Volume: 23 No.2. November,2023; pp. 156-161
P-ISSN: 1411-4585 E-ISSN: 2549-6743
DOI: https://doi.org/10.24036/pedagogi.v23i2.1587
Submitted: 23-08-16; Rivised: 23-10-06; Accepted: 23-11-18

Pedagogi
Jurnal Ilmu Pendidikan
http://pedagogi.ppj.unp.ac.id/

Civic Value and Political Interest as Determinants of Political Participation among Primary School Teachers in Oyo State

Muraina Kamilu Olanrewaju[1], Muraina Kehinde Maruf[2], Oladele Omolare[3]
[1,2,3] Faculty of Education, Prince Abubakar Audu University, Anyigba, Nigeria
*e-mail: muraina_kamilu@yahoo.com

Abstract

The purpose of this study was to examine civic value and political interest as determinants of political participation among primary school teachers in Oyo state. Five hundred participants constituted the study's sample out of which only 476 were used after data administration. Both the independent and dependent variables were measured with validated instruments with 0.91 reliability co-efficient and the data obtained was analyzed using Pearson Product Moment Correlation (PPMC) Statistical method. Two research hypotheses were formulated and tested at 0.05 level of significance. The result showed that there was significant relationship between civic value and political participation among primary school teachers (r= .813; p<0.05) as well as between political interest and political participation among primary school teachers (r= .701; p<0.05). The implication of this showed that civic value and political interest had significant impacts on political participation among primary school teachers. In view of these findings, it was recommended that educational stakeholders should intensify their effort to institute a culture of civic value in the institution so as to improve on the level of political participation among primary school teachers.

Kata kunci: *Civic value; Political interest; Political participation and Primary school teachers*

How to cite: Olanrewaju, M., Kehinde Maruf, M., & Omolare, O. (2023). Civic Value and Political Interest as Determinants of Political Participation Among Primary School Teachers in Oyo State. *Pedagogi: Jurnal Ilmu Pendidikan*, *23*(2). pp. 156-161, DOI: https://doi.org/10.24036/pedagogi.v23i2.1587

Licensees may copy, distribute, display and perform the work an make derivative and remixes based on it only if they give the author or licensor the credits (attribuution) in the manner specified by these. Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for non-commercial purposes

INTRODUCTION

People including the teachers involved in political participation undertake a variety of behaviours. Due to the multiplicity of forms in which involvement manifests itself, investigations have focused in turn on the analysis of single specific behaviours. Traditionally, the field which has been most intensively explored includes conventional participation, and many scholars have paid attention to the analysis of the determinants of voting (Owen et al. 2011). In recent years, however, different forms of participation have come to the fore, questioning the line that marks the limit between the political and the social sphere, and blurring the established boundaries (Muraina and Saleh 2019). Despite the increasing importance assumed by civil society and its manifestations, the extended knowledge on participatory processes has not led to a full and clear understanding of the underlying factors. In particular, whereas a sufficient knowledge has been accumulated in the evaluation of political participation, the social variant of participation has been

scarcely investigated. Sociological surveys of changes in teachers civic values and political interest.

Civic values one of the most commonly assessed areas of Political participation (Muraina and Busoery 2023). Civic values include dispositions such as respect for freedom and dignity, empathy, open-mindedness, tolerance, justice, promoting equality, integrity, and political interest to a larger good (Bala et al. 2018). Other conceptualizations have included being involved in programs to clean up the environment, interest in influencing the political structure, and developing a philosophy of life (Lott and Eagan 2011). The assessment of Prepared by the Research Institute for Studies in Education (RISE) Iowa State University civic values and attitudes relies primarily on teacher self-reported data (Muraina and Saleh 2019).

The importance of civic value and teacher's civic engagement in democracy cannot be over-emphasized. Democracy cannot survive without civic engagement. Civic engagement can be partly considered to be a result of knowledge about the importance of teacher's civic duties (Muraina and Busoery 2023). Apart from acting as the foundation of an effective democracy and sustained future, civic engagement and knowledge influence important civic attributes such that civic knowledge promotes democratic values, political participation, and trust in public life public figures can change attitudes on important political issues (Owen et al. 2011). The political structure of Nigeria is under threat as a result of low national identity amongst the teachers seen as the country's nation's builder (Muraina 2023). The goal of schooling is not merely preparation for citizenship but citizenship itself in order to equip a citizenry with the requisite knowledge, value, interest and the dispositions needed for an engaged and active civic life. Many Nigerian teachers derive little or no satisfaction from carrying out their civic political interest as they see it as a waste of time.

Civic skills comprise individual abilities range from the communications and organizational abilities that allow citizens including the teachers to use time and money effectively in political life (Bala et al. 2018) value for political action, communication, ability to identify social issues, and tolerance, and value useful in civic endeavors (Muraina and Busoery 2023).

An interest in politics in a country is also an essential for having a healthy democracy and is critical for countries aspiring to become democracies. An informed, interested, and participating electorate is essential for electing good politicians. It has a multitude of ramifications in the political and social spheres of a country, because politics is rarely limited to its individual sphere. Without an interested electorate, politicians are less beholden to make decisions that are most beneficial to everyone. In addition, an uninterested electorate may not even be aware of what political action they would like from their representative. Like it or not, politics is a crucial element to any country (Muraina and Busoery 2023). Given that politics comprises an essential element of modern democracies, one may expect a higher interest level in politics. Unfortunately this is not the case, and the percentage of those even somewhat interested in politics is below half the populace of the world (Muraina 2023).

However, political interest is seen quantitatively for the purposes of this study, it will also be helpful to examine the qualitative explanations as well (Muraina and Busoery 2023). Finlay argues that there are two types of political interest. First, he argues that political interest can be thought of as the "degree to which politics arouses a citizen's curiosity" or "a citizen's attentiveness to politics." The second way to conceptualize political interest is in terms of political salience or "the relative importance of political matters compared with other activities (Holleque 2011). Meanwhile, (Shani 2010) thinks of political interest as "the motivation to engage in politics, which consists of both the desire to learn about politics and the desire to participate in politics. In order to justify research behind the important indicators of political interest, we must first answer the question: Why is political interest important? The implications of the attitude of being interested in politics have been stressed by the literature on democratic theory, the literature on political participation, as well as by the literature on political psychology (Marten and Gainous 2012).

A high level of political sophistication is desirable in a democratic society as evidenced by Dr. Lipjhart in his seminal 1996 presidential address to the American Political Sciences Association (Jake n.d.). Yet, a high level of political sophistication is naturally unattainable without a general interest in politics. Sophistication depends, above all, on motivation. Sophistication, in these results, is much less a function of the information to which people are exposed than of what they can and are motivated to make of it. The readiness is pretty nearly all (Jake n.d.). An interest in politics is this motivation and readiness. Besides, being more likely to participate in politics, those interested in politics will also be more able to make sophisticated political decisions. The benefits of a more politically sophisticated society are numerous, but on the ground level it should lead to more efficient government policies and increased citizen welfare. An interest in politics is essential for making sense of political information and making rational political decisions (Muraina et al. 2022). An incredibly intelligent engineer with no interest in politics will have a difficult time following a presidential debate, especially if he has not been exposed to any news media. Of course, he may be able to do so, but he is more likely to be politically sophisticated and readily interpret the information if he is interested in politics. An interest in Politics is said to help citizen's process complex information (Marten and Gainous 2012).

Statement of the Problem

A lot of interventions have been formulated to enhance teacher's participation in political activities in Oyo state (Muraina 2023). Such interventions are encompassed in international instruments and interventions such as Universal Declaration on Human Rights, the International Covenant on Civil and Political Rights and the Beijing Platform for Action. Despite efforts made to ensure that teacher's participate in democratic activities even ascend to elective leadership positions, teacher's in both rural and urban areas across Oyo state are still underrepresented and their participation in politic remains low leading to this research work 'civic value and political interest as determinants of political participation among primary school teachers in Oyo state'.

Purpose of the Study

The study examines civic value and political interest as determinants of political participation among primary school teachers in Oyo state. Other objectives of the study include: (1) Examine the relationship between civic value and political participation among primary school teachers in Oyo State; (2) Examine relationship between political interest and political participation among primary school teachers in Oyo State.

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance: (1) There is no significance relationship between civic value and political participation among primary school teachers in Oyo State; (2) There is no significance relationship between political interest and political participation among primary school teachers in Oyo State

METHODS

The design is descriptive of the survey type. It was considered appropriate because the study does not require manipulation of variables, but seeks primary school teacher's response to questionnaire on civic value and political interest as determinants of political participation among primary school teachers in Oyo state. The population for this was 2, 946 public primary school teachers in 148 school Oyo State. The sample of this study consisted of 500 primary school teachers crossed the area were chosen through multi-stage sampling procedure. The first stage involved the use of simple random sampling techniques to select 10 local government areas (LGAs) in the State. The second stage involved the use of simple random sampling techniques to select 10 public primary schools in each LGA. The third stage involved the use of simple random sampling technique to select 5 teachers from each school selected. Out of 500 questionnaires distributed only 476 were retrieved and used for data analysis. The instrument used for the study was structured research questionnaire. The instrument was validated and Cronbach Alpha value of 0.91 was obtained. Two research hypotheses were generated and tested at 0.05 level of significance. Data were analyzed using Pearson Product Moment Correlation (PPMC) statistics.

RESULTS AND DISCUSSION

Results

Research Hypothesis One: There is no significance relationship between civic value and political participation among primary school teachers in Oyo State

Table 1. Significance relationship between civic value and political participation among primary school teachers in Oyo State

Variable	Mean	SD	DF	N	r	P	Remark
Civic Value	27.74	8.63					
Political Participation	31.48	10.35	474	476	.813	.000	Significant

The Table 1 above showed that there was significant relationship between civic value and political participation among primary school teachers in Oyo State ($r= .813$; $p<0.05$). The implication of this showed that civic value had significant influence on teacher's political participation in Oyo State.

Research Hypothesis Two: There is no significance relationship between political interest and political participation among primary school teachers in Oyo State.

Table 2: Significant relationship between political interest and political participation among primary school teachers in Oyo State

Variable	Mean	SD	DF	N	r	p	Remark
Political Interest	25.85	7.92					
Political Participation	37.92	11.04	474	476	.701	.001	Significant

The Table 2 above showed that there was significant relationship between political interest and political participation among primary school teachers in Oyo State ($r= .701$; $p<0.05$). The implication of this showed that teacher political interest had significant influence on their political participation in Oyo State.

Discussion

The first hypothesis revealed that there was significant relationship between civic value and political participation among primary school teachers in Oyo State. The implication of this showed that civic value had significant influence on teacher's political participation in Oyo State. This is in line with (Muraina et al. 2022) (Muraina 2023) who was of opinion that teachers civic values is one of the most important determinants of their political participation. Civic values include dispositions such as respect for freedom and dignity, empathy, open-mindedness, tolerance, justice, promoting equality, integrity, and political interest to a larger good. Other conceptualizations have included being involved in programs to clean up the environment, interest in influencing the political structure, and developing a philosophy of life (Lott and Eagan 2011).

Postulated that importance of civic value and teacher's civic engagement in democracy cannot be over-emphasized (Muraina et al. 2022). Democracy cannot survive without civic engagement. Civic engagement can be partly considered to be a result of knowledge about the importance of teacher's civic value and duties. Apart from acting as the foundation of an effective democracy and sustained future, civic engagement and knowledge influence important civic attributes such that civic knowledge promotes democratic values, political participation, and trust in public life public figures can change attitudes on important political issues (Muraina, 2023).

Second research hypothesis showed that there was significant relationship between political interest and political participation among primary school teachers in Oyo State. The implication of this showed that political interest had significant influence on their political participation in Oyo State. This is consistent of previous research of (Holleque 2011) (Muraina and Busoery 2023) who asserted that an interest in politics in a country is an essential for having a healthy democracy and is critical for countries aspiring to become democracies. An informed, interested, and participating

electorate is essential for electing good politicians. It has a multitude of ramifications in the political and social spheres of a country, because politics is rarely limited to its individual sphere. Without an interested electorate, politicians are less beholden to make decisions that are most beneficial to everyone.

In addition, an uninterested electorate may not even be aware of what political action they would like from their representative. Like it or not, politics is a crucial element to any country. Argue that there are two types of political interest. First, he argues that political interest can be thought of as the "degree to which politics arouses a citizen's curiosity" or "a citizen's attentiveness to politics" (Muraina et al. 2022) The readiness is pretty nearly all (Jake, 2016). An interest in politics is this motivation and readiness. Besides, being more likely to participate in politics, those interested in politics will also be more able to make sophisticated political decisions. The benefits of a more politically sophisticated society are numerous, but on the ground level it should lead to more efficient government policies and increased citizen welfare. An interest in politics is essential for making sense of political information and making rational political decisions. An incredibly intelligent engineer with no interest in politics will have a difficult time following a presidential debate, especially if he has not been exposed to any news media.

CONCLUSION

It was concluded in this study that the primary school teachers' political participation or engagement was poor. It was also concluded that attitude of primary school teachers towards political participation was poor and this lead to political aparty among primary school teachers. And finally, it was concluded in the study that teachers civic value and political interest determine significantly to primary school teachers political participation in Oyo state.

REFERENCES

Bala, M. H., K. O. Muraina, and S. S. Sufyan. 2018. "Solution-Focused Psychotherapy and Self-Efficacy in Enhancing Professional Competence of Secondary School Counsellors in Gombe State, Nigeria." *The Counsellor (CASSON) Journal* 37(1):31–41.

Holleque, M. 2011. "Rethinking the Stability of Political Interest." *University of Wisconsin's Political Behavior Research Group*.

Jake, N. n.d. "Teaching and Learning." Retrieved (www.insidehighered.com/news/2016/05/10).

Lott, J. L., and M. K. Eagan. 2011. "Assessing the Psychometric Properties of Civic Values." *Journal of Student Affairs Research and Practice* 48(3):333–47. doi: doi: 10.2202?1949-6605.6288.

Marten, A., and J. Gainous. 2012. "Civic Education and Democratic Capacity: How Do Teachers Teach and What Works?" *Social Science Quarterly* 94(4):957–76. doi: . doi:10.1111/j.1540-6237.2012.00864x.

Muraina, K. .. 2023. "Democratic Engagement Factors as Predictors of Senior Secondary School Learning Outcomes in Government in Iseyin Educational Zone." University of Ibadan.

Muraina, K. O., P. O. Annor, and O. B. Ayoku. 2022. "Influence of Age and Quality of Life on Emotional Health of Secondary School Teachers in Ilorin Metropolis." *Journal of Education in Black Sea Region (JEBS)* 8(1):30–37.

Muraina, K. O., and W. O. Busoery. 2023. "Self-Esteem and Attachment Style as Predictor of Marital Harmony among Secondary School Teachers in Kwara State Nigeria." *The Millennium University Journal* 7(1):29–33.

Muraina, K. O., and M. Saleh. 2019. "Analysis of Scamper Creativity Techniques and Workplace Happiness on Innovative Behaviour of Secondary School Teachers in Oyo State, Nigeria." *Al-Hikmah Journal of Education (AJE)* 6(1):1–14.

Owen, D., S. Soule, and R. Chalif. 2011. *Civic Education and Knowledge of Government and Politics*. Washington.

Shani, D. 2010. "The Origins of Political Interest." *Diss. Princeton*.