
ADEQUACY OF THE VALUE COMPONENTS IN UBE CIVIC EDUCATION UPPER-BASIC CURRICULUM FOR NATIONAL SECURITY CHALLENGES

SOLOMON, Adebayo Olabode
Department of Social Science Education
Faculty of Education, Kogi State University,
Anyigba, Kogi State Nigeria
and

ALHASSAN, Y.S. Bolaji
Department of Social Studies
Kwara State College of Education, Ilorin

Abstract

In view of the flagrant apathy exhibited by most Nigerian citizens to political matters and various anti-social behaviours that are inimical to the socio-economic and political wellbeing of the citizens, the need for the introduction of Civic Education became necessary in Nigerian school curriculum. This study, therefore, examined the adequacy of value components in UBE civic education for the current national security challenges. This study adopted a descriptive survey design. The population for this study constituted all Civic Education teachers. 1050 Civic Education teachers were sampled using stratified random sampling technique. Researchers' designed questionnaire with the reliability coefficient 0.76 was used for data collection while the data collected were analysed using descriptive statistics of percentage and mean to answer research questions. Findings obtained from this study revealed that value

components (civic, knowledge, skills and dispositions) in the UBE civic education curriculum are NOT adequate to meet the current national security challenges as indicated by the majority of the respondents; 12 additional values were suggested for inclusion into the Civic Education curriculum and it was viewed that value components should be taught with the use of suitable teaching methods, appropriate material resources among others. Recommendations were therefore made to civic educators and curriculum developers for optimal effective national security and peaceful co-existence in Nigeria.

Word Count =211

Introduction

The prevalent trends of corruption, indiscipline, robbery, kidnapping, assassination, disrespect for human lives, elders and rule of law lack of commitment to duty, etc. are some of the manifestations of negative values in the Nigerian society (Wahab, 2011). These call for urgent value re-orientation in the school curricula for onward positive national development. Value is a term which occupies a central position in all human pursuits. Thus, it is referred to as desires, interest, ideas, approvals/disapprovals, preferences and standards. Rokeach (1973) defined value as, "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode or end-state of existence." Value has also been defined as, "your principles about what is right and wrong or your ideas about what is important in life"; (Longman Dictionary of Contemporary English 1995). It has also been perceived as an "intrinsic and extrinsic worth or goodness (Idowu, 2009:212). Mkpa (1987) defined values as "The determiners in man that influence his choices in life and that thus decide his behaviour."

One of the fundamental issues that must be analyzed as a matter of urgency and necessity in this paper is the value system. Like other beliefs, values can be organized into systems. A value system as defined by Rokeach (1973) is: "an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence

along a continuum of relative importance". Many believe that what may be valuable in one society may not be so valued in another. Our values are often tied to our culture and these usually constitute those aspects of our culture that make us unique as a people. Values may be spiritual or material and often have to do with purposes, relationships and moral codes of behaviour. Ogwo (1992) asserted that our society reflects our values having intrinsic worth and can determine what makes up its values and culture.

As a nation, there are some categories of desirable values which the Nigerian society is expected to transmit to the younger generations. Spiritual value, such as belief in our traditional religious system; moral values such as abstinence from pre-marital sex, social values such as diligence (hard work), cooperation, unity, sincerity, togetherness; political values, such as service to humanity, honesty, faithfulness or fidelity, community values, such as responsibility and care for the younger member of the family.

But today, most of these values are declining and deteriorating. Political values of service have been lost, there is high level of corruption and this has been transferred to the younger generation to the extent that even at the school level, corruption is being practised at the students' union, departmental levels, etc. Also, the virtues of diligence, honesty and patience have been lost. The craze and aggressiveness to get rich at all cost is being emulated by the younger ones. The combination of these two has far reaching negative implications on the national security in the country. National security is of paramount importance to the overall survival of all of us in the society. This is also one of the chief aims of the 1999 constitution of the Federal Republic of Nigeria, as it is stated in section 14b, inter alia; "The security and welfare of the people shall be the primary purpose of government".

The aim of the president of the Federal Republic of Nigeria therefore, is to promote the security of the country, welfarism, good governance and foster the unity and progress of the people of Nigeria. According to Cohen (2006), "National security refers to the requirements to protect a distinguished nation-state through the use of economic, military and political power and the exercise of diplomacy". Ochecho (1997) opined that security is more than military

security or security from external attacks; it should include non-military security such as economic security, social security, environmental security, the quality of life and technological security. Similarly, Nwolise(1988) reflected that: "Security refers to safety, freedom from danger, or risk, protection from espionage, infiltration, sabotage, theft etcetera." Hornby (1997) defined security as the activities involved in protecting a country, building or person against attack, danger etc. From the assertions above, it could be seen that, the provision of security is mandatory in any nation, state or community of people to protect their lives and properties.

Threats to National Security in Nigeria

In Nigeria, religious intolerance, armed robbery, chieftaincy dispute, ethnicity, students unrest, restiveness in the oil producing area are additional threats to national security. Similarly, Johnson (2004) identified other threats to national security in Nigeria as: ethnic clashes, students' unrest, chieftaincy dispute, labour unrest, trans-border boundary problem, economic sabotage, smuggling and restiveness in oil producing areas. Each of these is briefly discussed as follows.

- i. Political Instability as a Threat to National Security in Nigeria
According to Barry (1991), political instability is the state of lawlessness in a democratic nation where there is no free and fair election. For the past 56 years of Nigeria's independence, political systems In Nigeria have been unstable. The United Nations (2009) reported that the assassination of many leaders like Ken Saro Wiwa, Chief Bola Ige, the Attorney General of the Federation and many others are threats to national security in Nigeria. This refers to what constitutes main assault on the rule of law, On the political thuggery and political violence leading to political instability in the country. Balogun, (2003) documented that from 1st March 2002 to 14th March 2002 a total of eight hundred and fifty (850) suspects were arrested in thirty six states of the Federation and the Federal Capital Territory (FCT) Abuja for kidnapping.
- ii. Economic Instability as a Threat to National Security

Usman (2002) asserted that economic instability is a system where commercial companies, government agencies, local authorities, and international organizations cannot effectively function or contribute to the economic development of a nation, owing to lack of stable security in such nations where there are threats of lives and properties. No economic activities will function and people must have to suffer from hunger and food starvation, as it was reported in Vanguard of 1st December, 2016 that Ericson sacks 160 Nigerian workers and takes jobs to India, This implies that more Nigerian workers will no more have jobs, business activities may not function well and more people may be involved in armed robbery and various forms of petty crimes for the sake of looking for daily bread.

iii. Social Instability as a Threat to National Security

Zabadi (2009) commented that social instability is a system where all the social activities in the country do not function because of lack of security of lives, and properties. He demonstrated that where there are violent situations, workers may not go to work, banks may not operate, schools may be closed down, hospitals and all other social services may not function because people lack the security of their lives and properties. This kind of situation has repeatedly occurred in Nigeria from time to time: state of emergency had been declared in different states of the federation; curfews had been imposed; strikes actions had been embarked upon; violent demonstrations had erupted across different states of the federation and had in certain cases been hijacked by hoodlums. All these, at one time or the other, had posed threats to national security in Nigeria.

iv. Religious Intolerance as a Threat to National Security

Podde (1983) reflected that religion has often been identified as a prolific source of tension and violence in Nigeria. Buttressing this view, Vincent (2001) equally remarked that religious conflicts led to the destruction of lives and properties in Nigeria and many countries of the world.

He itemised the incidents of religious disturbances in Nigeria as follows:

1. Kano State in 1980 between 18th to 22nd of December
 2. Maiduguri, Borno State on the 26th of October, 1982
 3. Zango Kataf Kaduna State religious conflicts of May, 1982 which started as a communal clash, but turned into Muslim and Christian conflict
 4. Jimeta, Yola Adamawa State on the 29th of February 1984
 5. Gombe, (Pantami ward) 26th to 28th of April, 1985
 6. Usman Dan Fodio University, Sokoto on the 3rd of March, 1986
 7. Ilorin Religious disturbance in March, 1986
 8. Bauchi, 20th to 22nd of April, 1991 (because of one naira worth of roasted meat (suya)
 9. Federal Government Girls College (FGC) Bauchi experienced a week-end religious crisis over a negligible dispute between Christian and Muslim girls on a borrowed wrist watch on Friday, May 22nd 2001
 10. Bombing of the United Nations (UN) building in Abuja on 26th of August, 2011
 11. Bombing of the Catholic Church, Mandala, Niger State on Christmas day, 25th of December, 2013
 12. Killing of 59 boys in Government Secondary School, Bunuyadi, Yobe State in February, 2014
 - 13, Abduction of 279 girls at Chibok Secondary Schools in Borno State on April 14th, 2014
- v. Armed Robbery as a Threat to National Security
- Since 1970 till date, the emergence of armed robbery and other violent crimes has begun to pose a threat to national security in Nigeria. In addition, car snatchers operate sometimes with master keys to steal cars parked in front of supermarkets and at social functions. There were Lekki, Ikorodu, Festac Town and Agbara robbery operations in both Lagos and Ogun States. The Agbara robbery alone recorded that robbers stole about N28 million while another team of robbers stormed Igara Police

Station in Akoko Edo Local Government area of Edo State, killed six (6) people, robbed a nearby bank at about 6.00pm on Tuesday, 3rd of November, 2015. (Daily 5th of Nov, 2015).

vi. Abduction and Kidnapping for Ransom as a Threat to National Security

The following abduction cases substantiate claims of threats to national security in Nigeria;

1. Abduction of former CBN governor's (Soludo's) father on Tuesday, 22nd October, 2009
2. Abduction of Patience Paul , a 15 year old Benue girl at Sokoto on August 12th, 2015 while on an errand to buy biscuits, who was sexually abused for seven months, (Daily News, 7th Dec. 2015)
3. Abduction of Pastor Ayo Funsho, as he was preaching in his parish at the Redeemed Christian Church of God, Lokoja Kogi State on Sunday, January 12th, 2016, (Linda Ekeji News, 13th of January, 2016).
4. Abduction of Colonel Ismaila Inusa in the presence of his wife at NNPC Junction, Kaduna on Saturday, 26th March, 2016 and his murder thereafter, (Daily Sun, Friday, June 10, 2016)
5. Abduction of Iyabo Anisulowo, a former minister on the way to her farm on Wednesday 4th May, 2016, (Daily Sun, Wednesday 4th, May 4th, 2016).

Conceptualizing Civic Education Curriculum

Oladele (2009) defines Civic Education as the type of education given to the citizens of a particular country in order to make them to be active and functional citizens. Civic education can further be defined as a subject which exposes the individual to the need for imbibing positive attitudes such as patriotism, peaceful co-existence, hard work, diligence, honesty, mutual respect, love, tolerance and self discipline. Okwenu and Anyarcho, quoted by Oladele (2009) perceived civic education as that type of education an individual in the state receives for the positive development of ideas beliefs, habits and attitudes cherished by the society to enable them become effective members of the society.

Civic Education is not new in Nigeria. This is because in the historical

development of social studies, the single subject, interdisciplinary and multidisciplinary eras witnessed the teaching of civic as it was social studies (Wahab, 2011). In the recent past, Civic Education contents are integral parts of social studies and citizenship education. But in the Universal Basic Education (UBE) programme, the new civic education curriculum is to be taught in both public and private lower, middle and upper basic levels (primary, and Junior Secondary Schools) in Nigeria as a separate subject from Social Studies. Now, the new civic education curriculum is out to provide an operational definition of civic education that will enable the nation to determine and achieve her objectives in concrete, objective and measurable terms.

Statement of the Problem

Falade (2008) has identified four value components in the Civic Education curriculum for JS I and II: Obedience, tolerance, patriotism and devotion to duty. He stressed the importance of these for nation building. On the other hand, Ogor (2008) in his own contribution has identified five value components in social studies as: respect for fellow humans, honesty, dignity in labour, patriotism and loyalty and submitted that these are necessary ingredients for national security. Banwo (2011) has identified a total of twelve value components in the JSS Civic Education Curriculum, as, consistency, trust, tolerance, fairness, integrity, honesty, obedience, truthfulness, cooperation, self-reliance, self-control and probity. There is, therefore, a gap which this research intends to fill i.e. investigating the adequacy of these value components for security challenges in Nigeria, which no other scholar, to the best knowledge of the researchers, had done,

Research Questions

The following questions were answered in this study:

1. To what extent are the value components in the UBE Upper Basic Civic Education curriculum acceptable to the civic education teachers as adequate to meet the current national security challenges?

2. What are other value components that should be included in the UBE Civic Education Curriculum?
3. What are the teachers' view points on how value components should be taught in the civic education curriculum?

Method

The survey design was adopted for the study. All the UBE teachers who attended the 2016 MOE/STEB Workshop programme in all the 21 Local Government Areas in the state held at Lokoja in August, 2016 formed the study population. Through the use of stratified random sampling techniques 50 respondents were sampled from each of the 21 Local Government Areas of the state these are, Adavi, Ajaokuta, Anka, Bassa, Dekina, Ibaji, Idah, Igalamela-Odolu, Ijumu, Kabba/Bunu, Kogi, Koton Karfe, Lokoja, Mopa-Muro, Ofu, Ogori/Magongo, Okehi, Okene, Omala, Yagba East and Yagba West LGAs respectively. This gave a sample size of 1,050.

Instruments used for the study were National Curriculum for Upper Basic UBE Civic Education and a questionnaire containing 15 items. Since the subjects were literate, the questionnaire was given to them and they were required to respond to the items therein a "captive audience" situation as able to them. The questionnaire items were structured on a four-point of strongly Agree, Agree, Disagree and Strongly Disagree. The questionnaire instrument was content validated by three lecturers at Kogi State University, Anyigba. The test re-test procedure was used to ascertain the reliability of the instruments to 20 UBE teachers at Ogbadigbo Local Government Area in Benue State who did not participate in the workshop. The scores were analyzed using Pearson Product Moment Correlation Coefficient and this yielded a coefficient of internal consistency of 0.76. Frequency counts and percentage analyses were used to analyze the data collected.

Results

Research Question One:

Are value components in the UBE Civic Education curriculum adequate to meet current national security challenges?

Response scores of each respondent on adequacy of civic value

components were subjected to percentage analysis. Given that 15 items in the questionnaire were structured in a four-response-type, the minimum, maximum and range score of respondents were 15, 60 and 45 respectively. The range was therefore divided by two responses (Adequate and Not Adequate) and the cut-off of 22.5 was obtained. Thus, 15.0 - 37.5 and 37.6 - 60.0 scores signified Not Adequate and Adequate respectively. The statistics of Civic Education teachers' response scores are summarized and presented in Table 1

Table 1: Adequacy of Value Components in the UBE Civic Education Curriculum in Meeting Current National Security Challenges

Responses	Score Range	Frequency	Percentage
Adequate	37.6 - 60.0	320	30.4%
Not Adequate	15.0 - 37.5	730	79.6%
Total		1050	100.0%

Table 1 shows that out of 1050 (100.0%) Civic Education teachers sampled for this study, 320 (30.4%) of the respondents attested that value components in the UBE Civic Education are adequate to meet the current national security challenges while 730 (69.6%) disaffirmed by indicating that value components in the UBE Civic Education are not adequate to meet the current national security challenges. This implies that the majority of the respondents specified that value components (civic, knowledge, skills and dispositions) in the UBE civic education curriculum are NOT adequate to meet the current national security challenges.

Research Question Two:

What are the other values components that should be included in the UBE Civic Education Curriculum to meet current security challenges? Given the general responses gathered from the open ended items of the questionnaire, a total number of twelve (12) value components were collated to have been suggested for inclusion in the Civic Education curriculum. These are:

- i. Commitment
- ii. Contentment;
- iii. Courage;
- iv. Dedication;
- v. Devotion to duty;
- vi. Endurance;
- vii. Hospitality;
- viii. Humility;
- ix. Love;
- x. Patriotism;
- xi. Perseverance and
- xii. Punctuality

Research Question Two:

What are teachers' viewpoints on how value components should be taught in UBE Civic Education?

A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a four-response-type. Therefore, items found with mean scores equal or above 2.50 were remarked as 'Viewed' points while items with mean scores below 2.50 were remarked as 'Not Viewed'.

Table 3: Mean and Rank Order of Participants' Responses on How Value Components Should Be Taught in UBE Civic Education

SN	UBE Civic Education should be taught with	Mean	Rank	Remark
1	The use of suitable teaching methodology	3.23	1 st	Viewed
2	The use of appropriate material resources	3.07	2 nd	Viewed
3	The use of appropriate resource persons	2.64	6 th	Viewed
4	Sufficient lesson period	2.53	7 th	Viewed

5	Clarity of objectives in the lesson plan	2.71	5 th	Viewed
6	Putting Civic Education theoretical contents into practical	2.92	4 th	Viewed
7	Good exemplariness of Civic Education teacher	3.01	3 rd	Viewed
8	Sequential arrangement and teaching of the Civic Education contents	2.52	8 th	Viewed
9	The use of field trip	2.37	9 th	Not Viewed
10	Extended classes in the school	2.31	10 th	Not Viewed

As shown in Table 2, items ranked 1st 2nd up to 8th were items whose mean scores were above 2.50. This implies that UBE Civic Education should be taught with the use of suitable teaching methods, the use of appropriate material resources, good exemplariness of Civic education teachers, putting Civic Education theoretical contents into practical, clarity of objectives in the lesson plan, the use of appropriate resource persons; sufficient lesson period, among others, as viewed by Civic Education teachers.

However, ranked 9th and 10th were items with the mean scores below 2.50. This indicates that Civic Education teachers do not view that it should be taught with the use of field trip and extended classes at UBE level.

Discussion

730 respondents out of total 1,050, which represent 69.6 percent sampling, believed that the value components in the UBE Upper Basic Civic education curriculum are not adequate to meet the current national security challenge. This finding was expected because the twelve (12) value components in the upper basic civic education curriculum are apparently inadequate to meet the dire needs of over one hundred and seventy million Nigerians of diverse ethnicity, religion and interest. This finding corroborates that of Idowu (2009), who in his study of declining value system among Nigerian families remarked that Social Studies did not address as much as it should. The suggested that the curriculum of Social Studies at different levels needs to be revisited for necessary adjustment and inclusions.

It was further discovered that many of the respondents suggested another twelve (12) value components for inclusion in

the Upper Basic Civic Education curriculum so as to be able to meet the current national security challenges in the country. Amongst the suggested value components were patriotism, contentment, love etc. This finding is consistent with that of Ogor (2008), who in her study of the place of Social Studies in enhancing national security in Nigeria concluded that positive attitude and values such as respect for the human person, dignity in labour, honesty, patriotism and loyalty are necessary ingredients for national security. About 79.04 percent of the respondents were of the view that value components should be taught across all the levels of Universal Basic Four in. This finding is consistent with that of Yusuf, Agbonna and Onifade who in their study of adequacy of Social Studies curriculum for national security in Nigeria discovered that majority of their respondents were of the opinion that the security component of the 7-point agenda of the Nigerian government should be taught across all the basic levels.

Adequate inclusion of acceptable measure of value components in the subject curriculum will surely pave way for peace education. This is because teaching value-education to enhance peace-education and consequently peaceful society requires strategies across all levels of basic education and to cut across classes. This is because ensuring national security is not just about adding topics or themes to the curriculum. Rather, it is about mind transformation through the acquisition of appropriate skills, values and attitudes which will empower the learners to seek, protect and maintain security.

The implication is that value education goes beyond subject matter issues to include all aspects of learning that touch on the behaviour of the learner. This will enable the teachers use every opportunity in the instructional process to develop in the learner a culture of security.

Conclusion and Recommendations

The findings of this study have shown that the appreciable level of value components in the civic education curriculum is yet to be realized.

In addition, the majority of the respondents opined that value components in Civic Education as a school subject should be taught across all the levels of basic education, This implies that almost all UBE teachers would be needed to teach value education since there

is no subject specialization for teachers at the lower and middle basic levels. This further calls for a fresh teacher preparation in this area of study; so as to ensure that these teachers can effectively help the learners develop the ability to maintain and protect societal norms and rescue same from being overridden by negative values as well as to acquire the proper skills for conflict resolution without creating any atmosphere of insecurity. In this regard, the following recommendations are hereby made:

- i. Curriculum developers should ensure that the Civic education curriculum contains enough value components so that the young learners as future leaders would have imbibed sufficient amount or value education to resist any knowledge could be inimical to the security atmosphere.
- ii. Experts in civic education should organise workshops and seminars for UBE teachers at all levels, on pedagogies of value education to ensure effective national security and peaceful coexistence.
- iii. Experts in other social science courses should be involved in the teaching of Civic education in relation to their respective discipline so that their students can as well be integrated in the UBE curriculum.

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