



SOCIAL STUDIES EDUCATION AS A PREDICTOR OF ETHICAL AND RESPONSIBLE CITIZENSHIP AMONG STUDENTS IN COLLEGES OF EDUCATION IN KOGI STATE, NIGERIA

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ABSTRACT

Social Studies Education is widely recognized as a vital discipline for developing informed, ethical, and responsible citizens capable of contributing meaningfully to societal development. This study examined the influence of Social Studies Education on ethical and responsible citizenship among students in Colleges of Education in Kogi State, Nigeria. Anchored on Social Learning Theory, the study adopted a quantitative research design to investigate how exposure to Social Studies curricula fosters moral values, civic responsibility, and responsible behavior among future educators. The population comprised Social Studies students from selected Colleges of Education, from which an appropriate sample was drawn using multistage sampling techniques. Data were collected using a structured questionnaire designed to measure Social Studies Education, ethical citizenship, and responsible citizenship. The data were analyzed using regression analysis and correlation statistics. Findings revealed that Social Studies Education significantly influences ethical citizenship, accounting for a substantial proportion of variance in students' moral values and ethical orientation. The results also showed that Social Studies Education has a significant positive effect on responsible citizenship, enhancing students' awareness of civic duties, digital responsibility, and community engagement. Additionally, a statistically significant relationship was found between ethical citizenship and responsible citizenship, indicating that ethical values contribute meaningfully to responsible civic behavior. The study concludes that Social Studies Education plays a crucial role in shaping ethically grounded and socially responsible citizens in Nigeria's educational system. It recommends curriculum enhancement, teacher capacity building, and increased emphasis on experiential learning approaches to strengthen citizenship education outcomes in Colleges of Education.

KEYWORDS: *Social Studies Education; Ethical Citizenship; Responsible Citizenship; Civic Education*

INTRODUCTION

Social Studies Education is a vital discipline that aims to prepare students to be informed and active participants in civic life (Ogunbiyi, 2023). It integrates content from various fields such as history, geography, economics, sociology, and political science enabling students to understand the complexities of human behaviour, societal structures, and global interactions (Matthew, 2022). In a world that is increasingly interconnected, the relevance of social studies cannot be overstated; it equips learners with the knowledge and skills necessary to navigate the challenges of modern society, foster critical thinking, and promote civic responsibility (Daniels, 2021). The goals of Social Studies Education extend beyond mere academic knowledge; they encompass the development of informed, responsible citizen capable of engaging with issues that affect their communities and the world at large (Ogunbiyi, 2012). By studying historical events, cultural differences, and governmental systems, students learn to appreciate the diversity of perspectives and the importance of empathy in social interactions (Adegoke, 2024). These lessons prepare them to become active and informed participants in democracy, promoting community life and supporting the foundations of democratic governance.

The importance of Social Studies Education lies in its ability to equip students with critical skills and knowledge necessary for responsible citizenship in a complex world. By fostering civic awareness, empathy, and critical thinking,



Social Studies empowers learners to engage thoughtfully with societal issues. As they navigate the challenges of modern life, students become informed advocates for social change and ethical decision-making (Ikani, 2023).

As society becomes increasingly reliant on technology, the concept of citizenship has emerged as a critical component of contemporary education and social interactions. Amokunmosa (2022) noted that citizens are individuals who utilize technology safely, responsibly, and ethically in their online interactions. This evolving paradigm encompasses not only the skills needed to navigate the digital landscape but also the understanding of the rights and responsibilities that come with being a participant in the online world (Okeke, 2023). As digital technologies permeate various aspects of daily life education, communication, and commerce recognizing the significance of citizenship becomes essential for promoting healthy online behaviours and fostering a positive digital community.

In today's interconnected world, the need for fostering ethical citizens is paramount. With the rapid advancements in technology, individuals frequently engage in online communication, share information, and consume digital content. Obaje (2020) noted that fostering ethical citizens understand the implications of their online actions and strive to contribute positively to digital communities. They recognize that their behaviour online can impact others and are committed to fostering respectful and constructive interactions (Windare, 2024). This understanding is vital in promoting a culture of kindness and mutual respect in digital environments. Adujo (2024) indicates that fostering ethical citizenship is rooted in principles of respect and responsibility. It emphasizes treating others as one would like to be treated, especially in digital interactions where the potential for misunderstandings and conflicts can arise. Fostering ethical citizens engage in online discussions with civility, valuing diverse perspectives and sharing their own views respectfully (Abu, 2020). This respectful engagement fosters healthy and productive conversations that enrich the digital landscape.

Social Learning Theory

The theory on social learning theory was propounded by Albert Bandura in 1977. Social Learning Theory posits that individuals acquire new behaviours, attitudes, and emotional responses through direct experiences and by observing the behaviours of others. This theory emphasizes the importance of modeling, imitation, and observational learning, suggesting that people can learn from the experiences of others without directly experiencing those situations themselves. In the context of ethical and responsible citizenship, Social Learning Theory can help elucidate how Social Studies Education students can internalize ethical behaviours by observing their peers, educators, and role models in digital environments (Albert, 1977). In the context of assessing ethical and responsible citizens among Social Studies students, Social Learning Theory offers a pertinent lens through which to understand how these future educators can develop their citizenship skills. It underscores the significance of observation, modeling, and peer influences in shaping ethical behaviours online. By incorporating elements of Social Learning Theory into educational practices, instructors can facilitate environments where students can witness and engage in positive digital behaviours, thereby reinforcing the values of responsible citizenship. Ultimately, this theoretical framework aids educators in designing interventions that promote ethical understanding and action among Social Studies students, preparing them to become responsible citizens themselves.

Social Studies Education

Social Studies Education is concerned with understanding the dynamics of human relationships and the various factors that shape societies (Ogunbiyi, 2008). This includes examining the influences of culture, environment, and economic systems on human behaviour (Fadeyi, 2023). By engaging with a variety of topics, students develop a multifaceted understanding of the world, allowing them to connect historical events to current issues. This contextual understanding is essential for addressing contemporary challenges and working toward solutions that are equitable and just. In recent years, the importance of Social Studies Education has expanded to include a focus on global citizenship and digital literacy (Umaru, 2022). In an age marked by rapid technological advancements and information overload, students must learn how to critically evaluate sources, engage responsibly in digital spaces, and navigate the complexities of online interactions. Eze (2020) noted that this shift underscores the necessity of integrating citizenship into social studies curricula, ensuring that learners are not only knowledgeable about societal structures but are also prepared to act ethically and responsibly in the digital realm (Obaje & Ajibili, 2014).

The concept of citizenship within Social Studies Education is central to fostering a sense of belonging and civic responsibility. Musa (2022) noted that citizenship education provides students with an understanding of their rights,



responsibilities, and roles within a democratic society. It emphasizes the importance of active participation, encouraging students to engage in civic activities, advocate for causes, and contribute to their communities (Ikani, 2023). This foundational understanding equips learners to become informed advocates for social change, reinforcing the notion that citizens have a duty to contribute positively to society.

Importance of Social Studies Education

One of the primary importance of Social Studies Education is its role in fostering civic awareness among students. It encourages learners to understand their rights and responsibilities as citizens within a democratic society (Ogunbiyi, 2012). By examining political systems, legal frameworks, and civic duties, students gain insights into the mechanisms that govern their communities and the significance of participation in civic life. This awareness aligns with the ideals of democracy, empowering students to take on active roles in shaping their societies (Adebayo & Obaje, 2022).

Social Studies Education cultivates critical thinking skills, enabling students to analyze complex social, political, and economic issues (Ogunbiyi, 2023). By encouraging inquiry-based learning and discussions around real-world problems, students learn to evaluate information, consider multiple perspectives, and draw informed conclusions. These critical thinking skills are essential not only for academic success but also for navigating daily life and making well-reasoned decisions (Ikani, 2023).

Through the study of diverse cultures, histories, and social issues, Social Studies Education promotes empathy and understanding among students. Learning about different perspectives helps learners appreciate the richness of human experience and the complexities of societal interactions (Onoja, 2020). This fostered empathy encourages students to engage sensitively with others, reducing prejudice and discrimination while promoting inclusivity and social harmony.

Social Studies Education serves as a vital component in shaping informed, responsible, and engaged citizens. By promoting critical thinking, empathy, and a commitment to social justice, it prepares students to address the complexities of contemporary society. Ultimately, the transformative potential of Social Studies Education contributes significantly to the development of a more just and equitable world (Obaje, 2020).

Citizenship

The term citizenship encompasses a wide range of competencies and ethical considerations that individuals must navigate in digital environments (Abubakar, 2024). It includes understanding privacy settings, recognizing misinformation, engaging respectfully with others, and advocating for digital rights. In this context, individuals must learn to evaluate the credibility of online sources, protect their personal information, and engage in respectful discourse with people from diverse backgrounds (Dube, 2024). Emphasizing the importance of responsible behaviour in digital spaces is fundamental to empowering individuals to contribute positively to online communities.

Citizenship emphasizes the importance of ethical behaviour in online interactions. With the growing prevalence of social media, online forums, and digital communication, it is imperative that individuals understand the impact of their actions on others (Moyo, 2022). Citizens are expected to interact with respect, demonstrate empathy, and be mindful of how their words and actions can affect those in the digital space (Adeyemi, 2023). This concept goes beyond mere compliance with laws and regulations; it pertains to creating a culture of respect and consideration in online interactions. One of the key attributes of a citizen is digital literacy, which encompasses the skills needed to effectively and critically engage with digital tools and content. Sani (2022) noted that digital literacy involves the ability to access, analyze, evaluate, and create information using technology. As the digital landscape evolves, individuals must be equipped with the tools to understand complex online environments, discern credible sources from unreliable ones, and contribute meaningfully to discussions (Gikandi, 2024). Digital literacy not only enhances communication skills but also fosters a deeper understanding of the implications of digital content and interactions (Patrick, 2023).

Citizenship also encompasses issues of privacy and security in online interactions. In an age where personal information can be easily disseminated and misused, citizens must be aware of the importance of protecting their data and respecting the privacy of others (Adeyemi, 2023). This includes understanding the implications of sharing personal information on social media platforms and being cautious about online interactions. Achoba (2020) noted that educating individuals on privacy settings, data protection, and safe online practices is crucial for fostering a generation of citizens who can navigate the complexities of the online world responsibly.



Fostering Ethical Citizen

The term "fostering ethical citizen" refers to individuals who not only engage with digital technologies but do so in a manner that demonstrates responsibility, respect, and integrity (Onoja, 2020). As more aspects of our lives move into the digital realm, the concept of fostering ethical citizenship has gained significance, particularly in educational settings. Tijani (2023) noted that fostering ethical citizen are equipped with the knowledge and skills to navigate the complexities of the digital world while adhering to a strong moral framework. This concept encompasses various dimensions, including online behaviour, privacy considerations, and the ethical use of information.

Another crucial aspect of fostering ethical citizenship pertains to the understanding of privacy and security. Yusuf (2021) noted that fostering ethical citizen prioritize their own digital safety by protecting personal information and being cautious about sharing sensitive data online. They also respect the privacy of others, seeking permission before sharing images or information that involves third parties (Shittu, 2023). This awareness of privacy concerns is essential for creating a safe digital environment where individuals feel secure in their online interactions. Tijani (2023) noted that fostering ethical citizen educate themselves about the legal and ethical considerations surrounding digital content. In a world where information can be easily disseminated, understanding copyright, fair use, and intellectual property rights is vital. Obaokuti (2022) indicates that fostering ethical citizen ensure that they give proper credit for creative works and refrain from engaging in plagiarism or other forms of content theft. This commitment to ethical use of digital resources not only reflects integrity but also respects the rights of creators.

Fostering ethical citizenship also involves being critical consumers of information. In an era marked by misinformation and fake news, fostering ethical citizen must develop media literacy skills to discern credible sources from unreliable ones (Windare, 2024). This critical evaluation of information is crucial for making informed decisions and contributing thoughtfully to discussions on social issues. Obaoketi (2022) noted that fostering ethical citizen actively seek reliable information and engage in constructive dialogue that promotes understanding rather than division. In addition to individual responsibility, fostering ethical citizenship underscores the importance of community engagement in digital spaces (Tijani, 2023). Fostering ethical citizen participate actively in their online communities by supporting initiatives that promote kindness, inclusivity, and social justice. This community-oriented perspective encourages individuals to leverage digital platforms for positive change, such as raising awareness about important social issues and advocating for marginalized voices (Windare, 2024). By actively contributing to their communities, fostering ethical citizen embody the values of empathy and solidarity.

Influence of Social Studies Education on Fostering Ethical Citizen

Social Studies education plays a pivotal role in cultivating ethical citizen, particularly in a developing society such as Nigeria. As a multidisciplinary subject, Social Studies integrates aspects of civics, history, geography, economics, and moral education to help learners understand their social environment and act responsibly within it (Adegoke, 2024). This comprehensive curriculum structure provides students with the knowledge and values necessary to navigate societal issues ethically and make informed decisions that benefit both themselves and the wider community. One of the core values that Social Studies education promotes is moral responsibility. The subject introduces students to concepts of justice, equity, empathy, and civic engagement—principles that are foundational to ethical citizenship. These concepts are not presented in isolation but are discussed in relation to real-life issues affecting Nigerian society, such as corruption, discrimination, environmental degradation, and poor governance (Obaje & Ajibili, 2014). Through classroom debates, moral dilemmas, and simulations, students are encouraged to reflect on ethical choices and develop a sense of accountability toward societal well-being (Daniels, 2021).

Social Studies also cultivates ethical thinking by engaging students in reflective inquiry. Critical thinking and problem-solving are emphasized throughout the curriculum, enabling students to analyze societal problems, question biases, and evaluate the consequences of individual and collective actions (Ogunbiyi, 2012). By exposing students to multiple perspectives and teaching them to assess issues from diverse social, political, and cultural angles, Social Studies develops their capacity for reasoned ethical judgment, which is vital for responsible citizenship in a democratic society (Fadeyi, 2023). The subject's relevance is amplified in the digital age, where ethical challenges are more complex and widespread. Social Studies education supports the development of ethical digital citizen by teaching students how to interact responsibly online, respect digital rights, and avoid harmful behaviours such as cyberbullying and the spread of misinformation (Oweniwe, 2024). Through digital literacy components embedded in Social Studies, learners are



trained to navigate online environments thoughtfully and respectfully, embodying both offline and online ethical standards (Ikani, 2023).

Social Studies education actively fosters inclusivity and empathy by exposing students to issues of social justice, gender equality, and human rights. In Nigeria's diverse and multicultural context, this aspect is crucial. When students are taught to appreciate and respect differences in culture, religion, gender, and identity, they are better prepared to function ethically in a pluralistic society (Umaru, 2022). These lessons promote peaceful coexistence and help reduce incidences of discrimination and intolerance, thereby contributing to national unity and development (Obaje, 2021). The long-term impact of Social Studies education on ethical citizenship lies in its role in preparing future educators, policymakers, and leaders. As noted by Ogunbiyi (2023), the values instilled through Social Studies extend beyond the classroom and influence how students behave in their professional and civic lives. By nurturing integrity, responsibility, and civic consciousness from a young age, Social Studies serves as a foundation for producing citizen who not only understand their rights and duties but are also committed to upholding them ethically for the betterment of society

Ethical citizenship refers to the practice of civic responsibilities guided by a strong moral compass and a commitment to the public good. Social Studies education serves as a foundational platform for instilling these values in students from an early stage. It introduces them to concepts such as honesty, empathy, justice, and tolerance, which are not only academic ideals but practical virtues necessary for living in a diverse, democratic society (Eze, 2020). Through a structured curriculum that blends theoretical knowledge with real-life applications, Social Studies promotes a framework for students to understand what it means to be morally upright citizen in their local and global communities. One of the key contributions of Social Studies education to ethical citizenship is its promotion of civic responsibility. Students are introduced to the roles and functions of government, the principles of democracy, and the rights and duties of citizen. More importantly, these lessons are taught with an emphasis on moral engagement, encouraging learners not only to know their responsibilities but also to act on them with integrity (Daniels, 2021). Activities such as debates on political issues, community service projects, and mock civic exercises compel students to connect theory with ethical practice, thereby fostering a sense of duty to contribute positively to societal well-being.

Responsible Citizen

In an era where technology pervades nearly every aspect of daily life, the notion of responsible citizenship has arisen as a crucial framework for how individuals engage with digital spaces. Isah (2024) noted that responsible citizen are those who recognize their rights and responsibilities within the digital environment and act with integrity and ethical considerations in mind. As society increasingly relies on digital platforms for communication, education, and commerce, understanding the principles of responsible citizenship is essential for fostering a safe, respectful, and inclusive online community (Attah, 2023).

Responsible citizen demonstrate a profound understanding of the impact their online actions can have on themselves and others (Chikanda, 2021). This involves not only adhering to the rules and regulations of digital platforms but also embodying a commitment to ethical behaviour. Dlamini (2022) noted that responsible citizen exercise caution, respect, and consideration as they navigate the complexities of the digital landscape, ensuring their interactions contribute positively to the digital community at large. Nayo (2023) opined that responsible citizenship is the principle of respect. Responsible citizen recognize that behind every screen is a real person with thoughts, feelings, and experiences. This understanding fosters an environment of empathy, where individuals engage in conversations and discussions with civility, regardless of differing viewpoints. Ojonugwa (2024) reveals that responsible citizen strive to uphold respectful dialogue, contributing to a culture of understanding and inclusivity.

Furthermore, responsible citizen are advocates for their own and others' digital safety. They comprehend the importance of privacy and take proactive measures to safeguard their personal information online. This includes utilizing strong passwords, understanding privacy settings, and being cautious about sharing sensitive data (Chikanda, 2021). By prioritizing digital safety, responsible citizen contribute to a more secure online environment for everyone. In addition to privacy awareness, responsible citizen actively educate themselves about the legal and ethical considerations surrounding digital content (Attah, 2023). This knowledge helps them navigate issues related to copyright, intellectual property, and fair use. By respecting the rights of creators and giving proper attribution,



responsible citizen contribute to a culture that values creativity and originality. This commitment to ethical content use enhances the quality of digital interactions and fosters a sense of communal respect (Zakari, 2022).

Responsible citizenship also entails being critical consumers of information. With the proliferation of misinformation and disinformation in the digital realm, responsible citizen must develop media literacy skills to evaluate the credibility of online sources (Nayo, 2023). They understand the significance of researching and verifying information before sharing it, which is crucial for fostering informed discussions and combating the spread of false narratives. This critical approach helps maintain the integrity of information available in digital spaces. Moreover, Adetunji (2024) noted that responsible citizen recognize the importance of their digital footprint. Everything they share online contributes to their overall digital identity, and responsible individuals are mindful of how their actions may be perceived by others (Zakari, 2022). They understand that their digital reputation can have real-world consequences, influencing personal relationships, professional opportunities, and public perceptions. By being intentional about their online presence, responsible citizen navigate the digital landscape thoughtfully (Udoh, 2020).

The concept of responsible citizenship extends beyond individual behaviour; it encompasses communal responsibility as well. Isah (2024) opined that responsible citizen actively participate in their online communities, promoting positive interactions and engaging in initiatives that support inclusivity and respect. By fostering a collective sense of responsibility, they help create environments where everyone feels valued and respected, encouraging others to engage in constructive ways (Bernard, 2020).

Influence of Social Studies Education on Responsible Citizen

Social Studies education serves as a foundational pillar in the development of responsible citizenship by equipping learners with the knowledge, skills, and values necessary to engage meaningfully in civic life. Adegoke (2024) emphasizes that Social Studies in Nigeria has evolved as a transformative tool to address the socio-political and ethical challenges facing the country. Through its interdisciplinary approach, the subject teaches students how to analyze societal problems and develop civic-minded solutions. One of the core objectives of Social Studies is to develop a sense of civic identity and responsibility among students. Daniels (2021) notes that this is achieved through engagement with topics such as governance, community development, rights and responsibilities, and democratic participation. These elements foster a personal and collective sense of duty to one's nation and fellow citizen.

Moreover, Fadeyi (2023) asserts that responsible citizenship requires a commitment to national unity, which Social Studies actively promotes through lessons on cultural tolerance, intergroup relations, and national symbols. By teaching about Nigeria's pluralistic nature, students learn to respect diversity and contribute to peaceful coexistence. Citizenship education embedded within Social Studies also strengthens democratic values. Matthew (2022) explains that the subject instills respect for the rule of law, human rights, and participatory governance, all of which are crucial for responsible citizenship. Such learning outcomes are particularly important in a democratic society where citizen must play active roles in sustaining democratic institutions. Oweniwe (2024) highlights the innovative strategies employed in modern Social Studies classrooms, such as project-based learning and civic engagement activities. These methods not only build critical thinking and problem-solving skills but also promote responsibility and community involvement among students.

Also, Eze (2020) emphasizes the moral dimension of Social Studies, where students are introduced to ethical principles like fairness, accountability, and social justice. These moral teachings shape responsible behaviour and encourage students to act with integrity in their personal and public lives. Musa (2022) points out the importance of integrating technology into Social Studies to align with the realities of modern civic engagement. Digital platforms allow students to participate in online forums, research global issues, and advocate for social change, thus expanding their civic influence and responsibility. Social Studies education encourages active participation in environmental sustainability, which is an aspect of responsible citizenship. Umaru (2022) illustrates how topics related to environmental education in Social Studies raise awareness about conservation and personal responsibility towards nature.

Furthermore, Ikani (2023) emphasizes that conflict resolution skills are another key feature of responsible citizenship taught in Social Studies. Students learn negotiation, empathy, and dialogue as tools for addressing disagreements constructively, thereby promoting peace within their communities. Obaje and Ajibili (2014) argue that an equitable society can only be built on the foundation of responsible citizenship, which Social Studies facilitates through its focus



on social justice and inclusiveness. Lessons on equity prepare students to advocate for the marginalized and uphold fairness in all civic dealings. Ogunbiyi (2023) believes that for sustainable development to be achieved in Nigeria, citizen must take responsibility for development goals. Social Studies instills the value of sustainability by linking civic duties to economic and environmental outcomes.

In line with the above, Chikoko (2024) adds a gendered perspective, noting that responsible citizenship also entails recognizing gender equality and promoting inclusivity. Social Studies provides a platform for discussing gender roles and dismantling stereotypes that hinder inclusive citizenship. Obaje (2021) supports this by showing how teacher-student interactions in Social Studies classes influence the development of moral behaviours. Responsible teachers serve as role models, and their guidance shapes students' conduct and ethical orientation. Ogunbiyi (2008) discusses the historical development of Social Studies in Nigeria and its alignment with the goal of nurturing responsible citizen. From its early stages, the subject was designed to address post-colonial identity and social cohesion through civic education. Adebayo and Obaje (2022) further note that Social Studies is imperative for building a viable society. The subject teaches students to value service to the nation, engage in lawful activities, and contribute to community welfare.

The role of Social Studies in conflict resolution, which is a hallmark of responsible citizenship (Attah 2023). Students learn how to resolve disputes using dialogue rather than violence, contributing to peace and stability. Williams (2024) identifies how gender differences can influence the development of responsible citizenship. Social Studies addresses these differences by promoting gender-sensitive civic education that accommodates diverse experiences and voices. Samuel (2020) sees Social Studies as an opportunity to address social challenges through education. When students are equipped with knowledge about societal problems, they are more likely to take action as responsible citizen to address them. Obaje et al. (2014) maintain that ethical responsibility and social justice are inseparable. Social Studies provides the tools for analyzing societal inequalities and encourages students to take ethical stands against injustice. Ogunbiyi (2012) examines how evaluation techniques in Social Studies can reinforce responsible behaviour. When assessments focus on moral reasoning and civic participation, students are motivated to internalize these values. Christian (2023) notes disparities in access to quality Social Studies education, particularly among girls. Addressing these gaps is essential for cultivating a generation of responsible female citizen. Paul (2022) discusses the intersection of gender and ethics, revealing how Social Studies fosters a deeper understanding of equality and justice, which are necessary for responsible engagement in society.

Educational Implications

The study's findings emphasize the vital role of Social Studies Education in cultivating ethical and responsible citizen who can contribute positively to societal development. Institutions must recognize Social Studies as more than just an academic subject but as a key vehicle for national cohesion and development. Teacher preparation programs must focus on embedding citizenship education deeply within the training of future educators, ensuring they understand the significance of fostering both ethical and responsible behaviors in students. Curriculum developers are encouraged to create content that reflects real-world civic challenges and opportunities, encouraging critical thinking, moral reasoning, and active citizenship among students. Finally, the observed gender differences highlight the need for inclusive educational practices that consider diverse student experiences, potentially improving outcomes for all learners by tailoring interventions to meet specific needs.

CONCLUSION

The findings from this study conclusively demonstrate that Social Studies Education plays a critical role in promoting both ethical and responsible citizenship among students in Colleges of Education in Kogi State. The regression analysis shows that Social Studies Education explains a very high proportion of variance (96%) in ethical citizenship, highlighting its strong influence on nurturing moral values essential for societal harmony. Furthermore, Social Studies Education significantly fosters responsible citizenship, accounting for the variation in students' responsible behaviors. This underscores the subject's importance in equipping students with the knowledge and attitudes necessary for active and conscientious participation in their communities. The moderate but statistically significant relationship between ethical citizenship and responsible citizenship indicates that the development of ethical values directly contributes to responsible civic behavior. This connection reinforces the role of Social Studies as a foundational discipline for shaping well-rounded citizen.



Recommendations

1. Social Studies Education curricula should be regularly updated to incorporate contemporary ethical and civic issues that resonate with students, ensuring relevance and engagement.
2. Colleges should integrate more community-based projects and service-learning activities into Social Studies programs to give students hands-on experiences in ethical and responsible citizenship.
3. There is a need for specialized training programs for Social Studies educators to equip them with skills to effectively foster citizenship values.
4. Education policymakers should prioritize Social Studies Education in funding and resource allocation, recognizing its role in national development through citizenship education.

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