:

Firstly, in the course of administering the questioners both the teachers and the students exhibited cold attitudes due to their busy schedule. The researcher was able to overcome this by giving them enough time to fill the questioner in their own pace and at their own free period. Another significant limitation encountered by the researcher was uneasy accessibility to some schools and to students in the process of discharging their civic responsibilities, the researcher has to exercise patience in re-visiting the schools in order to access some school locations, observe the students when displaying their civic responsibilities and taking their photographs.

Expensive transportation fare and provision for incentives to the students in order to motivate them to be objective in filling the questionnaire was another barrier encountered by the researcher. Lastly language and communication barrier was another problem because the researcher has to do a kind of explanation and interpretation of questionnaire to the students' so as to have quality and reliable data.

1.9. Operational Definition of Terms

Character Development: This is the process of cultivating positive moral and ethical traits, values, and behaviours in social studies students.

Integrity: This refers to the quality of being honest and having strong moral principles. It involves being truthful, trustworthy, and consistent in one's actions and beliefs.

Empathy: This is the ability to understand and share the feelings, perspectives, and experiences of others. In this study, empathy involves cultivating a sense of

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compassion and consideration for the emotions and circumstances of fellow individuals.

Social Responsibility: This refers to an ethical framework that guides students to act in a way that benefits society and minimizes harm.

Awareness: This refers to conscious understanding or knowledge of a particular subject or set of principles. In this study, awareness refers to teachers' understanding and recognition of national values and civic responsibilities in the educational setting.

Teachers' Awareness: This refers to the knowledge, understanding, and sensitivity that teachers possess about various aspects of their students' lives, backgrounds, and needs.

National Values: This refers to the fundamental principles and ideals that represent the collective identity, cultural heritage, and aspirations of a nation. In the Nigerian context, national values are often enshrined in the Constitution and include concepts such as patriotism, unity, integrity, and accountability.

Tolerance: This refers to the national value emphasising the acceptance and respect of diverse beliefs, cultures, and perspectives. Tolerance promotes open-mindedness and inclusivity in interactions within a society.

Justice: This refers to the quality of being fair and impartial. It is the principle of treating people equally and according to their rights and deserts.

Civic Responsibilities: These are duties and obligations that individuals have as active participants in a democratic society. Civic responsibilities in this study are volunteering, community service and law abiding.

Volunteering: This is the act of offering one's time, skills, or resources voluntarily for the benefit of others or the community. In the context of civic responsibilities,

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volunteering is seen as a positive and proactive way for individuals to contribute to societal well-being.

Community Service: These are activities undertaken by students to address specific needs within a community. Community service is often associated with civic responsibilities and involves actions that contribute to the improvement of the community.

Law Abiding: This refers to ability of students charged to obey the rules or law and shun all forms of anti-social behaviours that could abort their visions in life.

Social Studies: This is academic discipline that explores various aspects of society, including history, geography, government, economics, and culture. In the Nigerian educational system, Social Studies is a key subject that aims to provide students with a comprehensive understanding of societal issues, character development and civic responsibilities.

Oyo State: This is a state in south-western Nigeria, known for its rich cultural heritage, historical significance, and vibrant educational institutions. Oyo State serves as the specific geographical focus of this research.

Teachers' Awareness of National Values: This refers to the knowledge, understanding and sensitivity that teachers possess about the fundamental principles and ideals about tolerance, responsible citizenship and justice.

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Chapter Two

Literature Review

This chapter presents the review of literatures by various researchers on specific concepts that enhanced better understanding of this particular study. The chapter was discussed under the following headings:

2.1. Conceptual Review

2.1.1. Concept of Character Development

2.1.1.1. Integrity

2.1.1.2. Empathy

2.1.1.3. Social Responsibility

2.1.2. Concept of Teachers' Awareness

2.1.2.1. Tolerance

2.1.2.2. Responsible Citizenship

2.1.2.3. Justice

2.1.3. Concept of National Values

2.1.4. Concept of Civic Responsibilities

2.1.4.1. Volunteering

2.1.4.2. Community Service

2.1.4.3. Law-abiding

2.2. Theoretical Framework

2.2.1. Social Cognitive Theory

2.2.2. Constructivist Theory

2.2.3. Ecological Systems Theory

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2.3. Review of Empirical Studies

2.3.1. Teachers' Awareness of National Values and Character Development

2.3.2. Teachers' Awareness of Civic Responsibilities and Character Development

2.4. Conceptual Model

2.5. Summary of Gaps in Literature Reviewed

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2.1 Conceptual Review

2.1.1 Concept of Character Development

Character development is a holistic and lifelong process that involves the cultivation of moral, ethical, and social qualities in individuals[1]. It goes beyond the acquisition of academic knowledge and skills, focusing on shaping the values, attitudes, and behaviours that define a person's character. This multifaceted concept encompasses the development of traits such as integrity, empathy, responsibility, resilience, and a sense of social justice[2].

Character development seeks to instil positive qualities that contribute to the well-being of individuals and society as a whole. It emphasizes the importance of personal growth, ethical decision-making, and the formation of a strong moral compass. Character development is not a static state but an on-going journey influenced by experiences, interactions, and intentional efforts to foster positive traits[3]. Education plays a crucial role in character development, providing a structured environment where individuals, particularly students, can explore and internalize values that contribute to their ethical and moral foundation. Schools, families, and communities collectively contribute to this process by modelling positive behaviour, setting expectations for ethical conduct, and providing opportunities for individuals to reflect on their values[4].

The concept of character development extends to various dimensions, including moral character, social character, and emotional character. Moral character involves the development of virtues such as honesty, fairness, and responsibility[5]. Social character encompasses qualities related to interpersonal relationships, collaboration, and empathy. Emotional character involves the ability to understand and manage one's emotions, as well as empathize with the emotions of others. The

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importance of character development lies in its role in shaping individuals into responsible, compassionate, and ethical members of society. A well-developed character equips individuals to navigate challenges, make sound decisions, and contribute positively to their communities. Moreover, character development is linked to the cultivation of resilience, adaptability, and a sense of purpose, which are essential for navigating the complexities of modern life[3].

Character development is a shared responsibility that involves teachers, parents, mentors, and the broader community. It requires intentional efforts to create environments that promote positive values and provide opportunities for individuals to practice and reinforce these values in their daily lives[6]. Recognizing the interconnectedness of character development with personal well-being and societal progress, many educational systems globally incorporate character education as an essential component of their curricula. Character development is a dynamic and comprehensive process that involves the intentional cultivation of positive values, attitudes, and behaviours. It is a lifelong journey that shapes individuals into morally and ethically responsible citizens, contributing to the creation of a just, compassionate, and harmonious society[7].

2.1.1.1 Integrity

Integrity is a foundational ethical principle that encompasses the consistency and honesty of one's actions, values, and character. It involves the alignment of one's beliefs and principles with their behaviour, demonstrating a steadfast commitment to moral and ethical standards[8]. At its core, integrity is about doing the right thing, even when no one is watching, and maintaining a sense of moral uprightness that withstands external pressures. Individuals with integrity exhibit a strong sense of honesty and transparency in their interactions. They adhere to a set of moral

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principles that guide their decisions, actions, and relationships with others. The concept of integrity extends beyond mere adherence to rules; it reflects an internal compass that guides individuals to make ethical choices based on a deep-rooted sense of right and wrong[9].

Integrity is particularly crucial in professional settings, where trust and credibility are paramount. Professionals with integrity uphold ethical standards, fulfil their responsibilities, and prioritize the well-being of their clients, colleagues, and the organization as a whole[10]. The consistent display of integrity contributes to the establishment of a trustworthy and reputable work environment, fostering collaboration, and enhancing the overall success of the organization. In personal relationships, integrity plays a vital role in building trust and maintaining healthy connections. Individuals with integrity are seen as reliable, truthful, and principled, creating a foundation for strong interpersonal bonds. The reliability of a person's word and the congruence between their values and actions form the basis for lasting and meaningful relationships[8, 11].

The concept of integrity extends to societal and civic responsibilities, emphasising the importance of ethical behaviour in contributing to the well-being of the broader community. Individuals with integrity actively engage in civic duties, promote social justice, and work towards the betterment of society. Their actions reflect a commitment to ethical conduct that goes beyond personal gain, contributing to the creation of a just and responsible community. Maintaining integrity often requires courage and resilience, especially in the face of moral dilemmas or societal pressures. Individuals of integrity are willing to stand up for their principles, even when it is challenging or unpopular. This unwavering commitment to ethical

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behaviour not only reflects personal strength but also inspires others to uphold similar standards[12].

In a broader sense, integrity is a cornerstone of ethical leadership. Leaders with integrity inspire trust and confidence, creating a positive organizational culture that values honesty, fairness, and accountability[10]. The influence of leaders who prioritize integrity extends beyond the workplace, shaping the ethical landscape of the societies they serve. In conclusion, integrity is a fundamental principle that underpins ethical conduct in personal, professional, and societal contexts. It involves consistency between one's values and actions, demonstrating a commitment to moral principles and the well-being of others. Individuals with integrity contribute to the establishment of ethical environments, fostering trust, collaboration, and the overall advancement of ethical standards within communities and organizations[13].

2.1.1.2 Empathy

Empathy, defined as the ability to understand and share the emotions of others, is a key element of human interaction and social cohesion[14]. It allows individuals to form emotional connections, acknowledge and validate others' experiences, and respond with compassion and understanding[15]. Empathy is essential across various aspects of life, including fostering interpersonal relationships, resolving conflicts, and encouraging prosocial behaviour.

In interpersonal relationships, empathy serves as a cornerstone for building trust, intimacy, and mutual respect. When individuals demonstrate empathy towards one another, they signal their willingness to listen, understand, and support each other's emotional needs. This creates a sense of psychological safety within relationships, where individuals feel validated and accepted for who they are. Moreover, empathy

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fosters reciprocity, as people are more likely to show kindness and support towards others who have shown them empathy in return[16].

Furthermore, empathy plays a vital role in conflict resolution by facilitating communication and negotiation between conflicting parties. When individuals empathize with each other's perspectives and emotions, they are better equipped to find mutually acceptable solutions to conflicts[14]. By acknowledging and validating each other's feelings, they can de-escalate tensions and build bridges of understanding. Additionally, empathy promotes perspective-taking, allowing individuals to see issues from multiple viewpoints and consider the broader context of the conflict, which is essential for reaching sustainable resolutions.

In terms of prosocial behaviour, empathy serves as a catalyst for altruism, compassion, and helping behaviour towards others in need. When individuals empathize with the suffering or distress of others, they are motivated to take action to alleviate their pain or improve their situation. Empathy is reflected in acts of kindness, generosity, and volunteering, all of which promote the well-being of individuals and communities. Research consistently links empathy with various forms of prosocial behaviour, emphasizing its significance in nurturing a compassionate and caring society.

Moreover, it has implications for societal issues such as social justice, equality, and inclusion. By empathizing with marginalized or oppressed groups, individuals can better understand their experiences of discrimination, prejudice, and systemic barriers. This awareness can inspire advocacy, activism, and social change efforts aimed at addressing inequality and promoting justice for all members of society[17]. Empathy thus serves as a driving force for collective action and solidarity, empowering individuals to work towards a more equitable and compassionate world.

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Overall, empathy is a cornerstone of human connection, understanding, and compassion, with far-reaching implications for individual well-being, interpersonal relationships, and societal harmony.

2.1.1.3 Social Responsibility

Social responsibility is the principle that individuals and organizations have an obligation to act in ways that benefit society as a whole[18]. This may involve efforts to minimize environmental harm, enhance working conditions, and promote social justice[19]. There are various ways in which social responsibility can be demonstrated, such as:

- **Reducing Waste and Pollution:** This can be done by recycling, composting, and using energy-efficient appliances.
- **Conserving Natural Resources:** This can be done by using less water, driving less, and planting trees.
- **Supporting Fair Trade:** This means buying products that are made in a way that respects workers' rights and the environment.
- **Donating to Charity:** This can help to support important causes, such as education, healthcare, and poverty relief.
- **Volunteering:** This can be a great way to give back to your community and make a difference in the lives of others.

Social responsibility is an important concept because it encourages individuals and organizations to think about the impact of their actions on society as a whole. Acting with social responsibility helps build a more just and sustainable world. It is a guiding principle that underscores the ethical duty of individuals and organizations to contribute to the well-being of society. Rooted in the recognition that every individual

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and entity is an integral part of a larger community, social responsibility calls for actions that positively impact communities, promote justice, and address societal challenges. It goes beyond legal compliance, reflecting a commitment to ethical conduct and a proactive stance in addressing social, environmental, and economic concerns[20].

Individuals and organizations that embrace social responsibility recognize their role in the interconnected web of human relationships. This principle extends to a broad spectrum of activities, including philanthropy, sustainable business practices, community engagement, and advocacy for social justice. Socially responsible actions are guided by a commitment to making a positive impact on society, fostering equity, and contributing to the betterment of the communities in which they operate[21].

One key aspect of social responsibility is environmental stewardship. Organizations committed to social responsibility adopt sustainable practices that minimize their environmental footprint[22]. This may include initiatives to reduce waste, conserve resources, and promote eco-friendly technologies.

By prioritizing environmental sustainability, socially responsible entities help preserve the planet for future generations. Beyond environmental concerns, social responsibility also involves addressing societal challenges and promoting social justice. Organizations contribute by engaging in philanthropy, supporting charitable causes, and participating in community development initiatives that tackle issues like poverty, inequality, and access to education and healthcare[16]. These efforts aim to foster positive social change and enhance community well-being.

Individuals play an essential role in social responsibility through acts of kindness, volunteerism, and ethical decision-making in both personal and

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professional settings. Examples include mentoring, volunteering with local charities, or participating in community programs to address specific needs or challenges.

At the organizational level, corporate social responsibility (CSR) serves as a key expression of social responsibility[23]. Companies that adopt CSR integrate ethical practices into their business models, considering the impact of their operations on stakeholders such as employees, customers, communities, and the environment. CSR efforts often include charitable donations, community engagement programs, and initiatives to promote diversity and inclusion in the workplace[23].

Ultimately, social responsibility is a shared effort that shapes the values and character of societies and organizations[24]. It reflects a commitment to ethics, accountability, and the interconnectedness of humanity. By embracing social responsibility, individuals and organizations contribute to building a more compassionate, just, and sustainable world, where the well-being of all is actively prioritized and promoted.

2.1.2 Concept of Teachers' Awareness

The concept of teachers' awareness encompasses the cognitive recognition and understanding that teachers possess regarding specific knowledge, values, or issues relevant to their roles in the educational environment[25]. Teachers' awareness refers to the knowledge, understanding, and sensitivity that teachers possess about themselves, their students, and the learning environment. It encompasses various aspects, including self-awareness, cultural awareness, and pedagogical awareness[26]. In this study, teachers' awareness specifically relates to their understanding of national values and civic responsibilities, and how this understanding influences their teaching practices and, subsequently, the character development of their students.

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- **Self-awareness** involves a deep understanding of one's own strengths, weaknesses, biases, and values. Reflective teachers engage in self-assessment and seek feedback to enhance their self-awareness[27].
- **Cultural Awareness** entails recognizing and respecting the diverse backgrounds, experiences, and perspectives of students. Culturally aware teachers strive to create an inclusive learning environment that values and celebrates differences.
- **Pedagogical Awareness** pertains to the knowledge and understanding of effective teaching methods, learning theories, and assessment practices. Pedagogically aware teachers are skilled in selecting and implementing appropriate teaching strategies that cater to different learning styles and needs.

Teachers' awareness is crucial for effective teaching and student success. It enables teachers to tailor their teaching approaches, create a positive learning environment, and foster m1eaningful interactions with students. By being aware of their own biases, teachers can minimize their impact on student learning and ensure fairness and equity in the classroom. Teachers' awareness involves more than a passive acknowledgment of certain values; it implies an active engagement with and internalization of these principles[28]. It extends beyond mere factual knowledge to encompass a deep understanding of the implications, significance, and practical applications of national values and civic responsibilities within the educational settings. This awareness influences the choices teachers make in the classroom, from instructional methods to the incorporation of values into lesson plans.

Teachers' awareness is dynamic and context-specific. It reflects an ongoing process of learning and adaptation, influenced by personal experiences, professional development, and the broader socio-cultural context. A teacher's awareness of

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national values may include an understanding of the historical, cultural, and social foundations of these values, as well as an appreciation for their role in shaping the identity of the nation and its citizens[29]. In the realm of character development, teachers' awareness becomes a critical determinant of the learning environment they create. A teacher who is aware of the importance of values such as integrity, empathy, social responsibility, and leadership is better positioned to integrate these principles into the educational experience[30]. This integration may involve selecting teaching materials that align with these values, modelling behaviours that exemplify them, and designing activities that provide students with opportunities to practice and internalize these character traits.

Teachers' awareness is not confined to their own understanding but extends to their ability to effectively communicate and impart these values to their students[31]. It involves the skilful transmission of knowledge and values in a manner that engages students, encourages critical thinking, and fosters a sense of personal connection to the broader societal context. Teachers who are conscious of their role as character developers create classrooms where students not only acquire academic knowledge but also develop a deeper understanding of their responsibilities as citizens[32]. The concept of teachers' awareness is multi-faceted, involving a deep and active understanding of national values and civic responsibilities. It is a dynamic process that influences teaching practices and, ultimately, shapes the character development of students within the educational setting. Teachers' awareness is a key factor in creating a learning environment that goes beyond academic achievement, aiming to nurture individuals who are not only knowledgeable but also ethically conscious and responsible members of society[33].

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Teachers' Awareness of National Values

Teachers' awareness of national values is essential to their professional identity and their role in fostering students' character development. National values encompass the core principles that define a nation's identity and aspirations, including ideals such as patriotism, unity, integrity, and accountability[34]. In the educational setting, teachers' awareness of these values goes beyond simple recognition; it requires a profound understanding of their significance and the ability to effectively incorporate them into the teaching and learning process.

An awareness of national values begins with teachers acknowledging the cultural and historical context that underpins these principles. Teachers need to comprehend the foundational elements that shape the values embedded in the national ethos. This understanding allows teachers to convey to students not only the importance of these values but also the cultural and historical narratives that give them depth and meaning. It empowers teachers to contextualize lessons, providing students with a broader perspective on how these values have evolved and contributed to the nation's identity[35].

Teachers' awareness of national values also involves a commitment to embodying these principles in their own behaviour and interactions[36,37]. As role models, teachers significantly influence the values and character of their students. Those who recognize the impact of their actions on students' perceptions actively seek to embody the values they teach. This alignment between their words and actions fosters a powerful learning environment where students observe the real-life application of national values, emphasizing their importance in the broader societal context.

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Moreover, teachers' awareness influences instructional choices and pedagogical approaches. Integrating national values into the curriculum requires a deliberate effort to select materials, design activities, and create assessments that align with these principles[38]. Teachers who are aware of the national values prioritize lessons that not only impart subject-specific knowledge but also incorporate values that contribute to the holistic development of students. This intentional integration fosters a sense of responsibility, ethical consciousness, and a deeper connection to the shared values that bind the community and nation[39].

The impact of teachers' awareness of national values extends beyond the classroom. It contributes to the formation of responsible citizens who understand the moral fabric of their society. A teacher's awareness of national values equips students with a compass for ethical decision-making and responsible citizenship[40]. It instils a sense of pride in one's cultural heritage and fosters a commitment to contributing positively to the collective well-being of the nation.

In conclusion, teachers' awareness of national values is a dynamic and influential aspect of their professional practice. It involves understanding the cultural and historical context, modelling values in behaviour, and integrating these principles into the educational experience. Through their awareness, teachers become architects of character development, nurturing students who not only excel academically but also embody the values that contribute to the fabric of a responsible and ethical society.

Teachers' Awareness of Civic Responsibilities

Teachers' Awareness of Civic Responsibilities refers to the extent to which teachers understand and value their role in promoting civic engagement and democratic values among their students[41]. It encompasses knowledge of civic

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concepts, commitment to democratic principles, and the ability to integrate civic learning into the curriculum[42]. Teachers who possess a strong sense of civic responsibility recognize the importance of preparing students for active participation in society, fostering critical thinking, and promoting informed decision-making. They create learning environments that encourage students to explore diverse perspectives, engage in respectful dialogue, and develop the skills necessary for effective citizenship[41,43]. By integrating civic education into their teaching practices, these teachers empower students to become responsible and engaged members of their communities and contribute positively to society.

Teachers' awareness of civic responsibilities is a fundamental aspect of their role as teachers and influencers in shaping responsible and engaged citizens. Civic responsibilities encompass the duties and obligations that individuals hold within a society, emphasising active participation in democratic processes, adherence to laws, and contributing to the well-being of the community and nation[44]. The awareness of these civic responsibilities by teachers influences not only their own conduct but also the character development and civic engagement of their students[42].

Teachers' awareness of civic responsibilities begins with a comprehensive understanding of the principles that underpin responsible citizenship. This involves recognizing the significance of civic duties, such as voting, community engagement, and ethical decision-making, in fostering a healthy and participatory democracy[45]. Teachers who are aware of the importance of civic responsibilities are better equipped to impart this understanding to their students, emphasising the role each individual plays in shaping the collective welfare of society.

The impact of teachers' awareness of civic responsibilities extends to the cultivation of ethical decision-making among students. Teachers who understand the

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ethical dimensions of civic responsibilities can guide students in navigating complex societal issues, encouraging them to consider the broader implications of their choices. This awareness promotes a sense of social responsibility and empowers students to make informed decisions that contribute positively to the well-being of their communities. Furthermore, teachers' awareness influences the incorporation of civic responsibilities into the educational experience. By infusing civic education into their teaching methods, teachers create opportunities for students to explore, discuss, and internalize the principles of responsible citizenship. This may involve classroom discussions on current events, simulations of democratic processes, or service-learning projects that provide practical experiences related to civic responsibilities. Teachers who are cognizant of their role in fostering civic awareness contribute to the development of a generation that recognizes the value of active engagement in the democratic processes of their community and nation[46].

Teachers serve as role models for civic engagement. When teachers actively participate in community initiatives, model responsible citizenship, and demonstrate a commitment to civic responsibilities, they inspire students to do the same. The influence of teachers goes beyond the classroom, shaping students' perceptions of their own roles in society and reinforcing the importance of contributing to the common good[47]. However, teachers' awareness of civic responsibilities is a cornerstone in the development of responsible citizens. It involves a deep understanding of the principles of responsible citizenship and a commitment to imparting this knowledge to students. Through intentional teaching methods, modelling ethical behaviour, and active participation in civic engagement, teachers contribute significantly to the character development of students and the cultivation of a society that values and practices civic responsibilities[48].

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2.1.2.1 Tolerance

Tolerance is the ability to endure or accept something unpleasant or difficult[49]. It is often used in the context of social and political issues, such as religious tolerance or tolerance of different political views. It can also refer to the ability to withstand physical or emotional pain or hardship[50]. Tolerance is a fundamental social virtue that encompasses the acceptance and respect for diverse beliefs, opinions, and practices. It goes beyond mere acknowledgment of differences; instead, it involves an open-minded and non-judgmental approach towards individuals or groups with perspectives and backgrounds different from one's own. Tolerance is a cornerstone of harmonious coexistence in societies marked by diversity and serves as a catalyst for fostering understanding, empathy, and peaceful interactions[51].

In psychology, tolerance is the ability to accept and cope with difficult emotions or situations[52]. It is often seen as a positive trait, as it allows people to deal with stress and adversity in a healthy way. Tolerance can be learned and developed through various practices, such as mindfulness and meditation. In engineering and manufacturing, tolerance refers to the allowable variation in the dimensions or properties of a product[53]. It is an important concept in quality control and ensures that products meet the required specifications. In biology, tolerance refers to the ability of an organism to survive in a particular environment or to resist the effects of a toxin or pathogen[54]. It is an important concept in ecology and evolution, as it allows organisms to adapt to changing conditions and survive in challenging environments.

At its essence, tolerance involves recognizing the right of others to hold and express their beliefs, even when those beliefs differ from one's own. It involves embracing diversity in all its forms, be it cultural, religious, ethnic, or ideological. Tolerance is

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not synonymous with agreement; it acknowledges that differences exist and encourages an attitude of mutual respect that allows individuals to live together harmoniously despite those differences.

Education plays a pivotal role in nurturing tolerance, instilling the values of empathy and open-mindedness from an early age. Schools and educational institutions provide opportunities for students to learn about diverse cultures, histories, and perspectives, fostering an understanding that differences should be celebrated rather than feared. Through curriculum design, inclusive teaching methods, and exposure to diverse literature, teachers contribute to the cultivation of a tolerant mindset among the younger generation. As societies continue to navigate an increasingly interconnected and diverse global landscape, the promotion of tolerance remains essential for fostering peaceful coexistence and building a world where individuals can thrive regardless of their differences[55].

Tolerance is closely linked to the principles of human rights and democratic societies. In societies that uphold the value of tolerance, individuals are free to express their opinions, practice their beliefs, and live their lives without fear of discrimination or persecution. Tolerance creates a foundation for social cohesion, cooperation, and the peaceful resolution of conflicts, as it encourages dialogue and mutual understanding. The significance of tolerance extends beyond individual interactions to broader societal implications. Tolerant societies are more resilient, adaptable, and better equipped to address the complex challenges of our interconnected world[56]. By fostering an environment where diversity is not only accepted but valued, tolerance contributes to the creation of vibrant, dynamic communities that draw strength from their differences. Tolerance is a vital component

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of a healthy and inclusive society. It calls for a commitment to understanding, respect, and acceptance of diversity.

2.1.2.2 Responsible Citizenship

Responsible citizenship is an aspect of civic engagement that entails actively participating in and contributing to the well-being of one's community, nation, and the world at large[57]. It encompasses a range of behaviours, attitudes, and responsibilities aimed at promoting social justice, environmental sustainability, and democratic values[58]. Responsible citizens uphold ethical principles, respect diversity, and engage in informed decision-making processes that consider the needs and rights of others. They recognize their role in shaping society and take proactive steps to address societal challenges and promote positive change.

At its core, responsible citizenship involves fulfilling civic duties and obligations, such as voting, obeying laws, paying taxes, and serving on juries. These actions are essential for the functioning of democratic societies, as they ensure accountability, representation, and the rule of law. Responsible citizens also engage in civic activities, such as volunteering, community organizing, and advocacy, to address issues of public concern and improve the quality of life for all members of society[59]. By actively participating in civic life, individuals contribute to the collective welfare and resilience of their communities.

Responsible citizenship extends beyond mere compliance with legal obligations to encompass ethical behaviour and moral integrity. Responsible citizens demonstrate honesty, integrity, and empathy in their interactions with others, recognizing the inherent dignity and worth of every individual. They uphold principles of fairness, justice, and equality, challenging discrimination, oppression, and social inequalities. Through ethical leadership and moral courage, responsible

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citizens inspire others to uphold these values and strive for a more just and inclusive society.

Responsible citizenship also entails stewardship of the environment and natural resources for the benefit of present and future generations. Responsible citizens recognize the interconnectedness of human activities and the environment, advocating for sustainable practices that minimize ecological harm and mitigate climate change[60]. They support initiatives to protect biodiversity, conserve natural habitats, and promote renewable energy sources, recognizing the importance of preserving the planet's ecosystems for future generations.

Furthermore, responsible citizenship encompasses global awareness and engagement, recognizing that societal challenges transcend national boundaries and require collective action at the international level[58]. Responsible citizens advocate for human rights, peace, and cooperation among nations, rejecting isolationism, nationalism, and xenophobia[60]. They support initiatives to address global issues such as poverty, inequality, conflict, and disease, recognizing their interconnectedness with local and national concerns. Responsible citizens actively participate in civic life, uphold democratic values, and advocate for social justice and sustainability.

2.1.2.3 Justice

Justice is a cornerstone of ethical and moral conduct within societies, encompassing fairness, equity, and impartiality in the treatment of individuals and groups[61]. It is a concept deeply rooted in moral philosophy and legal theory, guiding systems of governance, social interactions, and individual behaviour[61]. Justice entails upholding the rights and dignity of all individuals, ensuring equal access to opportunities and resources, and holding individuals and institutions accountable for

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their actions. It serves as a fundamental principle for promoting social harmony, resolving conflicts, and fostering trust within communities.

Justice requires adherence to principles of fairness and equality, regardless of individuals' race, gender, ethnicity, religion, or socioeconomic status. It demands that decisions and actions be guided by objective criteria and impartial judgment, free from bias, discrimination, or favouritism. Justice seeks to rectify injustices and inequities, whether they arise from systemic discrimination, unequal distribution of resources, or violations of human rights. By upholding principles of justice, societies strive to create conditions where all individuals can thrive and fulfil their potential[62].

Justice is manifest in various forms, including distributive justice, procedural justice, and restorative justice. Distributive justice concerns the fair allocation of resources, opportunities, and benefits within society, ensuring that wealth and privileges are distributed equitably to meet the needs of all members. Procedural justice pertains to the fairness and transparency of decision-making processes, ensuring that individuals are treated with respect, dignity, and due process under the law. Restorative justice focuses on repairing harm and restoring relationships through dialogue, reconciliation, and accountability, rather than punitive measures.

Moreover, justice is intertwined with the rule of law, which establishes the framework for upholding and enforcing legal rights and obligations within society. The rule of law ensures that laws are applied consistently and impartially, irrespective of individuals' status or influence. It provides a mechanism for resolving disputes, protecting individual liberties, and holding individuals and institutions accountable for their actions. By upholding the rule of law, societies create a foundation for justice and order, promoting stability, predictability, and trust in governance.

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However, achieving justice is often fraught with challenges, including systemic inequalities, power imbalances, and cultural biases. Discrimination, corruption, and impunity can undermine efforts to uphold justice and erode public trust in institutions. Moreover, the pursuit of justice may entail difficult trade-offs between competing interests and values, requiring careful consideration of ethical principles and societal priorities. Nevertheless, the quest for justice remains essential for promoting human dignity, social cohesion, and the common good. It is a fundamental principle that underpins ethical conduct, social order, and the rule of law within societies. It embodies principles of fairness, equality, and accountability, guiding individuals and institutions in their interactions and decision-making processes[63]. Justice seeks to rectify injustices, uphold human rights, and promote the well-being of all members of society. By striving to achieve justice, individuals and communities contribute to the creation of more equitable, inclusive, and harmonious societies where all individuals can live with dignity and respect.

2.1.3 Concept of National Values

National values are shared beliefs and principles that guide a nation's behaviour and decision-making[64]. They represent the core values and ideals that a society holds dear and strives to uphold. These values often reflect the historical, cultural, and social context of a nation and serve as a foundation for its identity and unity. National values represent the foundational principles and ideals that collectively define the identity, culture, and aspirations of a nation[65]. These values serve as guiding principles that shape the behaviour, norms, and ethical standards of individuals within a society. Rooted in the historical, cultural, and socio-political context of a nation, national values play a crucial role in fostering unity, solidarity, and a shared sense of purpose among its citizens.

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National values can encompass a wide range of principles, including[66, 67, 68].

- **Patriotism and Loyalty:** A sense of pride and devotion to one's country.
- **Democracy and Freedom:** The belief in the importance of individual rights, civil liberties, and democratic processes.
- **Equality and Social Justice:** The notion that all citizens should have equal opportunities and be treated fairly, regardless of their background or status.
- **Respect for Diversity:** An appreciation for and acceptance of different cultures, religions, and perspectives.
- **Environmental Stewardship:** A commitment to protecting and preserving the natural environment for future generations.
- **Economic Prosperity:** The pursuit of economic growth and development to improve the well-being of citizens.
- **Education and Lifelong Learning:** The importance of education in personal and societal development.
- **Innovation and Creativity:** Encouraging the pursuit of new ideas and solutions to address challenges.

These values shape a nation's policies, laws, and institutions, and influence the behaviour and interactions of its citizens. They provide a framework for decision-making and serve as a moral compass for a society. At the core of the concept of national values is the idea that certain principles are deemed essential for the well-being and progress of the nation. These values often find expression in foundational documents such as constitutions, charters, or declarations, where they are articulated as key tenets that underpin the nation's identity. In Nigeria, national values may

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include but are not limited to patriotism, unity, integrity, accountability, and respect for diversity[69].

National values are not static; they evolve over time, reflecting the changing dynamics of society, external influences, and the collective aspirations of the people[70]. As societal norms and priorities shift, the conceptualization and emphasis on certain values may also undergo transformation. Consequently, national values are dynamic and responsive to the evolving needs and challenges faced by a nation. Education plays a pivotal role in transmitting and reinforcing national values. Schools, as institutions of socialization, contribute to the cultivation of these values among the younger generation[71]. The curriculum, classroom practices, and extracurricular activities all serve as channels through which students are exposed to and internalize national values. In the Nigerian educational system, subjects such as Social Studies often explicitly address the inculcation of national values[72].

Nevertheless, national values remain critical as they offer a moral and ethical framework essential for societal functioning. They represent a collective set of principles that guide individual behaviour and inform decision-making at various levels ranging from personal conduct to policy formulation. Upholding these values is vital to fostering a stable, just, and progressive society. They serve as a shared set of principles that guide individual and collective behaviour, influencing decision-making at various levels from the personal choices of citizens to the formulation of public policies. In contemporary Nigerian society, a range of social problems has emerged that conflict with established national values, norms and ethical standards. These include, but are not limited to: terrorism, unemployment, gun violence, poverty, employee theft, kidnapping, robbery, rape, armed robbery, high mortality rates, gangsterism, cultism, the spread of HIV/AIDS, war, inflation, immorality, and

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systemic corruption. These challenges not only threaten societal cohesion but also undermine national values and development.

National values are instrumental in fostering a sense of belonging, social cohesion, and a commitment to the common good[73]. In conclusion, the concept of national values encapsulates the fundamental principles that define the character and aspirations of a nation. It represents a shared moral and ethical framework that guides the behaviour of individuals within a society. Understanding, promoting, and embodying national values are essential components in cultivating responsible citizenship and contributing to the overall well-being and progress of a nation.

2.1.4 Concept of Civic Responsibilities

Civic responsibilities refer to the duties and obligations that citizens have towards their communities and societies[74]. These responsibilities encompass a wide range of actions and behaviours that contribute to the well-being and progress of the collective. Civic responsibilities often extend beyond individual self-interest and emphasize the importance of working together for the common good. Civic responsibilities encompass the obligations and duties that individuals have as active participants in a democratic society[75]. Rooted in the principles of responsible citizenship, these responsibilities are crucial for the functioning and well-being of the community, nation, and the democratic system as a whole. The concept of civic responsibilities goes beyond legal obligations; it embodies a sense of moral duty and commitment to contributing positively to the common good[74].

Civic responsibilities can take various forms, depending on the context and societal norms. Some common examples include[76, 77].

1. **Voting and Political Participation:** Exercising the right to vote in elections and actively participating in the political process are essential civic responsibilities. By

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choosing representatives and influencing public policies, citizens can shape the direction of their communities and nations.

2. **Jury Service:** Serving on a jury is a crucial civic responsibility that contributes to the fair and impartial administration of justice. Jurors play a vital role in ensuring that legal proceedings are conducted justly and according to the law.
3. **Paying Taxes:** Contributing to the public treasury through tax payments is a fundamental civic responsibility. Taxes fund essential public services, such as infrastructure, education, healthcare, and social welfare programmes, which benefit all members of society.
4. **Volunteering and Community Service:** Giving back to the community through volunteer work or community service demonstrates a strong sense of civic responsibility. These actions contribute to the betterment of local communities and foster social cohesion.
5. **Respect for Public Property:** Treating public spaces, facilities, and resources with care and respect is a civic responsibility. This includes refraining from vandalism, littering, and other acts that damage or degrade public property.
6. **Environmental Stewardship:** Taking actions to protect and preserve the environment is a growing civic responsibility in today's world. This includes reducing waste, conserving natural resources, and advocating for sustainable practices.
7. **Obeying the Law:** Upholding the law and adhering to societal rules and regulations are essential civic responsibilities. Respect for the law fosters a sense of order, safety, and trust within communities.

Fulfilling civic responsibilities is not only a matter of legal obligation but also a reflection of personal values, ethics, and commitment to the greater good. By actively engaging in these responsibilities, citizens contribute to the strength,

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stability, and progress of their societies. Civic responsibilities include actions that uphold the principles of democracy, ethical conduct, and social responsibility. Key elements of civic responsibilities often include active participation in the democratic process, adherence to laws, respect for the rights of others, and engagement in activities that contribute to the betterment of the community. This concept is grounded in the understanding that a thriving democratic society relies on the collective efforts of its citizens to uphold shared values and contribute to the advancement of common goals.

Civic responsibilities are integral to the maintenance of a just and equitable society. Through active participation in civic duties, individuals contribute to the shaping of public policies, the election of representatives, and the overall governance of the nation. This involvement is a fundamental expression of the democratic principle that citizens have both rights and responsibilities, emphasising the reciprocal nature of the social contract[78].

Education plays a pivotal role in instilling an understanding of civic responsibilities. Schools, as institutions of socialization, contribute to the cultivation of a sense of civic duty among students. Civic education programmes often aim to impart knowledge about the democratic system, the importance of civic engagement, and the ethical principles that underpin responsible citizenship. This educational foundation is vital for empowering individuals to navigate the complexities of civic life and contribute meaningfully to their communities[79].

The significance of civic responsibilities lies in their role in fostering social cohesion, active citizenship, and the well-functioning of democratic institutions. When individuals fulfil their civic responsibilities, they contribute to the creation of a vibrant and participatory democracy. This, in turn, leads to a society where the rights

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and dignity of all citizens are upheld, and collective efforts are directed towards addressing societal challenges and promoting the common good.

2.1.4.1 Volunteering

Volunteering is a selfless act of service where individuals dedicate their time, skills, and energy to support causes or organizations without expecting monetary compensation. It is driven by a desire to make a positive impact on society, address community needs, and contribute to the common good[80]. Volunteering takes many forms, ranging from direct service activities such as feeding the homeless or tutoring children, to advocacy efforts, fundraising initiatives, and capacity-building projects. One of the key benefits of volunteering is its ability to foster social cohesion and community resilience by bringing people together across diverse backgrounds and interests. Volunteers often form connections and friendships with fellow volunteers and beneficiaries, creating a sense of belonging and solidarity within communities[81]. Through shared experiences and collaborative efforts, volunteers develop empathy, understanding, and appreciation for the challenges faced by others, leading to greater social cohesion and mutual support.

Volunteering offers individuals valuable opportunities for personal growth and skill development. Through volunteer activities, people can acquire new skills, broaden their knowledge, and gain practical experience in areas such as leadership, communication, problem-solving, and teamwork. It also allows individuals to explore their interests, passions, and values, fostering a sense of purpose and fulfilment. Additionally, volunteering can boost mental and emotional well-being, providing a sense of accomplishment, pride, and satisfaction from making a positive impact on the lives of others.

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Volunteering plays a vital role in addressing societal challenges and advancing social justice and equity. Volunteers often work with marginalized or underserved communities, advocating for their rights, and providing much-needed support and resources[82]. By volunteering with organizations focused on issues such as poverty alleviation, education access, environmental conservation, and healthcare, individuals can contribute to systemic change and promote greater equality and justice within society.

However, volunteering is not without its challenges. Volunteers may encounter obstacles such as resource constraints, organizational inefficiencies, and burnout from over commitment. Moreover, the impact of volunteering may vary depending on factors such as the quality of volunteer management, the sustainability of projects, and the degree of community involvement. Therefore, it is essential for volunteers to collaborate with local stakeholders, prioritize long-term sustainability, and engage in ongoing reflection and evaluation to ensure that their efforts are meaningful and impactful.

2.1.4.2 Community Service

Community service refers to voluntary actions undertaken by individuals or groups to address the needs of a community, promote its well-being, or contribute to the common good[83]. Rooted in the principles of altruism and social responsibility, community service involves dedicating time, skills, or resources to initiatives that positively impact local neighbourhoods, organizations, or causes[84]. It is a powerful means of fostering civic engagement, building empathy, and creating a sense of shared responsibility among individuals within a community.

The essence of community service lies in its voluntary nature, distinguishing it from obligatory actions. Individuals engage in community service out of a genuine

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desire to make a positive difference rather than fulfilling mandated requirements. This voluntariness amplifies the impact of community service, as it reflects a personal commitment to contributing to the well-being of others and the community at large[85]. Education often serves as a catalyst for community service, as schools, colleges, and universities recognize the importance of instilling a sense of civic responsibility in students. Service-learning programmes, extracurricular activities, and community outreach initiatives provide students with opportunities to apply academic knowledge in real-world contexts while addressing genuine community needs[86]. Such experiences not only benefit the community but also nurture empathy, teamwork, and a heightened awareness of social issues among students.

Community service encompasses a broad range of activities, including volunteering at local charities, participating in environmental clean-up projects, assisting vulnerable populations, and engaging in advocacy efforts[87]. The diversity of community service initiatives reflects the myriad ways individuals can contribute to the betterment of society based on their skills, interests, and passions. Beyond the immediate impact on communities, community service has far-reaching effects on individuals. Engaging in service projects fosters a sense of accomplishment, personal growth, and a deepened understanding of societal challenges. It cultivates a commitment to social justice and a recognition of the interconnectedness of individuals within a community, reinforcing the notion that positive change is achievable through collective efforts[88].

Community service also plays a crucial role in strengthening the social fabric of communities. By bringing together individuals from diverse backgrounds to work towards a common goal, community service promotes unity, understanding, and a shared sense of responsibility. It establishes a culture of reciprocity, where

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community members actively contribute to the welfare of others, creating a resilient and supportive environment. In conclusion, community service stands as a bridge between individual compassion and civic engagement. It exemplifies the spirit of altruism and social responsibility, encouraging individuals to actively contribute to the well-being of their communities. As a powerful tool for personal and communal growth, community service embodies the principle that, by working together to address the needs of others, individuals can create positive and lasting impacts on the fabric of society.

2.1.4.2.1 Forms of Community Service

Community service takes various forms, reflecting the diverse needs and challenges within communities. Individuals and groups can contribute to the well-being of their communities through a range of service activities. Here are some common forms of community service:

- Volunteering at Local Organizations: Individuals can volunteer their time and skills at local non-profit organizations, charities, or community centres. This may involve tasks such as assisting with events, working in food banks, participating in environmental initiatives, or supporting educational programmes[89].
- Participating in Environmental Clean-Up: Engaging in efforts to clean up parks, beaches, streets, and other public spaces contributes to environmental sustainability. Community members can organize or join clean-up events to address local environmental challenges and beautify shared spaces.
- Supporting Elderly or Vulnerable Populations: Community service can involve assisting elderly or vulnerable individuals who may need extra support[90]. This can

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include providing companionship, helping with daily tasks, or organizing activities at local senior centres or care facilities.

- Organizing Fundraisers: Raising funds for charitable causes is a common form of community service. Individuals or groups can organize events such as charity runs, bake sales, or benefit concerts to support local charities, schools, or initiatives addressing specific community needs.
- Participating in Service-Learning Programmes: Service-learning integrates community service into academic coursework, providing students with opportunities to apply theoretical knowledge to real-world situations. Students may engage in projects that address community needs while gaining hands-on experience and critical thinking skills.
- Mentoring and Tutoring: Offering mentorship or tutoring services to students or individuals in need contributes to educational support within the community. This form of service can take place in schools, community centres, or through online platforms, helping individuals acquire new skills and knowledge.
- Disaster Relief and Response: During times of natural disasters or emergencies, community service involves providing relief and support to affected individuals and communities. This may include distributing supplies, offering shelter, or participating in recovery efforts.
- Participating in Youth Programmes: Supporting youth development through programmes such as scouting, after-school programmes, or youth sports not only provides valuable mentorship but also helps create a positive and enriching environment for young people[91].

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- Advocacy and Awareness Campaigns: Engaging in advocacy and awareness campaigns addresses social issues and promotes positive change. This may involve organizing campaigns to raise awareness about health, social justice, environmental concerns, or other relevant community issues.
- Community Gardening and Urban Farming: Contributing to community gardens or urban farming initiatives helps promote sustainable and local agriculture. Participants can grow fresh produce, beautify neighbourhoods, and contribute to food security within the community.
- Participating in Civic Engagement Activities: Engaging in civic activities, such as voter registration drives, community forums, or participating in local governance processes, contributes to the overall civic health of the community.

These forms of community service highlight the versatility of opportunities available for individuals and groups to make positive contributions to their communities based on their interests, skills, and the specific needs of the community.

2.1.4.2.2 Benefits of Community Service

Engaging in community service yields a myriad of benefits that extend beyond the immediate impact on the communities served. These benefits encompass personal, social, and educational dimensions, creating a positive ripple effect that enriches lives and strengthens the fabric of society.

1. Personal Growth: Community service provides individuals with opportunities for personal development and self-discovery[92]. Through service activities, individuals often discover new skills, talents, and interests. The challenges and experiences encountered during community service contribute to enhanced problem-solving abilities, resilience, and a broader perspective on life.

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2. Increased Empathy and Understanding: Direct interaction with diverse groups within the community fosters empathy and understanding. Individuals engaging in community service gain insights into the challenges faced by others, breaking down stereotypes and building bridges of compassion. This heightened awareness promotes a more inclusive and empathetic mindset.

3. Skill Development: Community service offers a platform for the development of a wide array of skills. From communication and teamwork to leadership and project management, individuals involved in service projects acquire practical skills that are valuable in both personal and professional spheres. These skills contribute to increased confidence and competence.

4. Fulfilment and Satisfaction: Contributing to the well-being of others and witnessing positive changes in the community can bring a profound sense of fulfilment and satisfaction. The intrinsic rewards derived from helping others contribute to an individual's overall sense of well-being and purpose.

5. Social Connection and Community Building: Community service is a catalyst for building social connections. Whether through collaborative projects, volunteering at local organizations, or participating in community events, individuals engaged in service activities often form meaningful relationships. These connections strengthen the social fabric of communities and create a sense of belonging.

6. Civic Engagement: Community service is a gateway to active citizenship. Individuals involved in service projects are more likely to develop a sense of civic responsibility, participate in democratic processes, and advocate for positive societal changes[93]. This heightened civic engagement contributes to the vitality and resilience of democratic societies.

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7. Educational Enrichment: Incorporating community service into educational programmes enhances the learning experience. Service-learning initiatives connect theoretical knowledge with real-world applications, providing students with a deeper understanding of academic concepts. This experiential learning approach promotes critical thinking and a holistic view of societal issues.

8. Professional Development: For students and adults alike, community service can contribute to professional development. Volunteer experiences provide valuable additions to resumes, demonstrating qualities such as initiative, leadership, and a commitment to community involvement. Employers often value individuals with a history of community service for their well-rounded skill set.

9. Positive Community Impact: Perhaps the most evident benefit is the positive impact on the community itself. Community service addresses local needs, promotes social justice, and contributes to the overall well-being of the community. It can lead to improved living conditions, enhanced access to resources, and a stronger sense of unity among community members.

2.1.4.3 Law-Abiding

A law-abiding citizen is someone who lives within the bounds of the law, pays taxes, obeys traffic rules, and does not engage in criminal activity. It is a term often used to describe someone who is responsible, respectable, and a positive contributor to the society. A key component of civic responsibility is abiding by the law. Which is necessary to uphold social order and advance the welfare of the community. Research has shown that, those who belief upholding the law is their civic duty are more likely to do so. This emphasis the value of empowering persons to actively participate in upholding social order by cultivating a feeling of civic duty in them[94].Additionally, upholding the law is associated with a number of

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advantageous consequences, such as lower crime rates, increased public safety, and stronger community support for law enforcement. Communities can cultivate a mindset of reverence for the law by highlighting law-abidingness as a civic duty and motivate people to accept responsibility for their part in upholding social order. Institutional trust and the perception of the validity of the legal system have an impact on law-abidingness. People are more inclined to see upholding the law as civic duty and obey it when they have faith in the legal system and believe it to be fair and just. Therefore, encouraging law-abiding behaviour requires advancing justice, accountability, and openness in the judicial system[95].

Furthermore, community-based programs can encourage law-abiding behaviour by cultivating a sense of shared accountability and group ownership. Communities can inspire people to actively participate in upholding social order and encouraging law-abiding behaviour by involving them in community-based activities and projects[96].

To sum up, abiding by the law is crucial component of civic responsibility that is necessary to maintain social order and promote community wellbeing. Communities can instil law abiding behaviour and promote a legal culture by encouraging civic responsibility, building institutional trust and involving resident in neighbourhood-based projects.

2.2. Theoretical Framework

The following theories would be considered in this study:

- Social Cognitive Theory
- Constructivist Theory
- Ecological Systems Theory

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2.2.1 Social Cognitive Theory

Social Cognitive Theory is a comprehensive framework that emphasizes the role of observational learning, imitation, and modelling in shaping human behaviour[97]. This theory posits that individuals learn not only from direct experiences but also by observing others, especially role models, and the consequences of their actions. Social Cognitive Theory, also known as Social Learning Theory, provides insights into how cognitive, behavioural, and environmental factors interact to influence learning and behaviour[98].

Key Concepts of Social Cognitive Theory:

1. Observational Learning: The central tenet of Social Cognitive Theory is observational learning. Individuals acquire new knowledge, skills, and behaviours by observing others in their social environment[99]. This process involves attention, retention, reproduction, and motivation.
2. Role Models and Imitation: The theory highlights the significance of role models or individuals who serve as sources of influence. People are more likely to imitate behaviours they observe in others, especially if the model is perceived as credible, competent, and having positive outcomes from their actions.
3. Reciprocal Determinism: Social Cognitive Theory introduces the concept of reciprocal determinism, emphasising the bidirectional relationship between personal factors, behaviour, and the environment. Individuals not only respond to environmental stimuli but also actively influence and shape their surroundings.
4. Self-Efficacy: Bandura introduced the concept of self-efficacy, which refers to an individual's belief in their ability to successfully perform a specific task or behaviour. Higher self-efficacy is associated with increased motivation, effort, and resilience in facing challenges.

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Relevance of Social Cognitive Theory:

In this research, Social Cognitive Theory can be applied in the following ways:

1. Role of Teachers as Models: Teachers, as influential figures in the lives of students, serve as role models. Their awareness of national values and civic responsibilities can be transmitted to students through observational learning. Students are likely to adopt behaviours and values they observe in their teachers, impacting their character development.
2. Observational Learning in the Classroom: The classroom environment becomes a setting for observational learning. Teachers who actively integrate discussions, examples, and activities related to national values and civic responsibilities provide students with opportunities to observe and internalize these concepts.
3. Enhancing Self-Efficacy: Social Cognitive Theory suggests that individuals with higher self-efficacy are more likely to engage in behaviours aligned with their beliefs. Teachers who convey a sense of confidence in the importance of national values and civic responsibilities can contribute to students' self-efficacy in these domains, fostering a positive impact on their character development.
4. Reciprocal Determinism in Educational Settings: The theory's concept of reciprocal determinism acknowledges the dynamic interplay between personal factors, behaviour, and the environment[100]. Teachers' awareness and behaviours related to national values and civic responsibilities interact with the students' responses, creating a reciprocal relationship that influences character development.

By applying Social Cognitive Theory to your research, you can gain insights into the mechanisms through which teachers' awareness influences students' character development. The theory provides a framework for understanding the complex

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interplay of cognitive, behavioural, and environmental factors within the educational context, enriching the analysis of your study.

2.2.2 Constructivist Theory

Constructivist theory highlights the active role of learners in building their own understanding and knowledge through experiences and interactions with their environment[101]. This approach is particularly relevant to the study of teachers' awareness of national values and civic responsibilities as determinants of character development among Social Studies students.

In this study, constructivist theory suggests that students in Social Studies classes are not passive recipients of information; rather, they actively construct meaning and understanding based on their experiences and interactions with their teachers and peers. When teachers effectively integrate national values and civic responsibilities into their teaching practices, students engage in critical thinking, reflection, and dialogue about these concepts[102]. Activities like group discussions, debates, and problem-solving exercises enable students to actively explore and internalize national values and civic responsibilities. This hands-on learning approach helps them connect theoretical concepts with real-world applications, deepening their understanding of their roles and duties as responsible citizens[103].

Moreover, constructivist theory emphasizes that students learn most effectively when they actively participate in their own learning process. By fostering student-centered environments that promote collaboration and experiential learning, teachers can support the development of critical thinking, empathy, and ethical reasoning essential components of character development. This theory offers a framework for understanding how teachers' awareness of national values and civic

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responsibilities can positively impact students' character by creating meaningful, engaging, and student-centred learning experiences in Social Studies classrooms.

Key Concepts of Constructivist Theory

Constructivist theory is a learning theory that emphasizes the active role of learners in constructing their own understanding and knowledge through experiences and interactions with the world around them. It suggests that learning is a dynamic, continuous process of making sense of information and experiences. Some key concepts of constructivist theory were:

1. **Active Learning:** Constructivism posits that learners actively engage with the material they are learning, rather than passively absorbing information[104]. This engagement involves exploring, questioning, and experimenting with concepts.
2. **Prior Knowledge:** Learners bring their existing knowledge, beliefs, and experiences to the learning process[102]. This prior knowledge serves as a foundation upon which new information is built. Learning is influenced by how new information connects with and challenges existing knowledge.
3. **Meaning-Making:** Constructivist theory emphasizes the importance of learners constructing their own understanding of concepts and information. Meaning-making is a subjective process that varies based on individual perspectives and interpretations.
4. **Social Interaction:** Learning is often a social process, where learners interact with peers, teachers, and others in collaborative and communicative settings[105]. Through social interaction, learners share ideas, challenge each other's views, and construct knowledge together.

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Relevance of Constructivist Theory

Constructivist theory is relevant in educational settings for a variety of reasons, particularly in the study of character development among Social Studies students in public junior secondary schools. Constructivist learning environments encourage students to engage with content actively, fostering critical thinking and problem-solving skills. In Social Studies, students explore complex topics such as national values and civic responsibilities, which require them to analyse different perspectives and develop reasoned arguments.

Constructivist theory emphasizes the importance of students' active involvement in the learning process. In Social Studies, this means that students can take ownership of their learning by engaging in inquiry-based activities, discussions, and collaborative projects that relate to their own experiences and interests. By allowing students to construct their own knowledge through hands-on experiences and reflection, constructivist approaches lead to deeper understanding and retention of material. In the study of character development, this can help students internalize national values and civic responsibilities more effectively. Social Studies classes often involve group work and discussions that require students to collaborate, communicate, and navigate different viewpoints. Constructivist approaches help students develop social and emotional intelligence, including empathy and respect for others.

Constructivist teaching methods emphasize learning through real-world contexts and applications. In Social Studies, students can relate classroom concepts to current events and societal issues, allowing them to see the relevance of national values and civic responsibilities in their lives. Also, Constructivist classrooms often provide opportunities for students to engage in democratic practices, such as open

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dialogue, decision-making, and collective problem-solving. This aligns with the goals of character development in Social Studies, as students learn about the principles of democracy and how to apply them in their interactions with others.

2.2.3. Ecological Systems Theory

Ecological systems theory is a comprehensive framework that focuses on the dynamic interplay between individuals and their various environmental systems[106]. This theory recognizes that human development is influenced by a complex web of relationships and interactions, extending beyond immediate family dynamics to include broader social, cultural, and institutional contexts. Ecological Systems Theory provides a multi-layered perspective that examines the reciprocal relationships between individuals and their environments at different levels[107].

Key Concepts of Ecological Systems Theory

1. Microsystem: The microsystem represents the immediate and direct environment in which an individual lives[108]. This includes family, friends, school, and other direct interactions. Bronfenbrenner emphasizes the bidirectional influences within the microsystem, acknowledging that individuals both affect and are affected by their immediate surroundings.
2. Mesosystem: The mesosystem involves the interconnections between various components of the microsystem. This level considers how different microsystem elements interact with and influence each other. For example, the relationship between a child's family and school experiences forms a part of the mesosystem, with influences flowing between these interconnected systems.
3. Ecosystem: The ecosystem encompasses settings that indirectly affect individuals, even though they may not be active participants. This includes the influence of

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external factors such as the workplace environment of parents on the child's development[109]. While the child may not be directly involved in the workplace, the parent's experiences in this setting can impact family dynamics and, subsequently, the child's development.

4. Macrosystem: The macrosystem refers to the broader cultural, societal, and ideological context that shapes human development. It includes cultural values, societal norms, and overarching belief systems. The macrosystem influences individuals indirectly by shaping the prevailing attitudes and values within a society.
5. Chronosystem: The chronosystem recognizes the importance of time and historical context in human development. It involves considering how both individual and environmental factors evolve over time[110]. Changes in family structures, societal norms, or technological advancements can have a profound impact on the development of individuals within the ecological systems framework.

Relevance of Ecological Systems Theory

Ecological Systems Theory is applicable across various disciplines, including psychology, education, and social work. In the context of psychology and human development, this framework allows researchers and practitioners to explore the multifaceted influences on individuals at different stages of their lives. Understanding the interactions within and between microsystems, mesosystems, ecosystems, macrosystems, and chronosystems provides a holistic perspective on human development.

In educational settings, the theory informs the design of interventions that consider the interconnectedness of a student's various environments. For instance, addressing challenges within the family (microsystem) may require collaboration

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with schools (mesosystem), recognizing the impact of school experiences on the child's development.

Social workers may use Ecological Systems Theory to assess and address the challenges faced by individuals within their social contexts. This approach emphasizes the importance of considering not only individual characteristics but also the broader systems that influence and are influenced by the individual. In summary, Ecological Systems Theory offers a comprehensive framework for understanding human development within the intricate web of interconnected systems. By examining the influences at multiple levels, from immediate family dynamics to societal and historical contexts, this theory provides valuable insights into the complex and dynamic nature of human development.

2.3 Review of Empirical Studies

2.3.1 Teachers' Awareness of National Values and Character Development

A study explored the development of communicative competence in teaching foreign languages for professional purposes. It examined global and national trends in education, along with the principles and methods for developing professional, communicative, and intercultural competencies in the context of teaching foreign languages for specialized fields, such as engineering, economics, and other non-linguistic disciplines at technical universities. The research addressed key aspects of communicative competence, including awareness of pedagogical values, the design of the teaching process, effective pedagogical communication and behaviour, and the structure of pedagogical technologies. It also highlighted the importance of understanding innovative elements of professional practice and outlined the requirements for designing and implementing pedagogical technologies[111].

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A study explored digital citizenship by comparing the perceptions and levels of preschool teacher candidates with those of Computer Education and Instructional Technology teacher candidates. The aim was to assess their understanding of digital citizenship, particularly regarding digital rights and responsibilities, digital security, and digital law. The study involved 80 teacher candidates and employed both qualitative and quantitative methods. A questionnaire was used to measure their digital citizenship levels, while semi-structured interviews provided insights into their perceptions. The findings revealed that participants demonstrated above-average digital citizenship levels, consistent with their perceptions. Additionally, their responses on digital security, rights and responsibilities, and digital law aligned with definitions in the literature, showing connections to digital communication and ethics[112].

A study explored the educational values embodied by the main character in the film A Beautiful Mind. The research aimed to identify and describe these values using a qualitative approach. Data was gathered through careful observation and recording and analyzed using qualitative narrative techniques. The findings revealed six key educational values portrayed by the main character: (1) hard work, (2) creativity, (3) patriotism, (4) friendliness/communication skills, (5) social awareness, and (6) appreciation of achievement. The study concluded that A Beautiful Mind is a valuable source of motivation and inspiration, as it conveys meaningful educational values[113].

A study investigated Indonesian teachers' performance, focusing on their professionalism and character. The objective was to assess teacher performance by examining these two key factors. The research adopted a quantitative approach using regression analysis. The study was conducted at a religious school in the Kuningan

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area of West Java, with a sample of 125 teachers. Data was collected through questionnaires, administered via Google Forms and physical survey sheets. The findings highlighted that teacher performance plays a crucial role in student success. It emphasized that both professional competence and personal character are essential in shaping how teachers educate and guide students toward academic excellence and character development[114].

A study investigated strategies for countering radicalism in schools by examining the role of Islamic religious education teachers in the learning process. The research focused on how these teachers address and mitigate radical ideologies among students. Using a case study approach, the study was conducted over two years at a high school in Pekanbaru, involving interviews with teachers, principals, and students. The findings identified several methods employed by teachers to combat radicalism, including raising awareness about the dangers of radicalism, promoting tolerance and harmonious living, supervising Islamic spiritual activities, guiding students in religious practices, instilling moderate Islamic teachings, conveying comprehensive Islamic principles (Islâm kâffah), and fostering dialogue around shared values in learning. The study's implication is the development of a framework for "Methods to Counter Radicalism in Schools," emphasizing the importance of strengthening teacher-led efforts in promoting moderation and preventing extremism through education[115].

A study examined the training of future physical education teachers for professional activities within the framework of inclusive education. The objective was to provide a scientific justification for the theoretical and methodological foundations, as well as to develop and experimentally validate a training methodology tailored to these future educators, considering their psychological, theoretical, and

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practical readiness. The experimental phase involved 444 students majoring in physical education and sport, divided into experimental (222 students) and control groups. The analysis of final test data revealed that students in the experimental group demonstrated a higher level of readiness—28.6% at the initial stage and 47.0% at the formative stage, reflecting a significant difference of 18.4%. The experiment's results confirm the effectiveness of the newly developed training methodology for preparing future physical education teachers for professional roles in inclusive educational settings[116].

A study explored the role of teachers in shaping students' character. This qualitative research focused on how a teacher serves as a role model for character development at SD Negeri Gelumbang, a pilot school in the Gelumbang area. The study aimed to instill and reinforce character traits in elementary school children. Data was collected through observations, interviews, and documentation, involving the principal, teachers, and students. The findings revealed several key points: (1) both teachers and the principal actively contribute to strengthening students' character through additional activities; (2) teachers model positive character traits, going beyond mere theoretical learning; and (3) by providing a tangible example, teachers help students understand what desirable character traits look like from an early age, fostering a sense of awareness and motivation to improve themselves[117].

A study explored global citizenship by preparing the younger generation to adopt pro-environmental behaviours, foster mutual assistance, and cultivate awareness of tolerance through school engagement. The objective was to identify initiatives within positively regarded Indonesian educational programs that promote social concerns relevant on a global scale. Data were collected through semi-structured interviews with 20 informants, including teachers, students, vice principals

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for student affairs, and the school principal, all of whom are actively involved in the school environment. The data were then reduced and analyzed using triangulation techniques. The research focused on various initiatives, including the Green School Adiwiyata program, which aims to protect the school environment and encourage pro-environmental behaviour, service-learning activities that teach students how to engage in mutual assistance with others, and the Torch Parade festival held during religious holidays[118].

A study investigated the impact of gender on students' critical thinking skills using science teaching materials based on the 5E learning cycle, integrated with local wisdom. The research aimed to assess how these materials affected critical thinking skills across genders. Employing a quasi-experimental design with a pre-test-post-test control group, the study was conducted at Madrasah Tsanawiyah. Purposive sampling was utilized to select participants, ensuring equal ability levels between male and female students in both the experimental and control groups. Data were analyzed using t-tests and N-gain tests to evaluate improvements in critical thinking skills for each group. The results indicated that the teaching materials significantly enhanced students' critical thinking skills, as evidenced by the t-test outcomes. The improvement in critical thinking skills was notable, with N-gain results categorized as high. Students demonstrated greater criticality in problem-solving after engaging with the 5E learning cycle integrated with local wisdom. The findings highlighted an impact on the first four indicators of critical thinking skills; however, the fifth indicator showed no significant improvement, attributed to students' difficulties in elaborating on solutions. Additionally, significant differences were observed in the enhancement of critical thinking skills between male and female students, with male

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students exhibiting quicker responses and higher self-confidence when tackling problems compared to their female counterparts[119].

A study investigated the development of speaking comprehension in the context of teaching foreign languages for professional purposes. This article explores the overarching trends in enhancing speaking comprehension within national education and examines the principles and methods for cultivating professional, communicative, and intercultural competencies in the teaching of foreign languages for students in engineering, economics, and other non-linguistic fields at technical universities. The research addressed several key issues related to speaking comprehension, including an awareness of pedagogical values, the construction of the pedagogical process, pedagogical communication and behaviour, as well as the essence and structural components of pedagogical technology. It also considered the innovative aspects of professional activity and the requirements for designing and implementing effective pedagogical technologies[120].

Another study examined the role of self-efficacy in organizational citizenship behaviour (OCB). The objective of this research was to review academic journals focusing on self-efficacy's impact on OCB. The review encompassed six international research journals published between 2014 and 2018. The findings indicated that self-efficacy is a significant factor influencing OCB. The study revealed a direct positive relationship between self-efficacy and organizational citizenship behaviour. Most research results suggest that individuals with high self-efficacy are more likely to exhibit strong organizational citizenship behaviour, while those with lower self-efficacy tend to demonstrate less[121].

A scholar conducted research on the importance of educator certification in developing pedagogical, personal, social, and professional competencies. The study

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aimed to identify and understand the competency indicators associated with certified teachers. Employing a qualitative method with triangulation analysis, the research focused on private vocational schools in South Tangerang City that hold A-grade accreditation. Certified teachers were selected as respondents based on their characteristics, educational background, status, experience, and readiness. Data were collected through verbal, written, and structured interviews. The results indicated that simply being certified does not necessarily equate to being a professional or competent teacher, as many lacked knowledge of certification regulations, innovation, alignment with educational goals, contextual understanding, and character traits. The findings underscored the need for supervision and evaluation, socialization and mentoring, education and training, and reciprocity in the certification process[122].

Another study investigated the use of blended learning for character building in students. The study aimed to demonstrate that the blended learning model is effective in developing student character by addressing the challenges posed by the Industrial Revolution 4.0 era and helping students cultivate positive attitudes and behaviours in their daily lives. This qualitative research followed the ASSURE model, focusing on students enrolled in the Personality Development course during the even semester of the 2018/2019 academic year at the University of Teknokrat Indonesia. The study analyzed data from a sample of 272 students using three assessment scales. The results showed a maximum score of 12 based on four evaluation criteria, with an average score of 9.2 and a standard deviation of 1.4. Based on these findings, 47% (128 students) received an A, indicating they "always" met expectations with scores of 10.6 or higher; 32% (87 students) earned a B, indicating they "often" met expectations with scores ranging from 7.8 to 10.6; and

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21% (57 students) received an E, indicating they "sometimes" met expectations with scores of 7.8 or lower[123].

A study examined the integration of digital learning tools into teachers' professional activities to promote sustainable development and democratization of education in European countries. This research analyzed teachers' experiences with digital tools in various European nations, including Germany, Italy, the Netherlands, Denmark, Estonia, Croatia, Sweden, Finland, Macedonia, Norway, and others. The article highlights online resources that facilitate the creation of a sustainable environment for both teachers and students, focusing on key competency areas such as entrepreneurship, citizenship, civic education, and STEM. These resources enable innovative uses of digital technologies, helping educators identify the needs of teachers and students, address technical challenges, and pinpoint gaps in digital competence. As a result, teachers recognize the importance of enhancing and updating their digital skills, supporting others in developing their digital abilities, and seeking opportunities for self-improvement in light of the digital evolution outlined in the UN's '2030 Agenda for Sustainable Development' adopted in 2015. The objective is to showcase examples of how European teachers utilize digital tools to build a digital environment, enhance digital competence, and implement innovations in the learning process. Analyzing this experience from a comparative perspective can enrich domestic teaching practices and contribute to teachers' professional development[124].

Another study explored teachers' perceptions of self-efficacy in relation to the instructional leadership of school principals. This research analyzed how principals' instructional leadership impacts teachers' self-efficacy perceptions. A mixed-methods approach was employed, integrating both quantitative and qualitative techniques for

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data analysis. The quantitative sample consisted of 435 teachers from schools in Şahinbey Province, while the qualitative sample included 24 teachers from the same schools. For the quantitative data, regression and correlation analyses were conducted, whereas descriptive and content analyses were used for the qualitative data. The data were collected using the Instructional Leadership Behaviours Scale (Hallinger, 2011) and the Teachers' Self-Efficacy Perception Scale (Tschannen-Moran & Woolfolk Hoy, 2001). The study's findings revealed a significant medium-level relationship between principals' instructional behaviours and teachers' self-efficacy. Furthermore, the instructional leadership behaviours exhibited by principals positively influence teachers' motivation, task focus, the development of students' learning abilities, and teachers' self-evaluation skills regarding both themselves and their students[125].

A study investigated the implementation of multiculturalism-based civics education at higher education institutions, focusing on a case study in Surakarta, Indonesia. Using a descriptive qualitative method with a dual case study approach, the research was conducted at State University of Sebelas Maret and Slamet Riyadi University. Data were gathered through observations and interviews to address the research questions. The data analysis employed an interactive technique that included data collection, reduction, display, and conclusion drawing. The findings indicate that the teaching of multiculturalism-based civics education at both State University of Sebelas Maret and Slamet Riyadi University follows a similar pattern, characterized by a media-assisted teaching approach. This method consistently incorporates various dimensions, including material integration, knowledge construction, prejudice minimization, equal rights to education, and the empowerment of school culture and

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social structure, throughout the planning, implementation, and evaluation stages of instruction[126].

A related study explored the perceptions of citizenship and ideal citizenship among primary school teacher candidates. The objective was to assess how these candidates view citizenship and to analyze their narratives about ideal citizenship. This study employed a mixed research design and utilized three different measurement tools, with content analysis used for data interpretation. The findings revealed that the perceptions of citizenship and ideal citizenship among the teacher candidates were largely aligned. It was noted that they engaged more with aspects of traditional citizenship on the scales, while their understanding of active or social citizenship was comparatively limited. Furthermore, all teacher candidates indicated that the courses they took during their university education influenced their perceptions of ideal citizenship. Their narratives about ideal citizenship were predominantly framed around traditional concepts of citizenship, mirroring their overall citizenship perceptions[127].

A study investigated the connection between teacher self-efficacy and job satisfaction. This meta-analysis focused on analyzing data from the Teaching and Learning International Survey (TALIS) to explore the relationship between these two factors. The average effect size of teacher self-efficacy on job satisfaction was assessed, along with potential moderators that might influence this effect size. The analysis incorporated data from 102 independent studies across 50 countries, utilizing data from TALIS conducted in 2008, 2013, and 2018, resulting in a sample of 426,515 teachers. The findings indicated a significant relationship between teacher self-efficacy and job satisfaction. Additionally, the year in which the survey was conducted was identified as a moderator affecting this relationship. However, factors

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such as continents, countries, cultural contexts, and the human development indices of the countries did not moderate the relationship between teacher self-efficacy and job satisfaction[128].

A study explored the enhancement of religious character education through school culture in Indonesian secondary schools. This research is crucial as religious character is a fundamental value in the learning process in Indonesia. The subjects of the study included school principals, teachers, and students, selected through purposive sampling. Data were collected using interviews, observations, and documentation. Data analysis was conducted using an interactively inductive technique, which included stages of data reduction, data display, and conclusion drawing. The study's findings revealed that: 1) the implementation of religious character education grounded in school culture involved character development based on religious values, a school climate reflecting those values, extracurricular activities focused on religious principles, and fostering relationships between schools and their communities; and 2) the character education strengthening program led to two significant outcomes: increased religious awareness among students and enhanced tolerance among different religious communities. Overall, the findings emphasize the importance of culturally based approaches in implementing comprehensive religious character education programs in schools[129].

A study investigated human rights education (HRE) by developing a theoretical understanding of teachers' responsibilities. It proposes a theoretical framework to classify these responsibilities concerning HRE and argues that systemic changes are essential within education systems to achieve more extensive and consistent HRE provision. The curriculum documents from three countries—Australia, England, and Sweden—were analyzed to identify teacher responsibilities

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for educating students about human rights. The viability of the proposed framework was tested by applying it to the findings of these analyses. This study's theoretical contribution enhances the understanding of the responsibilities placed on teachers in imparting human rights education and lays the groundwork for stimulating discussions about effective school-based HRE practices[130].

A study explored the effectiveness of teaching and learning for sustainable development and global citizenship, drawing implications from a systematic review of the literature. The research aimed to identify both individual and institutional factors that contribute to achieving the desired learning outcomes in these domains. The systematic review encompassed 14 studies that reported statistically significant positive outcomes related to Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). The findings emphasize several factors that could enhance the effectiveness of teaching and learning in these areas. Additionally, the study indicates the necessity for future research to consider variables related to learners' characteristics and the organizational or school contexts during curriculum implementation[131].

A study investigated teachers' online teaching expectations and experiences during the COVID-19 pandemic in the Netherlands. The research compared teachers' perceptions of their online teaching expectations before transitioning to remote instruction with their experiences after a month of online teaching. Two surveys were completed by 200 Dutch teachers. The results revealed a significant shift in teachers' perceptions regarding their commitment to integrating technology into their lessons in a post-pandemic context. In this regard, teachers' gender and prior experiences with ICT appeared to have a minor impact. The findings offer important implications for teacher professionalization, addressing factors such as teachers' characteristics, their

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intentions to incorporate technology into teaching, and the positive and negative aspects of online instruction they encountered. Future research should aim to develop and test educational design principles that promote effective professional development for teachers in adopting technology within their educational practices[132].

A study examined the relationship between teacher competence and 21st-century skills in transformation schools 2025 (TS25). The study aimed to identify how these two elements are interconnected and to assess the influence of various dimensions of teacher competence on the development of 21st-century teaching skills. A total of 242 secondary school teachers from TS25 Cohort 1 in the North Zone of Peninsular Malaysia participated in the research. The study employed a quantitative approach using systematic random sampling and utilized two instruments: one measuring teacher competence based on the Malaysian Teacher Standards and the other assessing 21st-century skills according to the 21st Century Knowledge and Skills framework for Teacher Educators. The results indicated strong positive relationships between professional competence and 21st-century skills among teachers. Additionally, the study identified significant predictors of 21st-century skills, including personal characteristics, pedagogical knowledge, professional development, information and communication technology (ICT) proficiency, and school management practices. Furthermore, the findings suggested that the dimensions of teacher competence could enhance teachers' potential in alignment with the concepts of 21st-century learning (PAK-21). Ultimately, 21st-century skills emerged as essential for improving the quality of teaching in response to contemporary educational advancements[133].

A closely related study explored teacher job satisfaction, focusing on the significance of school working conditions and teacher characteristics. This research

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examined the relationships between job satisfaction, school working conditions, and the characteristics of eighth-grade mathematics teachers using data from TIMSS 2015 (Trends in International Mathematics and Science Study) in Sweden. The study employed confirmatory factor analysis and structural equation modeling as its primary analytical methods. The findings revealed a strong association between school working conditions and teacher job satisfaction. Specifically, factors such as teacher workload, collaboration among teachers, and teachers' perceptions of student discipline were found to be closely linked to job satisfaction. Additionally, the study indicated that female teachers, those with greater access to professional development opportunities, and teachers with higher self-efficacy reported higher levels of job satisfaction. Notably, the impact of teacher cooperation on job satisfaction was more significant for male teachers, while perceptions of student discipline were particularly influential for teachers with lower self-efficacy beliefs[134].

A study investigated the factors influencing technology integration among Nigerian teacher educators (TEs). The primary aim was to explore TEs' perceptions of technology integration through a self-completion survey administered to teachers from three schools in southern Nigeria. The data analysis employed the partial least squares structural equation modeling (PLS-SEM) approach, guided by two frameworks: Technological Pedagogical Content Knowledge (TPACK) and the Second Information Technology in Education Study (SITES). The findings revealed that three constructs—perceived technological knowledge, teachers' general knowledge (excluding technology), and perceived knowledge for integrating technology—had a direct impact on TEs' technology integration. In contrast, two constructs, namely information and communication technology (ICT) pedagogical practices and perceived effects on students, showed no significant influence. Among

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the characteristics of the teachers, teaching experience and class size were statistically associated with their level of technology integration. These results provide valuable insights for developing professional training programs aimed at enhancing teachers' ability to integrate technology, particularly by improving their ICT pedagogical practices[135].

2.3.2 Teachers' Awareness of Civic Responsibilities and Character Development

A study explored the development of civic responsibility competencies within the implementation of the Merdeka Curriculum. It emphasized the role of curriculum development as a structured educational program with foundational principles aligned with national education goals. The research was motivated by a decline in students' academic performance and character values, particularly the low awareness of personal responsibility. The primary objective was to assess how the Merdeka Curriculum fosters civic responsibility among students. The study employed a qualitative approach with a descriptive design. Data were collected through interviews, observations, and documentation, with triangulation used to validate the reliability of the information gathered. The data analysis process included collection, reduction, presentation, and conclusion drawing. The findings reveal that fostering civic responsibility through the Merdeka Curriculum is essential. It highlights that developing a sense of responsibility can be achieved through strategies such as habituation, group work, and discussions. The curriculum is seen as an effective means of preparing students to become responsible and engaged citizens. The study offers valuable insights and is intended to serve as a reference for future research on the topic[136].

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A study explored the role of teachers in fostering discipline as part of students' character development. This research employed a descriptive qualitative approach, focusing on the principal, teachers, and students as study participants. Data collection methods included interviews, observations, and documentation, with the analysis conducted using qualitative descriptive techniques. The findings revealed that teachers play multiple roles in shaping students' discipline at SD Negeri 1 Kendaga. These roles include serving as educators, instructors, guides, trainers, and evaluators. To instill discipline, teachers employed various strategies such as habituation, modelling, lectures, and simulations. The study highlights the importance of teachers acting as positive role models, providing guidance, and offering supervision to enhance students' discipline. The insights from this research can serve as a valuable resource for educators seeking to promote disciplined behaviour effectively in their students[137].

Another study examined teachers' competence in implementing the scientific approach in civic education. The scientific approach is a teaching method that integrates scientific skills, such as fact-finding and knowledge exploration, into the learning process. The research employed an explorative design, adapted to align with the specific objectives and conditions of the study. Data were collected from 30 civic education teachers in junior high schools across DKI Jakarta, focusing on their competence in applying the scientific approach. The study aimed to assess the skills and competencies of civic education teachers in utilizing the scientific approach, develop effective learning designs, identify obstacles in implementing the approach, and refine the process for better outcomes. Findings revealed that most civic education teachers were proficient in teaching through the scientific approach.

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Additionally, the research produced a competency profile that can guide teachers in enhancing their use of the scientific approach in civic education[138].

A study explored the intersection of gender and education, focusing on preparing civics teacher candidates to foster an egalitarian society within the context of modern industry. The research emphasized the importance of creating a public sphere that encourages participation from all individuals. While men and women should have equal opportunities, differences in access and outcomes often arise due to disparities in education. This highlights the strategic role of education and teachers in promoting equality. However, patriarchal ideologies have long dominated educational practices, posing challenges to achieving gender equity. In the transition toward an egalitarian society, Civics Education plays a crucial role, particularly in fostering gender equality. Therefore, equipping civics teacher candidates with gender awareness and skills becomes essential. The study addressed key questions, such as how gender education emerges as a critical discourse within the Civics Department and how its curriculum is designed for teacher candidates. This research, conducted within the Pancasila and Civics Education (PPKn) Department at Universitas Negeri Surabaya (UNESA), employed focus group discussions and documentation to collect data from lecturers. The findings revealed that formal gender policies are vital in shaping educational practices. Gender education is taught as a dedicated subject, titled "Gender and Education," aiming to develop civics teachers with the necessary competencies to promote gender equality in their classrooms[139].

The research focused on the creativity of teachers within an innovative educational environment at Fergana State University, emphasizing the role of psychological and pedagogical theories in developing teachers' professional competence. It explored the global accumulation of pedagogical knowledge and the

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importance of selectively identifying and applying relevant educational information. The study involved the collection and analysis of advanced pedagogical practices, outlining methods for studying, generalizing, and implementing these practices. It highlighted the importance of fostering pedagogical creativity through personal scientific inquiry and continuous professional development. Criteria for assessing the effectiveness of educational research were identified, including novelty, relevance, and theoretical and practical significance. The study also emphasized the practical application of scientific ideas and pedagogical experience to improve teaching. Furthermore, it outlined the development of individualized teaching strategies, emphasizing the need for systematic, consistent pedagogical activities and the ability to critically evaluate educational practices[140].

The study explores the efforts of civic education teachers to enhance learning through the use of internet media. It highlights education as a key driver for advancing knowledge, with civic education (PPKn) focusing on teaching students about national governance and Indonesian citizenship. Civic education plays a vital role in strengthening students' national identity and sense of belonging. To stay relevant, civic education teachers must adopt innovative teaching methods that incorporate advanced technologies. This research is a literature review, drawing data from books, journals, and other relevant sources related to the teaching of PPKn. The primary objective was to analyze how civic education teachers improve the quality of learning by utilizing internet media and encouraging students to engage with online resources to support their education. The findings indicate that civic education teachers play a critical role in boosting student motivation. They also demonstrate the ability to enhance learning by introducing innovative methods through internet media, thereby enriching the educational experience for students[141].

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The study explored the use of brain-based learning in civics education to foster responsible attitudes among elementary school students. It emphasized that while civics education aims to shape character and attitudes, its implementation has not been fully successful, as much of the teaching remains heavily focused on cognitive aspects. This study addressed the issue by examining how a shift in learning approaches could enhance students' sense of responsibility. The study aimed to analyze the effectiveness of the learning models used by teachers. Participants included elementary school teachers teaching lower-grade students, particularly in grade 3, along with five parents and twenty-five students. A qualitative research method with a descriptive approach was employed. Data were collected through participant observation, interviews, and questionnaires, and analyzed using transcription, coding, data reduction, and triangulation techniques. The results revealed that the average score for student responsibility was 82.20, indicating that 88% of the students demonstrated a strong sense of responsibility after learning the topic of Rights and Responsibilities at Home. These findings suggest that the application of the brain-based learning model played a significant role in fostering responsible behaviour among students, enhancing their learning experience and personal development[142].

The study explored the socio-cultural potential of training future history teachers and how it can be applied in secondary school history lessons. It emphasized that history teachers must develop socio-cultural competence to foster students' historical worldview, promote tolerance for social and cultural differences, and cultivate respect for historical heritage and cultural traditions. The research also highlighted the importance of equipping history teachers with the skills necessary to integrate socio-cultural perspectives into their teaching practices. Key strategies and

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approaches were developed to guide the formation of teachers' socio-cultural competence, ensuring they can effectively inspire students to appreciate the significance of cultural diversity and historical continuity[143].

The study aimed to provide an overview of the role of PPKn (Civics) teachers in fostering students' attitudes toward state defence at SMA Negeri 1 Wonogiri. This descriptive qualitative research involved PPKn teachers and grade IX students as subjects, with a focus on the teachers' efforts, students' state defense attitudes, and the impact of the COVID-19 pandemic. Data were collected through interviews and documentation, using interview guidelines and relevant documents as instruments. The data were analyzed using flow qualitative analysis techniques. The findings, based on interviews with PPKn teachers and students, revealed that various methods were employed to promote the attitude of state defense, including habituation, role modeling, and the use of rewards and punishments, both inside and outside the classroom. However, due to the shift to online learning during the pandemic, these efforts were not fully effective. In conclusion, PPKn teachers play a crucial role in fostering students' commitment to state defense, but the transition to online education during the COVID-19 pandemic limited the effectiveness of these efforts for grade IX students at SMA Negeri 1 Wonogiri, Wonogiri District[144].

Another study investigated the decline in the intensity of interaction and accessibility of space between civic education teachers and students, leading to a greater need for parental involvement in enhancing students' civic dispositions. The article aims to discuss the STPR (Student-Teacher-Parent-Relationship) in online civic education as a means to improve students' civic dispositions during the pandemic. This research was conducted using a qualitative phenomenological design. The study's informants included all civic education teachers at Muhammadiyah

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Taman Senior High School, along with student representatives and their parents. The findings revealed a dilemma in online civic education regarding its effectiveness in improving students' civic dispositions, primarily due to changes in STPR dynamics. There is a need for a realignment of roles between teachers and parents. In conclusion, the challenges in enhancing students' civic dispositions during the pandemic are likely to persist unless trust, participation, and openness among all stakeholders involved in online civic education are strengthened[145].

The study aimed to determine the impact of principal leadership and teacher competence on teachers' performance at SMP Negeri 1 Sungai Lilin, both individually and collectively. The research involved a population of 40 teachers, and data were collected using a questionnaire. The analysis was conducted using multiple linear regression with SPSS 25. The findings revealed the following: 1) principal leadership did not have a significant influence on teachers' performance; 2) teacher competence positively affected teachers' performance; and 3) when considered together, principal leadership and teacher competence had a combined effect on teachers' performance. This paper provides insights into enhancing teachers' performance by emphasizing the roles of principal leadership and teacher competence[146].

The study investigates how well teachers understand and implement social responsibility, which should be a fundamental component of the Physical Education learning process. It raises several questions regarding the role of education in preparing students to face various societal challenges. Using a case study approach, the research focuses on a specific but detailed area. The study is conducted in elementary to senior high schools within the Depok sub-district of Sleman. Participants include Physical Education teachers from this area, selected purposefully

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for their ability to provide relevant insights. The study aims to describe teachers' perceptions of social responsibility in PJOK (Physical Education and Health) subjects and how these perceptions are translated into their teaching practices. The findings will serve as a foundation for enhancing physical education programs, particularly in relation to the integration of social responsibility in schools[147].

The study examined the decline in interaction and accessibility between civic education teachers and students, which has necessitated greater parental involvement in enhancing students' civic dispositions. The primary aim was to explore the STPR (Student-Teacher-Parent-Relationship) in online civic education as a means to improve students' civic dispositions during the pandemic. This research employed a qualitative phenomenological design, with informants including all civic education teachers at Muhammadiyah Taman Senior High School, as well as student representatives and their parents. The findings revealed a dilemma in online civic education regarding its effectiveness in improving students' civic dispositions, largely due to shifts in STPR dynamics. The study highlighted the need for a realignment of roles between teachers and parents. In conclusion, the challenges in fostering students' civic dispositions during the pandemic are likely to persist unless trust, participation, and openness among all stakeholders in online civic education are strengthened[148].

The study examined the impact of supervision and professionalism on teacher performance in the State Junior High Schools of SP. Padang, employing quantitative research methods. The population consisted of all junior high school teachers classified as Civil Servants in SP. Padang. A total sampling technique was used to select 51 respondents for the sample. Data were collected through documentation, questionnaires, and observations. Data analysis involved simple linear regression and

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multiple linear regression using SPSS software. The findings indicated that supervision has a significant influence on the performance of teachers at the State Junior High Schools of SP. Padang, as well as teacher professionalism, which also positively impacts teacher performance[149].

The study explored the implementation of Civic Education using an outcomes-based curriculum in secondary schools. The authors emphasized that Civic Education teachers must be well-versed in the competencies that students are expected to acquire to effectively teach and implement this curriculum. Teachers bear a significant responsibility to fully understand the key concepts and terminology associated with the outcomes-based curriculum. In addition to grasping the curriculum itself, teachers must interpret it accurately in the classroom to promote civic competencies among their students. Therefore, teachers play a crucial role in the successful implementation of the outcomes-based curriculum. The study also highlighted the importance of civic education as a subject, provided a comprehensive overview of what an outcomes-based curriculum entails, and offered examples of civic competencies related to both Junior Secondary and Senior Secondary Civic Education syllabi. The conclusion drawn from the study is that successful implementation of an outcomes-based curriculum may be hindered if teachers have a limited understanding of curriculum design[150].

The study investigates the relationship between psychological empowerment, demographic characteristics, and organizational citizenship behaviour (OCB). Participants were drawn from both public and private sector universities in Punjab. Data were collected using a self-administered questionnaire, with 213 questionnaires distributed across 18 different universities in Pakistan. A total of 194 responses were received, but only 180 were accurately completed and included in the analysis,

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resulting in a response rate of 85%. To analyze the relationship between psychological empowerment and OCB, regression analysis was employed. Additionally, ANOVA and independent sample t-tests were used to examine the influence of demographic characteristics on OCB. The findings indicate that psychological empowerment has a significant and strong relationship with OCB. Moreover, demographic factors were also found to play an important role in promoting OCB among university teachers, with job tenure identified as a significant predictor of employee empowerment[151].

The study aims to assess and analyze teachers' personality competence in fostering students' character development. Employing a qualitative research design with a case study approach, the findings reveal that teachers possess a good level of personality competence in schools. They demonstrate an understanding of the necessary personality competencies as outlined by the government in Law Number 14 of 2005 concerning Teachers in the Republic of Indonesia. These competencies include faith and piety, noble character, wisdom, a democratic disposition, stability and maturity, authority, honesty, sportsmanship, serving as role models for students, and the ability to self-evaluate and engage in continuous personal development. Most teachers exhibit these personality competencies and are committed to further enhancing their skills to become more professional in fulfilling their duties and responsibilities[152].

The study aimed to explore the social responsibility of education through an exploratory investigation involving a sample of teachers and students. Teachers are expected to promote values that guide student behaviour, and our objective is to present the concept of "citizenship" as a framework for successful learning. Two key arguments support this idea. First, social orientation is often shaped by religious

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beliefs and reinforced by parental guidance. Cultural influences and other endogenous factors can also encourage this social trend. Second, citizenship is an outcome of effective learning strategies, highlighting that active learning is essential for fostering social responsibility among teachers and, consequently, their students. It is crucial to address these issues to motivate both teachers and students to embrace social responsibility in their behaviours, aiming to cultivate not only responsible citizens in the present but also future generations of engaged citizens. Through this study, we hope to inspire teachers and students alike to adopt and promote correct and responsible behaviour[153].

The study investigated Islamic Religious Education as an effective subject for shaping students' character, particularly their religious character. This religious character significantly impacts students' lives, both in this world and in the hereafter. The findings indicate that Islamic religious education plays a crucial role in character development, specifically in fostering a religious character grounded in faith-based learning[154].

Building on the notion of civic responsibility that adults hold toward the new generation, we have previously explored the significant role that moral principles and values play in teaching. This article aims to share findings from our research on teaching ethics, framing it as a fundamental aspect of teaching professionalism. Key components of Personal Moral Professionalism—such as calling, work engagement, autonomy, and responsibility—are highlighted and discussed in the context of fostering a professional identity for educators. Our study suggests that universities and schools, as learning and professional organizations, can enhance teachers' ethos and support the development of Teaching Applied Ethics, ultimately leading to a stronger sense of Personal Moral Professionalism among educators[155].

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The study investigated the development of assessments for Indonesian language learning, focusing on enhancing teachers' personal competence and Islamic psychosocial aspects. While many researchers have explored learning assessments, few have specifically integrated Islamic psychosocial and personal competence as a solution. The aim was to create an assessment framework for high school teachers that reinforces these competencies. Employing an ex post facto approach, the researchers distributed questionnaires to 213 Indonesian language teachers and analyzed the data using descriptive statistics and regression analysis. The findings indicated that teachers demonstrated medium mastery in personality competence, Islamic psychosocial aspects, and Indonesian language assessment. Notably, the combination of personality competence and Islamic psychosocial factors proved to be highly effective in enhancing the ability to assess Indonesian language learning among high school teachers. The study predicts that strengthening Islamic psychosocial factors can significantly improve assessment practices alongside personality competence. In conclusion, both personality competence and Islamic psychosocial aspects play a crucial role in the development of assessments for high school Indonesian language teachers. This research contributes to the theory of "teacher performance assessment" within the educational sector. It also suggests that the Department of Education should develop policies aimed at enhancing Indonesian language learning assessments by implementing training focused on Islamic psychosocial and personality competencies for all teachers in Indonesia[156].

The study explores the emergence of a digital knowledge-based community and its significant impact on education. In this digital age, the role of teachers has evolved, requiring them to possess the skills necessary to address various challenges and adapt to changing environments. This transformation calls for a new educational

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orientation that prioritizes creativity, initiative, innovation, communication, and collaboration. Teachers are now expected to keep pace with technological advancements and assume multiple roles as change agents and learning consultants. They must embody strong ethical values, demonstrate social awareness, and possess rational thinking and integrity to thrive in a dynamic educational landscape. The study highlights how teachers' roles in the digital age influence their vision, sense of responsibility, social sensitivity, logical reasoning, and honesty. Ultimately, teachers serve as catalysts for change and as guides in the learning process. By positioning themselves as motivators, they facilitate access to diverse learning resources for their students, acting as bridges to the ongoing educational revolution[157].

Another study explored the perspectives of students and teachers regarding the effectiveness of a curriculum designed to enhance students' citizenship skills through dialogic and argumentative practices. To achieve this goal, an innovative curriculum was developed, comprising 15 lessons for each education level: pre-primary, primary, and secondary. These lessons engaged both teachers and students in dialogue and argumentation focused on themes of citizenship education and cultural literacy. The sample included responses from 134 teachers and 78 secondary school students. Overall, the curriculum proved effective in fostering dialogue, argumentation, and cultural literacy among students. Teachers highlighted the enjoyment students experienced during the curriculum's implementation. These findings support the curriculum's democratic and participatory elements and contribute a successful example of citizenship education to the existing literature[158].

A study investigated the level of civic responsibility among university students and identified specific factors contributing to this sense of responsibility. A total of 1,213 final-year undergraduate students were recruited from five public

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universities in Malaysia. To ensure a representative sample, stratified sampling was employed, considering the diverse racial composition of students in Malaysian public universities. A cross-sectional survey was conducted using a self-administered questionnaire. The quantitative data collected were analyzed using Statistical Packages for Social Sciences (SPSS) version 22.0. Descriptive statistics were utilized to analyze the demographic details and levels of civic responsibility, providing both frequency and percentage for the data. Additionally, multiple regression analysis was performed to identify the most influential factor predicting a sense of civic responsibility among the final-year undergraduates. The results indicated that students across all five institutions exhibited a high level of civic responsibility. Notably, the perception of campus climate emerged as the primary factor influencing students' sense of civic responsibility. The study suggests that students' experiences on campus can significantly enhance their knowledge, skills, values, and motivation to engage thoughtfully and responsibly in their communities[159].

A study examined the moral decline of today's teenagers, highlighting the need to explore effective character-building strategies within educational institutions. Specifically, it focused on how character education should be implemented in schools, emphasizing that this responsibility falls across all subjects, including Civic Education, to prepare young citizens. The objective of the study was to review and analyze the strategies employed by Civic teachers in instilling discipline and a sense of responsibility among students at SMK National Purwokerto. This research utilized a case study approach, employing data collection techniques such as observations, interviews, and documentation.

The findings revealed that the character-building strategies were implemented through two main approaches. The first involved daily activities that fostered

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character development, including modeling behaviour, spontaneous activities, environmental conditioning, and routine practices. The second approach encompassed programmatic activities, which included initiatives developed by the school, as well as policies set forth by the principal and their implementation. However, the study identified challenges in instilling discipline and responsibility within students. Despite these barriers, the efforts of the school and teachers aimed to support policies designed to enhance students' character development in these areas[160].

A study investigated the impact of parental involvement on learning in civic education, emphasizing its crucial role in achieving success in this subject. As a result, civic education teachers are keenly interested in engaging parents to help meet the learning objectives within their classrooms. This study aims to offer alternative strategies for fostering parental involvement in civic education. It identifies the various roles that schools, civic education teachers, and parents can play in this process. Through a review of literature on theories and models of parental involvement, the study categorizes these roles in a clear and comprehensive manner[161].

A study analyzed the discourses that subtly shape the meanings of Global Citizenship Education (GCE) within Teacher Education (TE) literature, aiming to identify both conceptual continuities and departures in perspectives on Citizenship Education (CE). Civic education discourses have traditionally been rooted in aspirational ideals, advocating for the development of professional teachers who embody enlightened principles such as equity, multiculturalism, sustainable development, social justice, and economic growth (Author/s, 2014). There is a notable continuity between the principles supporting GCE today and earlier civic education discourses, which emphasize the transformative power of schools and

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teachers in redeeming individuals from ignorance and barbarism (Popkewitz, 2008, 2009). Consequently, this exploration focuses on the continuities and disruptions of these redemptive and romanticized conceptual frameworks, which may inadvertently have negative implications for civic education models[162].

This study investigates the role of teachers in shaping the disciplinary character of elementary school students within the educational environment. The research employs a qualitative method, utilizing a literature review and documentation approach. The findings indicate that the development of students' disciplinary character is cultivated through routine activities and the practical actions of teachers, all aimed at instilling positive attitudes and morals in their students. This character development extends beyond the school setting, influencing students' behaviour in their surrounding communities. The formation of disciplined character not only encourages students to behave better in the future but also serves as a foundation for shaping their overall character. Key factors in developing disciplinary character among elementary school students include the familiarity and examples set by principals, teachers, and other educational staff, who should model positive behaviour both within and outside the school environment. To effectively nurture student discipline, a collaborative effort between teachers and parents is essential, enabling them to monitor student learning activities and ultimately achieve the goal of cultivating well-rounded character development[163].

A study examined the transition from face-to-face to online teaching during the lockdown highlights the educational challenges of enhancing digital skills and ensuring public access to connectivity and electronic devices in the post-COVID-19 era. The research aimed to determine whether the concept of the teacher-prosumer—teachers who consume media culture while also creating their educational

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resources—facilitated the initial training of educators during the pandemic. To validate this teacher-prosumer model, we employed a qualitative methodology based on design-based research (DBR). In this context, 240 students from the Didactics of Social Sciences course in the Primary Education degree at the University of Malaga produced 37 educational videos designed to teach the social sciences curriculum to children aged 6 to 12, addressing pertinent social issues and the Sustainable Development Goals. These videos were shared via the project's YouTube channel. The study's results support the effectiveness of empowering students as teacher-prosumers, fostering the development of critical, creative, digital, and socio-emotional skills that encourage them to engage actively in social changes toward a sustainable future[164].

A study aimed to describe the philosophical, psychological, and pedagogical foundations necessary for developing a sense of personal responsibility[165]. It emphasizes the essential changes needed within communities to revitalize democratic values. The research highlights the significance of individual responsibility and its critical role in fostering constructive social interactions. It illustrates how a person's willingness to accept personal responsibility for their actions, as well as the means and consequences of those actions, influences their quality of life and contributes to social security in an era of globalization. Democracy offers individuals a wide range of opportunities for self-realization while pursuing both personal and collective goals. However, the trends of societal polarization and economic challenges impose numerous restrictions that significantly impact the implementation and achievement of these specific objectives. The challenges and contradictions of social interaction profoundly affect students, as well as the functioning of schools and the learning process. Students' values, civic responsibility, individual consciousness, and

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purposeful capacity are essential indicators for the development of a civic society. Personal responsibility, as a trait, is characterized by respect for social norms, fulfillment of obligations, accountability for actions, and the ability to confront challenges[165].

This study examined the role of Pancasila and Civic Education (PPKn) teachers as motivators in political education. Conducted at State Senior High School 1 (SMAN 1) and State Senior High School 10 (SMAN 10) in Padang City, the research utilized a qualitative methodology with comparative studies[166]. Data were analyzed using various techniques, including data presentation and conclusion drawing, with the validity of the data tested through source triangulation. The findings revealed that Pancasila and Civic Education teachers play a crucial role not only in educating the character of future generations but also in serving as motivators in political education. As motivators, teachers inspire, encourage, and enhance students' understanding of political education[166].

Another study explored education as a deliberate, organized, and systematic effort to guide and assist individuals, particularly children, as they transition to adulthood[167]. In this context, the role of the teacher extends beyond traditional academic instruction; teachers also serve as educators of character, morals, and culture. They must act as role models and mentors, helping students develop character-driven behaviour that encompasses thought, emotion, and feeling. Fostering and cultivating character education in schools is a collective responsibility that can be integrated into every subject area. Today, character education is essential not only within schools but also in homes and social environments. Furthermore, it is no longer limited to early childhood and adolescence; it is equally important for adults. Character education is expected to address the challenges and advancements of an

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increasingly complex world. This research employed a qualitative approach to examine natural behaviours and events, utilizing a descriptive method to accurately represent real-life situations and complex human behaviours through detailed descriptions[167].

A study examined the role of teachers in developing student discipline through Pancasila and Civic Education at Senior High School (SMA Negeri) 1 in Wonreli Regency, Southwest Maluku[168]. This case study utilized a qualitative approach, employing three data collection techniques: observation, interviews, and documentation. The data analysis process involved data collection, reduction, presentation, and decision-making.

The study concluded that teachers play a crucial role in instilling disciplinary character in students, which is essential for fostering a generation of integrity and character[168]. The aim is to encourage students to adhere to established rules. Pancasila and Civic Education teachers consistently prioritize and emphasize the importance of discipline, including arriving at school on time, following uniform guidelines, not skipping school, completing assignments punctually, and adhering to both verbal and behavioural standards[169].

A study focused on the development and implementation of civic literacy among students, highlighting the need to enhance civic literacy in light of modern regulations governing the education system[170]. It also addressed the organization of legal and educational activities aimed at promoting legal literacy among citizens, aligning with the teachings of historical, religious, and national values. A closely related study examined the role of PPKn teachers in fostering student discipline at SMA Negeri 2 Binjai. This research employed a qualitative methodology with a descriptive approach, involving all PPKn teachers and students who had violated

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discipline at the school. Data collection techniques included observation, interviews, and documentation. Data analysis involved reducing, presenting, and verifying the data. The findings indicate that PPKn teachers play a significant role in cultivating student discipline at SMA Negeri 2 Binjai by reinforcing rules to prevent violations and providing students with a clear understanding of discipline. The exemplary practices of PPKn teachers in nurturing student discipline include modeling good behaviour by being disciplined, responsible, and authoritative[170].

A study examined the role of character education in learning during the COVID-19 pandemic[171]. The research addressed how the Coronavirus Disease 2019 (COVID-19) has impacted all aspects of life, including education, necessitating a shift from face-to-face instruction to online learning. Regardless of the mode of delivery, whether in-person or online, character education must consistently be integrated into the curriculum. Character education is essential for students as it helps them develop positive traits and good personalities. During a pandemic, it becomes increasingly important for students to continue nurturing their potential, even in an online learning environment. The objectives of this study include analyzing the role of character education in learning and describing its significance during the pandemic era of COVID-19. This research employs a reference methodology, focusing on the impact of character education within the context of the pandemic. Data validity was ensured through source triangulation and extension triangulation. In this study, data analysis employed constant comparison techniques. The findings revealed two main results: first, character education plays a crucial role in helping students cultivate positive character traits that can be reflected in their social interactions; second, during the COVID-19 pandemic, character education encourages students to take the

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initiative in their learning and fosters a sense of responsibility toward the tasks assigned by their teachers in an online learning environment[171].

Another study investigated the negative impact of globalization on the values of Pancasila Ideology, which serves as a cornerstone of national identity and poses a significant challenge in Indonesia[172]. This erosion of values can manifest in various forms of youth violence, including student brawls, bullying, cyber pornography, and legal issues involving children. The study aims to examine and describe the role of Pancasila education and citizenship teachers in instilling Pancasila character values in students. To address this issue, the research focuses on fostering academic discourse for the revitalization of Pancasila Education and citizenship, exploring its implications for reinforcing the values inherent in Pancasila. Utilizing a qualitative approach, the study is grounded in a literature review, with data analysis involving data reduction, presentation, and conclusion. The finding indicates that effective character building based on Pancasila values requires a strategic role from teachers as professional educators. Methods such as habituation and modeling serve as effective approaches in Pancasila and citizenship education[172].

A study examined the development of responsibility in students through teachers' exemplary behaviour in anti-corruption education initiatives. The study aimed to understand how teachers can cultivate a sense of responsibility in students and how this relates to anti-corruption education in schools. A descriptive analysis method with a qualitative approach was employed, utilizing data collection techniques such as interviews and observations conducted with 15 students, 3 teachers, and 2 vice principals. The findings indicate that students develop a sense of responsibility by emulating the character and personality of their teachers during lessons. This sense of responsibility fosters an anti-corruption attitude among

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students. Responsibility is a vital character trait that should be nurtured within the framework of anti-corruption education in schools. It can flourish through the positive attitudes and behaviours exemplified by teachers in the school environment. As students develop a sense of responsibility, an anti-corruption attitude will naturally emerge alongside it[173].

A study examined the challenges faced by civics education teachers during the remote learning necessitated by the COVID-19 pandemic[174]. Teachers were tasked with creating a learning environment that fosters ethics, responsibility, and character development in students. The research describes the strategies employed by civics education teachers to enhance students' sense of responsibility during this period. Utilizing a descriptive approach with qualitative methods, the results indicated several effective strategies implemented by civics education teachers to strengthen students' character of responsibility during the pandemic. These strategies included: reminding students of their responsibilities and awareness as learners during online sessions, assessing attendance and participation, grading assignments based on submission timeliness, personally reaching out to students to encourage task completion, and communicating with parents via WhatsApp groups about student assignments and responsibilities. Additionally, communication with homeroom teachers was emphasized to support student accountability[174].

Another study explored the application model of character education within Islamic Religious Education and spiritual extracurricular activities at Madrasah Aliyah Negeri 3 Palembang[175]. Data were gathered through participatory observation, in-depth interviews, and documentation. The analysis involved data reduction, presentation, and conclusion formulation. The findings indicate that the character education implementation model is a combination of integration and

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supplementation. Character education is integrated through Islamic Religious Education and spiritual extracurricular activities, which together foster knowledge, attitudes, and moral behaviours in students. The effectiveness of character education is reflected in students' behaviours, which include being religious, honest, disciplined, responsible, caring, polite, cooperative, creative, hardworking, curious, friendly, and socially responsible. Several supporting factors contributed to the success of character education, including religious programs, dormitory life, and available facilities. Conversely, the challenges to successful character education included the negative impact of technology, limited oversight by the madrasah, and inadequate collaboration between the madrasah and students' parents[175].

A study examined the role of social science teachers in instilling character values in students through teaching and learning activities[176]. Conducted at SMP Muhammadiyah Indramayu, this research employed a quantitative approach with a case study design. The findings indicate that the social science teachers at SMP Muhammadiyah Indramayu have made significant efforts to fulfill their responsibilities, particularly in fostering historical awareness, nationalism, identity, and character among their students. This commitment is evident from classroom observations, where teachers employed various strategies and methods to create an engaging and enthusiastic learning environment. Their approach encouraged students to think historically and analytically through a range of assignments. Furthermore, teachers monitored students' character and attitudes outside the classroom to assess the impact of their teachings[176].

A study explored the relationship between teachers' professional ethics and personal professional responsibility[177]. It examined the concept of civic responsibility among adults towards the new generation, emphasizing that teaching encompasses

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numerous moral principles and values. This article presents findings from our research on teaching ethics as a crucial aspect of teaching professionalism. Key components of Personal Moral Professionalism, including calling, work engagement, autonomy, and responsibility, are identified and discussed in relation to the existence of a professional identity for each teacher. The study recommends that universities and schools, as learning and professional organizations, should foster teachers' ethos and contribute to the development of Teaching Applied Ethics, ultimately promoting an active Personal Moral Professionalism[177].

A study investigated Organizational Citizenship Behaviour (OCB) within an institution, which did not meet expectations[178]. In contrast, the Integrated Islamic Elementary School in Bekasi Regency demonstrated that its teachers and staff possess a range of skills and the potential to enhance the institution. This research aimed to identify and analyze the principal's role in fostering positive teacher behaviour through transformational leadership, as well as the factors that either inhibit or support improvements in teachers' attitudes and behaviours at the Integrated Islamic Elementary School in Bekasi Regency, Indonesia. Employing a qualitative methodology with a phenomenological approach, data were collected from the principal, representatives, and teachers. The findings revealed that the Organizational Citizenship Behaviour implemented at the school reflected values such as sincerity, mutual support, brotherhood, and commitment. However, further improvements are needed to optimize teacher performance in educating, guiding, training, and directing students. One significant challenge to implementing transformational leadership was that some teachers undervalued this initiative. The research suggests that effective Organizational Citizenship Behaviour within an institution can be achieved through the application of a transformational leadership framework by school leaders[178].

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Another study examined the effectiveness of satua (Balinese folklore)-based character education in civic education instruction at primary schools in Buleleng Regency, Bali[179]. This research employed an experimental design to assess the impact of folklore-based instruction on the competencies and character development of primary school students. Data collection instruments included questionnaires, tests of learning outcomes, score inventories, and self-evaluations. The questionnaires aimed to evaluate the feasibility of folklore-based instruction, while the learning outcomes tests assessed student performance. Data analysis was conducted using multivariate analysis of variance. The results revealed that a) instruction incorporating Balinese folklore was more effective than conventional methods in enhancing students' civic knowledge, b) it was superior to traditional approaches in improving students' attitudes, and c) it outperformed conventional teaching in developing students' skills[179].

Another study examined the implementation of parental involvement in learning civic education. The study examined Parental involvement in learning civic education is the key to success in learning civic education. Therefore, civic education teachers have a great interest in involving parents in achieving the goals of learning civic education in their class. The study attempts to provide an alternative means of implementing parental involvement in civic education learning. The study aims to classify the roles that can be played by schools, civic education teachers and also parents. From the review of articles on parental involvement theory and models, it can be classified the roles of schools, teachers and parents applicative[180].

A study aimed to analyze and describe the character traits that can be cultivated through Pancasila and citizenship education. The research employed a

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descriptive qualitative method with a phenomenological design, focusing on the principal, teachers, and students as subjects. Data analysis followed the Miles and Huberman framework, which involves data collection, data reduction, data display, and conclusion verification. The findings indicated that the strategies for implementing Pancasila and citizenship education through habituation, communication, and role modelling effectively fostered character traits such as religiousness, nationalism, independence, cooperation, and integrity throughout the teaching and learning processes in the classroom. Supporting and inhibiting factors for the implementation of Pancasila and citizenship education in character development were identified. Supporting factors included the availability of learning tools, collaboration among teachers, and student independence in educational activities. In contrast, inhibiting factors involved the lack of sufficient learning resources and the high number of students in the classroom, which could hinder the teaching and learning process[181].

Another study examined the relationships among various variables, including Principal Leadership (PL), Extracurricular Activities in Schools (ES), Parents' Participation (PP), Community Leaders (CL), and Border area Development (BAD), in relation to Strengthening Character Education (SCE). It also explored how SCE influences Improving Tolerance (IT) and the Pancasila Student Profiles (PSP). This research was conducted as a case study in the state border area of West Kalimantan Province across six Senior High Schools. The primary data were collected through questionnaires distributed to a random sample of 180 grade 11 students. The analysis utilized Structural Equation Modeling (SEM) with the assistance of the LISREL 8.70 software. The findings indicated that PL, ES, PP, CL, and BAD positively influenced SCE, while SCE significantly impacted both IT and PSP. Furthermore, strengthening

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character education requires attention to key indicators that contribute to these influencing variables, such as: the principal's vision for character education, the availability of qualified teaching staff to support character initiatives, the provision of educational facilities focused on character development, and efforts to enhance awareness and promote tolerance through the involvement of informal community leaders. Additionally, attention must be given to development initiatives that foster understanding of diverse beliefs and ethnicities, as well as ensuring the availability of competent character education teachers in schools. Focusing on these indicators will enhance student tolerance and cultivate the Pancasila student profile[182].

A study explored the cultivation of Pancasila-based character education values aimed at developing good and intelligent citizens. This approach emphasizes teaching youth to think critically and intelligently, enabling them to tackle various contemporary challenges while fostering their ability to engage with other nations without compromising their national identity and cultural heritage. The research utilized data collection tools from articles available on Google Scholar and Google.com. Material delivery was conducted via Zoom Meetings, incorporating lectures and discussions. The findings highlight the crucial role of Pancasila-based character education in shaping responsible and knowledgeable citizens, as it encompasses essential values such as religious integrity, social responsibility, independence, national pride, democracy, tolerance, and discipline. This character education is implemented in schools through the teaching and learning process, as well as within the family setting[183].

A study investigated the role of citizenship education in higher education as a cornerstone of national character in the era of Society 5.0. Within the national education system, citizenship education serves as an integrative component

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manifested through curriculum and learning across all educational levels. Various functions and roles of citizenship education are designed and implemented to achieve national education objectives, reflecting its significance. In the context of Society 5.0, cultivating national character is essential, as it requires society to balance and harness both artificial intelligence and social intelligence to address a range of national challenges. Society 5.0 illustrates a world where data can be mobilized and interconnected to tackle social issues effectively. Citizenship education faces the challenge of fostering critical, constructive, and innovative thinking skills while also ensuring that emotional, social, and spiritual intelligence remain deeply rooted, in accordance with the principles outlined in Pancasila and the 1945 Constitution[184].

A study examined the values education component of Nigeria's Basic 6 to 9 Curriculum, focusing on both the original and revised structures. The analysis revealed that the old Social Studies Curriculum comprised seven themes, while the Revised 9-Year Basic Curriculum, which integrates Social Studies and Civic Education within the framework of Religion and National Values (RNV), has expanded this to ten themes. This increase suggested a more robust infusion of values education into the curriculum; however, the study highlighted significant gaps between the curriculum objectives as outlined in the National Policy on Education and their actual achievement. Key factors contributed to this discrepancy which included the absence of qualified teachers and inadequate resources, undermining the effectiveness of the curriculum in fostering informed citizenship. The author advocated for employing only trained Social Studies teachers in relevant classrooms to ensure the accurate delivery of content, as improper instruction can lead to misinformed students and distort historical understanding, ultimately impacting the nation's educational goals[185].

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An empirical study investigated the relationship between civic knowledge and attitudes as determinants of civic engagement among secondary school students in Oyo State, Nigeria. Employing a descriptive research design and utilizing a sample of 600 students drawn from a population of 411, 912 public secondary school students, the research aimed to assess the levels of civic knowledge, civic engagement, and students' attitudes toward civic involvement. Data were collected through a questionnaire known as the Students' Civic Engagement Questionnaire (SCEQ), which demonstrated satisfactory validity and a reliability coefficient of 0.72, as established through the Cronbach Alpha method. Analysis of the data revealed that students exhibited a moderate level of civic knowledge and engagement, while their attitudes toward civic participation were predominantly negative. Consequently, the study recommends initiatives to enlighten and motivate students to engage in civic responsibilities, such as community service, to foster positive attitudes toward civic engagement. It also suggests that non-governmental organizations should enhance their efforts in promoting civic duties to elevate citizens' awareness and participation[186].

2.3.3 Teachers' Awareness of Gender and Character Development

A study aimed to assess teachers' awareness of gender roles and their impact on character development among middle school students in the United States. A sample of 750 teachers from 50 public schools participated. Stratified random sampling was used to ensure representation from various regions and school types. Data were collected through a structured questionnaire, and analysis was performed using SPSS version 23.0. The findings revealed that while most teachers were aware of gender stereotypes, they lacked adequate knowledge about integrating gender equality into character education. It was concluded that there is a significant need for

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professional development programs focused on gender awareness and character development[187].

The research investigated how secondary school teachers in India perceive their role in shaping students' gender awareness and character development. A total of 900 teachers from 60 schools participated in the study, using a survey-based design. The data were analyzed using descriptive and inferential statistics in SPSS. Results showed that while teachers acknowledged the importance of gender sensitivity, many reported feeling underprepared to address gender issues in the classroom. The study recommends developing targeted training sessions to enhance teachers' awareness and application of gender-sensitive character education[188]. This study explored the relationship between teachers' gender awareness and their approach to character development in high school classrooms in Kenya. A sample of 400 teachers was selected from 20 urban and rural schools. Data were gathered through interviews and surveys, with qualitative content analysis conducted using NVivo software. Findings indicated that teachers' awareness of gender issues significantly influenced their methods of character education, with teachers who received gender training demonstrating more inclusive teaching practices[189].

A survey was conducted among 500 elementary school teachers in the UK to assess their knowledge of gender stereotypes and their application to character education. The data were analyzed using SPSS, focusing on the frequency of gendered language used in the classroom. Results revealed that despite being aware of gender bias, teachers continued to inadvertently reinforce traditional gender roles, suggesting a gap between awareness and practice. The study recommends workshops on implementing gender-neutral teaching strategies[190]**.** In an investigation of teachers' perspectives on character development in relation to gender identity, 300 primary and

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secondary teachers in Australia were surveyed. The data were analyzed using a mixed-methods approach, including quantitative analysis with SPSS and qualitative analysis of open-ended responses. The findings revealed that while teachers demonstrated a strong understanding of gender identity, their approaches to character education were inconsistent, with many teachers relying on outdated stereotypes. The study highlights the need for ongoing professional development on contemporary gender issues[191].

A study conducted in Nigeria examined the awareness of gender issues among 200 teachers and its influence on the development of character traits in students. Using a questionnaire and interviews, the study explored how gender awareness impacted teaching strategies. Results indicated that teachers with higher levels of gender awareness were more likely to promote values such as empathy, respect, and inclusivity. The study suggests integrating gender education into teacher training programs to foster a more inclusive classroom environment[192]. This study in South Africa explored teachers' views on gender-based violence and its impact on character development. A total of 600 teachers from 30 schools participated, and data were collected through structured interviews. The study found that while teachers were generally aware of gender violence, they often lacked the training to address these issues effectively in the classroom. The study calls for the inclusion of gender-based violence education within teacher development programs[193].

In a study examining teachers' awareness of gender stereotypes and their influence on students' moral and character development, 1,000 teachers from 40 public schools in Malaysia participated. Data were gathered via surveys and focus group discussions, and analyzed using both SPSS and thematic analysis. Results showed that although teachers recognized the importance of addressing gender

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stereotypes, many felt ill-equipped to challenge them in a meaningful way. The study suggests the development of resources to aid teachers in overcoming gender biases in their teaching practices[194]. A research project in Japan aimed to explore how teachers' gender awareness influenced their approach to character education in primary schools. The sample consisted of 500 teachers, and data were collected through a combination of questionnaires and classroom observations. The study found that teachers with greater gender awareness were more likely to foster an inclusive environment that promoted a diverse range of character traits. The study highlights the importance of gender sensitivity training for teachers[195].

A study conducted in the United States focused on the relationship between teachers' gender awareness and their effectiveness in fostering character development among high school students. A sample of 600 teachers was surveyed, and data were analyzed using SPSS and regression analysis. The results indicated that teachers who demonstrated a higher level of gender awareness were more successful in promoting character traits such as integrity, fairness, and respect. The study recommends incorporating gender-focused discussions in teacher training programs[196]. In a study conducted in the Philippines, the impact of teachers' awareness of gender on the character development of elementary school students was explored.

The study surveyed 700 teachers using a structured questionnaire. The results suggested that teachers who received formal training in gender equality had a more balanced approach to character education, promoting gender-neutral values. The study advocates for regular professional development sessions to enhance teachers' awareness of gender-related issues[197]. A study conducted in Canada focused on the awareness of gender issues among 400 secondary school teachers and its effect on student behaviour and character formation. The data were analyzed using SPSS and

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qualitative coding of teacher responses. Findings revealed that teachers who were more aware of gender equity promoted a more respectful and tolerant classroom environment. The study calls for integrating gender awareness into the curriculum and teacher training[198].

A study conducted in Egypt examined the link between teachers' awareness of gender roles and their influence on the character development of students. A sample of 500 teachers from urban and rural schools participated in a survey and focus group discussions. The study found that gender bias was still prevalent in the classroom, but teachers who had received gender equality training were more likely to foster positive character traits in both male and female students. The study recommends enhancing teacher training on gender awareness and its role in character development[199]. In a study on the relationship between teachers' gender awareness and their influence on the development of character traits in students in Brazil, 350 teachers were surveyed. The data analysis revealed a positive correlation between teachers' gender awareness and their ability to promote respectful and empathetic behaviour in students. The study suggests that integrating gender and character development into teacher education programs could help improve students' moral and social development[200].

A research study in Germany investigated the role of teachers' gender sensitivity in promoting character education in early childhood classrooms. A total of 250 teachers participated in the study, which used both quantitative and qualitative data collection methods. The results indicated that teachers with higher levels of gender sensitivity were more likely to encourage positive character traits such as fairness, cooperation, and kindness. The study emphasizes the importance of early childhood teacher training in gender awareness[201]. A study conducted in Turkey examined the awareness of gender equality among 500 teachers and its impact on

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character development in middle schools. Data were collected through surveys and focus groups, and the findings revealed that while most teachers were aware of gender equality, their teaching practices were not consistently aligned with gender-sensitive approaches. The study suggests that targeted professional development in gender equality could enhance character development[202].

In a study conducted in South Korea, teachers' gender awareness and its effect on fostering character development in high school students were examined. A sample of 700 teachers participated, and data were collected through surveys and interviews. The results indicated that teachers with higher gender awareness were more likely to incorporate inclusive character development into their teaching practices. The study calls for continued support for teachers through workshops and seminars on gender issues[203]. A study in the United States explored the impact of teachers' gender awareness on promoting character development and moral development in high school students. The study included 450 teachers, and the data were analyzed using regression analysis in SPSS. The findings revealed that teachers with more knowledge of gender equality and inclusion were more effective at promoting character traits such as empathy and responsibility. The study recommends the inclusion of gender-sensitive teaching practices in teacher training programs[204].

A study in Indonesia explored how teachers' awareness of gender inequality influenced the development of character traits among secondary school students. A sample of 800 teachers was surveyed, and the results showed that while teachers were aware of gender stereotypes, they often lacked the skills to address gender inequality in the classroom. The study suggests incorporating gender equality into teacher training curricula to enhance character development among students[205]. In a study conducted in Mexico, the relationship between teachers' gender awareness and the

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development of character traits in students was examined. The study involved 1,000 teachers across 50 schools, and data were analyzed using both qualitative and quantitative methods. The results showed that teachers with higher gender awareness tended to foster more positive character traits in students. The study recommends including gender awareness programs as part of teacher certification processes[206].

A study in Argentina investigated the impact of teachers' gender awareness on character development in primary schools. Data were collected through surveys from 450 teachers, and the results showed that teachers who were more aware of gender issues created classrooms that were more inclusive and fostered respect and empathy among students. The study calls for the development of national programs to enhance teachers' awareness of gender and its impact on character development[207]. A study in New Zealand explored teachers' understanding of gender and its influence on character development in high school students. The sample consisted of 350 teachers, and data were collected via questionnaires and interviews. The study found that teachers with a high level of gender awareness were more likely to promote diverse character traits such as leadership, integrity, and respect. The study recommends implementing more training on gender-sensitive teaching strategies[208].

In a study conducted in Singapore, the relationship between teachers' gender awareness and the promotion of character development was explored. A sample of 600 teachers was surveyed, and data analysis indicated that teachers with a higher awareness of gender issues were more likely to integrate gender-sensitive practices into their teaching. The study advocates for continued professional development programs on gender equality and its role in character development[209]. A study in Spain examined the link between teachers' gender awareness and the development of character traits in students in middle schools. Data were collected from 500 teachers,

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and results showed that teachers with higher levels of gender awareness were more likely to foster character traits such as resilience and empathy in students. The study suggests that teacher education programs should emphasize gender awareness as a key component of character development[210].

A study in Sweden explored how teachers' gender awareness influenced their teaching of character development in high schools. A sample of 700 teachers participated, and data were collected through surveys and focus group discussions. The study found that teachers who were more aware of gender issues were more likely to engage students in discussions about empathy, fairness, and respect. The study recommends that gender awareness be embedded into teacher training curricula across[211].

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2.4 Conceptual Model

Conceptual model consists of concepts that are placed within a logical and sequential design. It is a model that explores the use of drawings and diagrams to explain the interrelationships between variables[212]. Figure 2.1 how the conceptual model for the study:

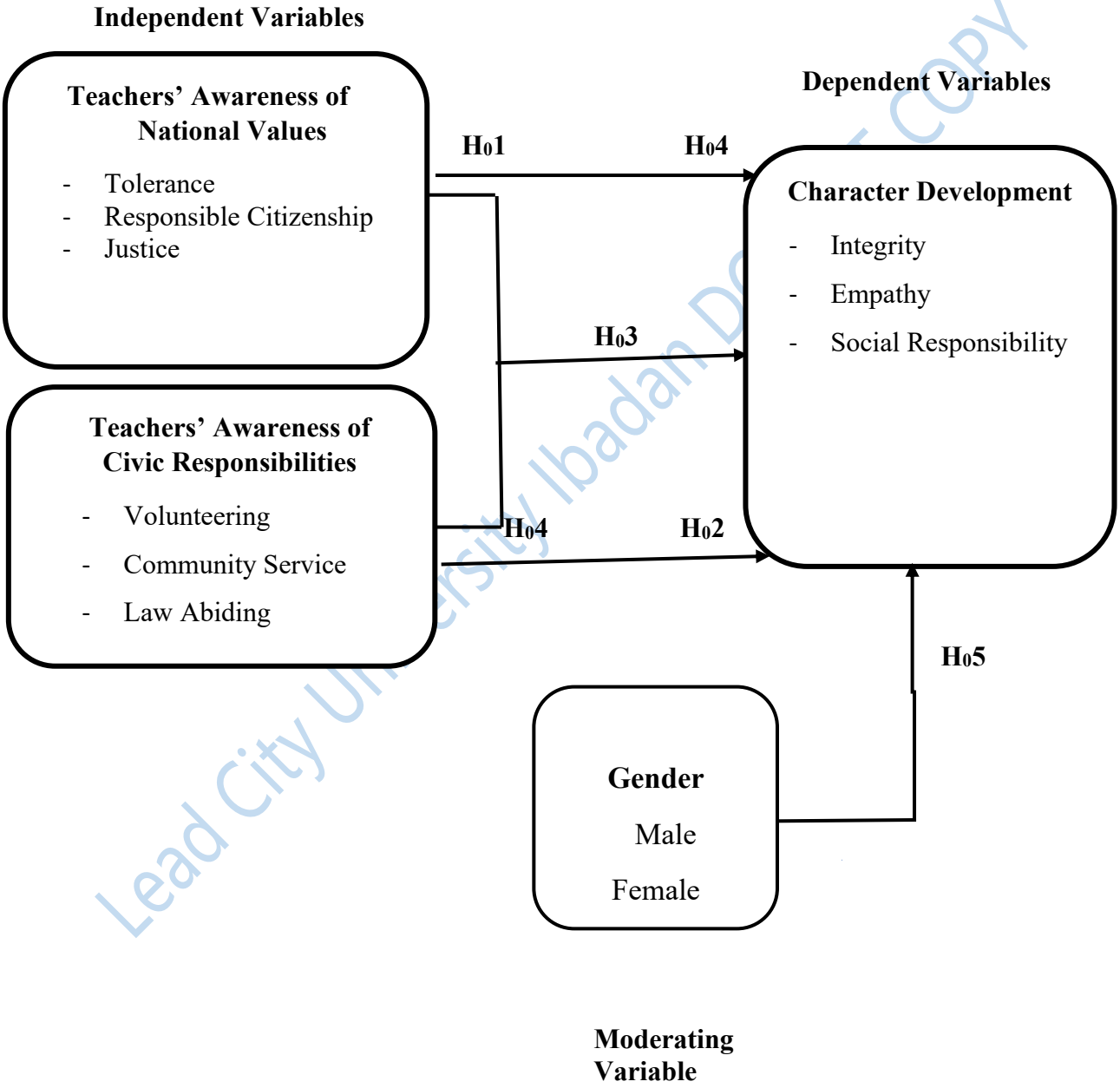


Figure 2.1: Conceptual Model Showing Teachers' Awareness of National Values and Civic Responsibilities on Character Development.
Source: Researcher, 2024.

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The diagram in figure 2.1 showed the joint contribution of the independent variables (Teachers' Awareness of National Values and Civic Responsibilities) on the dependent variable (Character Development) for the study. Character Development Among Social Studies Students was studied in the areas of their integrity, empathy, and social responsibility. Teachers' awareness of national values was examined in three areas: - Tolerance, responsible citizenship, and justice, while Teachers' awareness of civic responsibilities was examined using three indices: - Volunteering, community service, and respectful. Demographic characteristics of students such as sex, religion, location age, class and ethnicity which have the capacity to influence the result of the study were considered as the moderating variable.

2.5 Summary of Gaps in Literature Reviewed

The literature review encompasses a comprehensive examination of key concepts relevant to the study on teachers' awareness of national values and civic responsibilities as determinants of Social Studies students' character development in public secondary schools in Oyo State Nigeria. The review covers various theoretical frameworks, including Social Cognitive Theory, Constructivist Theory and Ecological Systems Theory, providing a solid foundation for understanding the complex interplay of factors that contribute to the development of character development in students.

Civic responsibilities was seen as duties and obligations that individuals have as active participants in a democratic society. Civic responsibilities include actions such as voting, community engagement, adherence to laws, and contributing to the overall well-being of the community and nation.

The literature underscores the importance of national value and civic responsibilities in fostering informed and engaged citizens who contribute positively

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to their communities and society. National values encompass dimensions such as tolerance, responsible citizenship and justice. The impact of Social Studies teachers' awareness of national values and civic responsibilities on student's character development contribute to the holistic development of students, nurturing qualities that goes beyond academic achievements but promote understanding of their roles as active and responsible members of the society.

Social Cognitive Theory emphasizes observational learning, self-efficacy, and reciprocal determinism as key factors influencing human behaviour. In the context of this study, this theory provides insights into how students may learn civic behaviours through observation, the role of self-efficacy in civic engagement, and the dynamic interplay between individuals and their social environment.

Ecological Systems Theory offers a holistic framework that considers multiple systems and levels of influence on human development. This theory is particularly relevant for examining the microsystem (family, peers, school), mesosystem (interactions between microsystems), ecosystem (external influences like community factors), macrosystem (cultural and societal influences), and chronosystem (historical changes) that collectively contribute to the civic competences of students in Oyo State, Nigeria. In summary, the literature review provides a comprehensive understanding of teachers.

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Chapter Three

Methodology

This chapter focused on the methodology of the research work and was organized under the following sub-headings: research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.1 Research Design

This study adopted descriptive survey research design. This was to ascertain teachers' awareness of national values and civic responsibilities as determinants of character development among social studies students in public secondary schools, in Oyo State Nigeria without manipulations of the dependent and independent variables. Descriptive research also aimed to generalize the findings from a representative sample to a wider target population.

3.2. Population of the Study

The population of this study comprised all the six hundred and twenty-five public junior secondary school (625), eight hundred and twenty-five social studies teachers (875), and fifteen thousand, three hundred and sixty JSS 2 social studies students (15360) in all the public junior secondary schools in Oyo State, Nigeria. As at the time of the study, there was a total of six hundred and twenty-five (625) public junior secondary schools in Oyo State[1]. The schools were distributed over the three (3) senatorial districts and their local government areas. The three existing senatorial districts were: Oyo central, Oyo North and Oyo South. Oyo central comprises of eleven (11) local government areas with a total number of two hundred and forty-four (244) schools. Oyo north comprises of thirteen (13) local government areas with a

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total of number of one hundred and seventy-one schools (171). Oyo south comprises of nine (9) local government areas with a total number of two hundred and ten (210) schools. The distribution of schools by senatorial districts and local government areas was presented in the table 3.1

Table 3.1: Population of the Study (N= 875 Social Studies Teachers and 15360 JSS 2 Social Studies Students)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Social Studies Teachers	Number of JSS 2 Social Studies Students
1.	Oyo Central	Afijio	17	23	680
		Akinyele	36	41	1080
		Egbeda	30	36	1053
		Ogo Oluwa	13	19	312
		Surulere	23	30	552
		Lagelu	26	32	624
		Oluyole	29	35	696
		Ona Ara	33	46	825
		Oyo East	11	20	264
		Oyo West	11	18	297
		Atiba	15	19	315
		Sub-total	**244**	**319**	**6698**
		Saki West	22	30	484
		Saki East	11	21	242
		Atisbo	12	19	276
		Irepo	6	11	134
		Olorunsogo	4	6	92
		Kajola	16	22	368
		Iwajowa	9	11	207

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2.	**Oyo North**	Ogbomoso North	15	18	34
		Ogbomoso South	16	22	368
		Iseyin	23	29	529
		Oorelope	8	15	184
		Itesiwaju	11	20	253
		Orire	18	23	412
		Sub total	**171**	**247**	**3894**
		Ibadan North	42	62	966
		Ibadan North West	13	20	295
		Ibadan South West	30	41	692
		Ibadan North East	34	49	782
		Ibadan South East	36	54	825
3.	**Oyo South**	Ibarapa East	11	15	253
		Ibarapa North	8	12	186
		Ibarapa Central	10	16	211
		Ido	26	40	558
		Sub total	**210**	**309**	**4768**
Grand Total			**625**	**875**	**15360**

Source:[1].

3.3. Sample and Sampling Techniques

Multistage sampling procedure involving several sampling methods was used to select the sample size for the study. The first type of sampling method that was used is the systematic sampling technique. Systematic sampling (also known as interval sampling) relies on arranging the study population according to some ordering scheme (in this case based on senatorial districts and local government areas as shown in table 3.1 above) and then selecting elements at regular intervals through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every k^{th} element from then onwards. In this case,

k = Population size (N)

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Sample size (n)

To find an appropriate interval suppose population contains N number of elements and one needs a sample of n size. Then N was divided by n. The number obtained through this division, say k, was an appropriate interval size to produce a representative sample[2]. In this study, from the list of the thirty-three (33) local government areas (N), a sample size of sixteen (16) local government areas was chosen. Therefore, the interval (k) was calculated as

$$k = \frac{33}{16} = 2$$

So, a sample number of sixteen (16) local government areas was chosen systematically on the list (table 3.1) with the interval (k) of every two (2) local government areas starting from a random number of two (2) that is, the second local government area on the list. The selected number of local government areas (with their number of public schools) based on the systematic random sampling method was shown in table 3.2.

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Table 3.2: Sampled Local Government Areas for the Study (n = 16)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Social Studies Teachers	Number of JSS 2 Social Studies Students
		Akinyele	36	41	1080
		Ogo Oluwa	13	19	312
1.	**Oyo Central**	Lagelu	26	32	624
		Ona Ara	33	46	825
		Oyo West	11	18	297
		Sub-total	**119**	**156**	**3138**
		Saki West	22	30	484
		Atisbo	12	19	276
		Olorunsogo	4	6	92
2.	**Oyo North**	Iwajowa	9	11	207
		Ogbomoso South	16	22	368
		Oorelope	8	15	184
		Orire	18	23	412
		Sub total	**89**	**126**	**2023**
		Ibadan North West	13	20	295
		Ibadan North East	34	49	782
3.	**Oyo South**	Ibarapa East	11	15	253
		Ibarapa Central	10	16	211
		Sub total	**68**	**100**	**1541**
Grand Total			**276**	**382**	**6702**

Source:[1]

Table 3.2 showed a selected number of sixteen (16) local government areas from a total number of thirty-three (33) local government areas using systematic random sampling technique. The number of public secondary schools, social studies teachers and JSS 2 social studies students were 276, 382, and 6702 respectively.

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The second type of sampling technique that was used is the total enumeration technique. This sampling technique is a type where all the population is used as sample for research. In this case, all the two hundred and seventy-six (276) public junior secondary schools were used as sampled number of schools.

The total enumeration technique was also used to select all the social studies teachers in the selected public junior secondary schools in the selected local government areas as sample for the study. This sampling technique was chosen because the number of social studies teachers was an acceptable fraction for the population of the study. The sample numbers of social studies teachers for this study were therefore three hundred and eighty-two as shown in table 3.3.

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Table 3.3: Sampled Number of Social Studies Teachers for the Study using Total Enumeration Technique (n = 382)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Social Studies Teachers
		Akinyele	36	41
		Ogo Oluwa	13	19
1.	**Oyo Central**	Lagelu	26	32
		Ona Ara	33	46
		Oyo West	11	18
		Sub-total	**119**	**156**
		Saki West	22	30
		Atisbo	12	19
		Olorunsogo	4	6
2.	**Oyo North**	Iwajowa	9	11
		Ogbomoso South	16	22
		Oorelope	8	15
		Orire	18	23
		Sub total	**89**	**126**
		Ibadan North West	13	20
		Ibadan North East	34	49
3.	**Oyo South**	Ibarapa East	11	15
		Ibarapa Central	10	16
		Sub total	**68**	**100**
Grand Total			**276**	**382**

Source:[1]

Lastly, the Yamane formulae was used to select the students from each of the selected public junior secondary schools in the selected local government areas as sample for this study. This sampling formula was used to derive a sample size of public secondary school students for the study[3]. The formula is as follows:

$$n = \frac{N}{1 + N(e)^2} \quad \text{.....(formula 1)}$$

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Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is also the level of significance which is 0.05. According to the Yamane formula, the number of students in the selected number of schools in the sixteen selected local government areas is shown in table 3.4.

Table 3.4: Sampled Number of JSS 2 Social Studies Students for the Study using Yamane's Formula (n = 6702)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Social Studies Students
		Akinyele	36	432
		Ogo Oluwa	13	125
1.	**Oyo Central**	Lagelu	26	250
		Ona Ara	33	330
		Oyo West	11	119
		Sub-total	**119**	**1256**
		Saki West	22	194
		Atisbo	12	110
		Olorunsogo	4	37
2.	**Oyo North**	Iwajowa	9	83
		Ogbomoso South	16	147
		Oorelope	8	74
		Orire	18	165
		Sub total	**89**	**810**
		Ibadan North West	13	118
		Ibadan North East	34	313
3.	**Oyo South**	Ibarapa East	11	101
		Ibarapa Central	10	84
		Sub total	**68**	**616**
Grand Total			**276**	**2682**

Source:[5]

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Table 3.4 shows the sampled number of JSS 2 social studies students (using the Yamane's formula) in the sampled local government areas and sampled public junior secondary schools to be 2, 682. The summary of the samples and sample size for the study is presented in table 3.5.

Table 3.5: Summary of the Sample and Sample size for the Study

S/N	Sampled Local Government Areas (systematic Sampling Technique)	Sampled Public Secondary Schools (Total Enumeration Technique)	Sampled Public Junior Secondary School Social Studies Teachers (Total Enumeration Technique)	Sampled Public Junior Secondary School Social Studies Students in Jss 2 (Yamane Formula)
	16	276	382	2682

Source[1]

3.4 Research Instrument

The instruments used for data collection for this research were self-constructed questionnaires titled Character Development of Social Studies Students Questionnaire (CDSSSQ) and Teachers Awareness of National Values and Civic Responsibilities Questionnaire (TANVCRQ).

Character Development of Social Studies Students Questionnaire (CDSSSQ)

This questionnaire was divided into two (2) sections:

Section A was designed to obtain demographic information of the respondents (students). This dealt with the gender, age, post held and religion of the respondent.

Section B dealt with the level of character development among Social Studies students. It consisted of seventeen (17) structured items. Six items was used to measure their integrity, six items was used to measure their empathy, and five items

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was used to measure their level of social responsibility. This section answered the research question two of the study. The rating technique was also based on the four-point Likert scale as follows:

Strongly Agree (SA)= 4; Agree (A) = 3; Strongly Disagree (SD) = 2;

Disagree (D) = 1.

Teachers' Awareness of National Values and Civic Responsibilities Questionnaire (TANVCRQ)

This questionnaire was divided into three (3) sections:

Section A consisted of demographic information of the respondents (social studies teachers) such as gender, age, marital status, years of teaching experience and highest educational qualifications.

Section B dealt with the level of teachers' awareness of national values in public junior secondary schools. It consisted of eighteen (18) structured items. Six (6) items for tolerance, six (6) items for responsible citizenship, and six (6) items for justice. This section answered the research question one for the study. The rating technique was based on the five-point Likert scale as follows:

Always (A) – 5 points; Mostly (M) – 4 points; Often (O) – 3 points; Occasionally (OC) – 2points; and Never (N) – 1 point.

Section C dealt with the teachers understanding and incorporation of civic responsibilities into the teaching of Social Studies. It consisted of eighteen (18) structured items. Six items were used for volunteering, six items were used for community service, and six items were used to measure their respectfulness. This section answered the research question two of the study. The rating technique was based on the five-point Likert scale as follows:

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Always (A) – 5 points; Mostly (M) – 4 points; Often (O) – 3 points; Occasionally (OC) – 2points and Never (N) – 1 point.

3.5. Validation of the Instrument

To determine whether operationalization of a construct actually measures what it tends to measure, the study instruments were validated based on face and content validity[4]. The supervisor and other experts in tests and measurements were shown the questionnaires in order to ascertain the instrument's face and content validity in educational management. The experts examined if the instruments were appropriate for measuring what they were intended to measure and checked to make sure the instruments contained the proper items that might genuinely elicit the desired responses on teachers' awareness of national values and civic responsibilities as determinants of character development among social studies students in public junior secondary schools, Oyo State Nigeria. Based on their suggestions, modifications, and comments, necessary corrections and reorganization were done.

3.6. Reliability of the Instrument

The reliability of the instruments was determined using test–retest method. The instruments were distributed to twenty-five (25) students and teachers in Ladigbolu Grammer School, Christ comprehensive high school Ogbomoso, high school Lagelu grammar school Ibadan, Oyo secondary schools which were excluded from the main study. The questionnaires were collected and another set of same questionnaires were given out to the same respondents after almost two weeks. The scores from the two sets of responses were correlated using Pearson Product Moment Correlation to determine the level of reliability. The Pearson Product Moment Correlation (r) formula that was used is shown below:

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$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n}}{\sqrt{\left[\Sigma X^2 - \frac{(\Sigma X)^2}{n}\right]\left[\Sigma Y^2 - \frac{(\Sigma Y)^2}{n}\right]}} \quad \ldots\ldots\ldots\ldots\ldots\ldots \text{(Formula 2)}$$

Test–retest results of 0.88 and 0.84 (rounded) were obtained for Teachers' Awareness of National Values and Civic Responsibilities Questionnaire (TANVCRQ) and Character Development of Social Studies Students Questionnaire (CDSSSQ) respectively. The coefficients (r) of the relationship were interpreted using the psychometric test for evaluating the magnitude of a correlation. According to the psychometric test, the correlation coefficient values of 0.838 and 0.805 (rounded) for Teachers Awareness of National Values and Civic Responsibilities Questionnaire (TANVCRQ) and Character Development of Social Studies Students Questionnaire (CDSSSQ) respectively were considered high which made them good for usage in the final study.

3.7. Methods of Data Collection

The researcher administered the instruments with the assistance of four qualified research assistants. This made it easier to retrieve the questionnaires. The respondents at the selected public junior secondary schools were personally interacted with by the researcher and trained research assistants, which improve their comprehension of the instrument's items. After completion, copies of the questionnaires were retrieved from the respondents. A total of two thousand four hundred and seventy nine were retrieved.

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3.8. Method of Data Analysis

The data collected was analysed using descriptive statistical techniques like frequency and percentage counts for demographic data, mean and standard deviation for the research questions and inferential statistics such as Pearson Product Moment Correlation and Multiple Regression Analysis for the hypotheses at 5% (0.05) level of significance.

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Endnotes

1. Ministry of Education: *Post Primary Schools Statistic Oyo State Post Primary Schools Teaching Service Commission (OYSPPSTSC) Planning Research and Statistics Department 2021 or 2022 Academic Session* (2023).

2. A. E., Berndt, *Sampling Methods*, **Journal of Human Lactation**, 36(2), 2020, 224-226. https://doi.org/10.1177/0890334420906850.

3. T. Yamane. *Statistics. An Introductory Analysis*. Harper and Row: New York, (2nd ed.). ASIN: BooooCNPXC,gbu.de/dms/zbw/252560.pdf.1967.8

4. W. S., Mohammad, F. F., Elattar, W. M., Elsais & S. O., AlDajah, *Validity and Reliability of a Smartphone and Digital Inclinometer in Measuring the Lower Extremity Joints Range of Motion*. **Montenegrin Journal of Sports Science & Medicine**, 10(2) 2021, 1-12. https://doi.org/10.26773/mjs sm.210907.

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Chapter Four

Results and Discussion of Findings

4.1. Demographic Data Analysis

Table 4.1: Demographic information of Oyo State Public Secondary School Students

S/N	Variables	Labels	Frequency	Percentage
1	Sex	Male	957	38.6
		Female	1522	61.4
2	Age	10-12 years	196	7.9
		13-15 years	916	37.0
		16 years and above	1367	55.1
3	Religion	Muslim	1626	65.6
		Christianity	697	28.1
		Others	156	6.3
4	Post held in school	Class captain	420	16.9
		Others	2059	83.1
	Total Number: 2479			

Source: Field Survey, 2024

Table 4.1 above presents the demographic information of students in public secondary schools in Oyo state Nigeria. The gender distribution showed that female students (61.4%) outnumbered the male students (38.6%), indicating a significant skew towards female enrolment in these schools. Regarding age, majority of students (55.1%) were 16 years and above, while a smaller proportion falls within the 13-15 years (37.0%) and 10-12 years (7.9%) age ranges. This indicated that the students population was largely composed of old teenagers, possibly reflecting a late start or progression in secondary education. In terms of religious affiliation, Muslim students dominated, making up 65.6% of the student population, followed by Christians at 28.1%, and a small minority representing other religions at 6.3%. Leadership roles in the school were also highlighted, with only 16.9% of students holding positions such as class captain, while the vast majority (83.1%) do not occupy any leadership role.

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Table 4.2: Demographic Information of Oyo State Public Secondary School Teachers

SN	Variables	Labels	Frequency	Percentage
1	Sex	Male	118	46.8
		Female	134	53.2
2	Age	18-27 years	54	21.4
		28-37 years	73	29.0
		38-47 years	65	25.8
		48 years and above	60	23.8
3	Marital status	Single	76	30.2
		Married	169	67.1
		Divorced	4	1.6
		Separated	3	1.2
4	Highest educational qualification	Bachelor's Degree	180	71.4
		Master's Degree	53	21.0
		MPhil or PhD degree	15	6.0
		Others	4	1.6
5	Years of teaching experience	1-5 years	80	31.7
		6-10 years	82	32.5
		10-15 years and above	90	35.7

Source*:* Field Survey, 2024

Table 4.2 presents the demographic data of teachers in public secondary schools in Oyo State, Nigeria. It revealed a relatively balanced gender distribution, with female teachers barely outnumbering male teachers 53.2%, 46.8%, respectively. The age distribution revealed that teachers were spread across different age groups, with the largest concentration in the 28-37 years range (29.0%). A notable portion also fell within the 38-47 years (25.8%) and 48 years and above (23.8%), indicating that a significant proportion of teachers were experienced and possibly closer to mid-to-late career stages. Younger teachers, aged 18-27, accounted for 21.4% of the

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workforce, contributing to a moderately youthful demographic among the teaching staff.

Regarding marital status, majority of the teachers (67.1%) were married, while 30.2% were single. Very small fractions were divorced (1.6%) or separated (1.2%), indicating relative stability in the personal lives of the teachers. In terms of educational qualifications, 71.4% of the teachers obtained a Bachelor's degree, while 21.0% obtained a Master's degree, and 6.0% had MPhil or PhD qualifications. A minimal percentage (1.6%) had other qualifications. Additionally, the teaching experience of staff was well distributed, with 35.7% having more than 10 years of experience, 32.5% between 6-10 years, and 31.7% with 1-5 years of experience, showing a diverse mix of experience levels among the teaching force.

4.2. Answer to Research Questions

Research Question One: What is the level of teachers' awareness of national values (tolerance, responsible citizenship and justice) among teachers in public secondary schools in Oyo State, Nigeria?

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Table 4.2.1: Summary of Response to Teachers' Awareness of National Values in Public Secondary Schools in Oyo State, Nigeria

SN	Awareness of national values "I"	Never	Occasionally	Sometimes	Always	$\bar{x}$	S.D.
1	have the awareness of acceptable behaviours and values that promote peace in our society	3 1.2%	5 2.0%	52 20.6%	192 76.2%	3.72	0.561
2	have the willingness to tolerate or accept people's behaviour, beliefs, opinions or practices that is different from your own	9 3.6%	11 4.4%	93 36.9%	139 55.2%	3.44	0.741
3	have fair and objective attitude towards others whose beliefs and lifestyles are different from mine	4 1.6%	27 10.7%	85 33.7%	136 54.0%	3.40	0.743
4	accept and appreciate the diversity of our nation's cultures	5 2.0%	21 8.3%	71 28.2%	155 61.5%	3.49	0.733
5	accept to practice respect, kindness and sensitive to others	4 1.6%	12 4.8%	63 25.0%	173 68.7%	3.61	0.656
6	social harmony and defend the constitution.	7 2.8%	8 3.2%	73 29..0%	164 65.1%	3.56	0.691
7	stay informed of the issues affecting your	3 1.2%	30 11.9%	84 33.3%	135 53.6%	3.39	0.742

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8	community participate in the democratic process	7 2.8%	16 6.3%	80 31.7%	149 59.1%	3.47	0.738
9	respect and obey federal, state, and local laws	4 1.6%	9 3.6%	70 27.8%	169 67.1%	3.60	0.638
10	respect the rights, beliefs, and opinions of others	5 2.0%	6 2.4%	84 33.3%	157 62.3%	3.56	0.644
11	have fair and just in dealing with students; treat students equally	10 4.0%	20 7.9%	66 26.2 %	156 61.9%	3.46	0.805
12	do not have favourites and do not take advantage of others	22 8.7%	12 4.8%	80 31.7%	138 54.8%	3.33	0.918
13	do not blame students carelessly or unjustly for their character	18 7.1%	25 9.9%	103 40.9%	106 42.1%	3.18	0.881
14	have equal distribution of resources and treatment to make all students feel valued and safe physically and mentally	4 1.6%	13 5.2%	57 22.6%	178 70.6%	3.62	0.660
15	react to core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others	5 2.0%	7 2.8%	96 38.1%	144 57.1%	3.50	0.653
16	generate unbiased, consistent, distributive, legal, social	6 2.4%	8 3.2%	82 32.5%	156 61.9%	3.54	0.676

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	and reliable decisions

Weighted Mean =3.49
Criterion Mean= 2.4

Source: **Field Survey, 2024**

Decision rule: (1<$\bar{X}$≤2.4) = Low, (2.5<$\bar{X}$≤4.00) = High

Table 4.2.1 summarises teachers' responses regarding their awareness of national values specifically tolerance, responsible citizenship, and justice among teachers in public secondary schools Oyo state, Nigeria. According to the decision rule, a mean score between 3.01 and 4 indicated a high level of awareness, while scores between 1.68 and 3.00 indicated a moderate level of awareness**.** The data revealed that teachers have a high level of awareness, as shown by the overall weighted mean of 3.49, which is above the criterion mean of 2.4. This suggested that teachers were largely aligned with national values and incorporated them into their professional conduct. Regarding tolerance, the mean score of 3.44 indicated a high level of awareness in teachers' willingness to accept others' beliefs and behaviours, with 55.2% always showing tolerance. Similarly, 54.0% of the teachers reported maintaining a fair attitude toward those with different lifestyles, reflected by a mean of 3.40, which also falls within the high awareness range. These figures highlighted that teachers generally promoted acceptance and tolerance within their classrooms.

On the issue of responsible citizenship**,** teachers also demonstrated a high level of awareness**.** For example, 67.1% of teachers consistently respect and obey laws, with a mean score of 3.60. Furthermore, 59.1% of teachers actively participated in the democratic process, with a mean score of 3.47. Both of these values fall within the high level range, showing that teachers not only practice civic responsibility but also model it for their students. In terms of justice**,** 61.9% of teachers consistently reported treating students equally and fairly, with a mean score of 3.46, reflecting a

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high level of awareness of fairness. However, only 42.1% of teachers consistently refrained from blaming students unjustly, with a mean score of 3.18, which falls within the moderate awareness range, highlighting a potential area for improvement. Overall, this finding suggested that teachers in public secondary schools in Oyo State possessed a high level of awareness of national values, particularly in promoting peace, respect, tolerance, and civic responsibility. However, some areas, such as fairness in dealing with students, showed a moderate level of awareness, suggesting that further development is needed to ensure more equitable treatment.

Table 4.2.2 The Level of Awareness of National Values (Tolerance, Responsible Citizenship and Justice) among Teachers in Public Secondary Schools in Oyo State, Nigeria

Interval	Mean index	Level of Awareness of National Values	Frequency	Percentage
1-32		Low	4	1.6
33-64	**55.8770**	High	248	98.4

Source: Field Survey, 2024

Table 4.2.2 shows the percentage level of awareness of national values (tolerance, responsible citizenship and justice) among teachers in public secondary schools in Oyo State Nigeria. 1.6% (n=4) teachers have low level of awareness of national values, and 98.4% (n=248) teachers have a high level of awareness of national values. Hence, there was a high level of awareness of national values (tolerance, responsible citizenship and justice) among teachers in Oyo State secondary schools, Nigeria.

Research Question Two: What is the level of awareness of civic responsibilities (Volunteering, Community Service and Law Abiding) in public secondary schools in Oyo State, Nigeria?

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Table 4.3 Summary of Teachers' Awareness of Civic Responsibilities (Volunteering, Community Service and Law Abiding) in Public Secondary Schools in Oyo State, Nigeria

SN	Awareness of Civic responsibilities	Never	Occasionally	Sometimes	Always	$\bar{x}$	S.D.
1	The researcher encourage a sense of community engagement among my students	2 0.8%	6 2.4%	67 26.6%	177 70.2%	3.66	0.566
2	The researcher encourage my students' to actively participate in community service	3 1.2%	21 8.3%	95 37.7%	133 52.8%	3.42	0.695
3	The researcher encourage my students to actively engage civic duties	3 1.2%	21 8.3%	75 29.8%	153 60.7%	3.50	0.700
4	The researcher encourage community service projects to promote hand-on civic engagement among my	4 1.6%	13 5.2%	119 47.2%	116 46.0%	3.38	0.660

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	students						
5	The researcher instil a sense of community engagement among my students	4 1.6%	36 14.3%	89 35.3%	123 48.8%	3.31	0.774
6	The researcher motivate civic responsibilities though volunteering experiences among my students	4 1.6%	26 10.3%	95 37.7%	127 50.4%	3.37	0.733
7	My teaching approach encourage a sense of community engagement in students.	2 0.8%	8 3.2%	69 27.4%	173 68.7%	3.64	0.586
8	The researcher integrate community service into my teaching as civic responsibilities	17 6.7%	15 6.0%	92 36.5%	128 50.8%	3.31	0.861
9	The researcher incorporate community	16 6.3%	15 6.0%	104 41.3%	117 46.4%	3.28	0.839

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	service initiatives as civic responsibilities in the teaching of Social Studies						
10	The researcher encourage community service in my approach of teaching civic responsibilities in Social Studies classroom	13 5.2%	30 11.9%	92 36.5%	117 46.4%	3.24	0.857
11	My teaching techniques not only impact knowledge about civic duties but also laying emphasizes to be a law-abiding	13 5.2%	7 2.8%	68 27.0%	164 65.1%	3.52	0.786
12	The researcher integrate civic responsibilities and law abidance in my lesson	13 5.2%	6 2.4%	91 36.1%	142 56.3%	3.44	0.778
13	My teaching strategy fosters a positive and inclusive learning environment,	14 5.6%	11 4.4%	79 31.3%	148 58.7%	3.43	0.818

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	encouraging students not to take justice into their own hands						
14	My classroom activities are structured to promote the importance of school rules	13 5.2%	24 9.5%	47 18.7%	168 66.7%	3.47	0.867
15	My teaching method equips students about upholding the values of injustice, fairness and equality civic engagement	21 8.3%	13 5.2%	84 33.3%	134 53.2%	3.31	0.906
16	My teaching method convey the consequences of breaking laws	24 9.5%	25 9.9%	67 26.6%	136 54.0%	3.25	0.980
17	The researcher cultivate an environment where students learn to demonstrate honesty and a strong moral compass	16 6.3%	3 1.2%	77 30.6%	156 61.9%	3.48	0.811
Weighted Mean =3.41							

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Criterion Mean=2.4

Source: Field Survey, 2024

Decision rule: (1<$\bar{X}$≤1.67) = Low level of awareness of civic responsibilities, (1.68<$\bar{X}$≤3.00) = Moderate level of awareness of civic responsibilities, (3.01<$\bar{X}$≤4) High level of awareness of civic responsibilities

Table 4.3 provides a summary of teachers' awareness of civic responsibilities, specifically volunteering, community service, and law-abiding behaviours, among Social Studies students in public secondary schools in Oyo State, Nigeria. The decision rule categorizes awareness levels as follows: a mean score of 1.01 to 1.67 represents a low level of awareness, 1.68 to 3.00 reflects a moderate level of awareness, and 3.01 to 4.00 indicates a high level of awareness. Based on the data, the overall weighted mean of 3.41 suggested that teachers generally possess a high level of awareness regarding civic responsibilities. Teachers' responses to promoting volunteering and community engagement reflected a strong commitment to these values. For instance, 70.2% of teachers always encourage community engagement among students, leading to a high mean score of 3.66. Similarly, 60.7% of teachers consistently encourage students to actively participate in civic duties, resulting in a mean score of 3.50, indicating a high level of awareness in fostering civic responsibility through community service. In terms of promoting law-abiding behaviour and a sense of justice, teachers' responses also suggest a high level of awareness, though slightly less consistent than community service. For example, 65.1% of teachers consistently integrated civic duties and stress being law-abiding, with a mean score of 3.52, indicating a high level of awareness. Similarly, 56.3% of teachers always incorporate law abidance into their lessons, resulting in a mean score of 3.44, which also falls within the high awareness range.

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While the general trend indicated a strong emphasis on civic responsibilities, certain areas required improvement. For example, the mean scores for promoting fairness, justice, and the consequences of breaking laws range between 3.25 and 3.31, suggesting a high awareness, but with less consistency compared to other areas. Specifically, 53.2% of teachers reported consistently emphasizing fairness and justice (mean = 3.31), and 54.0% focused on conveying the consequences of breaking laws (mean = 3.25). In all, the findings suggested that teachers in public secondary schools in Oyo State, Nigeria, exhibit a high level of awareness of civic responsibilities, particularly in encouraging volunteering, community service, and law abidance. However, while the commitment to promoting justice and fairness is commendable, there was an opportunity for further consistency and deeper integration of these values into classroom practices.

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Table 4.4: The Level of Awareness of Civic Responsibilities (Volunteering, Community Service and Law Abiding) among Teachers in Public Secondary Schools in Oyo State, Nigeria

Interval	Mean index	Level of awareness of civic responsibilities	Frequency	Percentage
1-34		Low	7	2.8
35-68	**58.0159**	High	245	97.2

Source: Field work 2024

Table 4.4 showed the percentage level of awareness of civic responsibilities (volunteering, community service and law abiding) among teachers in public secondary schools Oyo State Nigeria. Teachers, 2.8% (n=7) have low level of awareness of civic responsibilities, and 97.2% (n=245) teachers have a high level of awareness of civic responsibilities. Hence, there is a high level of awareness of civic responsibilities (volunteering, community service and law abiding) among teachers in Oyo State secondary schools, Nigeria.

Research Question Three: What is the level of Social studies students' character development (Integrity, Empathy and Social Responsibility) in public secondary schools in Oyo State, Nigeria?

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Table 4.5: Summary of the Level of Social Studies Students' Character Development in Public Secondary Schools, in Oyo State, Nigeria

SN	Character development	SD	D	A	SA	$\bar{x}$	S.D.
1	Teacher's commitment to inculcate a strong sense of honesty contributes significantly to my overall growth	70 2.8%	128 5.2%	702 28.3%	1579 63.7%	3.53	0.723
2	Teacher's emphasis on integrity in social studies classrooms positively influences our/my character development	78 3.1%	138 5.6%	1222 49.3%	1041 42.0%	3.30	0.715
3	Social studies teachers focus on ethical behaviours for effective character development among students	128 5.2%	257 10.4%	1114 44.9%	980 39.5%	3.19	0.819
4	Social studies teachers instil integrity as a cornerstone of character development	216 8.7%	360 14.5%	952 38.4%	951 38.4%	3.06	0.935
5	Teachers emphasize the cultivation of integrity to promote character development in social studies classroom	86 3.5%	250 10.1%	1028 41.5%	1115 45.0%	3.28	0.782

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6	Social studies teachers are instrumental in shaping our integrity	192 7.7%	203 8.2%	1070 43.2%	1014 40.9%	3.17	0.878
7	Empathy which is a building block of morality and key ingredient of successful relationship in school impacted in us by teacher	176 7.1%	217 8.8%	1243 50.1%	843 34.0%	3.11	0.836
8	Teachers skilfully integrate lessons that encourage us to understand diverse perspectives and appreciate the experiences of others	124 5.0%	164 6.6%	1371 55.3%	820 33.1%	3.16	0.755
9	Teachers empower us to become empathetic individuals capable of emotionally understand what other people feel	124 5.0%	294 11.9%	1007 40.6%	1054 42.5%	3.21	0.838
10	Social studies teachers encourage character development though the teaching of empathy	167 6.7%	229 9.2%	1320 53.2%	763 30.8%	3.08	0.814
11	Empathy builds an awareness	197	283	1184	815	3.06	0.871

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	of our actions and subsequent reactions fostered by social studies teachers	7.9%	11.4%	47.8%	32.9%		
12	Through empathy demonstrated by teacher, thought us to have feeling of sympathy or concern for another	172 6.9%	222 9.0%	1141 46.0%	944 38.1%	3.15	0.851
13	Social studies teachers are instrumental in promoting character development instilling building relationship as a sense of social responsibility among students	116 4.7%	208 8.4%	1033 41.7%	1122 45.3%	3.28	0.805
14	Social studies teachers guide the student to recognize their role in creating positive change	104 4.2%	257 10.4%	1066 43.0%	1052 42.4%	3.24	0.800
15	In Social studies classroom character development is an important part of the lessons on social responsibility	152 6.1%	265 10.7%	987 39.8%	1075 43.4%	3.20	0.863
16	Through engagement in discussions and projects,	186 7.5%	372 15.0%	1055 42.6%	866 34.9%	3.05	0.893

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	teachers help us to make meaningful contributions to the communities						
17	Character development in social studies classroom depends on cultivation of social responsibility	268 10.8%	343 13.8%	914 36.9%	954 38.5%	3.03	0.977
Weighted Mean =3.18							
Criterion Mean= 2.4							

Source: Field Survey, 2024

Decision rule: (1<$\bar{X}$≤1.67) = Low level of character development, (1.68<$\bar{X}$≤3.00) = Moderate level of awareness of character development, (3.01<$\bar{X}$≤4) High level of character development

Table 4.5 presents an analysis of the level of social studies students' character development in public secondary schools in Oyo State, Nigeria. The data depicted the students' perceptions of their teachers' efforts to develop key aspects of character, such as integrity, empathy, and social responsibility. The overall weighted mean score of 3.18, which was higher than the criterion mean of 2.4, indicated a high level of character development among the students. According to the decision rule, a mean score between 3.01 and 4.00 signifies a high level of character development, while scores between 1.68 and 3.00 represent a moderate level. Thus, the data suggested that the teachers have been quite effective in promoting character development across several dimensions.

For instance, the teachers' commitment to fostering honesty had the highest impact on students' character development, as evidenced by the high percentage

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(63.7%) of students who strongly agreed that their teachers' emphasis on honesty contributed significantly to their personal growth. This is reflected in the high mean score of 3.53 for this item. Similarly, 42.0% of the students strongly agreed that their teachers' focus on integrity positively influenced their character development, resulting in a high mean score of 3.30. However, while there was substantial progress in fostering honesty and integrity, the findings suggested some variability in how other aspects, such as ethical behaviour and empathy, were being instilled. Only 39.5% of students strongly agreed that their Social Studies teachers focus on ethical behaviour, yielding a slightly lower mean score of 3.19. This suggested a moderate contribution in this area. Similarly, while empathy was promoted in the classroom, with 42.5% of students strongly agreed that teachers empower them to be empathetic, the mean score of 3.21, though high, was slightly lower than the scores for honesty and integrity.

In terms of social responsibility, the data showed that teachers were also contributing to this area of character development, but with room for improvement. For example, only 34.9% of students strongly agreed that their teachers guide them to make meaningful contributions to their communities, resulting in a mean score of 3.05. The cultivation of social responsibility was crucial, but the lower scores in this domain suggested that additional emphasis on this aspect could enhance students' overall character development. In conclusion, while social studies teachers in public secondary schools in Oyo State, Nigeria were effectively fostering key elements of character development, particularly in the areas of honesty and integrity, there was an opportunity to further strengthen the focus on empathy, social responsibility, and ethical behaviour to ensure a more balanced and comprehensive approach to character education.

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Table 4.6: The Level of Social Studies Students' Character Development (Integrity, Empathy and Social Responsibility) in Public Secondary Schools in Oyo State, Nigeria

Interval	Mean index	Level of Students' Character Development	Frequency	Percentage
1-34		Low	22	0.9
35-68	**54.1004**	High	2457	99.1

Source: Field Survey, 2024

Table 4.6 showed the percentage level of social studies students' character development (integrity, empathy and social responsibility) in public secondary schools in Oyo State, Nigeria. 0.9% (n=22) students have low level of character development, and 99.1% (n=2457) students have a high level of character development. Hence, there was a high level of social studies students' character development (integrity, empathy and social responsibility) in this study.

4.3 Test of Hypotheses

$H_0$1: There will be no significant relationship between teachers' awareness of national values and social studies students' character development in public secondary schools in Oyo State, Nigeria.

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Table 4.7: Pearson Product Moment Correlation (PPMC) Analysis Showing the Relationship between Teachers' Awareness of National Values and Social Studies Character development

Variables	Mean	Std. Dev.	N	r	p-value	Remarks
Character development	54.1004	7.24783				
			2479	.222*	.001	Sig.
Awareness of national values	55.9100	7.02523				

Source: Field Survey, 2024

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.7 showed the findings of a Pearson Product Moment Correlation (PPMC) analysis investigating the relationship between teachers' awareness of national values and Social Studies students' character development in public secondary schools in Oyo State, Nigeria. The table revealed that there was a statistical significant relationship between teacher's awareness of national values and character development (r=.222, n=2479, p (<.05). Hence, teachers' awareness of national values influenced character development among Social Studies students in this study. The null hypothesis was therefore rejected.

$H_0$2: There will be no significant relationship between teachers' awareness of civic responsibilities and Social Studies students' character development in public secondary schools in Oyo state, Nigeria.

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Table 4.8: Pearson Product Moment Correlation (PPMC) Analysis of the Relationship between Teachers' Awareness of Civic Responsibilities and Social Studies Student's Character Development

Variables	Mean	Std. Dev.	n	R	p-value	Remarks
Character development	54.1004	7.24783				
			2479	.218*	.001	Sig.
Awareness of civic responsibilities	58.0456	8.39332				

Source: Field Survey, 2024

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.8 above revealed the findings of a Pearson Product Moment Correlation (PPMC) analysis investigating the relationship between teachers' awareness of civic responsibilities and Social Studies students' character development in public secondary schools in Oyo, Nigeria. The table showed a significant relationship between awareness of civic responsibilities and character development (r=.218, n=2479, p=.001<.05). Hence, teachers' awareness of civic responsibilities influenced will enhance character development among Social Studies students in the study. The null hypothesis is therefore rejected.

$H_0$3: There will be no significant joint contribution of teachers' awareness of national values and civic responsibilities on Social Studies students' character development in public secondary schools in Oyo State, Nigeria.

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Table 4.9: Regression Analysis Showing Joint Contribution of Teachers' Awareness of National Values and Civic Responsibilities to Social Studies Students' Character Development in Public Secondary Schools in Oyo State , Nigeria

R	R Square	Adjusted R Square	Std. Error of the Estimate
.242	.058	.058	7.03589

Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	7600.731	2	3800.366	76.769	.001	Sig.
Residual	122571.258	2476	49.504			
Total	130171.990	2478				

Source: Field Survey, 2024

Table 4.9 revealed the joint contribution of teachers' awareness of national values and civic responsibilities to Social Studies students' character development in public secondary schools in Oyo State, Nigeria was significant. The table also showed a coefficient of multiple correlation (R = .242) and a multiple R^2 of .058. This means that 5.8% of the variance was accounted for by two predictor variables when taken together. The significance of the composite contribution was tested at α = 0.05. The table also showed that the analysis of variance for the regression yielded F-ratio of 76.769 (significant at 0.05 levels). This implied that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance. The null hypothesis was therefore rejected.

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$H_0$4: There will be no relative contribution of teachers' awareness of national values and civic responsibilities to Social Studies students' character development in public secondary schools in Oyo State, Nigeria.

Table 4.10: Regression Analysis Showing Relative Contribution of Teachers' Awareness of National Values and Civic responsibilities on Social Studies Students Character Development in Public Secondary Schools in Oyo State, Nigeria

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	40.986	1.076		38.089	.001
Awareness of national values	.138	.026	.139	5.355	.001
Awareness of civic responsibilities	.106	.022	.127	4.882	.001

Source*:* Field Survey, 2024

Table 4.10 revealed the relative contribution of the two independent variables to the dependent variable, expressed as beta weights, via: teachers' awareness of national values (β = .139, $p<.005$), and teachers' awareness of civic responsibilities (β= .127, $p<.005$) respectively. The null hypothesis was therefore rejected. Hence, teachers' awareness of national values and civic responsibilities were significant that is could independently and significantly predict character development among Social Studies students in this study.

$H_0$5: There will be no significant sex difference on Social Studies Students' Character Development in public secondary schools in Oyo State, Nigeria.

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Table 4.11: Independent T-test Analysis of the difference in Sex and Character development among Social Studies Students in Oyo State Public Secondary Schools in Oyo State, Nigeria

Character development	N	Mean	Std. Dev.	Crit-t	Cal-t.	DF	p value
Male	957	54.5778	6.68614	1.96	2.604	2477	.009
Female	1522	53.8003	7.56646				

Source: Field Survey, 2024

Table 4.11 showed that there was statistically significant difference between the character development of male and female social studies students (Crit-t = 1.96, Cal.t = 2.604, DF = 2477, p (0.009 <.05 level of significance). Hence, male students ($\bar{x}$ =54.58) had a better character development compared to their female counterparts ($\bar{x}$ =53.80) in this study. The null hypothesis was therefore rejected.

4.4 Discussion of Findings

The findings of this study revealed a high level of awareness of national values, as evidenced by the weighted mean which surpasses the criterion mean. This finding suggested that teachers were well-grounded with the principles of tolerance, responsible citizenship, and justice. The high mean scores across several categories indicated that teachers consistently exhibit behaviours that promote these values in the classrooms, influencing students' character development. For example majority of the respondents indicated they were always aware of acceptable behaviours that promote peace. This result supported the argument that teachers play a vital role in fostering a peaceful environment, a key component of Social Studies education[1, 2]. In

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terms of tolerance, the teachers' willingness to accept diverse behaviours, beliefs, and opinions was pronounced in a high mean score, with a moderate majority always practicing tolerance. This finding aligned with previous studies that found that tolerance was an essential trait for educators, particularly in multicultural settings like Nigeria[3]. Similarly, the mean score indicated that teachers maintain a fair and objective attitude towards others with different lifestyles, with the majority of respondents always demonstrating this behaviour. These results suggested that teachers contribute to a culture of acceptance, which was vital for the social cohesion of Nigeria's diverse population[4].

On the topic of responsible citizenship, teachers' awareness was also high. A notable majority of teachers reported that they consistently respect and obey laws, while a moderate majority participated in the democratic process. These findings reflected high mean scores, respectively. Teachers who actively engaged in civic duties served as role models for their students, reinforcing responsible citizenship among young learners[5]. The high scores in these categories implied that teachers not only understand their civic responsibilities but also integrate these values into their teaching methods.

Justice, as a national value, is also reflected in teachers' practices, with a mean score of above the criterion mean, for treating students equally and fairly. Majority of teachers consistently treated students fairly, which supports findings that fairness is a crucial factor in promoting justice and equality in schools[6]. However, the relatively moderate mean score for avoiding unjust blame of students highlighted an area that requires attention. Only a small proportion of teachers consistently refrain from blaming students unjustly, suggesting a need for interventions aimed at promoting fairness in all teacher-student interactions.

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Furthermore, the findings of this study revealed a high level of character development among Social Studies students in public secondary schools in Oyo State, Nigeria. With an overall weighted mean score which was above the criterion mean, the results suggested that teachers were effectively promoting character traits like integrity, empathy, and social responsibility. Particularly, the majority of students strongly agreed that their teachers' commitment to fostering honesty contributed significantly to their personal growth, indicating strong agreement and a mean score above the criterion mean. This corroborates with previous studies which emphasise the critical role of teacher involvement in promoting moral character traits like honesty among students[7].

Similarly, a considerable percentage of students agreed that their teachers' emphasis on integrity positively influences their character development, reflected in a high mean score. Integrity, as a cornerstone of ethical behaviour, was crucial for character education, and that educational programmes promoting integrity created a lasting impact on students' moral development[8]. However, this finding suggested some variability in the effectiveness of fostering other aspects of character, such as ethical behaviour and empathy. For example, only a small percentage of students strongly agreed that their teachers focus on ethical behaviours. While still classified as high, this indicated that more can be done to emphasise ethical decision-making in the classroom. A study supported this observation, suggesting that while many teachers aim to foster ethical reasoning, its full integration into the curriculum remains a challenge[9].

In terms of empathy, the findings of this study indicated moderate progress, with a sizable number of students agreed that teachers empower them to understand others' emotions. Empathy is a crucial element of social-emotional learning, and its

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cultivation can positively impact students' social interactions and moral reasoning[10]. However, given that empathy scores were slightly lower than those for honesty and integrity, it might be necessary for teachers to place more focus on developing students' emotional understanding in conjunction with cognitive skills. While the study showed that teachers were successfully promoting integrity, more emphasis was needed on empathy and ethical behaviour to ensure a holistic approach to character education. The slightly lower scores in these areas suggested that teachers may benefit from additional training and resources to effectively teach these complex social-emotional skills. As emphasised that character development programmes should equally target all domains of moral and social education to ensure balanced personal growth among students[11]. By fostering both emotional and cognitive understanding, students are more likely to exhibit pro-social behaviours that extend beyond the classroom.

In addition, results from this study indicated that majority of students exhibit a high level of character development, while only few fell within the low level of development. This overwhelming majority suggested that character education in public secondary schools in Oyo state, Nigeria, was achieving its intended goals, particularly in fostering crucial traits like integrity, empathy, and social responsibility. However, the small percentage of students with low levels of character development should not be overlooked. This finding suggested that there might be isolated cases where students do not fully benefit from the character development efforts of their teachers, possibly due to individual differences, socio-economic factors, or variations in teacher effectiveness. Further studies could explore these disparities to identify targeted interventions for students who may be at risk of falling behind in their moral development.

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Testing the relationship between teachers' awareness of national values and Social Studies students' character development findings equally emphasised the importance of teachers' understanding and promotion of national values in shaping students' moral and ethical behaviours. When teachers actively incorporate national values into their lessons, they create an environment conducive to character development, which aligned with a research showing that values-based education enhances students' moral reasoning and civic responsibility[12]. The implication of this finding was that national values, when integrated into the Social Studies curriculum, have a significant positive impact on students' development of character traits such as integrity and social responsibility. This supported a earlier study which emphasises the role of civic education in promoting national values and moral character[13]. Thus, educational policies should prioritise teacher training in national values to ensure a consistent approach to character education across schools.

The results of this study also demonstrated a significant positive relationship between teachers' awareness of civic responsibilities and students' character development. Civic responsibilities, as a component of Social Studies, played a crucial role in character development by teaching students about their roles in society and how to act responsibly toward others. This result was consistent with findings from a study, which highlighted the importance of civic education in fostering active citizenship and social responsibility among students[14].

The significant relationship found in this study suggested that when teachers were aware of and prioritise civic responsibilities, students are more likely to develop a sense of social responsibility, empathy, and ethical behaviour. Teachers' awareness of civic duties helps students understand the importance of contributing positively to their communities, a critical aspect of character education[15]. Therefore, reinforcing

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civic education in teacher training programmes was critical for the overall character overhaul of students. Significant joint contribution of teachers' awareness of national values and civic responsibilities on Social Studies students' character development was also revealed with the model explaining a considerable amount of the variance in students' character development. While the variance explained may seem modest, it was significant and indicated that national values and civic responsibilities were key predictors of character development. Other factors, not included in the model, likely accounted for the remaining variance. This finding is supported by the multi-faceted nature of character development and that moral and character education is influenced by a combination of personal, social, and contextual factors[16]. The implication here is that character education cannot rely solely on national values or civic responsibilities; rather, a comprehensive approach that integrates multiple dimensions of moral education is necessary. Schools and policymakers should ensure that character education programmes address a wide range of factors influencing moral development, including social-emotional learning, ethical reasoning, and community engagement.

The high level of awareness of national values among teachers in Oyo State suggested that teachers were well-equipped to influence the character development of Social Studies students positively. This aligned with Vygotsky's sociocultural theory, which emphasized the role of social interactions in shaping individual behaviour and values[17]. Teachers' promotion of tolerance, responsible citizenship, and justice likely helps students develop into well-rounded individuals who contribute positively to society. Meanwhile, the moderate awareness in certain areas, such as avoiding unjust blame, highlights a gap that needed to be addressed through targeted professional development programmes. Increasing teachers' understanding and practice of fairness

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in all aspects of student interaction could enhance the overall educational experience and further support the development of responsible and just citizens. Given the role of teachers in shaping national identity, fostering greater awareness of fairness and justice in education has far-reaching implications for Nigeria's broader social fabric.

The findings from this study also indicated a statistically significant difference in character development between male and female Social Studies students in public secondary schools in Oyo State, with males showing slightly higher development. This difference aligned with a study that suggested gender roles and societal expectations influence character traits, such as responsibility and fairness, which are often emphasized in boys. Males were found to typically socialize to take on leadership roles and demonstrate independence, which could account for their higher character development scores. Conversely, females may be more engaged in nurturing roles, leading to different character strengths that are not always captured by standard character development metrics used in schools[18]. These findings of this study highlighted the importance of gender-sensitive educational policies that cater for the unique developmental needs of both male and female students. Implementing character education programmes that provide equal opportunities for leadership and responsibility across genders is essential to achieving balanced outcomes. It is suggested that promoting gender equity in schools can ensure that both boys and girls develop holistically in areas of character, leadership, and social responsibility, allowing for a more inclusive educational experience[19].

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Chapter Five

Conclusion

This chapter presents summary of the findings of the study, conclusion and recommendations, synthesizing them in relation to the research objectives and existing literature. It begins by interpreting the results obtained from the data analysis in chapter four, offering insights into the national values awareness and civic responsibilities as determinants on character development among Social Studies students in public secondary schools in Oyo state, Nigeria. The chapter then moves to highlight, suggestion for further study, the contributions to the knowledge, particularly in the context of educational policy, teacher training, and curriculum design.

5.1 Summary of Findings

The findings of this study on Social Studies teachers' awareness of national values and civic responsibilities in public secondary schools in Oyo State, Nigeria revealed a high level of awareness among teachers. Teachers displayed significant awareness of national values such as tolerance, responsible citizenship, and justice, with an overall weighted mean of 3.49, indicating strong alignment with these values. Specifically, a majority of teachers showed high levels of tolerance (mean = 3.44), responsible citizenship (mean = 3.60), and justice (mean = 3.46). These high scores manifested teachers' commitment to promoting peace, respect, and civic responsibility in their classrooms, although fairness in dealing with students showed moderate awareness, highlighting an area needing improvement.

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Regarding civic responsibilities, teachers demonstrated a strong awareness of promoting volunteering, community service, and law-abiding behaviours, as evidenced by an overall weighted mean of 3.41. Teachers consistently encouraged community engagement and active participation in civic duties, with over 60% of them promoting these values. While the mean scores for fairness and justice were also high, they showed slightly less consistency, indicating areas for potential development. In terms of character development among students, the data suggested that teachers were effective in promoting key values such as honesty and integrity. The overall mean score of 3.18 indicated a high level of character development, with 63.7% of students strongly agreeing that their teachers' focus on honesty contributed to their personal growth (mean = 3.53). While empathy and ethical behaviour were also promoted, their mean scores were slightly lower, suggesting that these areas required additional emphasis. Social responsibility, although present, was another domain that showed room for improvement, as only 34.9% of students felt that their teachers effectively guided them to contribute meaningfully to their communities.

Statistical analyses further confirmed the significance of teachers' awareness in enhancing character development. The Pearson Product Moment Correlation (PPMC) analysis revealed a significant positive relationship between teachers' awareness of national values ($r = .222$, $p < .05$) and civic responsibilities ($r = .218$, $p < .05$) with students' character development

5.2 Conclusion

In conclusion, this study demonstrated that Social Studies teachers in public secondary schools in Oyo State, Nigeria, exhibit a strong awareness of national values and civic responsibilities, with high mean scores indicating teachers' alignment with

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values like tolerance, responsible citizenship, and justice. This awareness positively contributed to students' character development, particularly in promoting honesty and integrity, though areas like empathy, ethical behaviour, and social responsibility could benefit from greater emphasis. Statistical analyses supported the significance of teachers' awareness in fostering character growth, showing that teachers' awareness of national values and civic responsibilities significantly predicted students' character development. Moreover, these findings highlighted a gender difference, with male students exhibiting slightly higher character development scores than females, suggesting nuanced gender dynamics in character education outcomes.

5.3 Recommendations

The following are recommended based on the findings of this study:

1. There is the need for increased targeted training for teachers on tolerance, responsible citizenship, and justice to strengthen their alignment with national values, focusing especially on fairness.
2. Public secondary schools in Oyo State must integrate structured activities for volunteering, community service, and law-abiding behaviour within Social Studies curricula to bolster teachers' consistency in promoting these values among students.
3. Public secondary schools must focus more on activities that emphasize empathy, ethical behaviour, and social responsibility to reinforce these areas of character development in students.
4. The government should support public secondary schools in Oyo state to develop workshops and resources that emphasize the positive impact of

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teachers' awareness of national values on student character, reinforcing this as a priority in teacher professional development.

5. Public Secondary schools should emphasize the role of civic responsibility in student character growth by providing additional support for teachers to promote civic responsibilities, linking these explicitly to student character outcomes and fostering community engagement.
6. Public secondary schools should encourage holistic teaching approaches that integrate both national values and civic responsibilities to maximize their joint impact on student character development.
7. Public secondary schools must use data from periodic assessments to identify specific areas (national values or civic responsibilities) where teachers may need further support to influence student character positively.
8. To address gender difference in character development public secondary schools should implement tailored approaches to character education that account for potential gender differences, ensuring that teaching strategies are effective and equitable across genders.

5.4 Contribution to Knowledge

This study contributes significantly to the existing body of knowledge by providing empirical evidence on the high awareness of national values and civic responsibilities among Social Studies teachers in public secondary schools in Oyo State, Nigeria, and the influence of this awareness on students' character development. By identifying specific areas where teachers exhibit strong alignment with values such as tolerance and responsible citizenship, as well as pinpointing areas for improvement like fairness and social responsibility, the study offers a nuanced

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understanding of character education challenges and opportunities in public secondary schools. The recommendations highlight practical strategies for strengthening teacher training, enhancing curriculum integration of civic values, and addressing gender differences in character development. In this research stresses the critical role teachers' play in shaping students' character and promotes targeted support measures, adding to the framework of effective character education in multicultural contexts like Nigeria's. Furthermore, this study introduces and validates two important research instruments:

Teachers' Awareness of National Values and Civic Responsibilities Questionnaire (TANVCRQ)

Social Studies Students' Character Development Questionnaire (SSSCDQ).

These tools offer consistent and dependable ways to measure teachers' awareness and students' character development. They are designed to serve as reliable standard instruments for future studies in similar educational settings across Nigeria and potentially in other countries as well.

5.5 Suggested Areas for Further Research

Based on these findings, future studies could investigate the factors underlying the moderate awareness of fairness among Social Studies teachers and explore effective methods to strengthen their promotion of empathy and ethical behaviour in the classroom. Additionally, research could examine the impact of gender on character development to understand why male students reported slightly higher scores than their female counterparts. Further studies might also assess the efficacy of varied teaching strategies in enhancing students' sense of social responsibility, particularly as only a third of students felt adequately guided in community contributions. Finally, research could explore the long-term influence of

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teachers' awareness of national values on students' civic engagement and moral development beyond secondary school, providing insights into the sustained impact of character education.

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Appendix A

Department of Arts and Social Science Education,

Faculty of Education,

Lead City University, Ibadan, Oyo State

Research Questionnaire I

Character Development of Social Studies Students Questionnaire (CDSSSQ)

Dear Respondents,

Request to Participate in a Research

I am a Doctorate Degree Student in the Department of Arts and Social Science Education, Social Studies unit, Faculty of Education, Lead City University, Ibadan, Oyo State. I am carrying out a research study on 'Teachers' Awareness of National Values and Civic Responsibilities as Determinants of Social Studies Students Character Development in Oyo State Public Secondary Schools, Nigeria'. Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to.

Yours,

Ogunniyi Omolayo Ayodele

Section A: Demographic Information

Instruction: Kindly indicate your opinion about the following question items by checking the scale below. Tick ('√') in the box as appropriate.

1.Sex: Male ( ) Female ( )

2.Age: below10 -10 years ( ) 11-13 years ( ) 14 years and above ( )

3.Religion: Muslim ( ) Christianity ( ) Others ( )

4.Post Held: Class Captain ( ) Others ( )

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Section B: Character Development

Instruction: Kindly indicate your opinion about the following question items by checking the scale below. Tick ('√') in the box as appropriate.

Key: Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2points and Strongly Disagree (SD) – 1 point

		4	3	2	1
S/N	**Items**	**SA**	**A**	**D**	**SD**
1.	Teacher's commitment to inculcate a strong sense of honesty contributes significantly to my overall growth.				
2.	Teacher's emphasis on integrity in Social Studies classrooms positively influences our/my character development.				
3.	Social Studies teachers focus on ethical behaviours for effective character development among students.				
4.	Social Studies teachers instil integrity as a cornerstone of character development.				
5.	Teachers emphasize the cultivation of integrity to promote character development in Social Studies classroom.				
6.	Social Studies teachers are instrumental in shaping our integrity.				
7.	Empathy which is a building block of morality and key ingredient of successful relationship in school impacted in us by teacher.				
8.	Teachers skilfully integrate lessons that encourage us to understand diverse perspectives and appreciate the experiences of others.				

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9.	Teachers empower us to become empathetic individuals capable of emotionally understand what other people feel.				
10.	Social Studies teachers encourage character development though the teaching of empathy.				
11.	Empathy builds an awareness of our actions and subsequent reactions fostered by social studies teachers.				
12.	Through empathy demonstrated by teacher, thought us to have feeling of sympathy or concern for another.				
13.	Social Studies teachers are instrumental in fostering character development instilling building relationship as a sense of social responsibility among students.				
14.	Social studies teachers guide the student to recognize their role in creating positive change.				
15.	In Social studies classroom character development is an important part of the lessons on social responsibility.				
16.	Through engagement in discussions and projects, teachers help us to make meaningful contributions to the communities.				
17.	Character development in social studies classroom depends on cultivation of social responsibility				

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Appendix B

Department of Arts and Social Science Education,

Faculty of Arts and Education,

Lead City University, Ibadan, Oyo State

Research Questionnaire II

Teachers' Awareness of National Values and Civic Responsibilities Questionnaire (TANVCRQ)

Dear Sir or Ma,

Request to Participate in a Research

I am a Doctorate Degree Student in the Department of Arts and Social Science Education, Social Studies unit, Faculty of Education Lead City University, Ibadan, Oyo State. I am carrying out a research study on 'Teachers' Awareness of National Values and Civic Responsibilities as Determinants of Social Studies Students Character Development in Oyo State Public Secondary Schools, Nigeria'.

Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to.

Yours Faithfully,

Ogunniyi Omolayo Ayodele

Section A: Demographic Information

Instruction: Please indicate your opinion about the following question items by checking the scale below. Tick ('√') in the box as appropriate.

1.Sex: Male ( ) Female ( )

2.Age: 18-38 years ( ) 39-59 years ( ) 60 years and above ( )

3.Marital Status: Single ( ) Married ( ) Divorced ( ) Separated ( )

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4.Highest Educational Qualifications: Bachelor's degree ( ) Master's Degree ( ) MPhil or PhD Degree ( ) Others (please specify)

5.Years of Teaching Experience: 1-5 years ( ) 6-10 years ( ) 10-15 years and above

Section B: Teachers' Awareness of National Values

Instruction: Kindly indicate your opinion about the following question items by checking the scale below. Tick ('√') in the box as appropriate. (To be answered by the social studies teachers so as to avoid biasness in responses)**.**

Key: Always (A) – 4 points, Sometimes (S) – 3 points, Occasionally (OC) – 2 points and Never (N) – 1 point

S/N	Item	A	S	OC	N
1	I have the awareness of acceptable behaviours and values that promote peace in our society				
2	I have the willingness to tolerate or accept people's behaviour, beliefs, opinions or practices that is different from your own				
3	I have fair and objective attitude towards others whose beliefs and lifestyles are different from mine				
4	I accept and appreciate the diversity of our nation's cultures				
5	I accept to practice respect, kindness and sensitive to others				
6	I support social harmony and defend the Constitution.				
7	I stay informed of the issues affecting your community.				
8	I participate in the democratic process.				
9	I respect and obey federal, state, and local laws.				
10	I respect the rights, beliefs, and opinions of others.				
11	I have fair and just in dealing with students; treat				

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	students equally.				
12	I do not have favorites and do not take advantage of others				
13	I do not blame students carelessly or unjustly for their character				
14	I have equal distribution of resources and treatment to make all students feel valued and safe physically and mentally				
15	I react to core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others				
16	I generate unbiased, consistent, distributive, legal, social and reliable decisions				

Section C: Teacher's awareness and of civic responsibilities into the teaching of Social Studies (to be answered by the social studies teachers so as to avoid biasness in responses)

Instruction: Please indicate your opinion about the following question items by checking the scale below. Tick ('√') in the box as appropriate.

Key: Always (A) – 4 points, Sometimes (S) – 3 points, Occasionally (OC) – 2 points and Never (N) – 1 point

		5	**4**	**2**	**1**
S/N	**Items**	**A**	**S**	**OC**	**N**
1.	I encourage a sense of community engagement among my students.				
2.	I encourage my students' to actively participate in community service.				
3.	I encourage my students to actively engage civic duties.				

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4.	I encourage community service projects to promote hand-on civic engagement among my students.				
5.	I instil a sense of community engagement among my students.				
6.	I motivate civic responsibilities though volunteering experiences among my students.				
7	My teaching approach encourage a sense of community engagement in students.				
8	I integrate community service into my teaching as civic responsibilities.				
9	I incorporate community service initiatives as civic responsibilities in the teaching of Social Studies.				
10	I encourage community service in my approach of teaching civic responsibilities in Social Studies classroom.				
11	My teaching techniques not only imparts knowledge about civic duties but also laying emphasizes to be a law-abiding.				
12	I integrate civic responsibilities and law abidance in my lesson.				
13	My teaching strategy fosters a positive and inclusive learning environment, encouraging students not to take justice into their own hands.				
14	My classroom activities are structured to promote the importance of school rules.				
15	My teaching method equips students about upholding the values of injustice, fairness and equality civic engagement.				
16	My teaching method convey the consequences of breaking laws.				
17	I cultivate an environment where students learn to demonstrate honesty and a strong moral compass.				

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Appendix C



Students filling the questionnaire

Lead City



Students with the researcher

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Students filling the questionnaire

Lead City



Students discharging their civic responsibilities



Students performing their civic responsibilities



Students during their morning duties



Students studying the questionnaire

Lead City



Students filling the questionnaire

Lead C



Research assistant administering questionnaire

Lead Ch

Bio-data

A. Personal Data

Name	Omolayo Ayodele OGUNNIYI
Date and Place of Birth	25 November 1977/ Akinmoorin
Nationality:	Nigerian
State of Origin and Local Government:	Oyo/ Afijio
Marital Status:	Married
E-mail/ Phone Number:	ogunniyiomolayo@gmail.com 08160181038
Permanent Home Address:	Ogunniyi House Behind Meternity Centre, Oke-Border Awe. Oyo State.
Name and Address of Next of Kin:	Mr. Oluniyi Ogunniyi Ogunniyi House Behind Meternity Centre, Oke-Border Awe. Oyo State.

B. Educational Institutions Attended with Dates

i.	Lead City University Ibadan Oyo State	2021- till Date
ii.	University of Ibadan, Ibadan Oyo State	2017- 2019
iii.	University of Ilorin, Ilorin	2001- 2005
iv.	Federal College of Education (SP) Oyo, Oyo State	1997- 2000

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C. Academic and Professional Qualifications with Dates:

i.	Master of Education in Social Studies	2019
ii.	Bachelor of Science (Education) in Social Studies	
iii.	National Certificate in Education	2000
iv.	National Examination Council	
v.	Primary School Leaving Certificate	1989
vi.	West African School Certificate	1996
vii.	National Examination Council	2017

D. Work Experiences with Date

i.	Foundation Nursery and Primary Schools Araromi Oyo	2000-2001
ii.	Sandwich Directorate Emmanuel Alayande College	
	Education Oyo	2001-2014
iii.	Academic Staff Department of Social Studies and Civic	
	Education Emmanuel Alayande University of Education Oyo	2015 till Date

E. Administrative Experience with Dates

i.	Member, Sub-committee SOSAN National Conference	2015
ii.	Member, Social and Welfare Committee	2016 till date
iii.	Staff Adviser for SOSSAN	2016 till date
iv.	Member, Resource Room Committee	2016 till date
	Member, Research and Publication Committee	2017 till date
v.	Member, Students' Project Committee	2016 till date
vi.	Member, Social and Welfare Committee	2018 till date
vii.	Member, Sports Committee	2020 till date
viii.	Member, Result Compilation Committee	2020 till date

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ix.	Member, Buttery Committee	2020 till date
x.	Member, Students Project Allocation	2020 till date
xi.	Member, General Cooperative Society	2003 till date
xii.	Member, Christian Self-Help Cooperative Society	2014 till date
xiii.	Member, WICE EACOED, Oyo Chapter	2015 till date
xiv.	Member, ACADA Cooperative Society	2017 till date

F Contributions to The Community:

Secretary, St. Bartholomew Anglican Church, Awe	2014 till date
Financial Secretary, Women Organisation, St. Bartholomew Anglican Church, Awe	2017 till date
Secretary, Old Students Association of Akinmorin Grammar School, Akinmorin	2019 till date
Secretary, Landlord Association of Oke Boda, Awe Community, Awe, Oyo.	2014 till date

G. Other Relevant Information:

i	Member, Old Students Association of Akinmoorin Grammar School	2010 till date
ii	Member, Nigerian University Education Students	2015 till date
iii	Member, Teachers' Registration Council of Nigerian Reg No. TRCN OY/T/00877	2016 till date
iv	Member, Arts and Social Science Education Association	2017 till date
v	Member, Social Studies Association of Nigeria	

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3 Dr. Timothy, A. Adedigba

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_____ _____

Signature **Date**

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