Civil Education and National Development

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Abstact

There is need for the Nigerian Society to embrace civil education which is a tool for national development. It is pertinent to state that civil training is a means of achieving national integration and national building. The idea of civil education curriculum is so powerful to the extent that each young Nigerian deserves its knowledge. This article will enumerate some factors which gear towards effective national development. The methodology which is applied in this work is the participatory approach in the teaching of civil concepts in Nigerian Schools, and the importance to bring formal and non-formal civil and leadership training form are some of the contributions which this topic tackles. It is therefore recommended that civil education should be seen as an engine for sustainable development in which states, individuals, communities, and business partake in providing sustainable development in our nation.

Introduction

The most important goals of Government in this 21st century in developing countries is national development which is to create an enabling environment where peace, unity and harmony are the benefits of her citizenry. To do this, there is need to inculcate in the citizens those values and traits of effective citizenship. Civil education is commonly employed for national development. It is very difficult to build a nation when such nation builders are not bearing the fruit of good citizenship.

Education is increasingly being seen as an important factor in national development (Nnamani, 2001). It is a veritable tool for citizenship training. The objective is to prepare the young for a mature life, ruled by reasons. Hence, subjects in the school should concentrate on truth and justice. This will help to build in the child, right frame of mind from an early age, dedication and responsible attitude towards work (Omotseye, 1999). Therefore, to produce good citizens there is the need for the educational system to lay emphasis on civil training (Ogundare, 2000).

In the light of this, the national objectives which serve as the foundation for the objectives of the Nigerian national policy on education are (i) To build a free and democratic society; (ii) To build a just and egalitarian society; (iii) To build a united and self-reliant nation; (iv) To build a great and dynamic economy; (v) To build a land of bright and full opportunities for all citizen.Commentary on the national objectives, Erezene (1999) pointed out that to achieve the first objective, to build a free and a democratic environment, will require a training on democratic etiquettes, respect for others. Also to attain a just and egalitarian society, the training of the citizens should make them to realize that all are equal irrespective of language, culture or locality of origin. Generally, these objectives, from where our national philosophy for education and other aspects of life are derived, clearly aim at making the individual a good and effective citizen of the country.The creation of a civil society is a great task that requires effective civil

training. Falade (2001), observe that, to a large extent, lack of the required citizenship traits in the life of the Nigerian citizens has directly or indirectly been responsible for some to think of disintegration, disunity and conflicts in the country. National development is not just a form of item that can be borrowed or bought. No form of national development is known to have come about without the contributions of the citizen of that nation. (Mbamalu, 2001).

Contemporary events and problems in Nigeria and other parts of the world call for national development so as to create a civil society where there is unity. This can be achieved by preparing the younger generation for effective citizenship through our school programmes. The aim of this paper is to address the need for civil education as a means of promoting national development. This paper intends to highlight the informal approaches that can be used to teach civil education in our educational curriculum.

Aims in Education

A certain amount of confusion is caused by the use of different terms in discussing the aims of education. The most common alternative words are goals and objectives. Educational goals are the ends that society sets for the educational system it operates. Sometimes these are expressed in broad political, cultural and economic terms such as citizenship, democracy or national unity; but sometimes they refer to more specific aspects of education such as life long learning or equal opportunity. Like their namesake in football, educational goals are broad. Aims, on the other hand, are more like the targets used in shooting practice because they indicate the precise direction that educators must follow in all or part of the educational system. We might say that aims express goals in narrower and more specific terms. Educational objectives are best thought of as the intended outcomes of the process of education. Sometimes they are expressed in terms of what individuals will be able to do as a result of the teaching, sometimes they are more general. But, like aims, they try to spell out in some detail exactly what is intended. In the light of this, it is important that everyone involved in education should consider carefully just what their goals, aims and objectives are, for if they do not, then all their efforts become rather pointless.

If we ask different people what they think education should do for children we may be surprised and confused by different answers we receive. Politicians tend to look for developments that have national significance, religious leaders for moral growth; parents tend to think in terms of career prospects while children and their teachers may have quite different aims from any of these. This should remind us that educational aims can be perceived at different levels and considered in terms of:

1. Personal development including intellectual and spiritual growth
2. Vocational preparation in terms of necessary practical skills and character qualities
3. Social training in which young people are initiated into society at local national levels.

Education can thus be seen to be faced with a number of tasks at the level of the individual the community and the nation. A task for education at the individual level must be to help each individual discover a philosophy in which he himself has significance.

Teachers themselves who lack such a sense of purpose can all too easily be swayed by each new educational fashion and become for them a process of training children to perform prescribed skills correctly without any real understanding of the purpose they serve. It is this type of education that children tend to throw off like unwanted garment as soon as they leave school.

Another task of education is to fit the young for coping with the future. In simple societies, people live at subsistence level, growing their own food, building their own homes and living a life that is largely independent of the world outside. Today's society is much more complex and the tendency is for there to be much more specialization. We employ soldiers to defend us, police to maintain the law, doctors to cure us of any ailment, workers in the industry to make the things we need and commercial farmers to grow our food. The place for the person without any special training is therefore very much reduced. In consequence, it is one task of education not only to provide each child with the basic skills for surviving in the modern word but, also to help him develop some useful and marketable skill that will be of use to others and therefore ensure he has employment.

When a child is born, he begins a new personal experience, but he also joins an old-established society. One of the tasks of education is to introduce him to that society. The child who finishes secondary school today knows more science than Newton and more geography than Columbus. He has learnt more about the aeroplane and the atom than was known in the Universities a century ago.

Although so much of this knowledge is recent, its discovery was made possible only because of the roots of learning that society developed in past generations. If ever a generation were to be cut off completely from the heritage of its past, civilization, as we know it would cease to exist. Therefore, it is essential that education should seek to integrate each new generation into its own society.

Concept of Education
There are so many ways of defining education. It can be seen as a process, a product and as a discipline. As a process, it is a means by which people acquire the civilization of the past and are able to take part of the civilization of the present and are able to make future civilization. Civilization is the act of living peacefully-together and making progress.

Education is not only a process of transmitting cultural heritage but it is a means of developing an individual to live effectively and efficiently in the society and future part in the civilization of the present, so that he may advance it and make future civilization. Thus education is a process of transmitting, preserving, devicing and advancing the culture. One of the most interesting definitions of education is that of Prof. Alfred North Whitefield of Britain. He defined education as the acquisition of the act of utilization of knowledge. To him education is not just the acquisition of knowledge but acquiring the act of utilization of knowledge. This point is very important to us in Nigeria where education is viewed as mere paper qualification. For North Whitefield, Knowledge to be meaningful it must be for use and not for ornamentation. This definition has implication for curriculum planning. An old issue in education is Knowledge for what? The major concern is whether knowledge should be acquired for its own sake or for practical application. Education as a process must have content and methodology.

John, a Moravian Bishop said that children were not born human but became human through education. He viewed the school as a factory where children are manufactured.

John Dewey said that the mind of a newborn child is a Tabula Rasa (blank or a slate); in this regard education is a process of initiation into the society.

John Henry carried forward the idea of the Bishop and viewed education as a process of reforming the society.

Fredrick Feubarch argued that education is a process of helping a child to uphold his power so that he may enter into spiritual union with God.

John C. Fredrick said: "Education is a process of devicing moral character for the good of the individual and the society"

Viewed as a product education means change of behaviour. This is the view of an American Professor of Education – William Kill Patrick; "to him to be educated means to change ones behaviour" the change may be overt or covert, implicit or explicit. Prof. Theodore Brameld (an American) said that education is the one power left in the world today that is greater than the force of nature. Education is capable of controlling the other powers that man has succeeded in enslaving. As a powerful instrument, education can be used for man's own destruction or his transformation and social reconstruction whether education is used for good or evil depend on the time provided and who controls it.

John C. Fredrick said: "education is a process of devicing moral character for the good of the individual and the society".

As a discipline education is body of organized knowledge dealing with the following questions

➢ What should be taught – curriculum
➢ Why should it be taught – philosophy
➢ How should it be taught – methodology
➢ To whom should it be taught – psychology

The above four questions represent the traditional branched of discipline of education.

Consideration of the impact of time and space give rise to other branches of the discipline of education namely- History of Education and Comparative Education. The organization of the framework and the system of providing effective answers to the above four questions gave rise to education administration.

In summary we note that education as a discipline embraces the following four branches.

1. Foundation of Education
2. Curriculum and Methodology
3. Psychology of Education
4. Educational Administration

The Challenge of National Development

National development is seen as all efforts made towards national integration, cohesion and national unity. Akorede (1997), opines that national development involves the odioustask of bringing together into a political unit. National development is a process of integrating diverse autonomous political entities within a state. It is a process whereby the various political entities transfer their loyalty and commitment from tribal or village, community group to the larger nation unit (Ajayi, 1995).

Nigeria as a nation emerges from diverse socio-cultural entities. In 1994, the varied societies, North and South of the latitude of Lokojawere declared by the British government to be members of a single state called Nigeria. Since then, various efforts havebeen undertaken to integrate the diverse political entities to ensure national cohesion and unity. Some of the efforts that have been made towards national development are; the used of the national symbols; the organization of national sports festival; the teaching of the three major languages in schools, Igbo, Yoruba and Hausa, the policy of federal character and the introduction of national youth service corps (NYSC).

Nigeria as it is today cannot be said to have had a satisfactory national development process. This is evident by the ethnic polarization, tension and hostility in the country. Many

Nigerians are loyal to their ethnic groups at the expense of the good of the nation.Klieberg and Kavalioni cited in Okam, (2001), revealed that in Nigeria there prevails a low level of national identity amongst many of her inhabitants including students. In the comparative study conducted by Kleinberg and Kavalioni amongst students in African countries, they discovered that ethnic identity is higher, rather than national identity amongst Nigerian students than other students (Okam, 2001). The recent emergence of ethnic militias like Oadua Peoples' Congress (OPC), the Arewa Peoples' Congress (APC), the Egbesu Boys and the militants in the Niger Delta, Boko Haram, Fulani herdsmenetc; further reveals the problem of national development. Ajayi, (1995), pointed out that a nation cannot be said to have experienced a satisfactory process of national development if it cannot command the loyalty of its citizens from the entire smaller unit. Other problems of national development include leadership, low level of civil responsibility and political apathy is a consequent of bad leadership, abuse of human rights, domination of government by few desports that assumed power by coups or rigged elections and rules the state in their own interest. This in turn leads to economic backwardness, poverty, mass illiteracy, intimidation, assassination, kidnapping, tension and conflict. Certainly, the greatest danger from which Nigeria suffers at the present time is the absence of any vivid sense of citizenship on the part of a large proportion of her inhabitants. The average Nigerian does not have that instinctive sense of social cohesion, which prevails in certain nation-state of the world such as England, France, Italy and Germany (Okam, 2001)

Moreover, not much emphasis is placed on the teaching of civil values in the Nigerian schools, instead of producing thinking and objective human beings, the educational system produces many fearful, recalcitrant and uncritical citizenry that are also selfish and indifferent to public affairs (Bello Imam and Obadan, 2004). This calls for a critical examination of the school curriculum in our state and nation atlarge

The Need for Civil Training in Nigeria

Civil refers to the citizens or group living in a place. Citizenship does not only mean membership of a given state, but also connotes that such a citizen or member is vested with some rights and duties. Two categories of citizens can be found in every society: the bad and the good citizen (Fadale, 2008). Mclendon (1982), cited in Ogundare (2002), explained that a good citizen is a person who does not just vote but considers that action as a serious matter and cast his ballot thoughtfully; who does not abuse the freedoms he has, nor interferes with the rights of others. A good citizen is law abiding, loyal to thenation; he participates and contributes positively to the progress of the political system.

The building of a civil society requires effective civil training. Civil training is a program that teaches about the political system. It lays emphasis on the rights, duties and obligations of every member of a political system. The purpose of civil training is to develop in the learners those values and skills that will make them responsible citizens. Civil education aims at developing in the citizens the spirit of effective citizenship and loyalty to the nation.

The present state of our nation calls for conscious and concerted effort towards the cultivation of a civil society. The increasing level of lawlessness and undemocratic practices constitute serious setback to the attainment and sustainability of democratic culture in Nigeria. Some Nigerians have little or no concern for the civil society. There is neglect of civil duties by some of the citizens. Some Nigerian citizens demonstrate intolerance and disrespect to the rule of law. Akinjide (2006), reported a World Bank finding that Nigeria scored less than 5% in a scale that determined the extent to which the citizen abide by the rules of law.

Public officers and political leaders in Nigeria are been corrupt, disregard to public opinion, selfish etc.Our police and other law enforcement agents practice extra-judicial killing, extortion, bribery and denial of human rights. There are some basic values of civil responsibilities that are not displayed among Nigerians. Some of these values are patriotism, obedience, tolerance, honesty, discipline and morality. Indiscipline and intolerance have caused a lot of socio-economic and religious problem in Nigeria. For instance, in 2004, it was reported that in the Senate, Senator Issah Mohammed slapped Senator Anisulowo for allegedly withdrawing ₦1.2 million from a committee's account without the consent of other members of the committee (The Guardian, 2004). This was cross abuse of process stemming from the culture of indiscipline and intolerance defiling a civil conflict resolution mechanism.

Mansaray and Adeyemi (2002), stated that global issues in the past few decades have brought into sharp focus the critical question of how to ensures a sustainable picture for humankind. Prominent among these issues are the continuing denial of true democracy, violation of human rights and the rise of ethnic and religious conflict and violence. Ogundare (2002), pointed out that some specific citizenship responsibilities have been abandoned by Nigeria political leaders while the followers have also thrown most of their social responsibilities to the swine. He further argued that the abandonment of the sacred citizenship responsibilities by our leaders and the followers are responsible for the spate of economic and political ills in the nation.

Civil training has become fundamental machinery for nation building and the creation of a civil society in various parts of the world. There is the need to consciously and carefully develop in the citizens those values and skills that will enable them to have concern for public life. There is the need for the citizens to participate and contribute positively to the political process. According to Omatseye (1999)

> "… There are certain fundamental attitudes expected of all in society. These include truth, respect for person and feeling of fraternity for others as persons….. Every individual ought to imbibe right attitudes and beliefs so as to conform to the societal norm"

The Prerequitie to Achievning Sustainable Development

There is need for a responsive curriculum that is flexible and dynamic enough to drive the society on the path ofgrowth and development. Such a progressive curriculum must be interdisciplinary in character and so, civil education which is an interdisciplinary study is cleary documented in the National Policy on Education and therefore accorded the status of a core subject.

Oyetade and Oladiran (2012), noted that the concept of sustainable development has been an age long discourse in all education matters. For education is a human development process, schools are one of the societal institutions that have an active role in helping children and youths learn to live and work in their nation. Hence, it is of great importance that teachers make their classroom places where children feel that their ideas will be given a respectful hearing, and where they know that learning will be placed upon them. They should be daily occasions to ask pupils what they think, how a proposed problem is to be solved, what features they think should be located as a class-constructed map, and so on. In such a classroom environment, the meaning of involvement is learned, and good will and mutual respect are observed and experienced. Since children learn what they live, and since we wantour children to learn the satisfactions of participatory approach, we should look for concrete ways in which pupils input have a better

than even chance of influencing policy. Where civil sensitivity and responsibility are nurtured, thus children tend to develop a feeling of loyalty and protectiveness towards their class. This sometimes expresses itself in surprising, rewarding ways. The drive forwards re-engineering the process of teaching and learning civil education in our primary and secondary schools has become very imperative especially in the faces of awakening national consciousness and promoting sustainable development. In the 80s, it become painful evident that lack of civil education and patriotic orientation had led to disorientation in schools and the larger society. The consequences were being felt at all strata of our society. Recent occurrences have indicated that Nigeria is on the brink of losing its national development. The prevalent trend of corruption, criminality, indiscipline, disrespect for both elders and the rule of law, non-committal to duty and so on are some of the manifestations of negative values in the Nigerian society. This calls for urgent value re-orientation because of their far-reaching impact on sustainable development. Acquiring knowledge and skills have become essential for an informed, efficient and responsible citizen. Today, more than ever before, young people need to understand how democracy works and how they can help to keep it and improve it. During the last 10–15 years, civil education has become one of the central objectives in many schools, especially in the context of promoting interdisciplinary and practice-oriented projects, making civic education not merely a school subject but a way of school life. The foregoing assertion, therefore clearly suggests that acquisition of the knowledge of civic education is a vital tool for sustainable development in Nigeria.

Relevance of Civic Education to National Development
Beyond political reason, the importance of civic education has been recognized in economic status quo of Nigeria. According to Olaitan (2013), economy of the nation is based on three components namely: State, Private sector and cooperative. If the economic fails to support politics, there will be a dearth of participation that ultimately affects democracy, human dignity and values. Thus, the country's politics has becomes more capital-centric. Politic, guide economic activities and economic activities are the fundamental to the politics. Without civic education, people cannot realize the essence of politics. Civic education teaches people to be responsible and dutiful. Civic education teaches citizens to be good citizen. Indeed, this is a catalyst to development.
In a study by Oyetade and Olaniran (2013),"Developing knowledge and attitudes of civic education in students for sustainable development in Nigeria". It was discovered that students' exposure to participatory civic programme leads to some gain or improvement in knowledge and attitudes when compared to those not exposed to participatory civic programme. This indicates that continued implementation of the programme would pave way for the pre-service teachers to develop rational and the right type of attitudes toward civic issues within and outside the school premises.
Similarly, Obasanjo (2007), in his farewell broadcast presented this challenge: we have set for ourselves ambitions targets that will make us one of the largest economic in the world by the year, 2020. It is attainable and achievable but if we divert from the part of economic prudence, reform and realities, we can miss the road, then the 2020 will be a mirage. To buttress the above, Nwachuhkwu (2007), summed it up: "putting Nigeria education is a more responsive shape in order to plant the nation and it continent, Africa, on the map will need a whole lot of initiatives for new realities in paradigm creations. Education is the pivot of expected millennium national transformation. As to the responsiveness of curriculum in order to address the

challenges of sustainable development, Emah (2009), observed that such a curriculum takes cognizance of vital changes and challenges in the environment and prepares the learners to meet them. Such a curriculum addresses their learning differences. The author concluded that in today's world, a responsive curriculum is that which equip the learner for development in information, communication and technology (ICT); local and global challenges of ensuring peace and resolving conflicts, health concerns and myriads of social, economic and political demands that confront individuals and the entire society on daily basic. The current trend of civic education curriculum is well responsive enough to equip students with requisite skills that will make them function effectively and contribute productively to the growth and development of the society.

Investment in Management of Human Social Resources is also Crucial Parts of Sustainable Development

Civic education is said to be a veritable tool for promoting sustainable development and improving the capacity of the people to address environment and development issues. Civic education is concerned with three different elements: civic knowledge, civic skills and civic disposition.

Civic Knowledge: This refers to citizens understanding of the workings of the political system and of their own political and civic rights and responsibilities (e.g the right to freedom of expression and to note and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others).

Civic Skills: This refers to citizens' ability to analyze. Evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political process (e.g to monitor government performance, or mobilize other citizens around particular issues).

Civic Dispositions: This is described as the citizens' trait necessary for the democracy (e.g. tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate, and compromises). For Azebanwan (2010), he noted that elements of civic education are real because they actually affect people's lives. They are topical, current today and tolerance. The issues are moral, because they relate to making responsible citizen. Responsible citizenship is the hallmark of every promising society. Indeed this is a basic requirement for sustainable national development and nation-hood. It is on the strength of this that Obama (2009) in his address to American's school children declared thus;

> We will need the insights and critical thinking skills you gain in history and social studies to fight poverty and homelessness, crime and discrimination, and make our nation fairer and freer. You need the creativity and ingenuity you develop in all your classes to build new companies that will create new jobs and boast our economy.

This speech is established on the assumption that every citizen has got one way or the other to contribute to national development. That is why for every society, there must be a clearly doubt that has been laid down in the national policy on Education of 2004. However, there seem to be a strong relationship between civic education and sustainable development. This perhaps justified Enod's (2009), observation that civic education is a potent factor to sustainable development, and therefore both concepts are seen as monolithic entities placed on a linear relationship with

the concept of civic education being stronger. It is therefore, capable of affecting sustainable development.

Conclusion

There is the need for civic education and training as a means of achieving national development in Nigeria. Civic training is paramount for eradicating the low level of civic responsibilities in Nigeria. This will enable the Nigerian citizens to acquire civic values like honesty, tolerance, patience, discipline, cooperation, hard work etc. The manifestation of their civic value is fundamental in building a sustainable and enviable nation.

Civic educations therefore represent educators pedagogical paradigm shift that enhances thinking about what is expected to mould future citizens who are endowed with self-sustainable skills and talent of engaging in productive activities that will contribute to sustainable development. It could be affirmed that responsible citizenship is the hall-mark of any national development efforts. In this wise, we emphasize on the grooming of right citizens for the future as a duty claimed by civic education because it is a nation building course. If the citizens are therefore identified as instrument to pursue development, it is therefore recommended that civic education curriculum contents should be strengthened to be seen as a catalyst for the advancement of individual and national development in order to ensure sustainable development for all.

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