

AN APPRAISAL OF CIVIC EDUCATION AND NATIONAL DEVELOPMENT IN NIGERIA

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Abstract

National development: is about all aspects of the life of an individual and the nation. It is a process of reconstruction and development in various dimensions of a nation and development of individuals. There is need for national integration. a process by which members and groups in a Nigeria adapt to the demands of national existence. Civic education refers to both formal and informal learning given to the citizens to develop in them the knowledge, values, and skills needed for effective participation in political process and the civic society. Civic is the study of the rights and duties of citizenship. When you are a citizen, you are considered part of the nation and have an active role in determining what that nation does. Nigeria has not achieved the level of understanding and acceptance of the rights and responsibilities among the totality of its citizens that is required for the maintenance and improvement of our constitutional democracy. Inattention to civic education stems in part from the false assumption that the knowledge and skills citizens need emerge as by-products of the study of other disciplines or as an outcome of the process of schooling itself. The general objective is to examine whether citizens are actively involved in their own governance. The research questions include which later became the framework of appraisal includes: Are individual dignity and wealth acknowledged? Is rule of law being observed? Are people willingly fulfilling

their responsibility? Are the common good the concern of all? The researcher found out that education for citizenship is essential, if we are to maintain and improve our constitutional democracy. The research concluded that a new standard of an educated citizenry is needed, if we are to meet the challenges of the next century. The research recommended that civic education should be communicated to the general public. A renewed emphasis on the common core of civic culture that unites individuals from many ethnic, linguistic, religious, and social groups is needed.

INTRODUCTION

National development: includes all aspects of the life of an individual and the nation. It is a process of reconstruction and development in various dimensions of a nation and development of individuals. According to Bawa (2015) it includes:

Full-growth and expansion of our industries, agriculture, education, society, religious and cultural institutions. Moreover, national development implies development of a nation over a whole. It can be best defined as the all-round and balanced development of different respects and facets of the nation viz. political, economic, cultural, scientific and material.

There is need for national integration. is a process by which members and groups in a plural society adapt to the demands of national existence. While co-existing According to Okoye (2009):

Nation-states are product of diversity, there is need for a social pact or covenant to express our commitment as a nation. Covenant is always a product of conflict

situation being a solemn promise made binding by an oath it must generate the acceptable ways of treating and leading ourselves in the context of socio-political acceptance. A covenant or social pact, a product should then allow the law to enforce their rights and revenge on their behalf; the law or government will have to make itself capable and credible.

In his own contribution Vaizey (2010) noted that “National development is the total effect of all citizen forces and addition to the stock of physical, human, resources, knowledge and skills.

United nation decade reports (2015) noted that broadly, development of the nation include such parameters as.

- i. *Development through planned national economy*
- ii. *Increase in agricultural productivity application of Modern technical know- how*
- iii. *Harnessing industrial production*
- iv. *Development of human resources*
- v. *Application of science and technology in production sector*
- vi. *Provision of mass education and*
- a. *Provision of various facilities to meet the needs and aspirations of disadvantage, deprived and poorest of the poor segment of the population.*

Development in human society is a many-sided process. At the level of individual, it implies increased skill and capacity, greater Freedom, creativity, self-discipline, responsibility and material wellbeing.... At the level of social groups, it implies an increasing capacity to regulate both internal and external relations... In the past development was meant to be the increase in the ability to- guard the independence of the social group. - (Rodney, 1972).

Criteria for Development

Fundamentally, certain conditions must be in place for development to Occur. These conditions must reflect on the various sectors of the economy for enthronement of modern society. In his work, African Perspective on Development, Himmel strain (1994:17) identified six criteria for development. They include:

(a) Food Sufficiency and General Wellbeing:

This underscores the ability of a country to use its resources: land, materials and manpower, to feed its people. Population increase is a natural phenomenon so there should be a commensurate increase in food production for the growing population. Emphasis here lies on increase in food, clothing and shelter as stated by Moscow. There also a need for a raised condition of health and low infant mortality rate.

(b) Agricultural Improvement: *The concern here is the capability of country to increasingly supply its farmers the basic tools needed for modern food production. This includes provision of seedling sand other agro-based necessities and/or essential implements. There is no acceptable reason for importation of food into a country with arable land.*

(c) Binding Rules for Transactions: *Rules are necessary instruments that guide and modify relationship and association between individuals or between group of states and another, and which minimizes crises. In the society, rules can emerge through consensor struggle. These shared values exist to regulate transactions and relationship among the main factors involved in economic and social activities. These rules must be accepted by the members as legally and morally binding.*

(d) Existence of Indigenous Entrepreneurs: *There must be a sizeable number of indigenous entrepreneurs who would use their ingenuity to process and to*

reasonably actualize their endowments. They effectively manage their resources in production, sales, agriculture and other endeavors. The degree of indigenous entrepreneurs scores high in determining whether a nation is developed or developing.

(e) Balance in International Trade: This implies that import and export indices tend to be at equilibrium condition. The resources which the political actors of different actions try to maintain at balance is a good indicator to the degree of development.

(f) Autonomy and Sovereignty: this refers to self-determination, self-rule and independence. Represents one of the absolute conditions that is necessary for development. The political and economic systems must not be that which is managed by donor countries or agencies. Economic and political relations with other countries should tend to be at par.

Civic education refers to both formal and informal learning given to the citizens to develop in them the knowledge, values, and skills needed for effective participation in political process and the civic society Carter and ELshtain (1997). Effective civic education programs provide students with opportunities for the development of desirable traits of public and private character. Certain learning activities can promote character traits needed to participate effectively and responsibly in civic life (Broody 1994). Civic is the study of the rights and duties of citizenship. Essentially, civics is about what citizens of a nation can do. When you are a citizen you are considered part of the nation and have an active role in determining what that nation does (Butts 1988).

Component of Civic Education

The following are the components of civic education according to Center for Civic Education (1991).

Cultural component: Civic education helps us to value, respect our culture and know the importance of culture and also to accommodate and to tolerate people with other culture.

Social component: Civic education instruct us on how to live peacefully, cooperate, and equal one another in the society and also join other social activities naming ceremonies, wedding.

Political component: This type of civic education helps us to know about the duties of our political leaders and government.

Economic component: It deals with how to produce and spread our goods and services to people in society. That is making use of available resources of the nation.

Legal component: It makes us to know the laws of the land using the constitution and help us to know the rights as a citizen.

Every nation must have interest in the ways in which their young ones are prepared for citizenship and in how they learn to take part in civil life especially in democratic countries. Sharing is essential in a democratic society- the sharing of power, of resources and of responsibilities. In a democratic society the possibility of effecting society change is even present. If citizens have the knowledge, the skills and the will to bring it about. That knowledge those skills, and the will or necessary traits of private and public character are the products of a good citizen education (Body1994).

Civil knowledge is concerned with the content or what citizens ought to know.

Knowledge of the ideals, values and principles set forth in the nation's core documents service and additional and useful purpose. Those ideals, value principle are criteria which citizens can use to judge the means and ends of government, as well as the means and ends of the myriad groups that are part of civil society. The civil mission and that education for good citizenship should be the schools top priority unfortunately when you able students if they have confidence that schools have a major effect on new development of good citizenship for acknowledge that they do Carter and ELshtain (1997).

A good civic education enables one to identify or give the meaning or significance of things that are tangible such as the flag, national monuments, or civic and political events. It also enables one to give the meaning or significance of intangibles, such as ideas or concepts including patriotism, majority and minority rights, civil society and constitutionalism. Many institutions help develop citizens' knowledge and skills and shape their civic character and commitments. Family, religious institutions, the media, and community groups exert important influences. Schools, however, have a special and historic responsibility for the development of civic competency and civic responsibility. Schools fulfill that responsibility through both formal and informal education beginning in the earliest years and continuing through the entire educational process (Cole 1997).

Formal instruction should emphasize the rights and responsibilities of citizens in a constitutional democracy.

- **Personal rights:** Such as freedom of thought, conscience, expression, and

association and freedom of residence, movement and travel.

- **Political rights:** Such as freedom of speech, press, assembly and petition, as well as the right to vote and run for public office.
- **Economic rights:** Such as the right to acquire use and transfer property, to choose one's work or change employment, to join a labor union or a professional organization, to establish and operate a business, to obtain a copyright or patent and to enter lawful contracts (Yahaya 2013).

Community service can be an important part of civic education, provided it is properly conceived as being more than just doing good deeds. Community service should be integrated into both the formal and informal curriculum of the school (Branson 1998).

Social studies teachers have a responsibility and a duty to refocus their classrooms on the teaching of character and civic virtue. They should not be timid or hesitant about working toward these goals. The fate of the Nigeria experiment in self-government depends in no small part on the store of civic virtue that resides in the Nigeria people. The social studies profession of this nation has vital role to play in keeping the well-spring of civic virtue flowing.

To be aware of our rights as citizens. To develop good citizens. Makes governance every. To know about government policies and programmes.

The main goal of civic education can be considered as the formation of civil qualification on the basic of new knowledge,

skills and values that help individual to solve emerging problems, adapt to changing socio-economic and political conditions, represent and protect their rights and interests respecting the interest and rights of there.

Statement of Problem

Nigeria has not achieved the level of understanding and acceptance of the rights and responsibilities among the totality of its citizens that is required for the maintenance and improvement of our constitutional democracy

Citizenship in a constitutional democracy means that each citizen is a full and equal member of a self-governing community and is endowed with fundamental rights and entrusted with responsibilities. Citizens should understand that through their involvement in political life and in civil society they can help to improve the quality of life in their neighborhoods, communities and nation. If they want their voices to be heard, they must become active participants in the political process (centre for Civic Education 1991).

Although elections, campaigns and voting are central to democratic institutions, citizens should learn that beyond electoral politics many participatory opportunities are open to them. Finally, they should come to understand that the attainment of individual goals and public goals tend to go hand in hand with participation in political life and civil society. They are more likely to achieve personal goals for themselves and their families, as well as the goals they desire for their communities, state and nation, if they are informed, effective, and responsible citizens.

Inattention to civic education stems in part from the false assumption that the knowledge and skills citizens need emerge as by-

products of the study of other disciplines or as an outcome of the process of schooling itself.

A nationwide initiative in civic education could focus on the importance of civic education for every child in Nigeria which provides grounding in the rights and responsibilities of members of a constitutional democracy. Such an initiative would increase civic literacy, foster civility among citizens, promote understanding and appreciation of democratic institutions and processes, and enhance a sense of political efficacy. The time is ripe for a nationwide initiative that could promote increased citizen interest, understanding and participation local, state and national government, as well as in the civic association's processes and purposes of civil society (Yahya 2013).

Instead of Nigerians utilizing their pluralistic nature by tapping the values of its various groups for social and economic development, it has become a devastating force. A by-product of this situation is ethnic politics and election rigging, unhealthy rivalries among ethnic groups, oppression of opposition parties, tribal sentiment, personality clashes and disagreement among political parties, serious protests, rebellions and civil war of 1967 to 1967. The factor that led to the Nigeria Biafra civil war are still lingering up till date without solution. The call of restricting of Nigeria has been rejected by those who feel threatened by proposed restricting Yongo (2004).

As in other male dominated societies, the social relations and activities of Nigeria women and men are governed by patriarchal systems of socialization and cultural practices which favour the interests of men above those of women. Evidences abound

that several negative aspects of gender relations, such as gender-based males and female access to power and resources and gender biases in rights and entitlements, remain pervasive in Nigeria.

Problems of National Development

There are many problems of national development which include the following:

1. Large scale unemployment and underemployment
2. Large pool of illiteracy
3. Rapid growth of population
4. Challenges of national and emotional integration
5. In extra to chance process
6. Slow process of modernization
7. Problem of evolving a democratic socialistic and secular order
8. Incident of poverty and poor standard of living
9. Phenomena of urbanization and allied problem
10. Lethargic attitude of people to the core value of work and unwilling use to take responsibility.
11. Mixture between moral and scientific value
12. Rise of brain drain
13. Useless and low quality product of institutions of higher learning,

Unpatriotic leadership, weak institutions living room for some people claiming to be above the law. The exclusion of Nigeria and Governors

Research questions

- a. Are human rights respected?
- b. Are individual dignity and wealth acknowledged?

- c. Is rule of law being observed?
- d. Are people willingly fulfilling their responsibility?
- e. Are the common good the concern of all?

Research Objectives

The general objective is to examine whether citizens are actively involved in their own governance.

- a. To examine whether human rights are respected
- b. To examine whether individual dignity and wealth are acknowledged
- c. To examine whether the rule of law is respected
- d. To examine whether people willing fully fulfill their responsibilities
- e. To examine whether the common good is the concern of all

CITIZEN EDUCATION

Democracies are sustained by citizens who have the requisite knowledge, skill and dispositions. Nigeria wants to live in and the kind of government they want to have requires effort and commitment on the part of its citizens. Nigerians want a society and a government.

- (a) In which human right are respected
- (b) In which the individual dignity and worth are acknowledged
- (c) In which the rule of law is observed
- (d) In which people willingly fulfill their responsibilities
- (e) In which the common good is the concern of all.

Democratic self-government means that citizens are actively involved in their own governance. According to (Butts, 2010) the ideals of democracy are most completely

realized when every member of the political community shares in its governance. Membership implies participation, but not participation for participation's sake. Citizen participation in a democratic society must be based on informed, critical reflection, and on the understanding and acceptance of the rights and responsibilities that go with the membership. According to Branson (1998), civic education in a democratic society most assuredly needs to be concerned with promoting understanding of the ideals of democracy and a reasoned commitment to those values and principles of democracy. Citizens also need to develop a better understanding of the roles of major international governmental and nongovernmental organizations because of the increasingly significant role that they are playing in the politics, social and economic realism.

Good civic education seeks to develop competence in explaining and analyzing. If citizens can explain how something should work, the legal system, or the system of checks and balances, they will be more able to detect and help correct malfunctions. Citizens also need to be able to analyze such things as the components and consequences of ideas, social, political, or economic processes, and institutions. The ability to analyze enables one to distinguish between fact and opinion or between means and ends. It also helps the citizen to clarify responsibilities such as those between personal and public responsibilities or those between elected or appointed officials and citizens (Yahaya 2013).

It is essential that the development of participatory skills begins in the earliest grades and that it continues throughout the course of schooling. The youngest pupils can

learn to interact in small groups or committees, to pool information, exchange opinions or formulate plans of action commensurate with their maturity. They can learn to listen attentively, to question effectively, and to manage conflicts through mediation, compromise, or consensus-building. Older students can and should be expected to develop the skills of monitoring and influencing public policy (Cole 1997).

National standards for Civics and government (1996) Civic dispositions that contribute to the political efficacy of the individual, the healthy functioning of the political system a sense of dignity and worth, and the common good were identified.

Becoming an independent member of society: This disposition encompasses adhering voluntarily to self-imposed standards or behavior rather than requiring the imposition of external controls, accepting responsibility for the consequences of one's actions and fulfilling the moral and legal obligations of membership in a democratic society.

Assuming the personal, political and economic responsibilities of a citizen: These responsibilities include taking care of one's self, supporting one's family and caring for, nurturing, and educating one's children. They also include being informed about public issues, voting, paying taxes, serving on juries, performing public service and serving in leadership positions commensurate with one's talents.

Respecting individual worth and human dignity: Respecting others means listening to their opinions, behaving in a civil manner, considering the rights and interests of fellow citizens and adhering to the principle of majority rule but recognizing the right of the minority to dissent.

Participating in civic affairs in a thoughtful and effective manner: This disposition entails becoming informed prior to voting or participating in public debate, engaging in civil and reflective discourse, and assuming leadership when appropriate. It also entails evaluating whether and when one's obligations as a citizen require that personal desires and interests be subordinated to the public good and evaluating whether and when one's obligations or constitutional principles obligate one to reject certain civic expectations.

Promoting the healthy functioning of constitutional democracy: This disposition encompasses being informed and attentive to public affairs, learning about and deliberating on constitutional values and principles, monitoring the adherence of political leaders and public agencies to those values and principles and taking appropriate action if adherence is lacking. This disposition also inclines the citizen to work through peaceful, legal means to change laws that are thought to be unwise or unjust.

Community service is another area of the curriculum in which increasing numbers of students are participating. Community service is in keeping with long established traditions.

These associations of what has come to be known as civil society create networks of communication among people with common positions and interests helping to sustain the moral order, political parties, and participation.

How can civic education strengthen and complement the development of character Primary responsibility for the cultivation of ethical behaviour and the development of private character, including moral character, lies with families' religious institutions work

settlings, and the other parts of civil society, Schools, however, can and should play a major role in the overall development of the character of students. Effective civic education programs should provide students with many opportunities for the development of desirable traits of public and private character (Yahaya 2013).

CIVIC EDUCATION AND NATIONAL DEVELOPMENT

Learning activities such as the following tend to promote character traits needed to participate effectively according to Cole (1997).

- *Civility, courage, self-discipline, persistence, concern for the common good, respect for others, and other traits relevant to citizenship can be promoted through cooperative learning activities and in class meetings, student councils, simulated public hearings, mock trials, mock elections and student courts*
- *Self-discipline, respect for others, civility, punctuality, personal responsibility and other character traits can be fostered in school and community service-learning projects, such as tutoring younger students, caring for the school environment, and participating in voter registration drives.*
- *Recognition of shared values and a sense of community can be encouraged through celebration of national and state holidays and celebration of the achievements of classmates and local citizens*
- *Attentiveness to public affairs can be encouraged by regular discussions significant current events.*

- *Reflection on ethical considerations can occur when students are asked to evaluate, take, and defend positions on issues that involve ethical considerations, that is, issues concerning good and bad, rights and wrong*
- *Civic mindedness can be increased if schools work with civic organizations, bring community leaders into the classroom to discuss issues with students, and provide opportunities for students to observe and/or participate in civic organization*

Civic education enables citizens to make wise choices in full awareness of alternatives and provides the kind of experiences and understanding that foster the development of a reasoned commitment to those values and principles that enable a free society to exist centre for Civic Education (1991).

If the United States is to maintain a strong and responsible democracy and prosperous and growing economy into the next century must be prepared to address and respond to major challenges at home and in the world. A well-educated population is the key to our future. Americans must be prepared to... Participate knowledgeably in our democracy and our democratic institutions; Function effectively in increasingly diverse communities and states and in a rapidly shrinking world... Today a new standard of an educated citizenry is required, one suitable for the next century... (All students) must understand and accept the responsibilities and obligations of citizenship

All students will be involved in activities that promote and demonstrate citizenship, community service, and personal responsibility

The task of educating future citizen of our country. Many teachers sincerely wishing for the democratic development of Nigeria have been making efforts both to introduce school subject that will help the young ones develop self-management and other life skills that will help prepare them for the futures.

Six ways of exhibiting underlines in the society according to Brody (1994) include:

1. Decorum in habits, relations, actions programmes at the bus stop.
2. Queuing culture by obeying rules that promote orderliness in queuing at the ATM points
3. Obeying traffic regulations or rules likes driving.
4. Listening skills and politeness in the public.
5. Tolerance of oppositions. Tolerating opprary views, religious and social critics.
6. Due process and justice, allowing thing to follow their proper order.

Positive values include gratitude, truth filling hand work, and obedience while examples of negative value are anger pride laziness, discrimination. Civic skills refer to citizen ability to analyze evaluate, take and defend positions a public issue and to use them knowledge to participate in line and political process (e.g. to monitor governance and mobilize other citizens over a project.

It is the relationship between individuals and their government in democracy. Civic

education promotes the understanding of democracy and individual rights and duties in the society, state or country. It also teaches people to understand the laws governing the state and promotes the orientation of citizens and consciences about governance.

Civic education makes citizens to responsible in their society and committees to the Nigeria constitution. This makes them to be good citizens of the country without violence, conflict or struggles. Civic education opens the eyes of student to know their personal political, economic and civic rights. Personal rights are rights that concern individuals such as right are the body, security, personal property and personal liberty. Civic education makes students to understand the existence as a citizen of Nigeria. Political rights civic education imparts on students is to give them the idea that they have the right to participate in governance political right also include national justice, the right an accused has include freedom right to vote (Branson 2019).

CIVIC EDUCATION AND SUSTAINABLE DEVELOPMENT

Each of us should strive to be a citizen that is actively involved in our governance. Civic education is not limited to participations in politics and society; it also encompasses participation in classroom, neighbourhoods, groups and organizations. In civic, students learn to contribute to public processes and discussions to real issues. Student can also learn civic practices such as voting, volunteering, jury service, and joining with other to an province society, civics enables student not only to study how other participate, but also to practice participating and taking informed action themselves. Advantages of civic education according to Brody (1991)

1. Strengthens the basic understanding of our structures of government, along with related processes of legislation and policy making.
2. Creates a positive school climate that supports students feeling socially, emotionally and physically safe.
3. Lower high school dropout rate
4. Improve government transparency
5. Enhance 21st century competence that as volume by colleges, making and employment
6. Increase voting and decreasing of polities in the home.
7. Enhance democratic accountability of elected officers.

Civic education empowers us to be well informed, actual citizens and give us that opportunity to change the world around us. It is a vital part of any democracy and equips ordinary people with knowledge about our democracy and our constitution. For example, voting is a major responsibility every citizen should take advantage of.

As a citizen, we are required to follow the laws of the federal, state and local government. If we disagree with a law or think public policy could be improved. It's a great opportunity to get involved and have a voice in our government. Yahaya (2013) 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 AND NATION BUILDING

According to Adetoro (2012) The Nigeria State from 1914 till has been devilled with

crisis. These include negative forces of fear of domination, ethnicity, indigenization issues, militancy, kidnapping. The competence and political culture of many Nigerians have become questionable as a result of their difficult behavior manifestations. The political participation and civic competence of many Nigerians is low. The fabric between civic education and social development towards blending and interfacing local wisdom with global knowledge, values and skill which will develop the young Nigeria to become a citizen of this country as well as a citizen of the global village. Civic education is central to shaping attitude and social interaction and both are critical to addressing issues surrounding sustainable development. Sustainable development requires, civic knowledge and civil skills.

In pluralistic countries, government's experts that schools will assist in integrating sub populations government by religious, linguistic or ethnic differences. Nigeria was shaped in a mould cast by colonial conquest rather than by indigenous historical and traditional factors. For example among main tribes included within their borders of Nigeria exists by indigenous historical and traditional factors. Custody relationship of rivalry and hostility colonial military focus and administration created a semblance of peace and Jubal remittance. The use of a common language in government, business development of trade and transport and the creature of Tran's tribal administrative units tended to delimits political, identification of a nation Igbo and Anugwom (2001).

APPRAISING CITIZEN EDUCATION AND NATIONAL DEVELOPMENT

In an attempt to appraise citizen education and national development in Nigeria. The author adopted the research questions as the framework of appraisal. The research questions include:

- a. Are human rights respected?
- b. Are individual dignity and wealth acknowledged?
- c. Is rule of Law Being Observed?
- d. Are people willingly fulfilling their responsibility?
- e. Are the common good the concern of all?
- f.

(A). Are human rights respected?

Human rights are not respected. Then in the second republic a sitting governor Adamu Attah (NPN) Kwara State had disagreement with his political god father Senator Olusola Saraki. The god father then was the senate leader. His re-election bid election Olusola Saraki asked the people of old Kwara State to drop Adamu Attach the incumbent governor then and vote for Adebayo of the Unity Party of Nigeria (UPN) which the people did.

In 2019 Adams Oshomole had disagreement with his political god son Governor Obasaki of Edo State and during the last 2015 governorship election. Adams Oshomole used his position as APC national chairman to drop the incumbent governor though he decamped to PDP and still won the governorship election. In Lagos State, Senator Tinubu had problem with his political god son Ambode and dropped him during the 2015 APC governorship primaries in place of his favoured candidate the incumbent governor was dropped.

Many Nigerians have been granted bail by the courts but at times the Presidency refuse to release the people in their police custody.

Governor Ikediaha of Imo State was sworn in as executive governor but his enemies used the court to drop him as governor even if anything was wrong in his election the second person should have taken over instead of the third person.

(B) Are individual dignity and wealth Acknowledged?

Dignity is the right of a person to be valued and respected for their own sake, and to be treated ethically. The state or quality of being worthy of honour or respect. Personal wealth is the total value of a specific person's assets and possessions; it is often calculated to gain a perspective on a person's financial well-being, to help manage finances to determine the amount of an inheritance.

Many factors have combined to look down on individual dignity and wealth acknowledgement. Some of these are corruption, lack of vision and commitment, lack of transparency and accountability by our leaders resulting in the neglect and abuse of the Nigerian masses.

(C) Is the rule of law being observed?

The rule of law is not respected. The three arms of government are not separated; they work jointly for easy manipulation of the Nigeria Masses. The 1976 Local Government Council reform granted autonomy to local government council in Nigeria. However, the state governors did not like the idea and hijacked the local government councils and give them only to their chosen puppet. For many, it is round peg in square hole.

Even President Buhari because of advice from the UNO and other world bodies that the side tracking of local government councils was the major reason local government areas where not developed. The Presidency

reintroduced local government autonomy but it did not go down well with state governors and they are still fighting over this. Many state governors have arbitrary dissolved local government council chairmen in their state if they wanted autonomy from them.

(D.) Are People willingly fulfilling their responsibilities?

Political Apathy: the reasons for political apathy in Nigeria include: Believed that vote does not count. Dislike of politicians, Lack of variety in candidates, Lack of trust in government and Negative media information.

Elite Rule: Moscas according to Haralambos and healed (1980) believe that rule by a minority is an inevitable feature of social life. He based this belief on the evidence of history claiming that in all societies two classes of people appear – a class that rules and a class that is ruled. To Moscas, democracy is government of the people. It might be even be government for the people but it could never be by the people. The people had never ruled and have no opportunity of ruling. For instance, those in the national assembly should go to their people if there is a serious national issue to take a stand from their people the ability of the electorate to withdraw a candidate when no longer useful. These things are in the constitution but not in practice. When politicians say that power belongs to the people. They know that it is not true because power belongs to the elite. They are just mocking the people.

(E.) Are the common good the concern of all?

Sunday Igboho is fighting for Oduduwa Republic. Nnamdi Kanu is fighting for Indigenous peoples of Biafra. There are militants like Asari Dokubo fighting for the

oppressed people of Niger Delta. There are Arewa Youths fighting for irrational monopolization of the Nigerian State.

In Nigeria, unfortunate political and colonial events have helped to perpetuate and exacerbate ethnic sentiments among Nigerians. Ethnic group membership breeds ethnic consciousness or ethnicity which influence interaction between people and groups in a multi-ethnic society (Igbo and Anugwon 2001). No political party has been accepted generally by Nigerians. It has always been one party for one Geo-political zone right from independence in 1960. For instance, the ruling APC is a combination of many parties from different Geo-political zones to unseat former President Goodluck Jonathan from office. The party is not one party what recently happened to Tinubu and Oshomole are good indicators.

The civic education curriculum which was developed for use at senior secondary school level was launched in 2009 by the Nigerian Educational Research (NERDC), civic education was adopted as part of late President Umaru Yaradua's reform agenda to reposition the education sector and place on the part of sustainable development. The government of Late President Umaru Yaradua and many Nigerians hoped that sound civic education can help Nigerians to overcome some of the problems that manifested in research questions that were also in the framework of appraisal

CONCLUSION

Education for citizenship is essential, if we are to maintain and improve our constitutional democracy. We know that a new standard of an educated citizenry is needed, if we are to meet the challenges of

the next century. According to Branson (1998).

Each of us should strive to be a citizen that is actively involved in our governance. Civic education is not limited to participation in politics and society, it also encompasses participation in the classrooms, neighbourhoods, groups and organizations. In civics, Students learn to contribute to public processes and discussions of real issues. Students can learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also to practice participating and taking informed action themselves.

Nigeria needs confederation because the present federalism do not favour majority of the divergent units that make up the federation because of lack of equity, fairness and justice. This was even the position our nationalists, it was the long period of the military rule that gave Nigeria federalism for easily control and manipulation by military rulers. They gave room for radical units within the federalism to agitate for group independence from Nigeria

RECOMMENDATION

Students should go out into the community to observe, to interview, and to contribute their time and talents in the interest of the common good. Members of the community-government officials, civil leaders and other knowledgeable persons-should be invited into schools to share their insights and expertise with students.

The importance of civic education should be communicated to the general public through televised public forums, print

media and public service television announcements parents, civic society, and the media are important influences and have significant contributions to make to civic education, and their support should be enlisted. A renewed emphasis on the common core of civic culture that unites individuals from many ethnic, linguistic, religious, and social groups is needed.

The institutions should be straightened and real separation of power to ensure equality before the law and nobody will be above the law again and the observation of rule of law and good governance are fundamental to democratic governors.

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