



## **Emphasis on Curriculum Contents in Civic Education for Secondary School in Nigeria**

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### **ABSTRACT**

Civic Education is the study of the rights and responsibilities of citizens taught in many primary schools in some years back but have been replaced with citizenship education in some secondary schools in Nigeria. This paper highlights the reasons for Civic Education in Nigeria; as the country has moved from normative society to pluralistic society. This situation has created negative behavioral change which is noticeable in Nigeria today. The paper further outlines the blocks and topics which are adoptable as curriculum for Civic Education in Nigerian secondary schools and finally states some problems that may militate against the implementation of the curriculum. Educational practices in indigenous Nigeria had social content in which civic education was preponderant. The colonial educational outfit had a patchy civic education curriculum which was British culture-biased and, therefore, was not pertinent to our peoples' aspirations. A little after independence on October 1, 1960, the pervasive colonial oriented education with its twist of colonial civic education curriculum was criticized and the result was a refashioning of curricula which became operational in schools from 1982 but in which civic education was completely shielded out. It was not until year 2007 that, the civic education curriculum for the 9-year Basic Education was born to exist pari-pasus with Social Studies curriculum. This paper, in drawing attention to the fact that civic education is, an unnecessary duplication of social studies curriculum in another garb, outlines the lapses in the Upper Basic Civic Education Curriculum and in addition raises seventeen (17) yet to be tackled queries. An immediate revision of the Civic Education Curriculum is recommended.

### **KEYWORDS**

Emphasis, Content, Civic, Curriculum, Education

## INTRODUCTION

Civics is that the study of the rights and responsibilities of voters. Several primary faculties and junior and lyceum faculties supply courses in social science, additionally referred to as Citizenship Education. Social science students within the USA and lots of other countries find out about such subjects as democracy, freedom and individual rights (Nussbaum, 2006). They study the structure, perform and issues of governments on the native, state, national and international levels. the scholars additionally find out about alternative economic, political and social establishments. Civic academics encourage students to participate in student governments, faculty publications and alternative faculty organizations. Students may get entangled in such community programmes as elector registration drives and conservative comes (Chou et al., 2017).

## SPECIFIC OBJECTIVES

1. The paper highlights the explanations for civic education in Federal Republic of Nigeria.
2. It any states some blocks and topics to be thought about once drawing programme in Civic Education.

### Why Civic Education in Nigeria?

Nigeria is also in agreement to own enraptured from normative society to school of thought society. As eating apple sacks puts it thus vividly within the 1990 Reith lectures, the matter is that philosophical system provides rise to deep and disobedient conflicts whereas undermining the principles by that they may be resolved. It disintegrates our construct of the good. It is acknowledged that the dealings from liberalism to philosophical system has “bouleversed” the colleges (Goddard & Myers, 2011). From being an outsized cog within the mechanism by that norms and codes were transmitted they need become the cockpit during which the conflicts square measure 1st encountered by the young (Suhaimi, Abidin & Yeon, 2020). Not understanding the character of the pathology, the so much sect demand additional (Christian) non secular observance and also the teaching of citizenship; the left urges a cloying toleration, mixed with unpredictable pursuit of new known injustices. Neither is intellectually nor spiritually satisfying (Akpochafo, 2010).

The supposed knowledge society: has been predicted and looks seriously to be showing. within the data society, the predominant issue of production is human capital, and notably the data and talent of every individual (Carlaw et al., 2006). It is the precise opposite

of works production during which people do similar things and square measure beneath shut superintendence. It places the individual in an exceedingly position of extraordinary power, power which might be wont to influence or distort the lives of others, even supposing those alternatives they'll be equally powerful in their own field of labor. it's the potential for classy disorder. To complete the trio of forces operating towards concentration on the importance of the individual, the new paradigm of science and also the finish of the crudities perpetrated in name only of the mechanistic read of the universe of Descartes and Newton ought to be cited. It is been recognized that if we have a tendency to square measure to survive as a species then the utilization of science to take advantage of the earth should be brought in restraint. Science should come to wherever the Greeks had it: as knowledge. Politics, because the instrument of a democratic can, should be able to management people and companies (Suleman, Mohamed & Ahmmed, 2020; Suleman & Mohamed, 2019).

The language of discourse in education has modified deeply over the decades. Education is clearly seen as tool of policy and of latest styles of policy. "Maintaining a competitive edge" looks unconditionally inferior as a national objective when put next with earlier aspirations towards a liberal education or bigger social justice. it's a development acknowledged to policy analysis because the reversal of suggests that and ends (Esedebe, 2003). It is clear that education ought to attend to the instrumental and educational, it should additionally play an important half in conveyance to the young, the mandatory sense of private responsibility towards others and also the world of nature usually. Moreover, it may be steered that such education can solely steady down if it's done at intervals a real expertise of social cohesion. the varsity should be ethical community, frequently exploring the ethics of the common life (Putri, Prihatin & Yuvita, 2020). By that, it suggests that a life during which all square measure valued, all square measure expected to contribute and every one square measure helped to contribute; not a society during which all square measure expected to be able to be identical or square measure needed to become identical. smart education is regarding the creation of distinctive identities however at intervals a matrix of fraternity (Akpochafo, 2010).

### **Civic Education Curriculum in Nigeria: Themes of the upper Basic Continuum (JSS1-3)**

The civic education curriculum of the Upper Basic stage (JSS1-3) of the Universal Basic Education, as outlined by the NERDDC in Fawole (2010), has eight (8), seven (7), seven (7) themes respectively for JS 1, JS 2 and JS 3. They are:

<b>Class and Themes</b>	<b>Class and Themes</b>	<b>Class and Themes</b>
<b>JSS 1</b>	<b>JSS 2</b>	<b>JSS 3</b>
Our values Citizenship National consciousness and identity Representative democracy Nigerian constitution Human rights Rights and obligations of Nigerian citizens Social issues	Our values Citizenship Rights and the rule of law Human rights and the rule of law Representative democracy Nigerian constitution Social issues	Social issues Duties and responsibilities of citizens Human rights and the rule of law Representative democracy Nigerian constitution Peace and conflicts National economic life

A cursory glance at all the themes reveals that they are weighty government-related themes and Law Related-Education tilted.

It needs be re-stated that among the core goal- objects of social studies in Nigerian is the promotion of civic competence. This exactly is the goal-direction of civic education which invariably is an unnecessary duplication of social studies. Social Studies classroom as a laboratory in Civic Education” is instructive and attests to this duplication.

### **The Missing Link in Civic Education Curriculum for JS 1-3**

The following content areas of any worthwhile civic education programme according to Toyo (2001) are conspicuously missing in the aforementioned civic education curriculum document. They are:

1. Socialization into citizenship.
2. Patriotism
3. Culture or cultural cores from which individuals acquire norms and values, knowledge, skills, dispositions that make them to participate effectively as citizens of a group or the Nigerian society.
4. Community life studies since it is inappropriate to expose students to civic education without making them study the community where they are expected to function as citizen.

5. Political interest and participation.
6. Social control and its techniques.
7. Pressing social problems of contemporary society.
8. Controversial and contemporary subject matters/topics.
9. Citizens' character or attitudinal development.
10. Moral development.
11. Components of the democratic process such as working cooperatively with others.
12. Nigerian schools which are the civic education laboratories or the chief purveyor or the outstanding agency in the inculcation of civic qualities or civic training.
13. Socio-welfare service.
14. The rights of children.
15. The rights of studies.

❖ In addition, a number of themes don't seem to be solely incorrect however deceptive. as an example, the theme 'our values', the approach square measure, within the Civic Education programme square measure 'manufactured', {they square measure|they're} neither the enunciated major ideal or ought values of Nigerians are expressed within the National Policy on Education (2004), nor square measure they Nigeria's real operative values that square measure for the most part negative. What the 'new' civic education programme made public as varieties of 'values' like honesty, integrity, disciplined, aren't any varieties of values however elements or components of one reasonably (moral values), or the opposite. Though ethical values were indirectly touched on, however alternative varieties of values like social values, economic values, political values, cultural values, and aesthetic values weren't incorporated within the programme and, therefore, torpedoed. Again, the identification of Nigerian values or sources from wherever Nigerian values is also gleaned and invariably developed or acquire were omitted within the programme.

❖ Furthermore, with respect to teachers' activities in worth instilling, none of the tested and long-established worth teaching and worth instructive ways that Malak-Minkiewicz (2007) made public as 3 (3) and 13 (13) severally were recognized. Themes within the

Civic Education programme focus close to nearly completely on the study of the Nigerian constitution. In other words, most of the separate themes and topics square measure aspects of the parent constitution. With respect to social problems, the topics listed like traffic rules and laws aren't any problems. The most social in our context like impoverishment, citizen' welfare, kidnapping, poor health facilities and services, state, teenaged vice crime, Nigeria's poor academic quality, governments relegation of its socio-welfare functions etc. don't seem to be enclosed within the programme. With respect to human rights, stress was on legal or justiciable rights. Non justiciable and moral rights weren't incorporated within the programme and, therefore, relegated. Because it affects citizens' obligation, stress was on legal or 'must' obligations, couched in legal jacket, to the exclusion of an excessiveness of ethical or attitudinal constituents of civic obligations on that the effectuality of civic obligation in terms of their reverence and habitual obedience, pivot.

- ❖ Moreover, in theme six JS three title "Peace and Conflicts", the topic: National security is kind of out of place there, as National security is mainly a governmental perform with the people, though, tributary attitudinally to creating it possible. Peace and conflicts that square measure merchandise of human social interaction ought to focus attention on the processes of social interaction with specific regard to cooperation, kinds of cooperative behavior, competition and the way to not build it degenerate into conflict. Conflict: what causes it - sources of conflicts, its types, the goodies of conflict things and conflict – resolution ways that embrace conflict-avoidance approach, compromise, capitulation, fate, control, arbitration, mediation, negotiation and exchange?
- ❖ Furthermore, the voluted or additive programme model of organization isn't adequately and systematically used during which there's purported to be a "repetition of a subject however at every repetition, a wider space of the fabric and a bigger depth of its scope square measure covered" (Agu, 2009). The student' activities, as made public within the Civic Education programme, disappointingly show that the stress of the formal room civic instruction in Federal Republic of Nigeria is on factual data to the neglect of the informal suggests that of civic education instruction. Rather than exposing the scholars to actual civic education connected experiences and programmes, students' reading and discussions rule. Confining civic instruction to the written pages and discussions and teaching civic education within the abstract is 'on a par with teaching swimming by correspondence'. The civic education programme consistent with Falade (2008) any increased the misunderstanding of the term: Citizenship that it represented as

“membership of a nation...” rather than a legal relationship between the subject and nation. This mistaking smacks of the continued miseducation of the coed patronage. What the programme purports to address: ‘citizenship’ was, therefore, not addressed. Instead it peripherally scanned components of ‘citizen education’- the total gamut of the data, attitudinal practices of the voters needed to engineer worthy civic ability and practices. Loss of ‘citizenship’ isn't a part of the civic education programme.

#### ❖ **Adoptable programme for Civic Education in Federal Republic of Nigeria**

- ❖ Education programme contents ought to be organized in an exceedingly thanks to contribute to the kid growth and development as resources in meeting his issues, not a material to be memorized and reproduced outside the content of a life state of affairs (Okobia 2007). the character of civic education for giving info and determination human modern issues ought to be all encompassing, thus additionally the programme. Students should be shown a way to behave in an exceedingly society, the rights and wrongs or the dos and don'ts of a society that may be summed abreast of however a pupil may imbibe right values and be helpful to a society. Developing programme for Civic Education ought to take into cognizance the education system in Federal Republic of Nigeria, that is, 6-3-3-4 system of education. Therefore, the programme ought to be continuous and complementary till the last topic is reached. In organizing programme in civic education, thematic approach may higher be adopted for straightforward info dissemination and clarity. This approach shows the blocks and topics for teaching, as adopted from Suley-Valdmaa (2001), development civic education in Baltic Republic, in programme amendment and social Inclusion: perspective from the Baltic and in Scandinavian countries. The information consistent with Mbewe (2008) contains the subsequent block and topics for teaching:
- ❖ Nature (the diversity of nature surrounding a human being, different theories about how life developed on earth);
- ❖ Man (the capacities and responsibilities of man, theories of creation of mankind, human races in the contemporary world);
- ❖ Me (my origins, my family and its role, my future);
- ❖ Others and I (who are the other people next to me, peoples' character, neighbor's of Nigerian and our relationships with them, living with other people);
- ❖ Peoples' activities (creation and destruction, history as the visible evidence of peoples' past);

- ❖ Culture
- ❖ Our contemporary world

This syllabus could be adopted for junior secondary school one students.

The second syllabus contains the following blocks and topics for teaching and could be adopted for junior secondary school two students.

- ❖ Man, in society (the historical background for the foundation of the modern state, the position of a person in society and in relation to the state during past centuries)
- ❖ The family (the meaning of family and the values of family life);
- ❖ Education (the meaning of education for society and a person, and trying to describe the rather sophisticated situation of education during the transition period in Nigeria);
- ❖ Nigeria as a nation (introduction learner to the constitution principle of democratic elections, parliament, the institution of head of state, government, local, state and federal governments and legal system);
- ❖ A citizen's rights, freedoms and responsibilities (trying to introduce the learners to principle and concept of democracy and citizenship);
- ❖ Everyday life in Nigeria (trying to describe the contemporary micro-and macro-structure of the Nigerian economy and the concept of a free market economy, national defense, etc.)

The third syllabus, which could be adopted for the junior secondary school three students, contain the following block and topics:

- 1) The development of human society and its constituents:
  - ❖ Races, nations, religious;
  - ❖ Population processes (for example, migration);
  - ❖ The development of economics (agriculture and industry);
  - ❖ The information society;
  - ❖ Socialist society and the change after socialism;
  - ❖ Poor and rich countries;
  - ❖ Fiscal and economic policy;
  - ❖ Education;
  - ❖ The mass media.
- 2) State politics, law:
  - ❖ Element of state power;



- ❖ Democracy and civil society;
- ❖ Types of states, forms of government;
- ❖ Elections;
- ❖ Political trends in the nineteenth and twentieth centuries;
- ❖ Nigerian statehood and our neighbors;
- ❖ Local, state and federal government;
- ❖ The role of law;
- ❖ National defenses;
- ❖ International relations.

The fourth syllabus could be adopted for Senior Secondary School One students.

- ❖ Man and man (communicating with other people);
- ❖ Man and time (the value of the time, planning the use of time);
- ❖ Man and money (wise use of money, private budget);
- ❖ Local, state and federal government (structure of government, elections);
- ❖ Man and laws (the meaning of law, human rights, rights of children);
- ❖ Man and mass media (different types of mass media, skill in information use).

This civic syllabus could be adopted for teaching senior secondary school two students:

#### 1. Society

- Society as a form of human existence;
- How to structure society;
- Who makes society?
- Human needs and interest;
- How to deal with different interests in society;
- What is the state and for whom does it work?
- What is democracy?
- Communication in the contemporary world.

#### 2. Law

- What is law, what is lawful state?
- Written and unwritten laws;
- Why does the state need law?

- The constitution
  - How to be a free and responsible citizen;
  - You are becoming a citizen;
  - What are the rights and obligations of a citizen?
  - What is international law?
  - What are human rights?
3. Economics
- What is the driving behind the economy?
  - What kind of economic system exist?
  - What is the state's role in economics?
  - The state budget;
  - Why do we pay taxes?
  - What is social security?
  - Money and other valuables;
  - The Nigerian economy at the end of the twentieth century.
4. Government
- What state is Nigeria?
  - How do people participate in government?
  - Parliament;
  - The Presidents of the Republic of Nigeria;
  - The government of Nigeria;
  - What is local, state and federal government?
  - Is there control over power?
  - The court system of Nigeria;

- Information in a democratic society.

The civic syllabus that could be adopted for the students in Senior Secondary School Three contains:

- The structure of society (organization of the state, managing power, the political culture, economics in society);
- The development and constitution of contemporary society (the industrial revolution, the birth of democracy in Nigeria and theories of democracy, the industrial society, the information society);
- The government of society (people's participation in the ruling of society, the role of elections, parliamentary and presidential democracy, power separation);
- Society and economy (society's economic resources, the market economy, indicators of economic achievement);

### **Problems that may militate against the implementation of the Curriculum**

As stated by Salev Valdmaa (2001), the following problems may militate against the implementation of the state curriculum:

- Poor preparation of new civics teachers by universities;
- Difficulties in in-service training to re-qualify teachers for working with the new state curriculum;
- The slow process of compiling original teaching aids in accordance with the general principles of the new curriculum;
- Lack of knowledge and skills to produce contemporary teaching materials (for example, textbooks);
- The poor ability of educational administrators to appreciate difference in the situations, attitudes, motivations and goal-settings in Nigerian schools and how they influence the teaching and study of civic education.

### **RECOMMENDATIONS**

To achieve the stated curriculum activities, the following recommendations must be considered:

- Any curriculum that must be adopted must be all- encompassing and lead to positive behavioral change.

- In-service training should be organized to re-qualify teacher for working with the new curriculum in civic education.
- Teaching materials and aids should be produced for effectively teaching and easy learning.
- The teacher must be well prepared by the college of Educational and universities to qualify for teaching civic education.

## **CONCLUSION**

Civic education is a discipline that could be used as a tool for correcting the negative behavioral change that was caused through the Nigerian transition from normative society to pluralist society. However civic education without a formidable, cohesive and practicable curriculum may not be able to achieve this aim which Nigerian society is very much in need of. Civic education is a must in Nigerian if Nigerian must gain back her lost respect in the global society.

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