

**RESILIENCE AND SCHOOL COUNSELLING AS DETERMINANTS OF STUDENTS' AFFECTIVE DOMAIN TOWARDS CIVIC EDUCATION IN SECONDARY SCHOOLS IN SOUTH WEST NIGERIA**

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**Abstract**

*Observations had shown persistent increase in moral decadence, such as disobedience to rules and regulations, examination malpractices, , damage to school property, cybercrime, and a horde of other social menace expressed by some secondary school students despite been taught subjects that mold good citizens behaviour such as civic education. This study examined psychological resilience and school counselling as determinants of public senior secondary schools students affective domain towards civic education in South West Nigeria. The descriptive survey research design was adopted. The population were all students from mixed public senior secondary schools, in SSS. II in Southwest Nigeria (748,468). 1,800 respondents were selected through systematic random sampling technique, using a questionnaire titled 'Psychological Resilience, School Counselling and Students Affective Domain towards Civic Education Questionnaire (PRSCSADCEQ)' with reliability coefficient of 0.80 for data collection. Four(4) research questions were analysed using Pearson moment correlation, and the descriptive statistics and zero-order correlation, Findings revealed a significant relationship between psychological resilience and students' affective domain towards civic education in southwest Nigeria;  $r(1798) = 0.180$ ,  $r^2 = 0.032$ ,  $p < 0.01$ . Likewise, a significant relationship between school counselling and students' affective domain towards civic education in southwest Nigeria;  $r(1798) = 0.471$ ,  $r^2 = 0.222$ ,  $p < 0.01$ . Furthermore, students' affective domain towards Civic education also correlated with psychological resilience ( $r=0.180$ ,  $p < 0.01$ ), and school counselling ( $r=0.471$ ,  $p < 0.01$ ). Based on the findings, it is recommended that a functioning counselling unit should be provided at schools also, all stakeholders including parents, and government should be concerned in relation to the psychological resilience and school counselling and affective domain of secondary school students.*

**Keywords:** Psychological resilience, School counselling, Students, Affective domain, Civics education.

## **Introduction**

Adolescents in secondary schools undergo emotional and motivational experiences which may play a vital role in their academic and overall growth and development. Ruhl, C. (2021) explained that the affective domain is one of three domains in Blooms Taxonomy which includes Cognitive (thinking), Affective (feeling), and Psychomotor (doing). The affective domain involves human emotions, feelings and attitudes. This domain includes the manner in which an individual student think and reason for specific knowledge-based skills. The factors which made up human affective domain includes the modification of knowledge and exhibition of behaviour. Students' affective domain has to do with the manner in which students' handle situation and issues emotionally, such as attitude, feelings, values, motivations, and so on. Internalisation is a major element of identity, a sense of how a person sees him or herself which goes a long way in impact ones social development and interaction. A healthy social development allows individuals to form positive relationships with family, friends, teachers, and other people in their lives. Social development is the change over time in a person's understanding of, attitudes concerning, and behaviour toward other people. These changes are seen to occur due to socialisation processes as well as cognitive and physical maturation. The social development of children and adolescents are continually shaped by the relationships built around them. For instance, students may improve their moral senses by interacting with caregivers (their teachers), who are considered to be the best builders of children's morality.

The formation of higher human feelings occurs in the process of assimilating social values, social requirements, norms and ideals, which under certain conditions become internal properties of the child personality, the content of the motivation for his or her behaviour. As a result of this assimilation, the child acquires a kind of system of standards or values, he or she evaluates different phenomena emotionally as attractive or repulsive, as good or evil, as beautiful or ugly. The satisfaction of doing something useful for others, the child growing sense of self-esteem which allows him or her to experience the possibility of performing more important, more responsible duties, can influence the child personality more deeply than the fear of punishment or the pleasure of receiving praise. The Affective Domain tends to be potentially found in the Civics curriculum standards or more commonly in one's social emotional learning curriculum.

A secondary school student is a male or female child of about twelve (12) to eighteen (18) years of age. This is the age before he or she becomes a young adult. During this period, the young

child is totally under the care of the adult who may be his or her parents, guardians and teachers. During this period, the child is malleable, builds and develops his or her personality and character. He or she is very dependent on the significant others, those on whom he or she models, his or her behaviour, through observation, repetition and imitation. A child needs to be educated to acquire knowledge and skills needed to advance his or her status for social interactions and self-improvement. Educating the child translates to better health for the future generation, reduction in child morbidity and mortality thus triggering a snowball effect of achieving all other sustainable development goals in a viable manner. Adoga (2018) opined that child educational development refers to the biological, social modification, intellectual and psychological changes that occur in human beings between conception and the end of adolescence as the individual progresses from dependency to increasing autonomy. In secondary schools, there are numerous factors within school and outside school environment that tends to influence the affective domain of the students including such subject as civic education. Ceballos, Susinos and Voz (2017) remarked that currently, schools are undergoing significant changes at all levels, and educators and students are exposed to a large number of personal, academic and social circumstances in a variety of contexts.

In Nigeria, Civic education was taught informally before the advent of formal education in various communities. After Nigeria independence, it was inculcated into the elementary school curriculum and taught as a separate subject. Over time, it changed nomenclature and has evolved from civics to general knowledge, social studies, Civic education and finally Religious and National Values.

The importance of Civic education in Nigeria cannot be overemphasised. Such as: Peace and equality, total transformation of the individual, patriotism, sustainable development, international recognition. The main goal of Civic education can be considered as the formation of civil qualities on the basis of new knowledge, skills and values that help individuals to solve emerging problems, adapt to changing socio-economic and political conditions, represent and protect their rights and interests, respecting the interests and rights of others.

Heggart and Flowers (2019) indicated that Civic Education sharpens critical thinking skills of the learners which is important in the analysis of political, social, and other issues, as well as preparing them for their roles and responsibilities and for the challenges and uncertainties of life through provision of relevant education. Cohen (2019) submitted that by authentic Citizenship Education or education for democracy the aim is to predispose and develop students' skills, attitudes,

beliefs and values that will empower them to participate and remain engaged and involved in their society culture, politics, governance and general democracy. Also, Civic Education not only raise awareness but also foster active citizenship. The major components of civic education include teaching of perseverance, inculcating a culture of peace, human rights education, and many other global morals and values.

Psychological resilience exists in people who develops strong but healthy emotions and behavioural capabilities that allow them to remain calm during crises or chaos and to move on from the incident without long term negative consequences. Horn and Feder (2018) explained that resilience exists when an individual uses mental processes and behaviours in promoting personal assets and protecting self from the potential negative effects of stressors. Zager, Kavèè and Avsec (2021) postulated that some people come by these abilities naturally, with personality traits that help them remain unflappable in the face of challenge. Villasana, Alo.nso-Tapia and Ru.iz (2016) opined that the degree of resilience varies from one person to another, each being aware of their level and it changes over time, increasing if the person has a favourable environment or is trained. Prihadi, Cheow, Yong and Sundrasagran (2018) stated that other people imbibe or develop resilience overtime as a mechanism for coping with life issues. Osório, Probert, Jones, Young and Robbins (2017) believed that, these behaviours are not just inborn traits found in a select few. Pfingst, Carnevali, Sgoifo and Naliva.iko (2017) believed that resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart. Orth, Erol and Luciano (2018) postulated that the school is a place of development as well as occasional, associated growing pains. A student's ability to control his or her emotional reactions tends to have influence on both his and her academic and affective domain in terms of mental health, relationship with peers and family and so on. The inability of a student to manage his or her emotions may lead to constant display of annoyance, anxiety, excessive mood swings which may occur as a result of lack of psychological resilience and school counselling which serves as a determinants of students' affective domain towards Civic Education in Public Senior Secondary Schools in South West Nigeria.

School counselling aim at providing the appropriate guidance to students in accordance with their academic demands. School counselling may be refers to as rendering assistance and guidance to school students in order for them to make the right decisions and choices in their

studies. Every adolescents especially the secondary school student needs guidance at some point in their life (Killian (2019a; 2019b). It does not only provides personality insights, but also offers ways to improve a student's level of self-understanding, social development and adjustment to life issues as the case maybe. Longobardi, Prino, Marengo and Settanni (2016) Oredein and Killian (2019) believed that the goal of school counselling is to render a quality and helpful advisory service to students as they encounter the various challenges in achieving their education. Through school counselling, a school counsellor plays a vital role in guiding students in their academic endeavors, by assisting them in discovering their academic interests, strengths and weaknesses and likewise guide them in choosing the right courses and higher institutions, likewise making the right choices geared towards their future career.

Over times, observation had shown that the society had recorded a persisted increase in the rate of moral decadence, disobedience to rules and regulations among secondary school adolescents such as examination malpractices, lateness to class, pilfering other students and or school property, cybercrime, bribery and corruption cultism, pre-marital sexual practices rituals, unruly, deviant, anti-social and difficult behaviours and host of other social menace expressed by students in secondary schools despite been taught subjects that mold good citizens behaviour such as civic education. Many factors are responsible for the fall in moral decadence including home, environment and school factors. It could also be as a result of a weak or lack of psychological resilience and interest in school counseling, which are the key influencers to students' affective domain towards Civic education in secondary schools in southwest Nigeria. Hence, the focal point of this study was to extend the scope of research to psychological resilience and school counseling as determinants of students' affective domain towards civic education in secondary schools in South West Nigeria.

The primary aim of the study is to explore psychological resilience, and school counselling as determinants of students affective domain towards civic education in secondary schools in south west Nigeria.

### **Research Questions**

The following research questions were raised to guide this study:

1. What is the relationship between psychological resilience and senior secondary school students affective domain towards civic education?

2. What is the relationship between school counselling and students affective domain?
3. What is the most exhibited affective domain of secondary school students level of students affective domain towards civic education in Southwest Nigeria?
4. What are the perceived influences of psychological resilience and school counseling on students affective domain towards civic education in secondary schools in Southwest Nigeria.

### Methodology

The design used for the study is descriptive survey. The population for the study comprised of all students from mixed public senior secondary schools, between the ages of 13-18 years in senior secondary school two (SSS.2) in Southwest Nigeria, (which are Ogun, Osun, Lagos, Ondo, Oyo and Ekiti state). The study adopted systematic random sampling technique in selecting 3 states out of the total number of (6) states in SouthWest Nigeria. The selected states include Oyo, Ondo and Osun states. The samples for the study comprised of 698 schools and 1800 students both male and female. Structured questionnaire tagged Psychological Resilience, School Counselling and students Affective Domain towards Civic Education Questionnaire. (PRSCSADCEQ) was used for data collection. This questionnaire was divided into four (4) sections (A B C D) Section “A” was designed for the demographic information of the respondents such as age, gender, religion, and class, while section “B”, “C” and “D” focused on the variables under study that were related to psychological resilience and school counselling as determinants of students affective domain towards civic education. The responses in these three sections were categorized into strongly Agreed (SA) Agreed (A) Disagree (D) and strongly disagreed (SD) respectively. The reliability of the instrument=0.80. The research questions were analysed using Pearson moment correlation, descriptive statistics and zero-order correlation.

### Results

**RQ1:** What is the relationship between Psychological Resilience and Students’ Affective Domain towards Civic Education in Southwest Nigeria?

**Table1: PPMC summary showing the relationship between psychological resilience and students affective domain towards civic education in southwest Nigeria**

Variables	N	Mean	Standard deviation	df	r	Sig	r <sup>2</sup>
Students affective domain record in civic education	1800	46.9022	6.18246	1798	0.180**	0.000	0.032
Psychological resilience	1800	34.6328	3.95108				

The above table revealed a positive significant relationship between psychological resilience and students' affective domain towards civic education in Southwest Nigeria;  $r(1798) = 0.180$ ,  $r^2 = 0.032$ ,  $p < 0.01$ . The table further revealed that increase in psychological resilience would lead to an increase in students' affective domain record in civic education. Effect size ( $r^2 = 0.032$ ) revealed that psychological resilience explained 3.2% increase in students' affective domain towards civic education in southwest Nigeria.

**RQ2:** What is the relationship between school counselling and students' affective domain towards civic education in Southwest Nigeria?

**Table 2: PPMC summary showing the relationship between school counselling and students affective domain towards civic education in southwest Nigeria.**

Variables	N	Mean	Standard deviation	df	r	Sig	r <sup>2</sup>
Students affective domain record in civic education	1800	46.9022	6.18246	1798	0.471**	0.000	0.222
School counseling	1800	41.3767	4.61507				

Table 2 revealed a positive significant relationship between school counselling and students' affective domain towards civic education in southwest Nigeria;  $r(1798) = 0.471$ ,  $r^2 = 0.222$ ,  $p < 0.01$ . The table further revealed that increase in school counselling would lead to an increase in students' affective domain record in civic education. Effect size ( $r^2 = 0.222$ ) revealed that school counselling explained 22.2% increase in students' affective domain towards civic education in southwest Nigeria.

**RQ3:** What is the perceived level of students' affective domain towards civic education in Southwest Nigeria?

**Table 3:** Students Affective Domain in Civic Education

SN		SA	A	D	SD	Mean	St.Dv
<b>Intrinsic (Modifiability of Knowledge)</b>							
1	Civic education is an interesting subject to me	938 (52.1%)	747 (41.5%)	83 (4.6%)	32 (1.8%)	3.4394	.66743
2	I listen attentively to the teaching of my civic education teacher	870 (48.3%)	827 (45.9%)	73 (4.1%)	30 (1.7%)	3.4094	.65050
3	I think I like Civic education	798 (44.3%)	827 (45.9%)	134 (7.4%)	41 (2.3%)	3.3233	.71037
4	I enjoy learning Civic education	773 (42.9%)	865 (48.1%)	121 (6.7%)	41 (2.3%)	3.3167	.69841
5	Civic education is not a boring subject to me	790 (43.9%)	786 (43.7%)	161 (8.9%)	63 (3.5%)	3.2794	.76849
6	I think I perform well in civic education	808 (44.9%)	795 (44.2%)	118 (6.6%)	79 (4.4%)	3.2956	.77652
<b>Extrinsic (Exhibition of Knowledge in Application)</b>							
7	I find Civic education applicable to other subjects	709 (39.4%)	828 (46.0%)	192 (10.7%)	71 (3.9%)	3.2083	.78439
8	I complete my homework in Civic education subject daily	778 (43.2%)	799 (44.4%)	164 (9.1%)	59 (3.3%)	3.2756	.76081
9	Civic education helps to increase decision making aspect of me	838 (46.6%)	803 (44.6%)	116 (6.4%)	43 (2.4%)	3.3533	.70781
10	I think Civic education is useful in my aspect of life	840 (46.7%)	800 (44.4%)	106 (5.9%)	54 (3.0%)	3.3478	.72450
11	I make myself prepared for civic education subject	742 (41.2%)	844 (46.9%)	152 (8.4%)	62 (3.4%)	3.2589	.75348
12	I think it is important to learn civic education	817 (45.4%)	839 (46.6%)	85 (4.7%)	59 (3.3%)	3.3411	.71844
13	I apply the knowledge and values I acquire in Civic education to my life	845 (46.9%)	800 (44.4%)	114 (6.3%)	41 (2.3%)	3.3606	.70297
14	I believe imbibing values acquire in civic education makes me a better citizen	835 (46.4%)	790 (43.9%)	97 (5.4%)	78 (4.3%)	3.3233	.76609
<b>Grand mean</b>						<b>3.32</b>	

**Table3** above revealed the students affective domain record in civic education scale based on the means: majority of the respondents agreed that Civic education is an interesting subject to them (3.44), majority of the respondents agreed; that they listen attentively to the teaching of their Civic education teacher (3.41), that they apply the knowledge and values acquired in Civic education to their life (3.36), that Civic education helps in improving their decision making aspect (3.35), that they think Civic education is useful in their aspect of life (3.35), that they think it is important to learn civic education (3.34), that they think they like Civic education (3.32), that they believe imbibing values acquired in Civic education makes them a better citizen (3.32), that they enjoy learning Civic education (3.32), that they think they perform well in Civic education (3.30), that Civic education is not a boring subject to them (3.28), that they complete their homework in Civic education subject



daily(3.28), that they make themselves prepared for Civic education subject (3.26), that they find Civic education applicable to other subjects (3.21) . By implication based on the grand mean, majority of the respondents perceived level of students' affective domain towards civic education in Southwest Nigeria is high because of the following; they find civic education interesting, they listen attentively to the teaching of their civic education teacher, they apply the knowledge and values acquired in Civic education to their life, civic education helps in improving their decision making aspect, they think Civic education is useful in their aspect of life , they think it is important to learn civic education, they think they like Civic education, they believe imbibing values acquired in Civic education makes them a better citizen and they enjoy learning Civic education.

**Research Question 4:** What are the perceived influences of psychological resilience and school counselling on students' affective domain towards Civic education in Southwest Nigeria?

**Table4:** Zero-order correlation summary showing the relationship between psychological resilience, school counselling and students affective domain towards civic education in Southwest Nigeria.

Variables	Mean	St.dv	1	2	3
Students affective domain towards Civic education	46.9022	6.18246	1		
Psychological resilience	34.6328	3.95108	.180**	1	
School counseling	41.3767	4.61507	.471**	.300**	1

Table 4 revealed the relationship that exists between psychological resilience, school counselling and Students affective domain towards Civic education. Students affective domain towards Civic education positively correlated with psychological resilience ( $r=0.180$ ,  $p<0.01$ ), and school counselling ( $r=0.471$ ,  $p<0.01$ ). This implies that increase in psychological resilience and school counselling will lead to an increase in students' affective domain towards Civic education in southwest Nigeria.

### Discussion of Findings

This study was carried out to investigate Psychological Resilience and School Counselling as determinants of Students Affective domain towards Civic Education among public senior secondary schools students in Southwest Nigeria. Four (4) research questions were raised for the study. The result obtained from the study are juxtaposed with previous empirical studies.

Research question one on - What is the relationship between psychological resilience (Self-Esteem, Emotional Regulation) and senior secondary school students' affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards Civic education in Southwest Nigeria? Revealed positive significant relationship between psychological resilience (Self-Esteem and Emotional regulation) and students' affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in southwest Nigeria;  $r(1798) = 0.180$ ,  $r^2 = 0.032$ ,  $p < 0.01$ . Revealed increase in psychological resilience leading to an increase in students' affective domain record in civic education. Effect size ( $r^2 = 0.032$ ) revealed that psychological resilience explained 3.2% increase in student's affective domain towards civic education in southwest Nigeria.

However, this study agreed with the study conducted by Cecilia, Mwangi et al. (2017) on how external and internal protective factors of resilience is combined in predicting resilience among secondary school students in Kiambu County, Kenya. The study showed a significant strong positive relationship between the external and internal protective factors ( $r(388) = .55$ ,  $p < .05$ ). In addition, internal protective factors had a higher positive and significant predictive value on resilience ( $b = 0.42$ ,  $p < .05$ ) than external protective factors ( $b = 0.29$ ,  $p < .05$ ). The results indicated that internal and external protective factors jointly explained a significant amount of variance in students' resilience. Intercorrelations among the Domains of the External and Internal Protective Factors. A key implication of the findings is that interventions focusing on enhancing internal protective factors while strengthening external factors are more likely to have a better impact in promoting students' resilience therefore leading to an increase in student's affective domain towards learning.

Furthermore, Research question two on - What is the relationship between school counselling (Time management and Goal setting) and senior secondary school students affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application)? revealed a positive significant relationship between school counselling (Time management and goal-setting) and students affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in southwest Nigeria;  $r(1798) = 0.471$ ,  $r^2 = 0.222$ ,  $p < 0.01$ . Furthermore, it was revealed that increase in school counselling would lead to an increase in students' affective domain record in civic education. Effect size ( $r^2 = 0.222$ ) reveals that school counselling explained 22.2% increase in students' affective domain towards civic education in southwest Nigeria.

Again, this study is in line with the findings of Nwaigwe, Onwunyili, Chinedu & Onyedikachi(2021), on the influence of guidance and counseling services on students' emotional adjustment in secondary schools in Kogi State of Nigeria. The study adopted causal comparative design to determine if there is existed differences in students' perceptions on the role of guidance and counseling towards emotional adjustment in secondary schools. The study targeted students from six secondary schools in Adavi Local Government Area of Kogi State. Findings from the study showed that there existed a significant statistical difference among the mean responses of students from the three secondary schools in Adavi Local Government Area on their perceptions of the influence of guidance and counseling services on their emotional adjustment. The study concluded that there is a significant relationship between guidance and counseling services and students' emotional needs (affective) in secondary schools.

Likewise, Research question three on - What is the most exhibited affective domain of secondary school students (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in Southwest Nigeria? revealed that majority of the respondents agreed that Civic education is an interesting subject to them (3.44), majority of the respondents agreed; that they listen attentively to the teaching of their Civic education teacher (3.41), also, majority agreed that they apply the knowledge and values acquired in Civic education to their life (3.36). Again, majority agreed that Civic education helps in improving their decision making aspect (3.35), and also majority agreed that they think Civic education is useful in their aspect of life (3.35), that they think it is important to learn civic education (3.34), that they think they like Civic education (3.32), that they believe imbibing values acquired in Civic education makes them a better citizen (3.32), that they enjoy learning Civic education (3.32), that they think they perform well in Civic education (3.30), that Civic education is not a boring subject to them (3.28), that they complete their homework in Civic education subject daily (3.28), that they make themselves prepared for Civic education subject (3.26), that they find Civic education applicable to other subjects (3.21).

Furthermore, by implication based on the grand mean, it was also revealed that majority of the students (respondents) perceived level of affective domain towards civic education in Southwest Nigeria is high because of the following; they find civic education interesting, ... they think it is important to learn civic education, this findings corroborates the findings of Sunday, Odusanya, & Adesoji (2019) in a descriptive survey to assess the differences in students' civic disposition in

Ghana and Nigeria using multistage sampling procedure to select 920 students from four educational circuits in Central Region, Ghana and four Local Government Education Authorities in Lagos and Ogun State in South-West, Nigeria.

Similarly, Research question four on- What are the perceived influences of psychological resilience (Self-Esteem and Emotional regulation) and school counselling (Time management and Goal-setting) on students' affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards Civic education in Southwest Nigeria? The findings revealed the relationship that exists between psychological resilience, (Self- Esteem and Emotional regulation), School Counselling (Time management and Goal-Setting) and Students affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards Civic education. Students' affective domain towards Civic education positively correlated with psychological resilience ( $r=0.180$ ,  $p<0.01$ ), and school counselling ( $r=0.471$ ,  $p<0.01$ ). This implies that increase in psychological resilience and school counselling will lead to an increase in students' affective domain towards Civic education in southwest Nigeria. This study further agreed with a study which examined psychological resilience level, its determinants and its relationship with school counselling among school-going adolescents by Wangeri & Otanga, 2017; Fernández-Castillo, Chacón-López, & Fernández-Prados, 2022) also on self-esteem and resilience in students of teaching: evolution associated with academic progress concluded their findings that psychological resilience was found to be positively correlated with school counselling and also self-esteem and resilience impact students' academic progress and affective domain.

### **Conclusion**

The study examined psychological resilience and school counselling as determinants of students affective domain towards civic education in public senior secondary schools in Southwest Nigeria. Also, the study revealed that most of the students are young Adolescents, male and female in public senior secondary schools. Furthermore, both psychological resilience and school counselling are significant predictors of students' affective domain towards civic education in Southwest Nigeria. Therefore, it was concluded that Psychological resilience and school counselling were significantly effective in assisting students with affective needs, mental, academic and emotional needs in secondary schools, while the most potent out of the two independent variables is school counselling.

## Recommendations

The following recommendations are thereby suggested:

1. There is need for all hand to be on deck as far as the parents, school, stakeholders, and government are concerned in relation to the development of resilience in students and utilising school counselling to impact the affective domain of students.
2. School counselling should be regularly and intermediately be offered as in-service training as well as seminars and workshops for Counsellors to up-date with creative and innovative means in the practices on guidance and counseling service in schools for students' progress.
3. The implementation of guidance and counseling services for students in schools should be one of the major priority in school administration.

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