



Research Article

## Teachers' Competence in Teaching Civic Education and Its Influence on Students' Peaceful Attitudes and Security Consciousness in Zamfara State

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**Abstract.** This study examined the influence of teachers' competence in teaching Civic Education on students' peaceful attitudes and security consciousness in Zamfara State. The research sought to determine the level of teachers' competence, its effect on students' peaceful dispositions, and its impact on students' awareness of security issues. A descriptive survey design was adopted, involving 384 secondary school teachers and students selected through stratified random sampling. Data were collected using a structured questionnaire measuring teachers' competence, including subject knowledge, pedagogical skills, and classroom management, and students' outcomes, including peaceful attitudes and security consciousness. Descriptive statistics (means and standard deviations) and inferential statistics (Pearson correlation and multiple regression analysis) were employed to analyze the data and test the hypotheses at a 0.05 significance level. Findings revealed a strong and statistically significant relationship between teachers' competence and students' peaceful attitudes (r

= 0.62,  $p < 0.05$ ). Regression analysis further indicated that teachers' competence significantly predicted students' security consciousness ( $B = 0.58$ , Beta = 0.62) and attitudes toward peace and security ( $B = 0.63$ , Beta = 0.65). The study concluded that teachers' competence is a critical determinant of students' civic dispositions, peaceful attitudes, and security awareness. The findings highlight the need for continuous professional development, enhanced pedagogical skills, and targeted teacher training to foster peace-oriented mindsets and responsible citizenship among students in insecurity-prone regions.

**Keywords:** Civic Education, Peaceful Attitudes, Security Consciousness, Teacher Competence, Zamfara State

## INTRODUCTION

Teachers' competence is widely recognized as a critical factor in the effective delivery of educational programmes and the attainment of desired student outcomes (Alscher, Ludewig & McElvany, 2022). Within civic education, teacher competence includes mastery of subject content, pedagogical expertise, classroom management, and the ability to cultivate knowledge, values, attitudes, and skills that encourage active citizenship (Alscher, Ludewig & McElvany, 2022). Empirical evidence shows that well-delivered civic education positively influences students' political interest, civic dispositions, and their willingness to engage meaningfully in civic and democratic activities (Alscher, Ludewig & McElvany, 2022; Adeyemi, 2019). In Nigeria, research has demonstrated that teachers' perceptions and attitudes toward civic education significantly affect their instructional practices and students' civic competence (Adeyemi, 2019). Specifically, Adeyemi (2019) observed that most civic education teachers held positive attitudes toward promoting civic competence among senior secondary students, with differences noted across gender and religious affiliation.

Despite these findings, there is limited empirical research on how teachers' competence in civic education impacts students' peaceful attitudes and security consciousness, especially in regions affected by insecurity, such as Zamfara State. Studies highlight the importance of incorporating security and peace education into teacher training programmes to achieve sustainable peace education outcomes (Eke & Onwubiko, 2024). Teacher competence is essential in this context, as educators serve as agents of socialization whose professional skills shape students' understanding of civic duties and peace values (Eke & Onwubiko, 2024). Globally, effective teacher training and professional development are recognized as key strategies to equip educators with the capacity to address complex civic issues, including conflict resolution, tolerance, and peace-building (Adu & Olowu, 2024). However, in many Nigerian educational settings, teachers often lack continuous training and professional development in civic education pedagogy, resulting in gaps in fostering values necessary for peaceful coexistence and security awareness among students (Obiagu, 2019). Combined with socio-political challenges, this situation raises concerns about students' preparedness to adopt attitudes that promote peace and contribute to societal security.

Empirical studies indicate that teachers' competence is crucial for enhancing students' civic competence, peaceful attitudes, and security consciousness. Adeyemi (2019) found that civic education teachers' attitudes and perceptions in Osun State, Nigeria, significantly influenced students' civic competence, with variations across gender and religion. Similarly, Oluremi (2019) showed that teacher-related factors, such as content knowledge, instructional strategies, and perception of civic values, predicted students' civic skills. Globally, teacher knowledge, experience, and attitudes positively correlate with effective peace education implementation, suggesting that competent teachers foster students' peaceful dispositions (Pedagogia, 2025). Omiyefa (2024) reported that teachers perceive Social Studies as a key tool for promoting tolerance, social responsibility, and peaceful coexistence. Eke and Onwubiko (2024) emphasized that integrating security and sustainable peace education into teacher training enhances teachers' ability to cultivate students' security awareness. Moreover, participatory and reflective Social Studies instruction improves students' peacebuilding capacities, including conflict resolution and cooperation (Nwankwo & Eze, 2021). Research also highlights that high-quality civic education delivered by competent teachers increases students' political interest, civic dispositions, and willingness to engage in civic life (Alscher, Ludewig & McElvany, 2022). Collectively, these studies underscore the importance of teacher competence, pedagogical skills, and professional perceptions in shaping students' civic understanding, peaceful attitudes, and security consciousness, supporting the need for targeted teacher training and continuous professional development.

### **Theoretical Framework**

The theoretical basis of this study is grounded in Social Cognitive Theory (SCT), which highlights that learning results from the interplay of personal, behavioral, and environmental factors, with individuals actively acquiring knowledge and skills through observation and modeling of influential figures (Bandura, 1986; Gencoglu, Helms-Lorenz, Maulana, & Jansen, 2021). In civic education, teachers act as key socializing agents, and their competence comprising subject mastery, pedagogical skills, and effective classroom practices shapes students' knowledge, attitudes, and behaviors (Alscher, Ludewig, & McElvany, 2022). SCT suggests that students adopt peaceful attitudes and develop security awareness when they observe teachers demonstrating civic responsibility, democratic values, and conflict-resolution abilities. Additionally, Civic Engagement Theory emphasizes the role of education in equipping students with the skills, knowledge, and dispositions necessary for active and responsible participation in civic life (EDU Journal of International Affairs and Research, 2024).

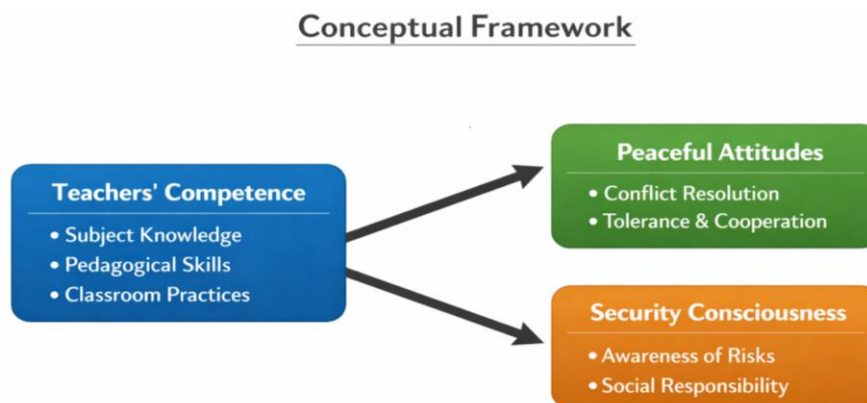
However, according to this theory, students' engagement in peace-promoting and security-conscious behaviors is influenced not only by curriculum content but also by the quality of teaching, including reflective instruction and participatory practices that model civic values (Alscher, Ludewig, & McElvany, 2022). Together, SCT and Civic Engagement Theory provide a comprehensive lens for examining how teachers' competence (independent variable) can influence students' peaceful attitudes and security consciousness (dependent variables). While SCT explains the

mechanisms of learning through observation and interaction (Gencoglu et al., 2021), Civic Engagement Theory highlights the ultimate purpose of education in fostering responsible and peaceful societal participation (EDU Journal of International Affairs and Research, 2024).

### Conceptual Framework

The conceptual framework of this study illustrates how teachers' competence in civic education influences students' peaceful attitudes and security consciousness. Teachers' competence, including mastery of content, pedagogical skills, and effective classroom practices, is expected to shape students' understanding of civic responsibilities, promote tolerance, and enhance awareness of security issues. The framework suggests that competent teachers serve as role models, guiding students to internalize civic values and develop behaviors that support peace and societal safety. This relationship is depicted in the diagram, showing direct links from teacher competence to both student outcomes.

**Figure 1:** Diagram of Conceptual Model of Teachers Competence and Students Outcomes



*Figure 1: Conceptual Model of Teachers' Competence and Student Outcomes*

### Statement of the Problem

Despite the recognized importance of teachers' competence in shaping students' civic knowledge, attitudes, and behaviors, there is limited empirical evidence on how such competence influences students' peaceful attitudes and security consciousness in regions affected by insecurity, such as Zamfara State. While previous studies have explored teacher perceptions and instructional practices in civic education (Adeyemi, 2019; Alscher, Ludwig & McElvany, 2022), few have examined the direct impact of teacher competence on students' ability to internalize peace values and develop awareness of security issues. Furthermore, in many Nigerian schools, teachers often lack continuous professional development and specialized training in civic education pedagogy, which may result in gaps in imparting the

knowledge, skills, and attitudes necessary for peaceful coexistence and social responsibility (Obiagu, 2019; Eke & Onwubiko, 2024). This gap is particularly critical in Zamfara State, where insecurity and social tensions threaten students' safety and social development. Therefore, there is a need to investigate how teachers' competence in teaching civic education can influence students' peaceful attitudes and security consciousness, providing insights for educational policy, teacher training, and curriculum development.

### **Research Objectives**

1. To examine the level of teachers' competence in teaching civic education in secondary schools in Zamfara State.
2. To assess the influence of teachers' competence on students' peaceful attitudes in Zamfara State.
3. To determine the impact of teachers' competence on students' security consciousness in Zamfara State.

### **Research Questions**

1. What is the level of teachers' competence in teaching civic education in secondary schools in Zamfara State?
2. How does teachers' competence influence students' peaceful attitudes in Zamfara State?
3. To what extent does teachers' competence affect students' security consciousness in Zamfara State?

### **Research Hypotheses**

1. There is no significant relationship between teachers' competence in teaching civic education and students' peaceful attitudes in Zamfara State.
2. Teachers' competence in teaching civic education does not significantly influence students' security consciousness in Zamfara State.
3. There is no significant impact of teachers' competence on students' overall attitudes towards peace and security in Zamfara State.

## **RESEARCH METHODOLOGY**

The study employed a descriptive survey design to investigate the influence of teachers' competence in teaching Civic Education on students' peaceful attitudes and security consciousness in Zamfara State. The design was chosen because it allowed for the collection of quantitative data from a sizable sample to examine relationships between variables. The population included secondary school teachers and students, and a sample of 384 participants was selected using stratified random sampling to ensure representation across schools, gender, and academic levels. Data were gathered through a structured questionnaire that measured teachers' competence, including subject knowledge, pedagogical skills, and classroom management, as well as students' peaceful attitudes and security awareness. Responses were captured on a 4-point Likert scale, and the instrument's reliability was confirmed through a pilot study, producing Cronbach's alpha values above 0.7.

Data analysis involved the use of descriptive statistics, such as means and standard deviations, to determine levels of competence and student outcomes, while inferential statistics, including Pearson correlation and multiple regression, were applied to examine the relationships and predictive effects of teacher competence on student attitudes. Hypotheses were tested at a 0.05 significance level, with null hypotheses rejected when p-values fell below this threshold. This approach ensured a systematic assessment of how teachers' competence affected students' civic values and security awareness in the context of an insecurity-prone environment.

## Results

**Table 1:** Relationship between Teachers' Competence in Teaching Civic Education and Students Peaceful Attitudes

Variable	N	Mean	Mean Dev.	Std	R-value	P-value	Deci
Teachers' competence	384	3.68	0.59		0.62	0.000	Reject Ho
Peacefully attitudetetenvee	384	3.52	0.59		0.62	0.000	

The analysis indicates a strong positive relationship between teachers' competence in teaching Civic Education and students' peaceful attitudes ( $r = 0.62$ ). Both teachers' competence (Mean = 3.68, SD = 0.59) and students' peaceful attitudes (Mean = 3.52, SD = 0.59) recorded high mean scores. The p-value (0.000) confirms that the relationship is statistically significant, leading to the rejection of the null hypothesis. This suggests that higher teacher competence is associated with more positive peaceful attitudes among students.

**Table 2:** Regression Analysis of Teachers' Competence and Students' Security Consciousness'

Predictor	B	Std. Error	Beta	t	p-value
Constant	1.42	0.18	-	7.89	0.000
Teachers' Competence	0.58	0.05	0.62	10.88	0.000

The regression analysis shows that teachers' competence significantly and positively predicts students' security consciousness. The coefficient ( $B = 0.58$ , Beta = 0.62) indicates a strong positive effect, meaning that increases in teachers' competence lead to higher levels of students' security consciousness. The result is statistically significant ( $t = 10.88$ ,  $p = 0.000$ ). The constant ( $B = 1.42$ ,  $p = 0.000$ ) reflects a baseline level of security consciousness. Overall, teachers' competence has a strong and significant influence.

**Table 3:** Regression Analysis of Teachers' Competence and Students' Attitude Towards Peace and Security

Predictor	B	Std. Error	Beta	t	p-value
Constant	1.36	0.16	-	8.50	0.000
Teachers' Competence	0.63	0.05	0.65	11.85	0.000

The regression results indicate that teachers' competence has a strong, positive, and statistically significant effect on students' attitudes toward peace and security ( $B = 0.63$ ,  $Beta = 0.65$ ,  $t = 11.85$ ,  $p = 0.000$ ). This implies that higher teacher competence leads to more positive student attitudes. The constant ( $B = 1.36$ ,  $p = 0.000$ ) reflects a baseline level of attitude.

### DISCUSSION OF FINDINGS

The study revealed a strong and statistically significant relationship between teachers' competence in teaching Civic Education and students' peaceful attitudes ( $r = 0.62$ ,  $p < .05$ ). Both teachers' competence (Mean = 3.68) and students' peaceful attitudes (Mean = 3.52) were rated highly, indicating that effective teaching methods, pedagogical skills, and mastery of content play a vital role in shaping students' dispositions toward peace. This aligns with existing research highlighting that teacher competence is crucial in promoting civic values, tolerance, and non-violent behaviour. For example, UNESCO (2023) emphasizes that competent teachers are central to Education for Peace and Global Citizenship, modeling democratic values and facilitating dialogue-based learning. Similarly, OECD (2022) notes that professional teacher competence significantly affects students' social-emotional learning, including empathy, cooperation, and conflict resolution. These findings suggest that teacher effectiveness extends beyond academics to the development of values and positive behaviours.

The regression analysis showed that teachers' competence significantly predicts students' security consciousness ( $B = 0.58$ ,  $Beta = 0.62$ ,  $p < .05$ ). This indicates that higher teacher competence leads to greater student awareness, alertness, and understanding of security-related issues. This supports contemporary studies suggesting that Civic Education delivered by skilled teachers enhances students' critical awareness of societal challenges such as safety, national security, and responsible citizenship. UNICEF (2024) notes that teachers with strong pedagogical skills help students develop adaptive knowledge and protective behaviours, particularly in conflict-affected regions. Similarly, World Bank (2023) reports that teacher quality positively impacts students' life skills, including risk awareness and decision-making. Therefore, competent teachers not only impart knowledge but also equip students to respond effectively to security challenges.

Furthermore, teachers' competence was found to have a strong positive effect on students' attitudes toward peace and security ( $B = 0.63$ ,  $Beta = 0.65$ ,  $p < .05$ ). This indicates that teacher competence significantly shapes students' beliefs, perceptions,

and values regarding peaceful coexistence and security awareness. This result is supported by previous research showing that teacher-related factors strongly predict students' civic attitudes and pro-social behaviours. The International Institute for Educational Planning (2022) highlights that competent teachers are essential for embedding peacebuilding principles in classroom practice, while the Global Partnership for Education (2023) affirms that teacher effectiveness fosters the development of positive civic and social attitudes among learners.

## CONCLUSION

The study concludes that teachers' competence in teaching Civic Education significantly influences students' peaceful attitudes, security consciousness, and overall attitudes toward peace and security. Competent teachers, through effective pedagogy, subject mastery, and professional skills, play a crucial role in shaping students' civic values, social-emotional development, and awareness of security issues. In the context of Zamfara State, where insecurity poses serious challenges, enhancing teacher competence is essential for fostering positive behaviours, peace-oriented mindsets, and responsible citizenship among students.

## Recommendations

1. Government and school authorities should organize regular training programs and workshops to enhance teachers' competence in Civic Education.
2. Civic Education curricula should integrate practical peacebuilding, conflict resolution, and security awareness components to support teachers' instructional efforts.
3. Recruitment policies should prioritize hiring teachers with strong pedagogical skills and content mastery, and regular assessments should ensure high teaching standards.
4. Schools should provide adequate teaching and learning resources, including instructional materials, to support teachers in delivering effective Civic Education lessons.
5. Collaboration with parents, community leaders, and security agencies should be encouraged to reinforce students' understanding of peace, security, and responsible civic behaviour.

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