

Perception and Impact of NCE Students on Citizenship Education in Promoting Good Governance and National Development in Nigeria

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The issue of national development is one of the major challenges that the present administration is giving priority. So in this paper the student of social studies and non-social studies were asked on the role of citizenship education in promoting good governance and national development in Nigeria. Two research questions and two research hypotheses were set to guide the study. The population of the study consists of all NCE Social Studies students and Non-social Studies students from Federal College of Education Zaria. The sample of the study is (400) that is 200 social studies students and 200 non-social studies students selected through purposive sampling techniques. The research findings revealed that NCE Social Studies student has higher perception that citizenship education can promote good governance in Nigeria. It also revealed that both Social Studies students and nonsocial studies students have positive opinion that citizenship education can promote national development in Nigeria. The researchers recommend that social studies education should be taught at all levels of education in Nigeria since it can help in promoting good governance and national development in Nigeria.

Key Words: Citizenship Education, Good Governance and National Development

Introduction

Nigeria as a nation is laden with bad leadership and missed opportunities since its independence in 1960. The absence of transparency and accountability has continued to militate against good governance in Nigeria's political leadership. Without defeating corruption and other financial crimes, our national wealth will continue to be carried away by unscrupulous politicians. The root of the matter is that most Nigerians are not patriotic citizens; patriotic citizens can only be made possible through implementation of citizenship education in Nigerian school curriculum. Easton and Dennis (2000) suggest that nations have to make deliberate efforts to ensure the creation of effective citizens who will in turn create a viable political system through good governance that can lead to national development in Nigeria. However, the process of creating effective citizens in any nation takes a lot of time. This is why it is necessary that children are exposed to the very basic political socialization as provided in Social Studies education curriculum in Nigerian schools. Also, Okafor (2010) asserts that if children are exposed to political education in their formative age, they may grow up into adults who have internalized their basic civic obligations that can help them contribute to national development.

The social studies education objective that emphasize the citizenship education training, is one of the major goal that can assist in producing effective citizens who are expected to be good leaders in the country, and are expected to drive the country towards achieving national

development. Looking at the problems that Nigeria found itself today, there is need to teach our children the good values that can help in promoting good governance in Nigeria. Citizenship education as part and parcel of NCE curriculum as general studies for all students in colleges of education in Nigeria, is also a core course for all students of Social Studies, being it be single or Double Major students. In this paper we are going to look at the perception of social studies and non-social studies student's opinion on how citizenship education can promote good governance and national development in Nigeria.

Definition of Concepts Citizenship Education

The concept of citizenship education means different things to different people in ordinary conversation. Mezieobi (2014) states that, citizenship education refers to the educative means in a sovereign state whereby the citizens or individuals become socially integrated into the social milieu, acquire skills and competencies, become socially sensitive and actively participate in their social responsibility for maximum productivity and development. Livingstone (2012), asserted that citizenship education is that education through which people in the school system will be taught about their rights, privileged, duties and responsibilities as good citizens and through which they will be encouraged to perform their duties, and play positive and active roles towards the development of the society. Okafor (2008), sees citizenship education as the preparation of citizens for voluntary and spontaneous participation in his social and political responsibilities in the society.

Good governance

Governance is the process of exercising political authority and the use of institutional resources to manage and govern the society for attaining all round development. According to Offorma in Okafor and Onwudufor (2012), good governance constitute rule of law, transparency, responsiveness, effectiveness, efficiency, equity and accountability. Also, Lawal and Owolabi (2012) opined that good governance is a function of committed, patriotic and disciplined leadership. Based on the definitions above good governance is the act of managing the available resources by those in the position of leadership with accountability, transparency, openness, rule of law and inclusiveness for the development of the society they lead.

Characteristics of an Effective Citizen

Easton and Dennis (2000) identified four major characteristics of a good citizen. These include a knowledge of certain amount of politics and recognition that such knowledge is important, a believe that the citizen can influence the course of political events; a belief in the fact that government will be fair in all her dealings; and lastly, the citizen is expected to hold both political institutions and actors in certain regards. Okafor (2010) believes that effective citizen is that who has internalized some components of citizenship qualities such as participation, discussion and voting among others.

Esheya (2006), sees effective citizen as individual who is proud of the nation, nationally conscious, self reliant, disciplined, loyal and patriotic.

Factors that Promote Good Governance i.

Transparency and Accountability

Transparency and accountability are necessary tools for good governance. Lack of transparency and accountability breeds corruption. Corruption is a worldwide phenomenon, but it has a greater proportion in Nigeria. The attainment of transparent and accountable government calls for an approach to good governance. Emphasis must be laid on due process and the rule of law in the realization of transparency and accountability in the management of both human and material resources. ii. Credible Electoral Process

The integrity of the electoral process in the last eleven years was shrouded by questions of irregularities and poor conduct. Nigeria electoral history has not proved to be an avenue for orderly political succession. According to Okafor (2010), most elections held in Nigeria have been characterized by violence and large scale rigging, thereby making mockery of democratic ideals. It has been recognized that one of the greatest challenges to the future of political governance in Nigeria is how to ensure the peaceful conduct of free and fair elections in which the peoples mandate would be freely exercised without fear of intimidation. There is still hope that the flaws of the last elections would be addressed and corrected. iii. Adherence to the Rule of Law

For good governance to prevail, there must be adherence to the rule of law. A lawless government will always breed chaos and disunity. The government must uphold the rule of the law to show discipline and regard for order and procedure. No man should be above the law and public officers should not disregard the laws because of immunity of their offices.

iv. Provision of Social Infrastructure

All modern governments have great concern for provision of social infrastructures through the evolution of effective and people friendly social policies. Therefore, poverty, ignorance and illiteracy should be addressed by the government. These could be checked by ensuring that adequate provisions are made to alleviate poverty through job creation. Free and compulsory education could be provided by the government to address the high rate of illiteracy and ignorance in the society.

Statement of the problem

The issue of bad governance and bad leadership in Nigeria is so serious to the extent that it has made Nigeria's development a mirage. Leaders in Nigeria are taking leadership opportunity as a means of wealth accumulation not opportunity to serve the nation. Our youth are demoralized and has taken the issue of national development the business of only the people in government, which is as a result of lack of patriotism that is supposed to be inculcated into them through good citizenship education programme in schools. With this problem, citizenship education in our schools would help in promoting good governance and national development as we are going to seek the perception of NCE social studies and nonsocial studies students who pass through the citizenship education curriculum on how it can help in promoting good governance and national development in Nigeria.

Objectives of the study

The objectives of this study include the following

1. To investigate the differences in the opinion of social studies students and non-social studies students on the impact of citizenship education in promoting good governance in Nigeria.
2. To investigate the differences in the opinion of social studies students and non-social studies students on the impact of citizenship education in promoting national development in Nigeria.

Research Questions

The research will answer the following questions:

1. What are the differences in the opinion of social studies students and nonsocial studies students on the impact of citizenship education in promoting good governance in Nigeria?
2. What are the differences in the opinion of social studies students and nonsocial studies students on the impact of citizenship education in promoting national development in Nigeria?

Research hypotheses

1. There is no significant difference in the opinion of social studies students and nonsocial students on the impact of citizenship education in promoting good governance in Nigeria.
2. There is no significant difference in the opinion of social studies students and nonsocial students on the impact of citizenship education in promoting national development in Nigeria.

Method

A descriptive research of survey type with questionnaire was used in this study. A total of four hundred (400) students from department of social studies and other departments in Federal College of Education, Zaria were used as the sample of the study. Two hundred were social studies students and two hundred were non-social studies students selected through purposive sampling technique.

The instruments used for data collection was twelve item Likert Modified type of questionnaire with Strongly Agree (SA) (1), Agree (A) (2), Disagree (D) (3) and Strongly Disagree (SD) (4). It was titled "Good Governance and National Development through Citizenship Education Questionnaire" (GGNDCEQ). It seeks the opinion of the respondents on how citizenship education can promote good governance and national development in Nigeria. Social Studies experts subjected the questionnaire to face and construct validity. The Spearman Rank reliability coefficient and Guttman option of the split half techniques were used to get the reliability of the instrument. The result gave a reliability

coefficient of 0.840 alpha levels and a standard alpha level of 0.910. These reliability coefficients were considered adequate for the internal consistencies of the measuring instrument. Researchers distributed the questionnaire to target respondents. All the questionnaires were returned. Chi-square was employed for the analysis of the data using SPSS Version 16.

Results Hypothesis 1

There is no significant difference in the opinion of social studies students and nonsocial students on the impact of citizenship education in promoting good Governance in Nigeria.

Table 1: Chi-square summary of the difference in social studies and non-social studies students opinion on the impact of citizenship education in promoting good governance in Nigeria.

S/N	Item	Respondent	SA	A	D	SD	Value	Assym Sign (2-side)	Decision
1.	Citizenship education help me to understand the value of good governance	Social studies students Nonsocial studies student	144 5	47 45	4 89	5 61	254.918a	.000	SD
2.	Learning your responsibility as a citizen can promote good governance in Nigeria	Social studies students Nonsocial studies student	104 16	61 43	15 74	20 67	132.152a	.000	SD
3.	Through citizenship education we can become effective citizens and promote good governance	Social studies students Non-social studies student	90 10	52 28	14 87	44 75	96.973a	.000	SD
4.	Participating in political activities in the country can promote good governance in Nigeria	Social studies students Nonsocial studies student	71 28	69 37	51 47	9 90	132.038a	.000	SD
5.	Learning to be accountable in citizenship education can promote good governance in Nigeria	Social studies students Nonsocial studies student	110 1	56 35	30 90	4 74	204.703a	.000	SD
6.	Through citizenship education knowledge of obligations one become good leader in Nigeria	Social studies students Non-social studies student	138 6	36 26	17 93	9 75	226.976a	.000	SD

Level of significance = .05 df= 3. SD= Significant Difference

As shown in the table above, there is significant difference between the opinion of social studies students and non-social studies students on the impact of citizenship education in promoting good governance in Nigeria. This is because the values of each items was .000, ($p < .05$). In addition, the Chi-square value when combined together also indicated .000 ($p < .05$). This means the hypothesis is rejected.

Hypothesis 2: There is no significant difference in the opinion of social studies students and non-social students on the impact of citizenship education in promoting national development in Nigeria.

Table 2: Chi-square summary of difference in social studies students and nonsocial studies student's opinion on the impact of citizenship education in promoting national development in Nigeria

S/N	Item	Respondent	SA	A	D	SD	Value	Assym Sign (2- side)	Decision
1.	Citizenship education help me to contribute my towards national development	Social studies students Non-social studies student	153 137	38 49	3 9	4 5	2.573a	.462	NS
2.	Through citizenship education people will understand their role in Nigeria's development	Social studies students Non-social studies student	109 99	51 84	15 20	25 15	4.961a	.174	NS
3.	Through citizenship education we can become effective citizens and promote national development in Nigeria	Social studies students Non-social studies student	83 97	62 43	11 16	44 44	981a	.806	NS
4.	Participating in political activities by all people in the country can promote national development in Nigeria	Social studies students Non-social studies student	67 75	77 68	49 44	7 13	937a	.816	NS
5.	Through citizenship education virtues for hard work, dedication and accountability for national development are inculcated to learners	Social studies students Non-social studies student	123 121	59 58	27 20	1 1	218a	.975	S

6.	Through citizenship education knowledge of obligations and responsibilities make one to contribute his quota towards national development in Nigeria	Social studies students Non-social studies student	138 6	36 26	17 93	9 75	226.97 6a	.000	SD
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Level of significance = .05 df= 3. SD= Significant Difference NS= No Significance
 The above table has shown that, there is no significant difference existed in the opinion of social studies students and non-social studies students on the impact of citizenship education in promoting national development in Nigeria. The Chisquare values of items 1, 2, 3, 4 and 6 were greater than .05 level of significant. Only item 5 showed that there was a significant difference in the value of item 5 which was .021. In addition the total value is .996. this means the hypothesis was retained.

The following are the major findings of the study:

1. There is a significant difference in the opinion of social studies students and non-social studies students on the impact of citizenship education in promoting good governance in Nigeria.
2. No significant exists in the opinion of social studies students and non-social studies students on the impact of citizenship education in promoting national development in Nigeria.

Discussion

From the findings of the study, it has shown that hypothesis one (1) was rejected. Because social studies students opinion is positive towards the impact of citizenship education in promoting good governance in Nigeria. From the analysis, a total of 140 (70%) respondents among 200 social studies students were of the opinion that citizenship education can promote good governance in Nigeria. While out of 200 non-social studies students, only 63 (31.5%) have positive opinion. The findings is in line with the position of Andrew (2004) who concluded that if social studies is taught at all levels of education, it will provide students with skills, attitudes and knowledge that can help them to be good leaders and work towards national development. The finding is also consistent with the position of Easton and Dennis (2000), Okafor (2010), and Livingstone (2012) believe that, an effective citizen is that who has internalized some components of citizenship qualities such as accountability, transparency, obeying the rule of law, political participation, discussion and voting among others to contribute his/her quota towards national development. Hughes in Yusuf (2007) opined that social studies in form of citizenship education remain a training edge that provides a bench mark for actual participation in national development. The result of the study also reveals that no significant difference exists between social studies and non-social studies students on the impact of social studies education in promoting national development in Nigeria. The analysis showed that out of 6 items on national development and citizenship education only item 5 had $P > 0.05$. In other word, both social studies students and non-social

studies students have positive opinion that citizenship education can promote national development in Nigeria.

Conclusion

From the findings and discussion in this study, it can be concluded without undue exaggeration, that teaching citizenship education at any level of education could influence student attitudes towards contributing their quota in national development. Because social studies students and non-social studies student exposed to citizenship education have positive opinion that if the subject is well taught in our schools it can stimulate student's behaviours to be good leaders that can contribute towards the development of their nation.

Recommendations

Based on the above findings, the following were recommended

1. Citizenship education should be made compulsory for all level of education in Nigeria since it can promote attitude of good governance among learners will be future leaders.
2. Citizenship education should be made compulsory for both formal and nonformal education system curriculum in Nigeria.
3. Citizenship education curriculum should be reviewed periodically to meet current sociopolitical issues in the country.
4. Competent and academically qualified teachers should be employed to teach the subject.
5. Teachers of citizenship education should come together and write/publish text book that are relevant to the Nigeria situation.

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