CITIZENSHIP EDUCATION FOR NATIONAL DEVELOPMENT

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Abstract  
It is the intention of every nation in the world to be fully developed so that its citizens will live comfortably. For a nation to develop however, its citizens must contribute meaningfully no matter their status in the society. It is the aim of this paper to examine the role of citizenship education to national development.

Citizenship derives from the word citizen which means a person who owes allegiance to, and in turn, receives protection from a nation. Citizenship therefore, is the dynamic relationship between a citizen and his nation. The concept involves rules of what a citizen might do (such as voting and paying taxes) and can refuse to do (such as pledging allegiance). Increasingly, the concept involves benefits or entitlements that a certain citizen has a right to demand from government (Shefritz, 1988).

According to the 1999 Constitution of the Federal Republic of Nigeria, citizenship in the country can be acquired by birth, registration and naturalization.

The following persons are citizens of Nigeria by birth: - every person born in Nigeria before October 1, 1960, either of those parents or any of whose grandparents belongs or belonged to a community indigenous to Nigeria; every person born in Nigeria after October 1, 1960 either of whose parents or any whose grandparents is a citizen of Nigeria; and every person born outside Nigeria either of whose parents is a citizen of Nigeria.

Citizenship by registration applies to any woman who is or has been married to a citizen of Nigeria; every person of full age and capacity born outside Nigeria any of whose grandparents is a citizen of Nigeria; or a non-Nigerian adopted by a citizen of Nigeria. This category of people may be registered as citizens of Nigeria if the President is satisfied that they are persons of good character; they have shown clear intentions of their desire to be domicile in the country; and have taken the Oath of Allegiance prescribed in the

Citizenship by naturalization applies to non-Nigerians who want to be citizens of Nigeria. A foreigner may be granted a certificate of naturalization by the President if he is satisfied that he is a person of full age, capacity and good character; if he has shown a clear intention of his desire to be domicile in Nigeria; if he is or he proposes to be resident, acceptable to the local community in which he is to live permanently and has been assimilated into the way of life of Nigerians in that part of the Federation; if he is a person who has made or is capable of making useful contributions to the advancement, progress and well being of Nigeria; if he has taken the Oath of Allegiance as prescribed in the Constitution of the Federal Republic of Nigeria; and if he has immediately preceding the date of his application, either resided in Nigeria for a continuous period of 15 years, or has resided in Nigeria continuously for a period of 12 months and during the period of 20 years immediately preceding that period of 12 months, has resided in Nigeria for periods amounting in the aggregate to not less than 15 years.

The President may deprive a person other than a person who is a citizen of Nigeria by birth or by registration of his citizenship if he is satisfied that such a person has within a period of 7 years after becoming naturalized been sentenced to imprisonment for a term of not less than 3 years; he can also deprive a person other than a person who is a citizen of Nigeria by birth of his citizenship if he is satisfied from the records of proceedings of a legal body that such a person shows himself by act of speech to be disloyal towards the Federal Republic of Nigeria or the person has during any war in which Nigeria is engaged, unlawfully traded with the enemy or assisted the enemy of Nigeria in that war, unlawfully communicated with such enemy to the detriment of Nigeria.

Types of Citizens

Every community is made up of citizens and the strength or weakness of the community depends upon the characters of the people who are members of it. There are three types of citizens namely; the good or active citizens, bad citizens and passive citizens. They are found in all strata of the society and in all fields of endeavour. Asiegbe (1990) identifies them as follows:

(A) The Good or Active Citizen

This is one whose life is a good example to his fellow citizens. He does not merely know what is expected of him in the society in which he lives but as far as he can, practices in his life what he knows to be right. He can often be seen helping his fellow citizens without thought of personal gain, and he is anxious at all times to do what can help improve the community in which he lives. Above all, he is honest in word and deed. In his place of work, the good citizen is always punctual and fully dedicated to his duty thus making him highly productive. He mixes very freely with others and corrects them when they go wrong. At home, he is
responsible ad takes good care of his family. On their part, the children respect their elders and perform the roles expected of them in the society.

A good citizen who is a ruler, makes sure that he is committed to the welfare of his followers and provides them with adequate social services. He protects his followers from internal and external dangers and has good management of resources under his control. He always preaches peace and unity.

On their part, followers reciprocate the goodness of their leaders by promptly paying their taxes as and when due. They participate fully in democratic processes in order to choose good leaders. They help the police and other security operatives by reporting cases of crime and other dangers in the community and are vigilant against activities that threaten the society. They obey laws of the land and uphold of the society.

One does not need to be famous before one is regarded as a good citizen. All he needs to do is to set good examples to others and especially to those who are younger than him.

(B) The Bad Citizen

He is easily recognized because of his wickedness, selfishness, immorality and other services. He is the one who thinks of himself only. He does not mind seeing others go hungry if he can get more than his fair share.

Not only is a bad citizen dishonest himself but he also leads others away from the right path it it suits him. He has no real love for his country and no civic sense that is to say that he has no interest in practicing good citizenship.

In his place of work, the bad citizen is always late and not dedicated to his duty thereby making him very unproductive. He is always finding ways of cheating through fraudulent means. Because of his deviant behaviour which differs markedly from social norms, the bad citizen in his home, shows very bad examples to his children whom he sometimes sends to buy him beer and cigarettes which he takes in their presence. He and his wife quarrel and fight in the presence of their children. Children from this environment tend to exhibit the same behaviour in the wider society and likely influence children from good homes.

A subject, who is bad citizen, evades tax payment, collaborates with foreigners to wreak havoc on the nation’s economy through smuggling and advanced fee fraud (419). He also sabotages all good intentions of government through arson and attack on vital encouraging inflation. He tries to get rich quick and as a result, engages in various vices including ritual killings, kidnapping, armed robbery, bribery and corruption, prostitution, drug pushing, gambling and terrorism.

(C) The Passive Citizen

Those who are passive are the spectators or passengers. In many countries, this group is far larger than the group of really citizens or those who are truly bad citizens. This is especially true in
countries like ours where people are allowed freedom and where there is less compulsion than in some other countries, to give service to the country, whether one likes it or not. One belongs to this group if one does not do all one can to uproot and destroy what is harmful, bad and corrupt.

A passive citizen is often a selfish or thoughtfulness person who has not learnt that everyone is helped when all work together. When asked why he shows no interest in the affairs of his society, the passive citizen usually says ‘why do you complain’ I have not broken any law and I am not doing anything wrong’. He merely sits down and watches others work. He is apathetic and has no interest in the affairs of the society. He develops an ‘I don’t care attitude’ to the actions of government. Politically, he does not take part in voting and is not interested in who represent him. He does not register for elections, does not protest against rigging in elections or inflation of census figure. To him, anything goes and whatever happens to his society is not his problem.

The work of the good citizen is made more difficult if he has to carry the extra burden handed down to him by the passive one who is invariably idle through thoughtlessness. Unfortunately, it is the passive citizen who grumbles most about arrangements at occasions to which he has done nothing practically to help and forgets completely that the right to find fault can only be given to those who assist or who are willing to put right what is wrong. The passive citizen is a useless burden on his community as he neglects his responsibilities. If there are too many of them, they might even help bring down the country.

**Citizenship Education**

Obiadi (1998) saw citizenship education as the type of education which teaches what it entails to be a citizen of a community, his responsibilities in the society, his limitations and the fundamental rights he is supposed to enjoy as enshrined in the Constitution. It is about enabling people to make their own decisions and to take responsibility for their own lives and their communities and also teaches why it is important for one to be patriotic to the country and love his countrymen so that unity, progress and stability will be realized.

Citizenship education helps learners to develop self-confidence and successfully deal with significant life changes and challenges such as bullying and discrimination; gives them a voice in the life of their schools, in their communities and in society at large; enables them to make positive contributions by developing the expertise and experience needed to claim their rights and understand their responsibilities; helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community; helps to create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in the democratic process; and among others, prepares them...
for the challenges and opportunities of adult and working life.

National Development

National development according to Steward (1981) is the ability of a country to improve and sustain the social welfare of the people. This can be measured by the provision of basic social amenities like qualitative education, cheap food, qualitative and affordable health services, effective communications system, good and efficient transportation system, steady and uninterrupted power supply and among other indices, employment opportunities for the teeming young population.

National development usually translates to sustainable economic growth in which resource use aims at meeting human needs while preserving the environment so that these needs are met not only in the present, but also for generations to come. It leads to the meeting of the needs of the present generation without compromising the ability of future generations to meet their own needs. Invariably therefore, national development aims at meeting the needs of the present while contributing to the future generations’ needs. National development is often broken out into three constituent parts namely, environmental sustainability, economic sustainability and socio-political sustainability.

For National development to take place so that the citizens live well in the society, citizenship education plays a vital role by inculcating in learners the following:

The Spirit of Nationalism

Shefritz (1988) saw nationalism as the development of national consciousness - the totality of the cultural, historical, linguistic, psychological and social forces that pull a people together with a sense of belonging and shared values. This development tends to lead to the political belief that this national community of people and interest should have their own political order, independent from and equal to all other political communities in the world (Shefritz, 1988). It should be emphasized that nationalists like King of Jaja of Opobo, Nana Olomo of Itsekiri, Abdulraman of Sokoto, Herbert Macaulay, Tafawa Balewa, Ahmadu Bello, Nnamdi Azikiwe, and Obafemi Awolowo among many other nationalists resisted alien rule and fought for the freedom of Nigeria which must be safeguarded by the present generation.

Patriotism: This is the love and pride one has for one’s country that makes one to always defend her and contribute to her progress, peace and stability. As specified Asiegbu (1990), one has to fully identify with Nigeria as a patriot which means sacrificing personal interests for her good. A clear example of how Nigerians identify with their country is during football matches involving the national team against a foreign team. Millions of Nigerians follow the game on radio and television. They feel and talk as if they are one big family. They celebrate with one another when the national team wins. Everyone feels very unhappy when the team loses. Patriotism also means defending democracy and social justice. It
is necessary to defend democracy because it is the best condition in which people freely contribute to the development of their society. A patriot plays active roles in the political affairs of his country by joining any popular democratic organization where he can participate fully in national elections and unite with others to defend his fundamental rights. It is only through patriotism that citizens of the country can make her move forward like prompt payment of taxes, obeying rules and regulations, participating in all democratic processes, showing good examples, helping one another and shunning all sorts of vices like sabotage, dishonesty and wickedness, among others.

**Fundamental Human Rights**

The fundamental rights of a human being are just claims, titles whether prescriptive, legal or moral which are due to person as a human being in a given society (Obiadi, 1998).

The 1999 Nigerian Constitution spells out the fundamental rights of man as the right to life where no one shall be deprived intentionally of his life, save in execution of the sentence of a court in respect of a criminal offence of which he has been found guilty in Nigeria; dignity where his person shall not be subjected to torture, inhuman or degrading treatment; fair hearing within a reasonable time by a court or other tribunal established by law and constituted in such manner; privacy of citizens, their homes, correspondences, telephone conversations and telegraphic communications; freedom of thought, conscience and religion, including freedom of change religion or belief; freedom of expression, hold opinions and to receive and impart ideas and information without interference; assemble freely and associate with other persons; move freely throughout the country and to reside in any part thereof; and among others, no citizen shall be discriminated against.

**Responsibilities of Citizens;** It is the responsibility of every Nigerian to abide by the Constitution of the Federal Republic of Nigeria, respect its ideals and institutions, the national flag, national anthem, national pledge, legitimate and properly constituted authorities; help enhance the power, prestige and good name of the country, defend the country and render national service as may be required; protect and preserve public property, and fight against misappropriation and squandering of public funds; respect the dignity and religion of other citizens and the rights and legitimate interests of others and live in unity and harmony in the spirit of common brotherhood; make positive and useful contributions to the advancement, progress and well being of the community where he resides; work conscientiously in his lawful and chosen occupation and abstain from any activity detrimental to the general welfare of other citizens or the country; ensure the proper upbringing of his children; participate in and defend all democratic processes and practices; render assistance to appropriate and lawful agencies in the maintenance of law and order; and among others, declare his income honestly to appropriate and lawful
agencies and pay his taxes promptly (Akude 1989).

**Knowledge of the Nigerian Constitution**

According to Price (1975), the Constitution is an agreed set of rules prescribing the organization of the government of a country. The Constitution of the Federal Republic of Nigeria like any country’s, is supreme and all its provisions have binding force on all authorities and persons throughout the Federation. The full knowledge of the Nigerian Constitution will expose the learners to the dos and don’ts of the country so that they do not run foul of the law.

**The Role of Social Studies in Ensuring Good Citizenship Education to Bring About National Development**

Obiadi (1998) defined Social Studies as a discipline that revolves around man and his activities in his physical and social environments. Being a unified and integrated course of studies, it utilizes the system approach in attacking social problems and vices like armed robbery, prostitution and corruption among others. It corrects the inadequacies of the individual and the society and strives to instil in individuals social attitudes and values such as godliness, co-operation, open-mindedness, honesty, integrity, trustworthiness, respect, obedience, uprightness, loyalty, charity, success, interdependence, sanctity of life and ethical behaviour among other vices.

It raises a generation of individuals who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under the nation’s broad national objectives. It contributes very effectively in the realization of these objectives among which are freedom, democracy, justice, egalitarianism, unity, self-reliance, economic dynamism, brightness and fullness of opportunities. Social studies develops in individuals the capacity to learn and acquire skills, abilities and competence both physical and mental as equipment for the individual to live and contribute meaningfully to the development of the society; it provides basic tools for further educational advancement including preparation for trade and crafts of the locality and develops and projects Nigerian culture, art and language as well as the world’s cultural heritage; it develops in learners the ability to adapt to their changing environment and inspires them with a desire for achievement and self-improvement both at school and in later life; and it also helps them understand the socio-economic problems of the country, how they arise and how they can be solved. On his part, the Social Studies teacher should live an exemplary life and encourage learners to be good citizens. He should have adequate knowledge of learners. He is the learners’ parent and mentor in the school and shapes their self-image. He operates on the same level with them with rapport and understanding.

The influence of the teacher on learners is enormous. He helps them to interact in an atmosphere of love,
understanding and cooperation so that they develop into positive citizens. He shows good qualities of efficiency, industry, honesty and devotion to duty before the learners as in most cases, the learners aspire to be like the teacher. He values each and every learner as a worthy human being regardless of his socio-economic background, nationality, creed and ethnic background knowing fully well that the child cannot co-operate effectively under neglect, stigma or prejudices.

To be a model, the teacher should have adequate knowledge of the subject matter to help him instil in the learners the anticipated end result of the objective of instruction; should have self confidence in his ability to work and associate with others particularly his students so as to understand them and their problems; should have adequate knowledge of the society from which he can make references and illustrations from its features, institutions, systems, organizations and societal problems. He should be an adequately socialized and humanized individual and should possess and reflect those humane and intrinsic qualities which he intends to inculcate in the growing child and the community at large. He should show exemplary behaviour in his words and actions and be aware that both learners and community dwellers copy him and see him as a model. He has to be dogged, determined and steadfast in his effort to bring about changes in the society’s priorities, attitudes and values. Since social ills are not limited to the classroom, he should be prepared to carry the battle to the larger society and at the same time, prepare his learners to join the crusade during and after their school career.

Conclusion
For meaningful development to take place in the society, citizenship education plays a very vital role as it aims at moulding learners to be worthy citizens so that they can contribute the quota. With citizenship education, the country is assured of free and fair elections; a corrupt free society; love and peace in abundance; good leadership and followership leading to political stability; respect for one another’s religion, tradition and culture; achievement of national objectives; respect for the rule of law; the fear of God; entrepreneurship and hard work leading to self reliance; conservation and good use of the environment; commitment to duty; participation in all electoral processes to choose good leaders; and among many others, respect for division and dignity of labour where everyone is proud of their profession.

Recommendation
1. Government should encourage the teaching of Citizenship Education in all levels of educational institutions in Nigeria.
2. Qualify teachers should handle the course.
3. There should be training and retraining of teachers in the teaching of Citizenship Education as the society is dynamic.
4. Curriculum planners should ensure that the course content is Nigeria oriented.
5. Social studies teachers can be allow to teach the course as the two discipline are correlating.
6. Citizenship Education can also be enhance through the National Orientation agency.

References


