



CITIZENSHIP EDUCATION AS PANACEA FOR VALUE EDUCATION AND THE NATION'S STRENGTHENING OF CHARACTER MOULDING OF CITIZENS

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Abstract

The thrust of this paper examines concepts of citizenship education as panacea for value education and the nation's strengthening of character moulding of citizens, it discussed the concept of good citizens, it identifies the context of values education as one which is believed to be something valuable, worthy, and ideal for championed and developed in every action to educate its citizens. it also itemise the qualities of good citizens in Nigeria which is love the motherland, national and state awareness, willing to sacrifice for the nation and state, loyalty and payment of taxes and rates. The need for acquiring citizenship which is citizenship by birth, citizen by registration, citizen by neutralization were look at. Furthermore, the paper disclosed the relevant of citizenship education in the curriculum at all levels of education and the need for citizenship education in Nigeria. it goes further to look into objectives of citizenship and value education which is to promote intellectual and manipulative skills necessary for professional and vocational function in the environment, to develop critical thinking and rational decision making abilities, to develop in the learners the ability to analyse societal controversial contemporary issues and problems and to inculcate desirable attitudes and values in the citizens. Recommendations: citizenship education should be recognized as essential ingredient of transforming and establishing a lasting democratic system in Nigeria. Government should make the individual student whether Christian or Muslim to learn both Christian religious studies and Islamic studies at the primary and junior secondary schools and beyond.

Keywords: Citizenship education, Citizen, Value, Nation's strengthening, character moulding.

Introduction

Citizenship education is concerned about what it takes to be a citizen of a country, the person's responsibilities in the society, limitations and the fundamental rights that he or she is supposed to enjoy as is contained in the constitution (Lar, 1999). Citizenship emphasizes on how to prepare the individuals for social responsibility which will enable them to live a useful life in the society that they may find themselves in the future. Citizenship education can be viewed as the type of education that is concerned about character moulding and development of good behaviour by the citizens for the positive contribution in the development of their society. To Okam (1998), "Citizenship education has to do with leading the individual to find excitement and motivation in the process of social living." Citizenship education is about the production of citizens who are aware of the human and political issues at stake in their country or nation and

“also aware of the inconsistencies in human ideals and their actual behaviour” (Okam, 1998). On the whole, citizenship education is a veritable tool through which political socialization is acquired by the citizens.

The importance given to citizenship education on the curriculum in recent years is enough evidence that no country. For a country to meaningfully gain from citizenship education for all her citizens. For a country must be clearly understood and deliberately pursued in the school. A citizen is legal member of the community or a state or a nation (Fedeye, 2019). Citizenship, according to Hornby (2018) relates to being a citizen and enjoying the rights of duties of a citizen. In addition, a citizen is a person who owes allegiance to and in turn receives protection from the state. A citizen owes unqualified allegiance to his subject to certain limitations imposed by age, sex or other conditions. A citizen possesses complete civil and political rights. His rights and duties are thus usually more extensive than those of other persons within the jurisdiction of his state, such as aliens ((Enem, 2017). Thus, citizenship connotes the dynamic relation between a citizen and his or her nation, the concept involves rules a citizen must observe, such as casting a vote, paying taxes, and pledging allegiance (Abimbola, 2019).

Citizenship is made up of formal and informal methods of educating the citizens of Nigeria about the behavior expected of an individual in the society to enable him/her to be a good and functional member of the society. In addition, citizenship education can be defined as 'he type of education the individual in the state receive, for the positive development of ideas, belief, habits and attitudes cherished by the society to enable them lives as useful and effective members of the society (Okwenu and Anyacho. 2019). Though Dubey and Barth (2018) refers to values of the society. In the same vein, Bar, Barth and Shrimis (2017) also stated that citizenship education is a conceived it as the inculcation of significant cultural behavior, knowledge and value of the society. The development and growth of the whole men are the values of the society. It aims at the totality of human development, the development of the humanness in man to equip him with the skill not only necessary for social, economic and political development, but that of his country at large (Olapade, Bola and Aderibigbe 2012).

Citizenship education is the actual initiation of the people into the values of the society It further encourages all the efforts geared towards making every member of the society recognize his or her rightful duties and responsibilities to the nation, it encourages every Nigerian to be patriotic, nationalistic, honest and desirous of peaceful co-existence in the society. There is a need to include citizenship education on the curriculum because it involves both formal and informal methods by which citizens are prepared to understand and contribute to the effective work of their society the Federal Government through the Ministry of Education has taken a necessary bold step by including citizenship education on the school curriculum. Schools are to be used to bong about efficient and effective citizenship. (Enem, 2017) disclosed that school management should make sure that citizen education is taught right from the primary school to the tertiary institution for better understanding, assimilation and comprehension of the subject lead to peaceful co-existence among. Ogunsanya (2019) observed the children's attitude to certain basic concepts will help to pro mote democracy and good governance. It's important to known that the Nigerian constitutions (Federal Republic of Nigeria 1979, 1989 and 1999) specify ways and means of acquiring Nigerian citizenship though citizenship can also be acquired through the process known as registration and naturalization.

Concept of Good Citizens

Citizenship is considered a set of attitudes towards political objects. The complex attitude consists of four main dimensions, namely the affective dimension which taps the feeling of national

freedom, a sense of belonging to a larger community, and love for one's country, the cognitive dimension which measures knowledge about the structure of the political system and individual understanding of their rights and obligations, evaluative dimension which reflects the individual's evaluation of political objects and behavioral dimensions (Ogunsanya, 2019). The figure of a good citizen is the result of a variety of aspirations of social and political forces that exist in society. In other words, in a country with a liberal political system, it certainly has a different conception of an ideal citizen from a state with a communitarian political system. The concept of good citizenship and efforts to realize it has become a matter of considerable debate. Broadly speaking, there are three dimensions namely "knowledge and understanding about becoming informed citizens, developing skills of inquiry and approach, developing skills of participation and responsible action". The term good citizens are different from good human beings. Citizens are human beings with certain attributes that are identity, ownership of rights and obligations, involvement in public matters and acceptance of social values (Ogunsanya, 2019). Aristotle distinguishes between the good man and good citizen. It is said, "we must note that different constitutions require different types of good citizens, while the good man is always the same". A good citizen of that size is the constitution of the country concerned. If the citizens' attitudes and behavior do not conflict and comply with the constitution, he is categorized as a good citizen, while good human beings are the same in all countries because he is determined by his conscience. So, a good citizen is not necessarily a "good" human being. We may hear that there are State officials who are obedient in paying taxes, reporting their wealth, fulfilling siding calls, and will obey traffic regulations. However, he also behaved immorally, such as having an affair, like being angry and so on. He is a good citizen but not necessarily as a human being he has a "good" character (Lar, 1999).

Identification of good citizens is citizens who have the following criteria: understand and be able to exercise their rights and obligations properly, as individuals who have social sensitivity and responsibility, able to solve social problems intelligently, has a personal discipline attitude and able to think critically, creatively and innovatively. According to other experts, good citizens are citizens who have civic knowledge, have civic skills and have civic disposition. Ogunsanya (2019) opined that good citizens are also able to involve themselves or participate in various aspects of community, nation and state life. Participative citizens are citizens who always involve themselves or participate in various activities of community life, nation, and state in various aspects of national life which include participation in political, economic, social, cultural and participation aspects in other aspects. The above is a good quality of citizens who can be relied on and can understand their rights and obligations as citizens about or relations with the State and its environment.

Reliable citizens are citizens who have the competence of civic knowledge, civic skills, and civic disposition as well as citizens who have moral intelligence, those who have moral knowing, moral feeling, and moral behavior. The dimensions included in moral intelligence in the form of moral knowledge that will fill the cognitive domain are moral awareness, moral knowledge (knowing moral values), determination of perspective (perspective taking), moral logic, moral reasoning), courage to take a stand (decision making), and self-knowledge (Olapade, Bola and Aderibigbe 2012).

The moral feeling dimension is the strengthening of emotional aspects to become human with character. This reinforcement relates to the forms of attitude that must be felt by students, namely awareness of identity (conscience), self-confidence (self-esteem), sensitivity to the

suffering of others (empathy), love of truth (loving the good), self-control, humility. And the moral dimension of action is moral action which is the result of two other character components. Hornby (2018) stated that to understand what drives a person is a good act (act morally), it must be seen from three other aspects of character, namely competence, will (desire) and habit.

The Context of Values Education

Value of education is one which is believed to be something valuable, worthy, and ideal for championed and developed in every action to educate. The value starts from the world of economics with the meaning of the price paid for a use of any of your goods or services, over time the value of belonging to the scope of the trigger on a moral ethic, kindness, and a final destination action, then enter a value in the discussion of philosophy, human qualities and objects (Enem, 2017). Value with regard to responsibility, with regard to conscience, oblige and formal in nature that has characterized, such as value related to the subject; the value of performing a practical context; and the values regarding properties that are added by the object properties that are owned by objects.

Values education has objectives and approaches in the cultivation of the values. First, the approach begins with the receipt of certain social values by learners. Second, his approach to change learners' values incompatible with social values as desired. The methods used in this approach among other examples, positive and negative reinforcement, simulations, roleplaying and more. Values education is intended to help you understand, realize, experienced and able to put in the integral values of life. The experts have developed a variety of approaches to values education (Lar, 1999). In the context of Nigeria precisely, value source is in civilizing for the next generation of the nation cannot be released from the efforts of noble values education. Nigeria curriculum contains five fundamental values idealized into two conceptions. The first is as the basis of a State or Philosophische Grondslag which is defined as on the mind, philosophy, profuse, soul, a passion that profuse to form an independent Indonesia. The second is the view of life and a state ideology of the Nigeria.

Qualities of Good Citizens in Nigeria

Love the Motherland: The love of the motherland is reflected in the pride of having sources of wealth, fertility and natural beauty so that it always maintains and preserves it for all time. This love for the motherland is expected that every citizen will know and understand it. Always maintaining the good name and making Nigeria proud in the eyes of the world and at any time ready to sacrifice to defend it.

National and State Awareness: State awareness means understanding, living and carrying out what are their rights and obligations as citizens. For this reason, national and state awareness needs to be instilled early, continuously and continuously. The hope is to make every citizen grow aware that the sense of unity and unity of the nation and state of Nigeria is absolute in relation to the condition of the nation and the state that is diverse in various dimensions, has a great spirit and patriotism, obeys existing regulations, both as individuals, groups or community members, have an awareness of their duties and responsibilities as citizens and citizens.

Willing to Sacrifice for the Nation and State: Willing to sacrifice for the nation and state that is willing to sacrifice time, energy, mind and property for the public interest so that in time ready to sacrifice body and soul for the interests of the country. This is selfless evidence given by citizens

of their homeland with full awareness, expertise, and responsibility in maintaining the nation and state. Embodiments of attitudes and behaviors that are willing to sacrifice, among others, devoting all attention to sincerity, energy and thought in completing an obligation that must be carried out to achieve goals for the progress of the nation and the State, prioritizing the public interest rather than personal or group interests, as social beings living in one environment different, in the standard of living social status and customs, but as citizens have the same position, therefore in social activities must be followed by all citizens.

Lar (1999) categorized qualities of a good citizens of a country into;

1. Loyalty: They are to be loyal to the country and the constituted authority.
2. Voting: It is the duty or responsibility of citizens to vote or be voted for during elections.
3. Payment of taxes and rates: Citizens are expected to pay their taxes and rates such as water, electricity, etc to boost government revenue.
4. Assisting law enforcement Agents: To report criminals to the police or law- enforcement agents.
5. They should respect public property and take adequate care of them.
6. Patriotism: Citizens should be ready at any time the situation demands to defend the integrity and sovereignty of their country against any form of attack.
7. They should respect the dignity of other citizens.
8. They should be proud of their country and portray good image of their country in the international arena.

Ways of Acquiring Citizenship

Citizenship can be acquired through the following ways:

Citizenship by Birth - Anybody born in Nigeria before and after independence or any person born outside Nigeria whose parents or grand-parents are citizens of Nigeria can acquire Nigerian citizenship. A person cannot become a citizen of Nigeria if neither of his parents nor any of his grand-parents was born in Nigeria (Federal Republic of Nigeria, 1999).

Citizen by Registration: This applied to foreigner or non-Nigerians willing to acquire Nigerian citizenship. They can do this by registration after they have fulfilled all necessary and approved conditions. The conditions; he has shown a clear intention of his desire to be domiciled in Nigeria; and he taken the oath of allegiance described in section 28 of Nigerian constitution.

Citizen by Neutralization:- This refers to non- Nigerians who have lived in Nigeria for more than fifteen years and are of good character, willing to take the oath allegiance after fulfilment the laid down rules and regulations guiding naturalization. It is an offence in Nigeria for naturalized persons to retain another country's citizenship; when discovered by the immigration department, such a foreigner will forfeit his or her Nigerian citizenship. Addition, the president may deprive people other than Nigerians their citizenship if he or she is satisfied that such persons have, within a period of seven years after becoming naturalized, been sentenced to imprisonment for a term of not less than three years or they have shown themselves by act or speech to be disloyal to the Federal Republic of Nigeria. Also, where, during any war in which Nigeria is engaged, a naturalized person unlawfully trades with the enemy at the detriment of Nigeria, it is compulsory for the non - Nigerian to leave the country (Abimbol, 2019).

Dual citizenship:- A naturalized person shall forfeit his other citizenship if, not being a citizen of Nigeria by birth, he or she acquires or retains the citizenship or nationality of a country other than Nigeria, of which he is not a citizen by birth.

Renunciation of citizenship:- Any citizen of Nigeria of full age who wished to renounce his Nigerian citizenship shall make his declaration in the prescribed manner for the renunciation. The president may withhold the renunciation if the declaration is made during any war in which Nigeria is physically involved or his opinion, it is otherwise contrary to public policy.

Relevance of Citizenship Education in the Curriculum at all Levels of Education

It is necessary for all students to be taught social moral responsibility. Every student is supposed to know and imbibe the types of values that would contribute to the progress of the society. Thus, citizenship education aims at teaching the knowledge and skills necessary for responsible living. Further, citizenship education contributes to community involvement. Every citizen is supposed to be active and supportive in terms of contributing to neighborhood and community development.

In addition, citizenship education is political literacy. Political literacy requires an understanding of key political and social issues, and the possession of the necessary skills and values for effective political participation in the broadest sense (Oladape, Bola & Aderibigbe, 2002). The broad aims of secondary education within the Nigerian overall national objectives, according to the national educational policy, include the preparation of learners for useful living within the society and preparation for higher education. According to the National Policy on Education (2004), secondary education in Nigeria should among other things to "raise a generation of people who can respect the view and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims and live as good citizens". It is the responsibility on individual parents to inculcate good values and norms of the Nigerian society in their children. Experience, however, has shown that much still has to be done in order to realize these laudable objectives of citizenship education for a democratic and peaceful Nigeria. People do not allow the virtue of education to guide their behavior in all facets of life in the country. This is why there are chronic and complex problems that often retard educational development in Nigeria.

The problems are so serious that they warrant the attention of all and sundry. The Federal Government, as far back as 1977, held a Conference on Disciplines in schools in Lagos from the 2nd to the 13th of July, 1977. As remarked by the Head of State then not a day passes without some media report of either examination leakage's, student unrest, cases of indiscipline and unsatisfactory state of our institutions (AbdulKareem, 2019). This is another reason that government has emphasized the need to include citizenship education as a course in the general studies programme in the Nigerian higher institutions.

The Need for Citizenship Education in Nigeria

Nigeria, being a very large country, has differences in cultures, attitudes and interests, which make effective and difficult. There are endemic for corruption, bribery, violent crimes, drug and human, drug addiction and spiritual and ritual killings in the country. The lack of moral and integrity is reflected in the rampant cases of fraud, stealing and robbery, nepotism, forgery, examination malpractices (Okwenu and Ayocha, 2019). The civilian administration of Alhaji Shehu Shagari introduced Ethnical Revolution in 1979-83 while when the Buhari military administration, (1984 to 1985) instituted war against indiscipline. Babangida's Military Administration also instituted the Mass Mobilization for Self-reliance, social Justice and Regime introduced the National Orientation agency in 1995. All these schemes were meant to sensitize the citizens to their civic responsibilities.

The increasing rate of juvenile crimes and armed robbery, hard drug peddling and examination malpractice make citizenship education desirable in Nigeria. The Federal Government introduced formal citizenship education together with population education in the secondary schools and colleges of education in 1993. The principal aim of NOM was "to produce a state of mind, a consciousness in them the civil virtues of self-regulation, commonly found in all mature and responsible civil societies" (MAMSTER Handbook, 1988).

Objectives of Citizenship and Value Education

Citizenship education is aimed at preparing the citizens to face the challenges of life within and outside their country. It has among others the following objectives:

1. To promote intellectual and manipulative skills necessary for professional and vocational function in the environment.
2. To develop critical thinking and rational decision making abilities.
3. To develop in the learners the ability to analyse societal controversial contemporary issues and problems.
4. To inculcate desirable attitudes and values in the citizens.
5. To produce ethically sound, humanistic, efficient and effective citizens that would manage the future affairs of the society.

On the other hand Okam (2021) opine that the objectives of citizenship and value education in Nigeria curriculum include the following:

1. To restore and sustain discipline in our nation life.
2. To inculcate the spirit of nationalism and patriotism in all Nigerian.
3. To restore respect for our culture and encourage its development;
4. To install the populace a sense of absolute loyalty to the fatherland;
5. To ensure and uphold leadership by example;
6. To foster respect for constituted authority.
7. To revamp the economy through hard work, through the intensification of Agriculture so as to ensure self-sufficiency in food production.

However, all the organizations established by the government had tackled the problems of nation building, so that every Nigerian can be a useful member of the society. They have been meant to ensure that the citizens learn about the political institutions, issues, problems and practices of our democracy as well as how the citizens can effectively and efficiently contribute to the society both locally and nationally. Every citizen is expected to accept and guard the right, which the country bestows upon him. However, rights and run in conflict. Hence, citizenship education aims at teaching people how to deal with conflicts, and resolve conflicts and contradictions (Fedeiye, 2019).

Furthermore, it aims at production national, and not sectional, citizen. Citizenship education is to ensure that every individual shows emotional commitment to, or identification with, the country by displaying nationalism, patriotism, dutifulness rather than destruction and favouritism. Obasanjo (1999) at the launching of the National Rebirth, apathy summarized the relevant of citizenship education: It will not help our nation if people just sit and demand for their rights and privileges without thinking of their own responsibility to others, their community, their state, their neighbour, and even the families if every parent would conscientiously should his/her responsibilities towards his/her children's; if every teachers will treat his neighbour as he would like his deliberate efforts towards upliftment of hid community, Nigeria will certainly be a much happier place for us all.

Thus, every citizen is expected to be able to think rationally and be responsible to Nigeria as a nation, the country needs peaceful co-existence among her citizens, for sustainable educational development to the place. Citizenship Education in the NCCE syllabus. Citizenship education is

anchored and hinged on harmonious living peaceful co-existence therefore means to co-exist as equal partners working harmoniously in a system in a system for a noble cause.

In addition, one of the objectives of primary education in Nigeria is given of citizenship education as a basis for effective participation in and contribution to the life of the society. Citizenship education is taught at all levels although with different approach and focus. However, the end will always be to create functionalism in the citizenry (Olapada, Bola and Aderi bigbe, 2012). The relevance of citizenship education in the syllabuses all the levels of the educational system in the country can be seen as a furtherance of the National objectives of having articulate, versatile and conscious functional citizenry of important concern is the inclusion of citizenship education in the programme of the national commission for College of Education (NCCE).

The NCCE, like other bodies aim at producing graduates who will be equipped with relevant knowledge and skills of effective and functional citizenry have appreciated the great need to include courses on citizenship education as reflat in its syllable. The course content for NCE citizenship education is for all round balanced individuals who should be stable enough to adopt to the ever changing world to the every changing world initial good ideas that will enhance national development. (Olapada, Bola and Aderi bigbe 2002).

Conclusion and Recommendations

Citizenship education is now recognized as essential ingredient of transforming and establishing a lasting democratic system in Nigeria. The government should make the individual student whether Christian or Muslim to learn both Christian religious studies and Islamic Studies at the primary and junior secondary schools and beyond. In addition, in 1987, the political bureau constituted by the Babangida government strongly recommended a comprehensive coherent, well-articulated and sustained approach to tackling the problems of nation building; hence, it introduced the programme of Social Mobilization and Political education, which led to the establishment of MAMSER.

Teachers are shouldered with the responsibility of setting the tone for effective citizenship development in school as such they should try as much as possible to live an exemplary life for learners to emulate. Citizenship education should be made a course at all the levels of education in Nigeria. For instance, a critical look at the course content of citizenship education for NCE students, would reveal that the course has been designed to have all-round developed individuals who would be emotionally stable enough to adapt to the ever-changing world, and initiate good ideas that will enhance national growth and development.

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