

Skill-Based Learning on Citizenship Education and Policy Reforms for National Rebirth in Kogi State

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Abstract- The study examined skill-based learning on citizenship education and policy reforms for national rebirth in Kogi State. The specific objectives of the study were to examine the influence of skill-based learning on citizenship education for national rebirth and to determine the influence of skill-based learning on policy reforms for national rebirth in Kogi State. Two research questions guided the study while two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population of the study consisted of 2,460 respondents made up of teachers and senior secondary school students in public secondary schools in Kogi State. A sample size of 300 respondents was selected using multi-stage sampling technique. A structured questionnaire titled *Skill-Based Learning, Citizenship Education and Policy Reforms for National Rebirth Questionnaire (SBLCERNRQ)* was used for data collection. The instrument was validated by experts in Educational Measurement and Evaluation and Social Studies Education, while a reliability coefficient of 0.82 was obtained using Cronbach Alpha method. Data collected were analyzed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation Coefficient was used to test the hypotheses. The findings revealed that skill-based learning positively influenced citizenship education and policy reforms for national rebirth in Kogi State. The hypotheses tested showed significant relationships between skill-based learning and citizenship education ($r = 0.820, p < 0.05$), and between skill-based learning and policy reforms ($r = 0.938, p < 0.05$). The study concluded that skill-based learning enhances civic responsibility, active participation, curriculum reforms, and national development. The study recommended that government and educational stakeholders should integrate skill-based learning approaches into citizenship education and provide adequate training and instructional resources for teachers to ensure effective implementation.

Keywords: Skill-Based Learning, Citizenship Education, Policy Reforms, National Rebirth

I. INTRODUCTION

Citizenship education has become a critical tool for promoting civic responsibility, national identity, and democratic values across the world. In many countries, education systems are increasingly being restructured to produce not only academically competent learners but also responsible citizens capable of contributing to national development and social cohesion. Globally, UNESCO (2023) reports that over 70% of nations have integrated citizenship or civic education into their national curricula to address issues such as youth disengagement, political apathy, and rising social inequality.

Despite these efforts, challenges such as corruption, weak civic participation, and declining trust in government institutions continue to threaten national stability in many developing nations, particularly in Africa. In response to these challenges, policy reforms have been introduced in several countries to strengthen citizenship education and align it with national development goals.

These reforms aim to ensure that educational systems produce graduates who possess not only cognitive knowledge but also practical civic skills. For instance, developed nations such as Finland and Canada have adopted skill-based learning approaches in civic education to enhance students' problem-solving, collaboration, and democratic participation skills.

However, in many developing countries, including Nigeria, citizenship education is still largely theoretical and exam-oriented, limiting its effectiveness in promoting active citizenship (Oyeleke, 2011). Citizenship education among other

school subjects is primarily designed and taught in schools to address issues relating to right types of values, attitude and behaviour with a view to achieve national development (Obaje, 2025)

National rebirth, which refers to the process of rebuilding national values, unity, and institutional trust, has become a major concern in countries experiencing socio-political and economic instability. Citizenship education is expected to play a central role in this process by equipping learners with skills that promote tolerance, patriotism, and civic engagement.

However, studies have shown that in many African countries, the expected outcomes of citizenship education are not fully achieved due to poor implementation strategies and weak curriculum reforms (Okam & Ibrahim, 2011; Ossai, 2023). At the regional level in Sub-Saharan Africa, education systems continue to struggle with producing citizens who actively participate in governance and community development.

Although several reforms have been introduced, including competency-based and skill-based learning approaches, implementation remains inconsistent. Ladan and Bello (2024) note that while citizenship education is included in school curricula across West Africa, its delivery often lacks practical engagement, reducing its impact on national integration and civic responsibility.

In Nigeria, citizenship education has been formally introduced into the basic and secondary school curriculum as part of efforts to promote unity, patriotism, and national development. However, the system remains heavily theory-based, with limited emphasis on skill acquisition and practical civic engagement.

Fan and Samuel (2021) observe that despite the inclusion of citizenship education in schools, moral decay, youth restiveness, and poor civic participation continue to rise, indicating a gap between curriculum intent and actual outcomes. Policy reforms in Nigeria's education sector have attempted to address these challenges through curriculum restructuring and the introduction of competency-based learning.

Nevertheless, Adeoye et al. (2023) argue that implementation gaps, inadequate teacher training, and lack of instructional resources have limited the effectiveness of these reforms. As a result, students often graduate without the necessary civic skills required for meaningful participation in national development and democratic governance.

In Kogi State, like many parts of Nigeria, citizenship education is taught in schools, but its impact on learners' civic behavior and national consciousness remains weak. There is limited evidence that students are acquiring the practical skills needed for active citizenship such as critical thinking, civic participation, and problem-solving. This situation suggests that existing teaching approaches are not sufficiently skill-based, thereby limiting their contribution to national rebirth and policy reform outcomes in the state.

Therefore, the gap in literature and practice lies in the limited integration of skill-based learning approaches in citizenship education and the weak link between policy reforms and practical civic skill development in Kogi State. While previous studies (Apata et al., 2025; Adeduntan & Omiyefa, 2022; Okam & Ibrahim, 2011) have emphasized the importance of citizenship education for national development, few have specifically examined how skill-based learning influences both citizenship education outcomes and policy reforms for national rebirth at the state level.

This study seeks to address this gap by investigating how skill-based learning can enhance citizenship education and support effective policy reforms for national rebirth in Kogi State.

Statement of the Problem

Citizenship education in Nigerian schools should equip learners with practical civic skills, ethical values, and participatory competencies that enable them to contribute meaningfully to national development and promote national rebirth.

Through effective skill-based learning approaches, students are expected to develop critical thinking, problem-solving abilities, civic responsibility, and active engagement in democratic processes.

Similarly, education policy reforms are expected to strengthen instructional practices in schools by promoting learner-centred and competency-based teaching methods that enhance the quality of citizenship education and support national development goals. However, in reality, citizenship education in Kogi State is still largely delivered through traditional, theory-based instructional methods that emphasize memorization rather than practical skill acquisition.

This has resulted in learners who possess limited civic competencies and weak engagement in societal development issues. Consequently, there is a growing concern over poor civic responsibility, low political participation, and weak national consciousness among students.

Despite ongoing policy reforms in the education sector, there is still insufficient evidence on how skill-based learning approaches specifically influence citizenship education outcomes and support policy reforms for national rebirth in Kogi State.

This lack of empirical investigation creates a gap in understanding the effectiveness of skill-based learning in addressing the persistent challenges within the study area.

Purpose of the Study

The aim of the study is to examine skill-based learning on citizenship education and policy reforms for national rebirth in Kogi State. The specific objective is to;

- i. Examine the influence of skill-based learning on citizenship education for national rebirth in Kogi State
- ii. Find out the influence of skill-based learning on policy reforms for national rebirth in Kogi State

Research Questions

The following questions guides the study;

- i. What is the relationship between skill-based learning and citizenship education for national rebirth in Kogi State?

- ii. What is the relationship between skill-based learning on policy reforms for national rebirth in Kogi State?

Hypotheses

The following hypotheses were tested at 0.05 level of significant;

- Ho1: There is no significant relationship between skill-based learning and citizenship education for national rebirth in Kogi State
- Ho2: There is no significant relationship between skill-based learning and policy reforms for national rebirth in Kogi State

II. LITERATURE REVIEW

Skill-Based Learning

Skill-based learning is an educational approach that emphasizes the acquisition of practical competencies, problem-solving abilities, and applied knowledge rather than rote memorization of facts. It focuses on what learners can do with what they know, preparing them for real-life situations and societal participation.

In modern education systems, skill-based learning is increasingly recognized as essential for producing graduates who are not only knowledgeable but also capable of applying their learning to address personal, social, and national challenges.

Globally, education systems are shifting from content-heavy curricula to competency-based models that prioritize skills development. This shift is driven by the need to prepare learners for the demands of the 21st century, including critical thinking, communication, collaboration, and digital literacy.

Apata, Adeate, and Shogbesan (2025) emphasize that modern citizenship education must integrate digital and practical competencies to ensure learners can function effectively in contemporary societies.

In many developed countries, skill-based learning is already embedded in citizenship education frameworks. Learners are engaged in participatory activities such as debates, simulations, community projects, and problem-solving tasks that enhance

civic competence. These approaches have been shown to improve learners' understanding of governance, rights, responsibilities, and democratic participation, thereby strengthening national cohesion and civic responsibility.

In the African context, however, the implementation of skill-based learning remains inconsistent. Many education systems still rely heavily on teacher-centred methods that limit learner participation and practical engagement.

Ladan and Bello (2024) observe that although citizenship education is included in school curricula across West Africa, its delivery often lacks experiential and skill-based components, thereby reducing its effectiveness in promoting national integration and civic engagement.

In Nigeria, skill-based learning is gradually being introduced through curriculum reforms aimed at improving educational outcomes and national development.

However, the implementation is still largely theoretical, with insufficient practical application in classrooms. Adeoye et al. (2023) argue that despite curriculum restructuring efforts, the lack of effective training and instructional resources has hindered the successful adoption of skill-based learning approaches in Nigerian schools. Citizenship education in Nigeria is expected to foster patriotism, civic responsibility, and active participation in governance.

However, traditional teaching methods have limited its effectiveness in achieving these goals. Fan and Samuel (2021) note that moral and civic deficiencies among youths persist despite the presence of citizenship education in schools, indicating a gap between curriculum goals and actual learning outcomes.

Skill-based learning has been identified as a potential solution to these challenges because it encourages active participation, experiential learning, and real-life application of knowledge.

Adeduntan and Omiyefa (2022) highlight that transformative curriculum approaches, which include skill development, are essential for effective nation-building and citizenship education outcomes. In the context of Nigeria's policy reforms, skill-based learning is expected to support the transition from theoretical to practical education systems.

These reforms aim to produce citizens who are capable of contributing meaningfully to national rebirth and sustainable development. However, implementation gaps continue to limit the effectiveness of these reforms, particularly in terms of teacher preparedness and resource availability.

In Kogi State, skill-based learning in citizenship education is still underdeveloped, with most schools relying on traditional instructional methods. As a result, students often lack the civic skills required for active participation in societal development. Okam and Ibrahim (2011) emphasize that without practical engagement, citizenship education cannot fully achieve its purpose of nation-building and democratic development.

Therefore, while skill-based learning has been widely recognized as a transformative approach to improving citizenship education and supporting policy reforms, there is still limited empirical evidence on its specific influence within Kogi State. This study seeks to address this gap by examining how skill-based learning impacts citizenship education and policy reforms for national rebirth in the state.

Citizenship Education

Citizenship education is a core component of any educational system that aims to produce responsible, informed, and active members of society. It focuses on developing learners' understanding of their rights, duties, values, and roles in promoting national unity and democratic governance.

Globally, citizenship education is increasingly recognized as a tool for strengthening social cohesion, promoting civic participation, and addressing challenges such as political apathy and social instability.

Across many countries, citizenship education has been integrated into school curricula to prepare young people for active participation in democratic processes. It is designed to equip learners with knowledge of governance, civic rights, and responsibilities, as well as values such as tolerance, respect for diversity, and patriotism.

However, despite its widespread inclusion in educational systems, its effectiveness largely depends on the teaching approaches used and the extent to which learners are actively engaged in practical civic experiences.

In developed countries, citizenship education is often delivered through participatory and experiential learning methods. Learners are exposed to real-life civic activities such as community service, debates, and simulations of democratic processes.

These approaches help students develop critical thinking skills and a deeper understanding of civic responsibilities. Apata, Adeate, and Shogbesan (2025) note that modern citizenship education increasingly incorporates digital competencies and interactive strategies to enhance learner engagement and civic awareness.

In Sub-Saharan Africa, citizenship education is included in most national curricula but is often taught in a theoretical manner. This limits students' ability to translate civic knowledge into practical action.

Ladan and Bello (2024) observe that although citizenship education exists in West African schools, its implementation is often weak due to inadequate instructional strategies and limited emphasis on skill development.

In Nigeria, citizenship education is a compulsory subject aimed at promoting national unity, patriotism, and responsible citizenship. It is intended to address issues such as corruption, social injustice, and poor civic engagement. However, the subject is often taught using traditional lecture methods that emphasize memorization rather than active participation.

This reduces its effectiveness in achieving its intended goals. Fan and Samuel (2021) argue that despite the inclusion of citizenship education in Nigerian schools, many young people still exhibit poor civic behavior, moral decline, and low participation in national development activities.

This suggests a disconnect between what is taught in schools and how learners apply civic knowledge in real-life situations.

Furthermore, policy reforms in Nigeria's education sector have attempted to strengthen citizenship education through curriculum reviews and competency-based approaches. However, Adeoye et al. (2023) note that these reforms have not been fully effective due to challenges such as inadequate teacher training, poor implementation strategies, and lack of instructional resources.

In addition, scholars such as Okam and Ibrahim (2011) emphasize that citizenship education in Nigeria faces persistent challenges related to content delivery and relevance. Without practical and skill-based approaches, students are unable to fully develop the civic competencies required for national development and democratic participation.

In Kogi State, citizenship education is implemented in schools, but its impact on learners' civic behavior and national consciousness remains limited. The teaching process is still largely theoretical, which reduces students' ability to engage meaningfully in civic life.

Therefore, there is a need to strengthen citizenship education through skill-based learning approaches that can enhance its effectiveness and contribute to national rebirth, which this study seeks to address.

Policy Reforms

Policy reforms in education refer to deliberate changes and improvements introduced by governments or educational authorities to enhance the effectiveness, relevance, and quality of teaching and learning systems.

These reforms are often designed to respond to emerging societal needs, global trends, and developmental challenges. In the context of citizenship education, policy reforms aim to ensure that learners are equipped with the knowledge, skills, and values required for responsible citizenship and national development.

Globally, education policy reforms have increasingly focused on shifting from traditional content-based instruction to competency-based and skill-oriented learning systems. This transformation is driven by the need to prepare learners for complex social, economic, and political environments.

Many countries have restructured their curricula to emphasize critical thinking, collaboration, digital literacy, and civic engagement as essential outcomes of education systems.

In developed educational systems, policy reforms have successfully integrated citizenship education into broader national development frameworks. These reforms ensure that learners are not only academically proficient but also socially responsible and civically engaged.

Apata, Adeate, and Shogbesan (2025) highlight that contemporary reforms in education increasingly emphasize digital citizenship and practical competencies as key components of national development strategies. In Sub-Saharan Africa, however, policy reforms have often faced challenges in implementation.

Although many countries have introduced new education policies aimed at improving citizenship education, the outcomes have not always matched expectations.

Ladan and Bello (2024) observe that despite policy efforts to strengthen civic education in West African schools, weak implementation and inadequate resources continue to limit their effectiveness.

In Nigeria, education policy reforms have been introduced over time to address issues such as poor educational quality, unemployment, and weak civic engagement.

These reforms include curriculum restructuring, introduction of new subjects, and promotion of competency-based learning approaches. However, the translation of these policies into classroom practice remains inconsistent, affecting their overall impact on learners.

Adeoye et al. (2023) note that while Nigeria has made efforts to reform its education system, challenges such as inadequate teacher preparation, poor infrastructure, and limited instructional materials have hindered effective implementation.

As a result, many policy reforms have not achieved their intended objectives in improving student outcomes and civic competencies. Furthermore, Fan and Samuel (2021) argue that the persistence of moral and civic deficiencies among Nigerian youths suggests that existing policy reforms in citizenship education have not been fully effective.

This is largely due to the continued reliance on traditional teaching methods that do not support practical skill development and active citizenship.

In Kogi State, policy reforms in education have been implemented in line with national guidelines, but their impact on citizenship education remains limited. The gap between policy formulation and classroom practice is still evident, particularly in the area of skill-based learning.

Therefore, there is a need to examine how policy reforms can be strengthened through skill-based learning approaches to enhance citizenship education and promote national rebirth, which this study seeks to address.

National Rebirth

National rebirth refers to the process of renewing a nation's values, institutions, civic consciousness, and collective identity in order to achieve sustainable development, unity, and social stability.

It involves rebuilding trust in governance, strengthening civic responsibility, and fostering a sense of patriotism among citizens. In many developing societies, national rebirth is considered essential for addressing challenges such as

corruption, weak institutions, and declining civic engagement.

Globally, the concept of national rebirth is closely linked to civic education and value reorientation. Countries that have undergone significant social or political transformation often rely on education systems to rebuild national identity and promote responsible citizenship.

Through structured citizenship education, nations aim to instill values such as integrity, respect for rule of law, and active participation in democratic processes.

In many developed countries, national rebirth is sustained through continuous civic engagement and strong institutional frameworks supported by education. Learners are exposed to participatory learning experiences that encourage them to contribute positively to society.

Apata, Adeate, and Shogbesan (2025) emphasize that modern educational reforms increasingly focus on developing digital and civic competencies that support long-term national development and renewal.

In Sub-Saharan Africa, the idea of national rebirth remains a major developmental goal due to persistent socio-economic and political challenges. Many countries in the region continue to struggle with issues such as weak governance, youth unemployment, and social fragmentation.

Ladan and Bello (2024) note that citizenship education is intended to promote national integration and unity, but its impact is often limited by poor implementation and insufficient emphasis on practical civic skills.

In Nigeria, national rebirth has been a recurring policy and political agenda aimed at restoring national values, unity, and development.

Despite various reforms and campaigns, challenges such as corruption, insecurity, and low civic responsibility persist. This suggests that existing strategies for achieving national rebirth have not fully succeeded in transforming citizen behavior and attitudes.

Fan and Samuel (2021) observe that the moral decline and civic disengagement among Nigerian youths indicate a gap between educational objectives and societal realities. Although citizenship education is meant to promote national rebirth, its theoretical delivery in schools has limited its effectiveness in shaping responsible citizens who can drive national transformation.

Furthermore, Adeoye et al. (2023) argue that policy reforms in Nigeria's education sector have not fully translated into meaningful societal change due to implementation challenges. Without effective teaching strategies such as skill-based learning, citizenship education cannot adequately support the goals of national rebirth.

Okam and Ibrahim (2011) also highlight that achieving national rebirth requires more than curriculum inclusion; it demands practical engagement and experiential learning that allow students to internalize civic values.

Without such approaches, citizenship education remains largely ineffective in influencing real behavioral change among learners.

In Kogi State, the challenge of national rebirth is evident in the limited civic engagement and weak value orientation among students and young people. Although citizenship education is taught in schools, its impact remains minimal due to traditional teaching methods.

Therefore, there is a need to explore how skill-based learning and policy reforms can strengthen citizenship education and contribute meaningfully to national rebirth, which this study seeks to address.

III. METHODOLOGY

The study adopted a descriptive survey research design. This design was considered appropriate because it allowed the researcher to collect and analyze data on the opinions of respondents regarding the relationship between skill-based learning, citizenship education, and policy reforms for national rebirth in Kogi State.

The design enabled the researcher to describe existing conditions without manipulating variables, thereby ensuring objectivity in the findings. The study area was Kogi State, located in the North-Central geopolitical zone of Nigeria.

The state has three senatorial districts (Kogi East, Kogi West, and Kogi Central) and is characterized by a mix of urban and rural educational settings. The population of the study consisted of 2,460 respondents made up of 180 Social Studies teachers and 2,280 senior secondary school students from public secondary schools in the three senatorial districts of Kogi State.

The sample size for the study was 300 respondents, selected using a multi-stage sampling technique. This included 60 teachers and 240 students drawn from 15 public secondary schools across the three senatorial districts. The instrument for data collection was a structured questionnaire titled Skill-Based Learning, Citizenship Education and Policy Reforms for National Rebirth Questionnaire (SBLCERNRQ).

The instrument contained 25 items structured on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The validity of the instrument was established through expert review by specialists

in Educational Measurement and Evaluation and Social Studies Education.

The reliability of the instrument was determined using Cronbach's Alpha method, which yielded a reliability coefficient of 0.82, indicating a high level of internal consistency.

The method of data collection involved direct administration of the questionnaire with the assistance of trained research assistants, and all 300 copies distributed were retrieved, representing a 100% return rate.

The method of data analysis involved the use of Pearson Product Moment Correlation Coefficient to test the hypotheses at 0.05 level of significance, while descriptive statistics such as mean and standard deviation were used to answer the research questions.

IV. RESULTS

Research Question One: What is the relationship between skill-based learning and citizenship education for national rebirth in Kogi State?

Table 1: Analysis the mean and standard deviation on the relationship between skill-based learning and citizenship education for national rebirth

S/N	ITEM	SA	A	D	SD	N	X	St.d	Remark
1	Skill-based learning enhances understanding of citizenship education values	120 (40%)	110 (37%)	40 (13%)	30 (10%)	300	3.07	0.89	Accepted
2	Skill-based learning improves civic responsibility among students	140 (47%)	100 (33%)	40 (13%)	20 (7%)	300	3.20	0.84	Accepted
3	Skill-based learning promotes active participation in citizenship education	150 (50%)	90 (30%)	40 (13%)	20 (7%)	300	3.23	0.80	Accepted
4	Skill-based learning helps application of citizenship knowledge in real life	130 (43%)	120 (40%)	30 (10%)	20 (7%)	300	3.20	0.83	Accepted
5	Skill-based learning strengthens civic awareness and national values	160 (53%)	90 (30%)	30 (10%)	20 (7%)	300	3.30	0.78	Accepted
	Cluster Men						3.20	0.83	Accepted

Source: Field Survey, 2026

Table 1 revealed that all the items had mean scores above the criterion mean of 2.50, indicating that the respondents accepted all the statements relating to the relationship between skill-based learning and citizenship education for national rebirth in Kogi State. Specifically, item 5 recorded the highest mean score of 3.30, showing that respondents strongly agreed that skill-based learning strengthens civic awareness and national values among students.

Item 3 also recorded a high mean score of 3.23, indicating that skill-based learning promotes active participation in citizenship education. The cluster mean of 3.20 and cluster standard deviation of 0.83 further showed that respondents generally agreed with the statements and that their responses were closely related with little variation.

The findings imply that skill-based learning plays an important role in improving citizenship education and promoting national rebirth in Kogi State. The result suggests that when students are exposed to practical and learner-centered instructional approaches, they are more likely to develop civic responsibility, national consciousness, and the ability to apply citizenship knowledge in real-life situations.

It also implies that skill-based learning can serve as an effective strategy for strengthening democratic values, active civic participation, and social responsibility among learners, thereby contributing positively to national development and unity.

Research Question Two: What is the relationship between skill-based learning on policy reforms for national rebirth in Kogi State?

Table 2: Analysis the mean and standard deviation on the relationship between skill-based learning on policy reforms for national rebirth

S/N	ITEM	SA	A	D	SD	N	X	St.d	Remark
1	Skill-based learning influences effective policy reforms in education	150 (50%)	90 (30%)	40 (13%)	20 (7%)	300	3.23	0.80	Accepted
2	Skill-based learning supports implementation of education policy reforms	140 (47%)	100 (33%)	40 (13%)	20 (7%)	300	3.20	0.84	Accepted
3	Skill-based learning improves government decision-making in education policy	130 (43%)	110 (37%)	40 (13%)	20 (7%)	300	3.17	0.83	Accepted
4	Skill-based learning enhances curriculum reform processes in schools	160 (53%)	90 (30%)	30 (10%)	20 (7%)	300	3.30	0.78	Accepted
5	Skill-based learning contributes to national rebirth through policy transformation	145 (48%)	95 (32%)	40 (13%)	20 (7%)	300	3.21	0.82	Accepted
Cluster Men							3.22	0.81	Accepted

Source: Field Survey, 2026

Table 2 showed that all the items had mean scores above the criterion mean of 2.50, indicating that the respondents accepted all the statements regarding the relationship between skill-based learning and policy reforms for national rebirth in Kogi State. Item 4 recorded the highest mean score of 3.30, showing that respondents strongly agreed that skill-based learning enhances curriculum reform processes in schools.

Item 1 also recorded a high mean score of 3.23, indicating that skill-based learning positively influences effective policy reforms in education. The cluster mean of 3.22 and cluster standard deviation of 0.81 revealed that respondents generally agreed with the statements and that there was little variation in their responses.

The findings imply that skill-based learning is an important factor in improving education policy

reforms and promoting national rebirth in Kogi State. The result suggests that integrating practical and competency-based learning approaches into the education system can support effective curriculum implementation, improve policy outcomes, and strengthen national development efforts.

It also implies that skill-based learning can contribute to better educational planning and

transformation by equipping learners with relevant civic and practical skills needed for active participation in society and sustainable national progress.

Hypothesis One: There is no significant relationship between skill-based learning and citizenship education for national rebirth in Kogi State

Table 3: Relationship between skill-based learning and citizenship education for national rebirth in Kogi State

Variable	Mean	SD	N	Df	r-cal	p	Remark
Skill-Based Learning	41.63	11.12					Significant
Citizenship Education	39.18	10.13	300	298	.820	.000	

Table 3 revealed that the calculated correlation coefficient (r-cal) of 0.820 indicated a strong positive relationship between skill-based learning and citizenship education for national rebirth in Kogi State. The table also showed that the probability value ($p = .000$) was less than the 0.05 level of significance, while the degree of freedom was 298.

Based on this result, the null hypothesis which stated that there is no significant relationship between skill-based learning and citizenship education for national rebirth in Kogi State was rejected.

This means that a statistically significant relationship existed between the two variables studied. The finding implies that skill-based learning significantly contributes to the effectiveness of citizenship education in promoting national rebirth in Kogi State.

The strong positive relationship suggests that the use of practical and learner-centered instructional approaches enhances students' civic knowledge, responsibility, participation, and national consciousness.

It further implies that improving skill-based learning strategies in schools can strengthen citizenship education outcomes and support the development of responsible citizens capable of contributing positively to national unity and sustainable national development.

Hypothesis Two: There is no significant relationship between skill-based learning and policy reforms for national rebirth in Kogi State

Table 4: Relationship between skill-based learning and policy reforms for national rebirth in Kogi State

Variable	Mean	SD	N	Df	r-cal	P	Remark
Skill-Based Learning	38.79	15.27					Significant
Citizenship Education	32.67	12.49	300	298	.938	.000	

Table 4 revealed that the calculated correlation coefficient (r-cal) of 0.938 showed a very strong positive relationship between skill-based learning and policy reforms for national rebirth in Kogi State.

The table further indicated that the probability value ($p = .000$) was less than the 0.05 level of significance

with a degree of freedom of 298. Based on this result, the null hypothesis which stated that there is no significant relationship between skill-based learning and policy reforms for national rebirth in Kogi State was rejected.

This indicates that a statistically significant relationship existed between the variables under study. The finding implies that skill-based learning has a major influence on the effectiveness of policy reforms aimed at achieving national rebirth in Kogi State.

The very high positive relationship suggests that the adoption of practical and competency-based learning approaches can enhance curriculum reforms, improve educational policy implementation, and strengthen national development efforts.

It also implies that when policy reforms are supported with skill-based instructional methods, learners are better equipped with relevant civic and practical skills necessary for responsible citizenship, societal transformation, and sustainable national progress.

Findings

- i. The findings revealed a significant relationship between skill-based learning and citizenship education for national rebirth in Kogi State. The calculated correlation coefficient of 0.820 showed a strong positive relationship between the variables. Since the p-value of .000 was less than 0.05, the null hypothesis was rejected. This implies that skill-based learning significantly improves citizenship education outcomes.
- ii. The result showed a significant relationship between skill-based learning and policy reforms for national rebirth in Kogi State. The correlation coefficient of 0.938 indicated a very strong positive relationship between the variables. The p-value of .000 was less than the 0.05 level of significance, leading to the rejection of the null hypothesis. This implies that skill-based learning greatly enhances effective policy reforms for national rebirth.

V. DISCUSSION OF FINDINGS

The findings revealed a significant relationship between skill-based learning and citizenship education for national rebirth in Kogi State. This implies that skill-based learning significantly improves citizenship education outcomes.

Which is in accordance with Fan and Samuel (2021) conducted a study on intensive citizenship education in Nigerian schools and found that practical and skill-oriented teaching approaches significantly improved students' civic values, moral behavior, and participation in community activities.

The study revealed that students exposed to learner-centered instructional methods demonstrated better understanding of civic responsibilities than those taught through traditional lecture methods.

The finding supports the present study which revealed a significant relationship between skill-based learning and citizenship education for national rebirth in Kogi State. Okam and Ibrahim (2011) examined citizenship education and nation-building in Nigeria and reported that experiential and participatory learning methods enhanced students' civic consciousness and national integration.

The study showed that students who engaged in practical civic activities developed stronger patriotism and social responsibility. The researchers concluded that citizenship education becomes more effective when practical learning strategies are incorporated into teaching.

This finding agrees with the present study which established a significant relationship between skill-based learning and citizenship education. Ladan and Bello (2024) investigated citizenship socialization and national integration in Nigerian schools and found that competency-based teaching strategies positively influenced students' civic participation and democratic values.

The study emphasized that active learning approaches improved learners' critical thinking and civic engagement. It further revealed that schools adopting practical instructional methods recorded better citizenship education outcomes. This supports the finding of the present study that skill-based learning significantly contributes to citizenship education for national rebirth.

The result showed a significant relationship between skill-based learning and policy reforms for national rebirth in Kogi State. The correlation coefficient of

0.938 indicated a very strong positive relationship between the variables.

The p-value of .000 was less than the 0.05 level of significance, leading to the rejection of the null hypothesis. This implies that skill-based learning greatly enhances effective policy reforms for national rebirth.

The findings are supported with the result of Adeoye et al. (2023) carried out a study on curriculum reforms and sustainable national development in Nigeria and found that skill-based learning significantly improved the implementation of educational policy reforms.

The study revealed that practical and competency-based instructional methods enhanced curriculum effectiveness and learner performance. It concluded that educational reforms are more successful when supported with skill-oriented teaching approaches.

This finding supports the present study which found a significant relationship between skill-based learning and policy reforms for national rebirth in Kogi State. Adeduntan and Omiyefa (2022) examined transformative curriculum practices for nation-building and discovered that skill-based learning contributed positively to effective policy implementation in schools.

The study showed that competency-driven instructional methods improved learners' adaptability, civic competence, and participation in national development initiatives. The researchers stressed that policy reforms should integrate practical learning experiences to achieve meaningful societal transformation.

This finding aligns with the present study. Apata, Adeate, and Shogbesan (2025) investigated digital citizenship competencies in Nigerian classrooms and found that skill-based learning strategies strengthened educational reforms and promoted national development goals.

The study revealed that students exposed to practical learning methods developed better civic and problem-solving skills necessary for societal

progress. The researchers concluded that policy reforms centered on competency-based education are essential for achieving sustainable national rebirth.

This supports the finding of the present study that skill-based learning significantly influences policy reforms for national rebirth.

CONCLUSION

The study concluded that skill-based learning plays a significant role in enhancing citizenship education for national rebirth in Kogi State. The findings revealed that when practical and learner-centered instructional approaches are integrated into teaching, students develop better civic awareness, responsibility, and active participation in societal activities.

Skill-based learning was found to improve students' understanding and application of citizenship values, thereby contributing positively to national unity and democratic development. The study also concluded that skill-based learning has a strong influence on policy reforms for national rebirth in Kogi State.

The findings showed that competency-based instructional methods support effective curriculum implementation, educational transformation, and sustainable national development. The significant relationships observed between the variables indicated that skill-based learning is essential for strengthening educational policies and improving the overall effectiveness of citizenship education.

Furthermore, the study established that national rebirth can be effectively promoted through educational systems that emphasize practical skills, civic competence, and active learner participation.

The integration of skill-based learning into citizenship education and policy reforms can help address challenges such as weak civic responsibility, low national consciousness, and ineffective policy implementation.

Therefore, adopting skill-oriented instructional strategies remains essential for achieving meaningful national transformation in Kogi State and Nigeria at large.

RECOMMENDATIONS

- i. Government and educational stakeholders should encourage the integration of skill-based learning approaches into citizenship education curricula in secondary schools to promote practical civic engagement, critical thinking, and national consciousness among students.
- ii. educational policymakers and curriculum planners should provide regular training, instructional materials, and supportive learning environments for teachers to ensure effective implementation of skill-based learning strategies in schools across Kogi State.

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