Abstract
This paper discusses the role of citizenship education in meeting the demands of national development. The paper assumes that social and political unrest in our society is as a result of weak or inadequate foundation laid for citizenship education. The paper also advocates the upgrading of social studies education it’s a subject for SSI - SSIII in our secondary schools being a corner stone for citizenship education. With this, a sustainable national development will be ensured.

Introduction
In refocusing citizenship education as a means for national development, one will not fail to capture education as the ultimate means the world over to shape human behaviour, as the propeller of all other fields of national development. NPE (2004), sees education as instrument "per excellence" for effecting national development.

It is in recognition of this fact that educational institutions are established to equip the individuals with the necessary skills that would promote national development.

Citizenship education is no doubt one area of study in education aimed at fostering national development, but for lapses in its implementation process in our education system, which I hope to highlight in this study and seek solution to.

Why Citizenship Education?
The National Policy on Education (2004), Section 3, Paragraph 14(c) stresses citizenship education as a basis for effective participation in and contribution to the life of the society. In section 4, it goes on to say that education should help develop in our youth a sense of unity, patriotism, love of our country, and sense of national belonging.

The study of citizenship education is as important to any nation as education itself. This is so because every nation aspires to have good citizens who would love her, respect her and possibly die for her. (Uchendu, 1997).

That is why the task of educating citizen for democracy is a major objective in every nation's educational system. The importance society attaches to citizenship education cannot be over-emphasized in the modern world. This is so because it promotes the exercise of liberty, which entails respect for diversity, politically, culturally and intellectually.

It is important to note, however, that every country whether democratic or not needs to establish some degree of consensus and conformity among its citizens.

Barr, Bath and Shermis (1977) view citizenship education as a process of inculcating significant cultural behavioural values and knowledge in the individual members of the society. Uche (1980) and Iyewarun (1959), says that citizenship education is a preparation for social responsibility.

Many scholars see it as the educative means through which the youths are taught their rights, privileges and duties which make them responsible citizens and active member of the society. Uchendu (1997) opined that it is an education that encourages progress and development and enables um: to participate actively in the affairs of one's community.

The Challenges of Citizenship Education
Information gathered shows that conferences were held in the 1980s on how to incorporate general studies (in which citizenship education is inclusive) into the curriculum of Nigeria universities, colleges of education and polytechnics, but to no avail. The government and educationist discovered many faults affecting colleges of education to the country. These had to do with the problem of not having a broad-based education. No sectional discipline within the colleges of education covered subjects in both humanity and the sciences. Specialization was on specific areas of interest-everyone ignoring any other Held of learning. It was as a result of these that the federal government decided that general studies and national awareness course (citizenship education) be made compulsory for students in the Nigerian colleges of education in 1993. Nigerian universities were not exempted.
Uchendu (1997), stated thus:

"There is a need for citizenship education in the present Nigerian society hence it has been introduced as a necessary course for all undergraduate students in Nigerian universities with the hope that the same should be done in secondary and primary schools."

He went on to add, "It is however a part and parcel of social studies programme". The point to note here is that there is a lacuna in the senior secondary school section. Social studies is taught only in the junior secondary since its inception, whereas it should have been taught to students up to the senior secondary level. This is because students at this level (SSI - SS3) are in their adolescence period, which need to be handled with strictness and the concept as well as the totality of citizenship education well inculcated in them. It is observed that the present trend in which this course is taught only at Junior Secondary School level amount to laying inadequate foundation in citizenship education for students in the secondary school system as a whole. The reason is that not all the secondary school graduate have the opportunity of going into higher institutions where enough teaching and learning in this area if offered. Since there is saying that half education is dangerous. A great percentage of dropout students become hooligans, tugs and touts in (he society thereby causing social and political upheaval. Students in the colleges and the universities lack interest in this new course. They are after their area of specialization. These have been some of the challenges to citizenship education in Nigeria.

Citizenship Education: The Way Forward

Citizenship education inculcates in the people the society's basic beliefs and values as well as the people's culture and skills. It equips the youths with what the people view as important. It also inculcates in students their right and privileges as well as their duties as responsible citizens. It makes them to be socially and politically aware, and integrate them into the social life of their society as well as help them to acquire the skills and competences of their society. Citizenship education equips the youths with knowledge to contribute meaningfully to the society.

It makes one patriotic and enables one to participate actively in formulating views that would lead to national progress and development. It creates social and political awareness in the young people. Citizenship education develops in people the spirit of unity and peace while recognizing differences. It emphasizes common heritage and the reason why every citizen should be patriotic.

Considering the fears earlier mentioned in terms of lack of interest on the part of students in the tertiary institutions, one has to think of a possible solution. Much has been said about the importance of citizenship education. The federal government found it necessary and made it a compulsory course in these institutions. All that we need to do as teachers is to re-emphasize its importance to the students, Adaralegbe (1999) and Adedoyin (2000), noted that citizenship education is a problem -approach discipline and socialization process through which man studies and learns about problems of survival in his environment. Teachers have to tackle it through this approach too. In all their dealing with the students, let the spirit of patriotism, loyalty and love for one's country be seen in them. Get the students to understand that a good education must broaden the views of its recipients and afford them the opportunity to be reasonably knowledgeable, in areas outside their main field of specialization. Students of the humanity based disciplines must be able to understand and appreciate the efforts and aspirations of those of the science-based disciplines and vice versa.

On point number two, concerning total neglect or non inclusion of citizenship education far senior secondary one to three in the government, educationist and curriculum experts should see it necessary to incorporate of citizenship education in the senior secondary school curriculum, specifically via social studies. Also, the teaching of this subject should not be left in the hands of just any teacher but with social studies experts.

Uchendu (1997) noted that social studies helps in citizenship education. This view is supported by Engle and Ochoa (1988:56), as they stated that, "we have suggested earlier that literature, arts, music, drama, religion, photography, philosophy and journalism must be recognized along with social sciences as valuable resources in citizenship education". Social studies as part of humanities contribute greatly to citizenship education.

Conclusion

The paper discussed the role of citizenship education in meeting the demands of national development. The philosophy and objectives of citizenship education include:

1. To assist students to understand and promote the cultural heritage of the local Nigerians.
2. To inculcate interest and concern for moral values in Nigerian society and to encourage students to come to grip problems in contemporary life.
3. To encourage students to study wide and involve in in-depth learning.
4. To strengthen a sense of national identity, loyalty as well as understanding.
5. To encourage students to integrate scientific, technological and humanistic outlook in their lives and attitude.

This however, is in line with the national goals as it is enshrined in the NPE (2004), to effect the desired national development. National development is simply those activities the citizens of a country must do to bring about improvement and progress in the society socially, economically and politically. Ojerindu (2000) opined that national development can be perceived as general increase in the productive capacity of a nation with attendant salutary effect on the nation in social, economic and political sectors. He stressed further, that, education for national development must be relevant to the needs and desires of that nation. This is the crux of citizenship education. If the suggestion made in this write-up is strictly followed, the country will certainly attain progress socially, economically and politically.

References


