

**IMPACTS OF TEACHING GOVERNMENT SUBJECT ON POLITICAL  
AWARENESS OF SENIOR SECONDARY SCHOOL STUDENTS IN  
OWERRI EDUCATION ZONES OF IMO STATE**

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**ABSTRACT**

In this study, the researcher investigated impacts of teaching government subject on political awareness of senior secondary school students in Owerri Education Zones of Imo State. In order to achieve the aims of the study, four research questions were asked and four hypotheses were formulated. This study adopted the survey research design. The population of this study is 34,633 comprising 2,438 teachers and 32,195 students from the 124 public secondary schools in Owerri Education Zones, Imo State. The researcher drew a sample of 395 respondents (163 teachers and 232 students) from 15 selected secondary schools using multistage sampling technique. Rating scale was used as the instrument for the collection of data for this study and prepared by the researcher. The rating scale is titled: Impacts of Teaching Government Subject on Political Awareness of Senior Secondary School Students Scale (ITGSPASS) and contained 30 items. Three research specialists validated the instrument. Reliability coefficient of 0.84 was obtained using Pearson Product Moment Correlation Coefficient (PPMCC) statistics. The researcher analyzed the data using mean scores and standard deviations to answer the research questions while the hypotheses were tested using the t-test statistics at a 0.05 level of significance. The result found that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of human right, rule of law, good governance and electoral processes in public senior secondary schools in Owerri Education Zones, Imo State. The study concluded that the teaching government helps students to be aware of their fundamental human rights, rule of law, good governance and electoral processes which create awareness and spark discussions about the importance of politics. This collective effort can lead to stronger, more resilient societies where citizens are not just passive recipients of policies, but active contributors to the democratic process. Based on the

findings of the study, it was recommended among others that government should ensure that only the right caliber of teachers are recruited for teaching of government in schools in order to improve the teaching of government subject in schools towards fostering students' awareness of the fundamental human rights.

## **INTRODUCTION**

Education is a very crucial form of development to both individuals and the society. No wonder, countries all over the world see education as a good instrument for national development because it is expected to produce the required quantity and quality of human resources for their economic growth. It is an instrument for the realization of a nation's growth and development, because the level of a nation's literacy determines her extent of development. It provides the intellectual capability needed by man to harness the human and material resources for scientific and technological advancement. Adegbami and Adesanmi (2018) maintain that education is seen as a crucial tool for development in every country. Nigeria being fully aware of the importance of education according to Federal Government of Nigeria [FGN] (2013) sees it as an instrument per excellence in the development of the nation's economy. In Nigeria, there are three levels of education vis-à-vis the primary, secondary and tertiary. However, the focal point for this study is the secondary education.

Secondary education is provided for learners after primary education and before tertiary education. It is aimed at developing a learner towards the acquisition of skills necessary for self and national development. Adetona (2013) opines that a major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level is proving to be insufficient for a child to acquire permanent literacy, communicative, and numeracy skills expected from him/her at the end of the training. The aim of secondary education according to FGN (2013) is to provide opportunity for qualitative education for primary school leavers, cater for the differences in talents of the learners, develop Nigeria cultural heritage, produce a generation of people who respect the dignity of labour, foster Nigerian unity and to inspire its students with the desire for achievement and self improvement both at school and in later life. One of the subjects in secondary school designed for equipping students with the knowledge of embracing peace and unity is Government as a subject.

Government can be viewed in two distinctive perspectives as an "institution" and an "academic subject or field of study". Government as an institution refers to a body of persons saddled with the responsibility or mandated to rule or govern a state in order to achieve its will such as protection of lives and properties of citizens, formulating, interpreting, and implementing of laws, enable co-existence with other countries etc. (Anamonye, 2015). Government as an academic subject is studied in senior secondary schools as it prepares the students who intend to study courses like political science, international relations, sociology, law, etc. at the tertiary level. It is the importance placed on the teaching and learning of the subject matter of Government that has ensured the sustenance of the discipline in Nigerian secondary school curriculum since independence till date. Also, Gilbert (2014) opines that government means knowledge and it is a recognized

subject of study in Nigerian Senior Secondary Schools. This is why Ogunbiyi and Ojebiyi (2012) assert that the study of government in secondary schools can be a useful vehicle for fostering political consciousness if only the political leaders, policy makers and educational agencies can formulate a curriculum that will help in molding the youths to cultivate a positive attitude and the understanding of the Nigeria political system. Therefore, the emphasis in this study is on Government as a subject, an academic discipline and a body of knowledge. Thus, the realization of the aims and objectives of teaching government help to instill in students some levels of political awareness.

Political awareness refers to the understanding and knowledge of political issues, institutions, and processes. It involves staying informed about current events, government policies, and public affairs. Informed citizens are better equipped to make reasoned decisions, engage in meaningful discussions, and actively participate in the political system. The importance of political awareness cannot be overstated. According to Olatunji and Oyelakin (2019) political awareness is a fundamental pillar in any democratic society. When citizens actively participate, they contribute to a more inclusive and representative political system. Increased participation also leads to greater legitimacy and trust in government institutions (Olayinka & Adeyemo, 2018). Manuwa (2023) asserts that political awareness has to do with having knowledge about political activities such as rule of law, good governance, human rights, political participation, electoral processes among others.

Furthermore, political awareness enhances civic engagement and social cohesion. They empower individuals and communities to have a say in decisions that affect their lives, fostering a sense of belonging and ownership in the political process (UNDP, 2019). This, in turn, can lead to collective action, social change, and the pursuit of common goals. However, political awareness is crucial for the functioning of a democratic society. It allows citizens to exercise their rights, influence political decisions, and hold their leaders accountable. By promoting participation and awareness, societies can ensure a more inclusive, responsive, and representative political system that serves the needs and aspirations of its citizens. Drawing from the above illustrations, this study focused on understanding the impact of teaching government on students' political awareness in areas such as human rights, rule of law, good governance and electoral processes.

Human rights are the legal and moral rights of human beings recognized by national and international laws. This implies that the constitutions of countries stipulate these rights of the people. Understanding human rights is not merely an academic exercise; it lays the groundwork for critical thinking and informed citizenship. According to Ekuri, Betiang and Andong (2018), when students learn about the Universal Declaration of Human Rights and the various treaties and conventions that protect these rights, they gain insight into the historical struggles faced by marginalized communities. This historical context is essential in helping students recognize the ongoing challenges to human rights in contemporary society. Oladejo and Oni (2017) noted that the teaching of government in improving students' awareness of their human rights encourages active participation in democratic processes. Students who are aware of their rights are more likely to engage in civic activities, such as voting, volunteering, and community organizing. They learn to question injustices and demand accountability from their leaders, fostering a more vibrant and responsive democracy.

Rule of law signifies that everyone, regardless of status or power, is subject to the law. This principle lays the groundwork for a fair and just society, where legal frameworks govern behavior and protect individual rights. In teaching this concept to students, it is essential to break down the key principles that underpin the rule of law. The concept of equality before the law is paramount. Falade and Orugbemi (2020) assert that the principle of rule of law asserts that all individuals are treated equally in the eyes of the law, which protects against arbitrary governance. By exploring real-world examples, such as landmark court cases or legislation, students can better grasp how this equality is applied or, in some cases, challenged within their own communities. The teaching of government subject allows students to understand the importance of accountability. The rule of law demands that those in power are held responsible for their actions. This can be illustrated through discussions on checks and balances within government systems, emphasizing how different branches work to prevent abuses of power. Engaging students in debates about current events can further illuminate the significance of accountability and inspire them to think critically about their own roles as citizens.

Good governance refers to a fair and equitable allocation of resources for the achievement of the end purpose of the state, which is the promotion of common good of the citizens. Good governance provides opportunity for popular participation in decisions that affect the life of people, access to power and transparency as well as accountability of those in power. According to Oni (2014), a system of good governance would consist of a set of rules and institutions, a legal framework for development and a system of public administration which is open, transparent, efficient and accountable. It is devoid of corruption, nepotism, and discrimination. Good governance encompasses principles such as transparency, accountability, fairness, and participation. These concepts form the bedrock of effective governance systems, influencing not only how governments operate but also how individuals engage within their communities and schools. Olatunji and Oyelakin (2019) opine that teaching government in schools cultivates critical thinking, enabling students to analyze and engage with the values and principles that underpin their society. By exploring the structure of government, the role of various institutions, and the significance of civic engagement, students develop a comprehensive understanding of how policies are formed and how they impact their lives. This knowledge is vital in a world where informed citizens are essential for a thriving democracy.

Election is generally conceived as the process through which public office holders are selected periodically by a fraction of a country's population otherwise referred to as the electorate from 18 years and above. It is a selection process which elevates a group of persons to positions of authority with the power to direct the affairs of the state. According to Dunne (2014), election is a process through which people choose their leaders and indicate their policies and programmed preferences and consequently invest a government with authority to rule. Elections are a universally acceptable process of legitimizing a government. In developed democracies, there is usually less tension in the polity than in developing democracies. The connection between knowledge and voter turnout is a critical aspect of fostering an engaged and informed citizenry. Research consistently shows that individuals with a deeper understanding of government and electoral processes are more likely to participate in elections (Schulz, Ainley, Cox & Friedman, 2018 and Falade &

Adeyemi, 2015). When students are taught about the intricacies of their political system, they not only become aware of their rights and responsibilities as voters but also gain the confidence to express their opinions and make informed choices at the ballot box.

The teaching of government subject towards improving the political awareness of students exposes them to the principles of rule of law, human rights, good governance and electoral processes. The understanding of these political factors is indispensable for every citizens of a given country. Hence, it is expected that its teaching is taken seriously and also that the subject is made mandatory for every students in schools. Thus, several works have been conducted on the impacts of teaching government for improving students' political participation and national consciousness (Olayinka & Adeyemo, 2018; Manuwa, 2023; Ekuri, Betiang & Andong, 2018; Oladejo & Oni, 2017; Falade & Orugbemi, 2020 and Olatunji & Oyelakin, 2019) without emphases on the principles of rule of law, human rights, good governance and electoral processes in schools. There is therefore an urgent need to bridge this gap by investigating the impacts of teaching government subject on political awareness of senior secondary school students in Owerri Education Zones of Imo State.

### **Purpose of the Study**

The general purpose of this study was to investigate impacts of teaching government subject on political awareness of senior secondary school students in Owerri Education Zones of Imo State. The specific objectives sought to;

1. examine the impacts of teaching government on students' awareness of human rights in schools,
2. find out the impacts of teaching government on students' awareness of rule of law in schools,

### **Research Questions**

The following research questions in line with the specific objectives guided the study;

1. What are the impacts of teaching government on students' awareness of human rights in schools?
2. What are the impacts of teaching government on students' awareness of rule of law in schools?

### **Hypotheses**

The null hypotheses were formulated and tested at a 0.05 level of significance;

Ho<sub>1</sub>: The impact of teaching government on students' awareness of human rights in schools is not significantly greater than the criterion mean of 17.50.

Ho<sub>2</sub>: The impact of teaching government on students' awareness of rule of law in schools is not significantly greater than the criterion mean of 20.00

## RESULTS

In this chapter, the researcher organized the data under the following sub-headings: presentation of results based on research questions and testing of hypotheses as well as summary of findings.

### Answer to Research Questions and Test of Hypotheses

**Research Question One:** What are the impacts of teaching government on students' awareness of human rights in schools?

**Table 1:** Mean rating scores of teachers and students the impacts of teaching government on students' awareness of human rights in schools

S/N	Item	Teachers n = 163			Students n = 232		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Decision
	<b>The impacts of teaching government on students' awareness of human rights are;</b>						
1	Students understand that everyone is allowed to speak freely	2.97	0.65	Agreed	2.85	0.56	Agreed
2	Students know that everyone is allowed to belong to any political party	2.56	0.62	Agreed	2.63	0.75	Agreed
3	Students have the knowledge of democratic values as citizens	2.75	0.67	Agreed	2.89	0.74	Agreed
4	Students understand how to protect their fundamental rights	2.91	0.89	Agreed	2.67	0.76	Agreed
5	Students are exposed to learning how to question injustices and demand accountability from their leaders,	2.81	0.69	Agreed	2.97	0.68	Agreed
6	Students are exposed on how to foster a more vibrant and responsive democracy.	2.97	0.90	Agreed	2.87	0.58	Agreed
7	Students understand their rights towards voting a candidate of their choice.	2.50	0.57	Agreed	2.98	0.76	Agreed
	<b>Expected Mean</b>	<b>19.47</b>	<b>2.51</b>	<b>Agreed</b>	<b>19.86</b>	<b>2.46</b>	<b>Agreed</b>
	<b>Obtained Mean</b>	<b>17.50</b>			<b>17.50</b>		

Table 1 presents the mean and standard deviation values indicating the impacts of teaching government on students' awareness of human rights in schools. The overall

interpretation suggests positive impacts with grand mean score and standard deviation of 19.47 and 2.51 respectively for principals and 19.86 and 2.46 respectively for teachers and students across various items indicating that students' understanding about freedom of speech, freedom to belong to political party, show of democratic values, ability to protect their fundamental human rights, ability to question injustices and demand for accountability from their leaders, ability to foster a more vibrant and responsive democracy and ability to know their rights towards voting a candidate of their choice are the impacts of teaching government on students' awareness of human rights in public senior secondary schools in Owerri Education Zones of Imo State.

**Hypothesis One:**

Ho<sub>1</sub>: The impact of teaching government on students' awareness of human rights in schools is not significantly greater than the criterion mean of 17.50.

**Table 2:** t-test of significant difference between the mean rating score of teachers and students on impact of teaching government on students' awareness of human rights in schools

Respondents	n	$\bar{X}$	SD	df	t-cal	t-tab	Decision
Teachers	163	19.47	2.51	397	0.126	1.96	Accept Ho <sub>1</sub>
Students	232	19.86	2.46				

Table 2 gave the grand mean score and standard deviations of 163 teachers as 19.47 and 2.51 respectively, while that of the mean scores and standard deviations of 232 students stood at 19.86 and 2.46 respectively. At 397 degree of freedom, with application of the t-test calculated, its result of 0.126 is less than the t-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that there is no significant difference between the mean rating scores of teachers and students on the impact of teaching government on students' awareness of human rights in public senior secondary schools in Owerri Education Zones of Imo State.

**Research Question Two:** What are the impacts of teaching government on students' awareness of rule of law in schools?

**Table 3:** Mean rating scores of principals and teachers on the impacts of teaching government on students' awareness of rule of law in school

S/N	Item	Teachers n = 163			Students n = 232		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Decision
	<b>The impacts of teaching government on students' awareness of rule of law are;</b>						
8	Students understand that individuals are treated equally in the eyes of the law	2.94	0.62	Agreed	2.89	0.73	Agreed
9	students can better grasp how this equality is applied	2.56	1.16	Agreed	2.68	1.22	Agreed
10	Students understand the importance of accountability	2.97	0.78	Agreed	2.81	0.99	Agreed
11	Students understand checks and balances within government systems	3.03	0.74	Agreed	3.11	0.67	Agreed
12	Students understand that laws must be clear, publicized, and stable	3.00	0.62	Agreed	3.13	0.64	Agreed
13	Students understand that local laws fosters a deeper appreciation for how legal systems operate and impacts their lives	3.13	0.79	Agreed	3.21	0.79	Agreed
14	Students understand the importance of civic participation and how their voices can influence change.	3.00	0.72	Agreed	3.11	0.67	Agreed
15	students understand the barriers some individuals face in seeking justice, inspiring empathy and activism	2.53	0.67	Agreed	2.54	0.73	Agreed
	<b>Expected Mean</b>	<b>23.16</b>	<b>2.96</b>	<b>Agreed</b>	<b>23.48</b>	<b>2.90</b>	<b>Agreed</b>
	<b>Obtained Mean</b>	<b>20.00</b>			<b>20.00</b>		

Data in Table 3 presents the mean and standard deviation values indicating the impacts of teaching government on students' awareness of rule of law in schools. The overall interpretation suggests a positive impact with grand mean scores of 23.16 for principals and 23.48 for teachers and students with standard deviations of 2.96 and 2.90 respectively across various items indicating that understand that individuals are treated equally in the eyes of the law, equality, importance of accountability, checks and balances within government systems, need for laws to be clear, publicized and stable, fostering of a deeper appreciation of the operation of legal system, civic participation and barriers faced



during seeking for justice are the impacts of teaching government on students' awareness of rule of law in public senior secondary schools in Owerri Education Zones of Imo State.

**Hypothesis Two:**

Ho<sub>2</sub>: The impact of teaching government on students' awareness of rule of law in schools is not significantly greater than the criterion mean of 20.00

**Table 4:** t-test of significant difference between the mean rating score of teachers and students on the impact of teaching government on students' awareness of rule of law in schools

Respondents	n	$\bar{X}$	S.D	df	t-cal	t-tab	Decision
Teachers	163	23.16	2.96	397	0.006	1.96	Accept Ho
Students	232	23.48	2.90				

Data in Table 4 gave the grand mean score and standard deviations of 163 teachers as 23.16 and 2.96 respectively, while that of the mean scores and standard deviations of 232 students stood at 23.48 and 2.90 respectively. At 397 degree of freedom, with application of the t-test calculated, its result of 0.006 is less than the t-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that there is no significant difference between the mean rating scores of teachers and students on the impact of teaching government on students' awareness of rule of law in public senior secondary schools in Owerri Education Zones, Imo State.

**Discussion of Findings**

**The Impacts of Teaching Government on Students' Awareness of Human Rights in Schools**

The result showed that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of rule of law. The positive impact was evident in the responses provided stating that students' understanding about freedom of speech, freedom to belong to political party, show of democratic values, ability to protect their fundamental human rights, ability to question injustices and demand for accountability from their leaders, ability to foster a more vibrant and responsive democracy and ability to know their rights towards voting a candidate of their choice are the impacts of teaching government on students' awareness of human rights in public senior secondary schools in Owerri Education Zones of Imo State. In agreeing to these findings, Abonu, Ogunlade and Yunusa (2023) found that the teaching of social studies in secondary schools in Nigeria will go a long way in balancing the differences in citizenship and political participation among youths. Similarly, Balogun, Olokooba and Abdulsalam (2022) revealed that faculties were strong and positive predictors of students' participation in Nigeria; faculty was a strong and positive predictors of students' participation in campus others, that female undergraduates needed to be sensitized towards developing interest in campus politics as this will shape their interest in politics at the macro level. The findings therefore strengthened the fact that informed citizens are the backbone of

a thriving democracy; they are the individuals who will challenge injustices, demand accountability, and drive societal change. When students learn about the principles of human rights, they gain a deeper understanding of the world around them, including the complexities of social issues, the significance of civic engagement, and the power of collective action. This knowledge empowers them to become active participants in their communities and beyond, as they develop empathy and a commitment to social justice.

### **The Impacts of Teaching Government on Students' Awareness of Rule of Law in Schools**

The result showed that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of human rights. The positive impacts include understanding that individuals are treated equally in the eyes of the law, equality, importance of accountability, checks and balances within government systems, need for laws to be clear, publicized and stable, fostering of a deeper appreciation of the operation of legal system, civic participation and barriers faced during seeking for justice. Corroborating the results, Arunah and Owede (2020) revealed that the teaching and learning of Civic Education contributions on the democratic values of fairness, peaceful co-existence and justice among secondary school students. In the same vein, Adeyemi (2020) showed that the level of teaching effectiveness of Civic teachers in the study area is moderate. The study also found that teachers' effectiveness is a correlate of senior secondary school students' academic achievement in Civic. The findings therefore strengthened the fact that teaching government plays a pivotal role in shaping not only well-informed individuals but also engaged citizens who are equipped to contribute to a just society. By imparting knowledge about the rule of law, students gain a deeper understanding of their rights and responsibilities, fostering a sense of accountability and civic duty.

### **The Impacts of Teaching Government on Students' Awareness of Good Governance in Schools**

It was revealed in the findings of this study that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of good governance. The positive impacts include that students' understanding of clarity and openness of decision making processes, holding individuals and entities responsible for their actions, recognizing the importance of treating all individuals equally, equal opportunity to express their opinions, right to participate in decision making process, involving in governance process and advocating for good governance practices are the impacts of teaching government on students' awareness of good governance in public senior secondary schools in Owerri Education Zones of Imo State. In agreeing to these findings, Odusanya and Adesoji (2019) found that there is no significant gender difference in the contribution of basic education to pupils' civic disposition. The result also showed that the difference in the level of civic awareness of basic school pupils is due to the quality of basic education and that civic disposition increases the likelihood of a person engaging in civic activities. Similarly, Odinaka (2018) found that political education in Colleges of Education to a high extent influences students' political participation in

Enugu State. However, there are challenges like: political tension, conflict in the society, poverty, family background and belief system, etc. The findings therefore strengthened the fact that teaching government in schools creates a ripple effect, as empowered individuals often engage with their peers, families, and communities, spreading awareness and sparking discussions about the importance of good governance. This collective effort can lead to stronger, more resilient societies where citizens are not just passive recipients of policies, but active contributors to the democratic process.

### **The Impacts of Teaching Government on Students' Awareness of Electoral Processes in Schools**

It was revealed in the findings of this study that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of electoral processes. The positive impacts include that students' understanding of the importance of voting, joining a political party, been voted for, voting patterns in Nigeria, campaigns during electoral periods, voters' education and political party ideologies are the impacts of teaching government on students' awareness of electoral processes in public senior secondary schools in Owerri Education Zones of Imo State. Corroborating the result, Ekuri, Betiang and Andong (2017) revealed that while much has been done on the formal aspect of political education in Nigeria; the informal aspect is politicised and poses serious challenge to sustainability of democracy in Nigeria. Also, Balogun, Olokooba and Abdulsalam (2022) revealed that faculties were strong and positive predictors of students' participation in Nigeria; faculty was a strong and positive predictors of students' participation in campus others, that female undergraduates needed to be sensitized towards developing interest in campus politics as this will shape their interest in politics at the macro level. The findings therefore strengthened the fact that when students are equipped with the knowledge and skills necessary to navigate the complexities of political systems, they will be able to understand their rights and responsibilities as citizens. This education fosters critical thinking, encourages civic engagement, and instills a sense of agency in young people. When students grasp the significance of their vote and the power it holds, they are more likely to participate in elections, advocate for issues that matter to them, and hold their leaders accountable.

### **Summary of the Entire Study and Conclusion**

In this study, the researcher investigated impacts of teaching government subject on political awareness of senior secondary school students in Owerri Education Zones of Imo State. Ironically, in secondary schools in Nigeria as at today, greater majority of the students are politically unaware because of low level of politically education. This is so because subject such as government which offers political education more than any other subject in the secondary school is not made a "Core Subject". This results in a situation where we have graduates or people who feel they are educated without the knowledge of the basic theories of government. Due to low level of political education, people see government as not having anything good for them. To such people government exists to protect the interest of the rulers only. This makes them unpatriotic. Even the politicians themselves are not well

informed and well groomed with political facts such as the processes involved in electoral practices and even their fundamental human rights. This has led to high rate of official corruption, frequent change of government through means contrary to the provisions of the constitution and rules of election. In order to achieve the aims of the study, four research questions were asked and four hypotheses were formulated.

Different literature that are relevant and related to the study will be reviewed. The study was built on two theories namely; the instructional theory by Robert M. Gagne in 1965 which emphasized that designing government curriculum that encourages students' awareness about the principles of rule of law, fundamental human rights, good governance and electoral processes will enable the educators to create learning environments that foster the development of values such as empathy, ethical decision-making and social responsibility. Lastly, John Dewey's theory by John Dewey in 1938 stressed that teachers can create a more engaging and interactive learning environment that encourages students to take an active role in their learning when they incorporating more hands-on activities to improve their knowledge and understanding about political concepts such as rule of law, good governance, electoral process and fundamental human rights . This approach can also help to address the diverse needs of students, including those with disabilities, and provide more opportunities for students to develop their skills and knowledge in a more meaningful and relevant way. Scholarly works were empirically reviewed with gaps created.

This study adopted the survey research design. The population of this study is 34,633 comprising 2,438 teachers and 32,195 students from the 124 public secondary schools in Owerri Education Zones, Imo State. The researcher drew a sample of 395 respondents (163 teachers and 232 students) from 15 selected secondary schools using multistage sampling technique. Rating scale was used as the instrument for the collection of data for this study and prepared by the researcher. The rating scale is titled: Impacts of Teaching Government Subject on Political Awareness of Senior Secondary School Students Scale (ITGSPASS) and contained 30 items. Three research specialists validated the instrument. Reliability coefficients of 0.84 was obtained using Pearson Product Moment Correlation Coefficient (PPMCC) statistics. The researcher analyzed the data using mean scores and standard deviations to answer the research questions while the hypotheses were tested using the t-test statistics at a 0.05 level of significance.

The result found that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of human right. It was also found that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of rule of law. The study showed that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of good governance. Lastly, it was revealed that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of electoral processes in public senior secondary schools in Owerri Education Zones, Imo State.

The study concluded that the teaching government helps students to be aware of their fundamental human rights, rule of law, good governance and electoral processes which

create awareness and spark discussions about the importance of politics. This collective effort can lead to stronger, more resilient societies where citizens are not just passive recipients of policies, but active contributors to the democratic process. Based on the findings of the study, it was recommended among others that government should ensure that only the right caliber of teachers are recruited for teaching of government in schools in order to improve the teaching of government subject in schools towards fostering students' awareness of the fundamental human rights. Also, teachers should ensure that the methods and approaches of teaching government are varied in order to improve students' interest towards fostering awareness of the rule of law.

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