CIVIC KNOWLEDGE AND ATTITUDE AS CORRELATE OF CIVIC INVOLVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN OSUN STATE, NIGERIA

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ABSTRACT

The study examined the joint contribution of civic knowledge and civic attitude on the level of involvement. It also determined the relative contribution of civic knowledge and civic attitude on the level of involvement of secondary school students. It also determined the relative contribution of civic knowledge and civic attitude on the level of involvement of secondary school students. It further established if there is any significant relationship between civic knowledge and level of involvement of and finally determined if there is any significant relationship between civic attitude and level of involvement of senior secondary school students in Osun state. The study employed survey research design; sample size consisted of 300 senior secondary school II students drawn from three senatorial districts in Osun State using multistage sampling procedure. Three research instruments were validated and used for data collection. Two research questions were asked and answered and two hypotheses were tested and verified. Results among others showed that there was a significant joint contribution of civic knowledge and civic attitude to the prediction of level of involvement of senior secondary school students (R=0.157, Multiple R-Squared=0.05, Adj. r^2 =0.025). However, there was no significant relationship between civic attitude and student level of involvement ($r_{(298)}$ =.024, p>0.05). The study concluded that civic Knowledge was a potent predictor of civic involvement whereas civic attitude may not necessarily predict civic involvement among senior secondary school students.

Keywords: Civic Knowledge, Attitude, Civic Involvement, Students, Secondary School

INTRODUCTION

Civic involvement in a democratic society suggests that citizens are actively involved in their own governance and that such participation is based on an informed and critical reflection of political and civic issues (Branson and Quigley, 1998). Therefore, the success of such a system is built on a citizenship that is civically engaged and informed. Indeed, philosophers such as Jean Jacque Rousseau and Robert Maynard Hutchins have suggested that civic apathy may result in the death of democracy Hatcher or at least the moral and social decline of the state (Coley and Sum, 2012). Damon (2011) argues that the possibility of the country's future ending up in the hands of a citizenship that lacks understanding of the benefits and duties of citizens is the most serious modern threat to America. This is applicable to other climes too. In addition to acting as the foundation of a successful democracy and sustained future, civic engagement and knowledge impact on important civic attributes; for example, civic knowledge promotes democratic values, political participation, trust in public life/public figures, and can change attitudes on important social issues (Coley and Sum, 2012; Delli, Carpini and Keeter, 1996; Galston, 2004). Other benefits of a civically engaged population include the economic well-being of the society and the psychological well-being of its members (Coley and Sum, 2012). Furthermore, civic engagement and knowledge align with the attributes employers seek in graduates entering the workforce (Spiezio, 2009).

Many people often take for granted the political freedom they enjoy. In the past, men and women sacrificed their lives for the sake of democracy, eg. suffrage, the civil rights movement, and the agitation for self-rule in Nigeria. It is possible to think about this in the context of the American

Revolution, and that is certainly a great example. However, there have been other cases such as the French Revolution of 1848. We should never forget what a privilege it is to live in a democratic state because of this freedom, and opportunities for civic involvement are very important. Civic involvement in its simplest sense, is the participation and involvement of citizens in their government, and Civic involvement is important because it allows citizens' political voices to be heard. It is a way to express how they feel about issues, it is a way to have influence. There are many ways to be involved in civics: One of the simplest and most fundamental is voting. Every four years in Nigeria, presidential and governorship elections are held and the people vote to decide who will become the president and governors at the state level. Nigerian Presidents serve four year term, if the people like what a president has done in his or her first term, they may elect him or her to a second term; if they are dissatisfied with the president, they may choose another president. Presidents can only serve a maximum of two consecutive terms, or 8 years. Voting for the president is a cherished tradition.

 "Civic engagement is the involvement in an activity related to community, often connected with duties and obligations." So, if citizenship can be thought of as an understanding of certain duties, rights, and privileges," Citizenship or civic participation consists of behaviors, attitudes, and actions that reflect concerned and active membership in a community. This includes the more traditional electoral citizenship activities, such as voting, serving on nonprofit boards or school boards, as well as less traditional forms of political participation, such as community organizing and social activism. To ensure nation building and development of the right attitudes in students in the secondary schools in any ideal society, there should be an organized attempt to teach morals, social skills, societal values, knowledge, legal rights, honesty and norms which are qualities expected of good and responsible citizens as it would positively influence Civic involvement.

It is generally believed that students of secondary schools are not fully engaged with community development, their attitude towards civic involvement do not support the roles of participation in community development since most of the students are not committed to community participation and it has invariably become a matter of great concern to people of Nigeria. It seems awareness of civic responsibility of students is not well defined by society. The introduction of Civic Education to Nigeria educational system in 2009 was to ensure students' meaningful engagement owing to the above identified problem as well as to refocus and reposition the country to further realize her full inert potentials as envisioned by the founding leaders. In the light of this, Adeyemi (2018) pointed out that the Nigerian school system will help to develop in the students, the desirable social norms and national ethics. This is because primary and secondary school levels are the basic foundation for other stages of the education system upon which students will be taught the basic norm and ethics and become responsible adults for their own actions.

Abdu-Raheem and Olorunda (2019) emphasized that Civic education is education given to the students to know their rights and responsibilities in the society. Civic education create awareness to students' civic engagement, such as registering as voters and vote during the election, also to engage in protecting government properties by reporting any suspicious move that can damage government properties. The need for civic knowledge and right attitudes that can enhance the civic engagement of the students is necessary in this dispensation of Nigeria, students are the leaders of tomorrow and government is making frantic efforts to engage students in order to participate and contribute to community in which they belong. Civic education including civic knowledge of the students that could form their attitude towards engagement is a collective responsibility of all and sundry.

For promotion of students' civic engagement, the society needs to work together across venues, programmes and sectors to create a climate in which students have not just opportunities to learn,

but also the skills and efficacy to do so and cultivate the positive attitude toward the progress and unity of the nation. Civic Education focuses on modification of the attitude and engagement of the secondary school students in fulfilment of their civic rights and their responsibility to be useful for their country. Civic responsibility can be a daunting task because of frequently overlapping constructs, values, and interpretations. Indeed, the very mention of the term civic responsibility evokes notions of what it means to live in a democracy, in addition to the complementary ideas of citizenship, social responsibility, civic engagement, and community involvement. Civic responsibility means active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good.

Other definitions of civic responsibility often exhibit some or all of the following characteristics: Addressing society's problems in an informed manner, Showing respect as well as dissent for laws, Recognizing the difference between legally defined and culturally defined citizenship, Engaging in an active process that goes beyond passive citizenship, Establishing a balance between rights and responsibilities, Understanding the concept of the common good and who defines it, Being able to negotiate differences, Involving the community in decision-making processes as well as Embracing the concept of participatory democracy. Others are Questioning governmental policies and practices, Determining ways to alter public policy for greater good, i.e., being responsible for one's community, Recognizing the value and human dignity of each person, Reaching varying degrees of political awareness and advocacy, ranging from basic knowledge (e.g., knowing the local mayor's name) to developing a voice and making oneself heard (Gottlieb and Robinson, 2002). Successful democracy depends on engaged citizens in part because civic engagement and knowledge result in civic participation (Branson and Quigley, 1998). However, the level of both knowledge and engagement is lower than ideal and is declining (Coley and Sum, 2012). This is particularly the case for young Americans. A revitalized focus on civic education is one possible solution to this problem. As middle and high schools increasingly focus on reading and math skills the task of civic education may fall to higher education.

In addition to an overall increase in civic engagement, education may also serve to level the playing field for young persons whose homes and communities might not emphasize civic engagement, and therefore help to close what has been termed the civic empowerment gap (Levinson, 2010). Many of the goals of a psychology class are well suited to developing the skills needed for civic engagement (Chenneville, Toler, Gaskin-Butler, 2012; Hurtado, 2007). In addition, studying issues about which the students care has been shown to enhance civic learning opportunities (Kahne and Sporte, 2008). Therefore, a Psychology in Current Events class provided an ideal classroom setting in which to emphasize the knowledge, skills, and attributes important for a civically educated student. The pedagogical approach of the class was informed by literature which assessed the efficacy of civic education courses, and consequently the class focused on social problems and engaging current events that were relevant to the students and critically explored them using open classroom discussion, debates, and critical reflection. Students gained experience critically examining issues, debating positions, and forming arguments. Students showed a significant increase in their self-reported civic engagement. They also rated themselves as more able to consider alternative viewpoints, appreciate diversity, monitor and understand current events, and think furthermore, (Van Camp and Baugh, 2016) found out that there was an increase in knowledge of those social issues explored in the class, this initial evidence suggests that a course offered by the psychology department focusing on current events provides an opportunity to engage students with political and civic issues and to develop the knowledge, skills, and attributes that allow them to be engaged and active citizens.

School programmes that could develop in the citizens those knowledge, skills and activities that they need to be useful to themselves and the society at large led to the introduction of the Integrated Social Studies in Nigeria in the 1960s with the coming of Social Studies, Civic Education became

as an integral part of Social Studies in 1971 (Ogundare, 2011). Civic education is education given to the students to know their rights and responsibilities in the society. Civic education create awareness to students' civic engagement, such as registering as voters and vote during the election, also to engage in protecting government properties by reporting any suspicious move that can damage government properties. The need for civic knowledge and right attitudes that can enhance the civic engagement of the students is necessary in this dispensation of Nigeria, that the nation is faced with myriads of social and economic challenges. Civic education including civic knowledge of the students that could form their attitude towards engagement is a collective responsibility noted that civic education is a vigorous attempt to teach morals, social and societal values skills, knowledge, legal rights, honesty and norms which are qualities expected of good and responsible citizens towards nation building (Abdu-Raheem, 2018)

Statement of the Problem

It has been observed that students are not actively participating in community development nor do students show interest in engaging with democratic process in the country. In order to inculcate democratic ideas and ensure a just and egalitarian society, Nigeria needs students who are aware of the characteristics of democracy and committed to it. Again, students who are aware of the irregularity associated with human ideas and their actual behaviour are also needed. The message of Civic Education is to learn, talk and listen to others and cooperate, including identification of public problems that are cognitive and ethnically demanding activities that can be learned from experience and contribute to societal development. This study therefore investigated students' civic knowledge and attitudes and how this translates to their engagement in civic activities.

Objectives of the Study

The specific objectives are to:
1. examine the joint contribution of civic knowledge and civic attitude on level of involvement of senior secondary school students;
2. determine the relative contribution of civic knowledge and civic attitude on level of involvement of senior secondary school students;
3. establish if there is any significant relationship between civic knowledge and level of involvement of senior secondary school students; and
4. determine if there is any significant relationship between civic attitude and level of involvement of senior secondary school students in Osun state.

Research Questions

The following questions were answered in this study:
1. What is the joint contribution of Civic Knowledge and Civic attitude on the level of involvement of senior secondary school students?

2. What is the relative contribution of civic knowledge and civic attitude on the level of involvement of senior secondary school students?

Hypotheses

The following hypotheses were formulated for the study:

1. There is no significant relationship between civic knowledge and civic involvement of senior secondary school students in Osun State.

2. There is no significant relationship between civic attitude and civic involvement of senior secondary school students in Osun State.

METHODOLOGY

The study employed the survey research design. Senior secondary school II Students constituted the population for the study. A total of 300 senior secondary school II students constituted the sample size for the study. Multi –stage sampling procedure was employed for the study. From each of the senatorial districts in Osun, simple random sampling was employed in selecting one local government area. From each of the Local Government Areas, five schools were selected using simple random sampling techniques. From each of the schools, twenty (20) S.S.S. 2 students were selected using simple random sampling techniques. Three research instruments were used for data collection. These were the Civics Knowledge Test (CKT), Civic Attitude Scale (CAS), and Level of Involvement Questionnaire (LIQ).

CKT was made up of two sections: Section A contains demographic information about the students while section B Contains 20 objective questions on civics with four options in the answer format. A table of specification was developed by the researchers based on the topics that have been covered in the schools of investigation at the time the student was carried out since there is uniformity in the curriculum across all the schools of investigation. Also, CAS consisted of two sections: Section A contains demographic information about the students while section B consisted of 10 items on the Civic Attitude Scale ranging from Strongly Agree to Strongly Disagree. The highest is 40 points while the lowest is 10 points. Students are expected to tick as appropriate then the LIQ also has two sections: Section A on demographic information while Section B involves 10 items on the level of involvement ranging from Very often which is equal to 4, often 3, Sometimes 2, Rarely 1. The maximum is 40 points while the minimum is 10 points. Students are expected to tick as appropriate All the three instruments were validated before use. CKT were given to experts in Social Studies and Test and Measurement for their comments after which they were trial-tested and validated using a sample size of 50 from Senior Secondary School students from co-educational public schools that were not part of the sample that participated in the study. Kuder Richardson formula 20 (KR-20) was used to establish the construct validity and internal consistency of the instrument and was found to be 0.76.

CAS AND LIQ were also trial tested and validated using 50 students that are offering civics. Also from co-educational public schools that were not part of the sample that participated in the study. Cronbach Alpha Coefficient was used to establish the construct validity and internal consistency of the instrument, which were found to be 0.81 and 0.82 respectively. Data collected were analyzed using Linear Regression and Pearson Product moment of Correlation (PPMC)

RESULTS

Demographic Profile

The descriptive statistics of age, gender and religion is represented in table 1

Table 1: Frequency Distribution of Respondents

Age	Frequency	Percentage%
12-14yrs	100	33.3
15-17yrs	105	35.0
18-20yrs	80	26.7
21-23yrs	15	5.0
Total	300	100.0

Gender	Frequency	Percentage%
Male	110	36.7
Female	190	63.3
Total	300	100.0

Religion	Frequency	Percentage%
Christian	200	66.7
Muslim	92	30.7
Others	8	2.7
Total	300	100.0

The summary of the results in Table 1 shows that the respondents age were divided into four categories of which 33.3% are within age bracket of 12-14, 35.0% are within age bracket of 15-17, 26.7% are within the age bracket of 18-20, and 5.0% are within the age bracket of 21-23. Also, Male student respondents are 110 of the total respondents representing 36.7%, while female student's respondents are 190 representing 63.3% of the total valid responses. 66.7% of the respondents are from Christian homes, 30.7% are from Muslim homes, and 2.7% of them belong to other religion.

It is therefore implied that majority of the respondents are within the age bracket of 15-17, female students participated more than male participants and majority of the participants are from Christian homes.

Research Question 1: What is the joint contribution of Civic Knowledge and Civic attitude on the level of involvement of senior secondary school students?

Table 2: Summary of regression for the joint contributions of civic Knowledge and civic attitude to the prediction of level of involvement of senior secondary school students

R=.157
R Square=.025
Adjusted R square=.018
Std. Error=6.725

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	340.868	2	170.434	3.769	.024[b]
	Residual	13430.928	297	45.222		
	Total	13771.797	299			

a. Dependent Variable: Civic Involvement
b. Predictors: (Constant), Civic Knowledge Test, Civic Attitude

Table 2 reveals significant joint contribution of civic knowledge and civic attitude to the prediction of level of involvement of senior secondary school students. The result yielded a coefficient of multiple regressions R=0.157 and multiple R-square=0.025.

This suggests that the two variables combined accounted for 2.75 % (Adj. r^2=0.025) variance in prediction of level of civic involvement of senior secondary school students. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result (2,297) =3.769, P<0.05.

Research Question 2: What is the relative contribution of civic knowledge and civic attitude on level of involvement of senior secondary school students?

Table 3: Relative contribution of civic knowledge and civic attitude to the prediction of level of involvement of senior secondary school students?

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.379	2.674		8.369	.000
	Civic Attitude	.050	.063	.046	.799	.425
	Civic Knowledge Test	.165	.061	.157	2.712	.007

Table 3 shows that out of the two predictor factors (civic attitude and civic knowledge). The only potent factor that contributed to the students' level of involvement was the civic knowledge test (Beta = .157, t=2.712, P<0.05). Civic attitude (Beta = .046, t=0.799, P>0.05) is not a unique contribution to the level of involvement of students in senior secondary school. This further implies that a unit increase in standard deviation of civic knowledge will increase the tendency for a better level of improvement of involvement among students.

Hypothesis 1: There is no significant relationship between civic knowledge and students' level of involvement

Table 4: PPMC summary showing the relationship between civic knowledge and level of involvement

Variable	N	Mean	St.Dev	df	R	Sig	p
Level of Involvement	300	28.10	6.787	298	.151[**]	.009	<0.05
Civic knowledge	300	25.22	6.447				

Table 4 reveals that there is a significant positive relationship between civic knowledge and level of civic involvement; $r_{(298)}$ = .151, p<0.05. Hence the null hypothesis was rejected. The result further reveals that an increase in the influence of civic knowledge will increase students' level of involvement. Coefficient of determination (r^2=0.0228) reveals that civic knowledge accounts for 2.28% variance in the level of civic involvement of students.

Hypothesis 2: There is no significant relationship between civic attitude and level of civic involvement

Table 5: PPMC summary showing the relationship between civic attitude and level of involvement

Variable	N	Mean	St.Dev	df	R	Sig	P
Level of Involvement	300	28.10	6.787	298	.024	.673	>0.05
Civic attitude	300	31.15	6.265				

Table 5 reveals that there is a non-significant positive relationship between civic attitude and civic involvement; $r_{(298)}$ =.024, p>0.05. Hence the null hypothesis was accepted. The result further reveals that an increase in civic attitude will not increase students' level of civic involvement. Coefficient of determination (r^2=0.000576) reveals that civic attitude accounts for 0.06% variance in the level of civic involvement. That is, civic attitude had no effect on students' level of civic involvement.

DISCUSSION OF FINDINGS
Findings of this study revealed that the level of civic knowledge is average among senior secondary school students in Osun State, Nigeria; this means that many students exhibited an average level of civic knowledge. This might be possible where students retained only a fraction of the contents of Civic Education learnt in school. This finding is contrary to the findings of Owen, Soule and Chalif, (2011) exposure of Civic Education is positively associated with political knowledge gain. However, Galston (2007) supported the findings of this survey by reporting that the civic knowledge of youths is at best average because they dedicate more time to sports, fashion and arts. To students, Civic Education which brings about civic knowledge is seen as a subject that they need to pass thereby not giving the subject enough and required attention. Nonetheless, Nicotera, Brewer and DesMarais, (2013) opined that youths show an acceptable civic knowledge and this makes them turn out to be active citizens.

Another finding of this study revealed that students' level of civic skills is low. This result negates the earlier finding of Comber and Kamler (2005) who reported that young people have the basic civic skill to function in society because of their experience from Civic Education and they can interpret political information correctly. The result of this study however supported the work of Also, Nicotera, Brewer and DesMarais (2013) who reported that youths have the minimum required level of civic skills needed to carry out their civic responsibility. As such, they would have the required skills to impact the political world around them. Civic skills allow young adults to discuss political issues with peers and adults, to monitor news and feel confident to speak in public (Comber and Kamler, 2005). Students of this era are more concerned with materialistic thoughts; they believe that with a certain level of friends and financial resources, their value can be acceptable and appropriate within any situation.

During political campaigns, individuals who share or distribute money or other tangible items are more likely to get more votes than those who do not do so (Adepegba, 2021). This study corroborates Boyte (2014) who opined that commitment to the public good, to make explicit the republican roots of an idea in the community, patriotism, and loyalty directed towards political communities, are attributes that are found wanting in young adults. They stressed further that citizens become creative agent who do not just acquiesce to the political community demands, but work to reform and improve.

According to Fabiyi (2009), Nigeria is currently facing the problem of incivility and immorality. Kehinde, Awoyele and Jekayinoluwa (2012), perceived that Nigeria youths had been fingered to be at the nerve centre of the social, economic and political problems facing the country. Mofoluwawo, Jarimi and Oyedele (2012), also observed that youth incivility has become the order of the day, while civic virtues in all spheres of life have totally declined. Events of the recent past have indicated that Nigeria is facing the trend of losing its much cherished sense of nationhood, cultural identity and indeed, hospitable spirit. Students should leave the schools with the understanding that they can use the knowledge and skills of their degree for a career and for the public good (Jake, 2016).However, Abdu-Raheem (2018) advocated for inculcation of the right kind of values through effective teaching of civic education as a value-oriented and value- projected subject.

Agu, (2009), argues there is need for urgent value re-orientation and engagement of the youths in a more articulated way through Civic Education because of the far reaching impact of the negative trends on national development. Azebamwan (2010) notes that the need arises for Nigeria to seek solutions to pressing problems of national importance, the solution is to create a society where there is unity, peace, tolerance, honesty, respect for human dignity and patriotism (Mofoluwawo *et al,* 2012). Coley and Sum (2012) are of the view that civic engagement varied across the educational attainment age, and income: rates of engagement were positively correlated with higher education and income levels and increases in age. Youniss (2012) found that certain school practices such as promoting classroom discussions, students to offer government and engage in extracurricular activities and incorporating service learning into the curriculum, can build students' knowledge of history and government and encourage civic engagement.

Ideally, the school is a place for young people to accumulate democratic experiences and reflect upon these in addition to experience acquired elsewhere (Daniels, 2001). Such reflection can contribute to the development of young people and thereby enhance the quality of their participation in society. Common measures of civic engagement include such indicators as political interest, media consumption and political knowledge, in that these provide a measure of the degree to which citizens are mentally participating in society. On the whole, civic engagement refers to the actions, beliefs and knowledge that link citizens into their societies and that establish the basis for cooperative behaviour (Zarrillo 2008)

Furthermore, Civic engagement includes attitudes, behaviours, knowledge, and skills that benefit society and derive from the interest in improving the common good, indicate feelings of responsibility toward the communities in which an individual is embedded, and the idea that everyone has a central role in influencing the well-being of society. Civic behaviours include actions that based on this belief system, aim to resolve community issues and improve the welfare of the society, such as volunteer work and supporting charities. Such behaviours are generally termed civic participation (Zarrillo, 2008). Other organizations that generally engage adolescents in community life include youth organisation like scouts and religious organizations. These kinds of organisation supplement the education of young people and help them create a value system that underlines.

Empirical research has advanced the understanding of youth civic engagement. For example, by describing volunteer and political activities that youth often participate in such as tutoring, campaigning, and participating in social organizations at school and by suggesting that such activities influence the formation of beliefs about one's responsibilities and aspirations toward community (Pancer, Pratt, Hunsberger, and Alisat, 2007; Schmidt, Shumow, and Kackar, 2007). Such research focuses on the importance of early socialization processes in contexts of families, schools, and peer groups as well as opportunities for civic engagement during adolescence (Youniss, 2012).

There seems to be a development cycle during adolescence in which attitudes such as civic efficacy (the belief that one can impact their community) and social responsibility (a sense of duty to others) both lead to and result from ratification in community service and political activities (Pancer et al., 2007). On the downside, this definition arguably privileges traditional modes of civic action that are both increasing outdated and unrepresentative of a range of actions and behaviours that have historically been important civic tools of members of disadvantaged, oppressed or marginalized groups, or any combination of the three. For example, various web 2.0 activities such as uploading a video to YouTube and Intercepting through social networking sites such as Facebook or Ning do not obviously fit into the categories and actions described above, despite their increasingly evident civic importance.

Finally, emphasis on public and collective forms of engagement likely overlooks the ways which especially members of historically disadvantaged groups may be pillars of their communities without participating collectively in public activities. A well-known community elder, for example, may exert considerable civic influence by modelling rectitude, advising youngsters about how to behave, and serving as an informal but final arbiter of community disputes, even though he takes part in no obvious public activities.

Conclusion
The study concluded that civic knowledge and civic involvement of senior secondary school students in Osun State are significant related. It is also concluded that civic attitude and civic involvement are not significantly related.

Recommendations
Based on the study the following recommendations were made:
1.   Students should be enlightened and advised to participate in civic engagement such as community service and others, in order to develop positive attitudes towards civic engagement.
2.   Government should frequently organise seminars and workshops for the teachers of Civic Education in order to refresh their brain and learn new methods and techniques of impacting   knowledge.

3.   Parents and Guardians should encourage their children/wards to fully participate in community development.

4.   Parents and Guardians should allow their children/wards to join civil society organisations in   order to engage in nation building.

5.   Non-governmental organisations should intensify efforts in campaigning and promoting civic   duties; this could create awareness for the citizens.

6.   Curriculum developers should include more topics that could bring about desirable positive   changes in attitudes of young learners so as to become patriotic and responsible   citizens   in future.

7.   Experts in Social Studies and Civic Education should produce more textbooks that can promote civic attitudes and engagement of students to become better citizens.

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