



Re-Affirmation of National Core Values in Civic Education as Compass for True Federalism in Nigeria

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Abstract

The need for re-affirmation of national core values in Civic Education as compass for true federalism in Nigeria is the focus of this paper. The act of governance in Nigeria over four decades now has degenerated from the philosophy of federalism due to compounded political leadership. Consequently, in an effort to sustain true federalism in Nigeria, certain factors such as cultural myriad and clamour for secession were taken into cognizance due to multi cultural nature of the country. Notwithstanding, the country adopted a unified national core values like political, moral and patriotic spirit as essential ingredients necessary for peaceful co-existence in the society. In other words, are qualities which every citizen's is expected to exhibit in both formal and informal situation as arm our of national development, determinant of government policies for true federalism. As such, the core values have been reaffirmed in Civic Education as navigators for rekindling economic values towards achieving federalism in Nigeria, hence, education is an indispensable and integral tool that transforms individual(s) behaviour and make them rational. However, negative values that seem to frustrate the prospect of federalism in Nigeria were explained to include; looting of government treasury and mediocrity act. Therefore, all hands must be on deck to collectively re-structure both exclusive, concurrent and residual lists. Thus, allows constitutional procedures to prevail in the area of allocation of resources to minimize inter-statedivision in the country as compass of achieving unprecedented development and good governance.

Keywords: Resources, values, learners, development, level and education

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Background to the Study

Nigeria is a multicultural country with diverse interests that need to be harmonized using diplomatic approaches to achieve true federalism and road map for national development. The syndrome of sectionalism, regionalism and discontentment may not be absolutely rolled out, but always retrospect's to a bond that glued the country as at 1914. As much as the founding fathers' never exchanged bullets for a handshake, the true should be unveiled in the allocation of resources, delineation of constituencies and creation of States as basis for national development. Thus, justifies that we are driven towards the philosophy of one Nigeria and no region is seen as being servitude to the other considering national values. Duruamaku-Dim and Nnamdi (2011) see values as worthwhile attitude, characteristics and phenomenon which can be exhibited by an individual or group of persons over an issue. The role of values is to mould and culture individual to develop positive attitudes that will strengthen the various institution of government (Amaele & Amaele, 2003). True federalism leads to administrative convenience and speed up development. Looking at the colonial master steps, Benard Bourdillar then Governor General of Nigeria in 1939, divided the country into three administrative units Northern, Western and Eastern province. However, changes were slightly made by Arhtur Richard 1946 to regions (Afolabi and Otuno, 2009). In 1954, Lyttleton as a Governor at that time consolidated on his predecessor policies and introduced a full-fledge federal system of government (Oyeleye, Nwosu & Agbeje, 2003).

It was a purported act for devolution of powers and legitimate flows of resources to reflect economic, political and moral as the country national core values. Larry (2008) sees moral values as instrument that exposes individual to right and wrong and reinforcement measures in the form of reward and punishment. It is indeed noted that the indigenous leaders have not imbibe those national core values and moral philosophy which the colonial masters left as legacy and compass towards achieving true federalism in Nigeria. National core values have been compromised under the alter of greed, insincerity, sycophancy, mediocrity, corruption, official high headedness, obnoxious policies for the benefit of few, ethic chauvinism, religions intolerance, government abuse of citizens' fundamental human rights (Esu & Enu, 2009). As such, the national core values which are more of moral education needs to be inculcated to the youths in the teaching and learning process so as to encourage the acceptable behaviour and character that are beneficial and nourishing to the overall growth of the student and the development of the society (Denga, 2011). The curriculum of Social Studies contains national core values as its contents for learners' moral character development. Nevertheless, these same national core values have been re-affirmed in Civic Education to consolidate the curriculum contents Social Studies, judging from the horizontal organization perspective. Esu, Erukoha and Umoren (2004) define horizontal organization as showing how ideas and skills in one subject are related to idea and skills in another subjects.

Concepts Clarification

National core values are moral principles which every individual in the society is expected to cultivate towards the growths and development of the society. According Enu (2007) are moral belief and guiding principles that when properly taught in school, help students to

develop good disposition that would enable them to flourish intellectually, personally and socially. In order for justice to prevail in the context of Nigeria and to anchor a true federal system of government where components may exercise control over their resources, seems easier through the teaching of Civic Education as a core subject in all level of our educational system. On this note, Enuokoha, Asuquo and Inaja (2004) views values as what is good or bad, important or unimportant to a person in any given situation. Emeh (2002) sees values as mechanism uses to carry out assessment of ourselves, our surroundings, events based on which we take action about affairs of country and institutions we governed.

Cumulatively, national core values have been reaffirmed in Civic Education in Nigeria situation to underpin the out cried of 1998 United Nations Education, Scientific Cultural Organization (UNESCO) summit on the exigent needs for schools across the globe to teach learners care values as the surest way of achieving good governance. In line with that, Okunloye, Koledoye and Muazu (2011) see national core values as the quality which members are expected to possess in order to ensure societal survival and development. In a nutshell, a justification that true federalism is not insoluble to achieve with the introduction of Civic Education as a subject that mandates learner(s) to translate the theoretical contents of the curriculum into practical as a beacon to govern and endear development.

Federalism is an incubator that hatches federal system of government. According to Afolabi and Otuno (2009) is a system of government in which power is constitutionally shared between the central and other levels of government. All the segments that constituted the country must be duely satisfied in terms of equitable distribution of resources and allocation of political powers. It is a system of government that most third world countries have adapted to fast track development that stands a test of time. This form of government is structure in strata and in a modern democracy, such as federal, State and Local Government.

Realistically, federalism by its conceptual outlook delineates procedures for achieving federal character in relation to appointment, political powers, and allocation of resources in order to improve the standard of living of citizenry across the aforementioned strata (Mbaku, 2000). The strata components and levels of government are provided with lists for matters to be legislated in order to expedite development. The federal government legislates on exclusive list such as foreign policy, currency and defense. However, both the federal and other levels of government collectively legislate on the list known as concurrent which includes item such as health, education and agriculture. Sensitively, the residual list is reserved for the State and Local Government to build upon critical sectors like health, education, employment and agricultural extension, thus, enhances the country to look beyond euphoric nation and target sustainable economic growth.

Justification for the Adoption of Federalism in Nigeria

For the justification of true federalism in multicultural country like Nigeria, we need to take into cognizance certain factors, hence, the colonial masters' idea(s) that glued the

various regions were fossilized, not minding the consequence haven achieved their colonial desired. Some of the factors that triggered the adoption of federal system of government in Nigeria were as follows:

i. **Cultural Myriad:** A country quest for adoption of federalism must be a State with numerous ethnic groups and Nigeria is not an exception in respect of this aforementioned point. Different languages exist among these ethnic societies, traditions and customs which made the country to advocate seriously for the doctrine of cultural relativism. The idea of sustaining each ethnic group's culture and sees it from unique perspective is always given adequate attention in a true federal structure (Dzurgba, 2000).

ii. **Clamour for secession:** Federal system is the most acceptable form of governance in a country that was amalgamated by the colonial masters' without recourse to the socio-cultural religious consideration. According to (Ikime 2008), the adoption of federalism was a mechanism to muzzle small territories from agitating for independent republics or gaining autonomy. This is exactly what the country is facing at the moment. The agitation of the South Eastern religion of the country for a Republic of Biafra is a clear ambition of secession. The Eastern part has articulated in her opinion for secession due to fear of marginalization by other major ethnic groups like the Western and Northern part of Nigeria.

National Values as Compass for True Federalism

The inclusion of Civic Education in the educational system as a core subject, especially at the primary and secondary school levels is to inculcate in the learner(s) virtue attitudes and behaviours that may yield fruitful result in both formal and informal responsibilities as an avenue of achieving equitable distribution of resources in Nigeria. Below are some of the acceptable national core values that if properly imparted on the learners, true federalism would be achieved.

1. **Political Values:** This is one of the national core values which the curriculum has provided in Civic Education for the learner(s) to be imparted with leadership skills that may metamorphosis the country to practice balance federalism. According to Okunloye e't al (2011) are acquisition of ideas for formulating of policies that will facilitate political relationship among regions and platform for negotiation of interest in order to meet the requirement of social progress and the development human personality on a social scale. Dogmatically, when leader who occupied offices in various institutions demonstrate political values, the prospect of true federalism is possible. Civic Education in this direction teaches learners to desist from using political power and maneuvering of what is white to black. The positive outcome of this value projects individual as a role model.

As leaders awaiting opportunities, we need to be very objective, rational on national issues and say woe to sentiment, fraud, and nihilism. This core value is noted to transforms the learner(s) if well taught in the teaching and learning process. It makes them to acquire all kind of leadership styles such as autocratic, democratic and laizzer-fair. It could be recalled that lacks of this value among our leaders in the past and present

frustrated Philipson Commission of 1946 which recommended the use of two major criteria in the distribution of resources for true federalism such as derivation and devolution (even progress). If our leaders are politically rational, they would have keyed into this Phillipson recommendations, and Nigeria would not have recorded much episode like the civil war of 1967 due to Gowon's inability to keep to Aburi Accord in Ghana.

ii. Moral Values: These are values that help to instill disciplinary measures on individual to be morally upright in terms of implementation of policies in their various offices. Ogbondah (2006) sees moral values as a national core values that has become pervasive in every field of human endeavor to enable policy makers key into positive decision that will enhance equitable sharing formula of national resources for peace and tranquility. The moral values encourage the spirit of hardwork among the various components of government that constituted the central force of governance. It leads to honesty and probity in administrative process. The desire of the country to produce these kinds of individual(s) for fairness and equity is reaffirmed in Civic Education, thus, promotes evenly distribution of resources as focal point of federalism.

Accordingly, moral values specifically states that those in charge of legal institution which synergizes with others, should not politicize cases referred to them by the government to resolve crises erupt from components of government as it concerns allocation of resources. So also, to produce leaders who will call a spade a spade, not minding whether the case is against his/her ethnic background. It is anticipated that when moral values is imparted to the learner(s) as a national core values, in the nearest future effort would be made to revisit the Abovade Commission of (1977) which recommended that allocation of resources for federalism should be rested upon;

- i. Equality of access to development;
- ii. National minimum standard for national integration;
- iii. Absorptive capacity;
- iv. Independent revenue, minimum tax effort, and;
- v. Fiscal efficiency (Oyeleye et al, 2003).

iii. Economic Values: The economics values are intrusive national values that Nigeria has entrenched in Civic Education school curriculum for learners to acquire accountability and probity skills should they assume any public offices. This core value has helped to build Tanzania national economic as her citizen were cultured strategies of facilitating, coordinating, supervising, monitoring and evaluating the implementation and distribution of national resource among the levels of government to attain the expected development (Zimmerman, 2010). In otherwords, this value, haven been part of Civic Education curriculum contents, helps learners to manage, administer and identify sources of grants and donation for empowering the component of government. The essence of this care value is to impart in the learners managerial skills.

The economic values impart in the learners those skills that will enable them to put in place effective measures in analyzing resources both from Gross Domestic Product (GDP) and Gross National Product (GNP). When all these sources of incomes are well internalized, every component of government takes home colossal resources that meet the yearning of the region for development purposes (Graham, 2006). Learners today's are expected to imbibe the culture of being transparency in the sharing of national cake in order to achieve true federalism in Nigeria.

iv. Patriotic Spirit and Loyalty: This appears one of the most pertinent core values Nigerians are expected to exhibit as a road map of achieving true federalism in Nigeria. Nelson Mandela of South African keyed into this value and liberated his country from apartheid, until his death, remains a legend. Adultsyouths and children between 4 years and above must stand tall to defence the integrity of the country to achieve her philosophy as reflected in Nigeria's coat of Arm "Unity and faith, peace and progress". When there is unity and faith among leaders, pave the way for true federalism which progress is attained at all levels of governance. According to Rohner (2001) encourages learners(s) in Civic Education to cultivate truthfulness attitude, allegiance to constituted authority, law abiding, national interests and contribute immensely to the development of the country. The patriotic spirit and loyalty as contents and learning experiences of Civic Education are meant for learners to assimilate and become springboard for raising bravery Nigerians. When decisions are to be taken either by dejure or defacto leaders, efforts should be made to reflect on the antecedent of the country with respect to event that masterminded the present National Anthem as:

"Arise O compatriots, Nigeria's call obey
To serve our father land with love and strength and faith.
The labour our heroes past, shall never be in vain.
To serve with heart and mind.
One nation bound in freedom, peace and unity".

It is a song of inspiration which always remained Nigeria's and leaders to bear truth allegiance and act in conformity with the provision of the country constitution in the allocation of resources for progress, development, peace and unity of the Nigeria. Earnestly, leaders and citizens who are conscious of the first stanza of the Anthem must rise up to their challenges for evenly distribution of resources. It stressed on the labour of our past leaders to keep the country together which is a task for all as corcison of the diverse group that made up Nigeria. The Anthem which tailors to patriotism spirit antagonizes secession, marginalization of minority and calls for bond among the various ethnic societies.

Approaches for Inculcation of Core Values

The following approaches are considered pertinent towards ensuring that members of diverse society and learners turn a new leave for achieving true federalism in Nigeria.

i. Deductive Approach: This approach is required in the teaching of national core values as it plays the role of centrifugal force, thus, disengages learners from indulging in moral decadence towards centripetal force. This teaching approach refers to using the previous knowledge of the learner(s) to make a judgment about a situation before the teacher brainstorm for a change in behaviour to occur.

Objectively, Dike (2000) sees deductive approach as that which the teacher defines a concept followed by a demonstration of such a concept. For instance, if the concept is "patriotic spirit", a teacher defines the concept as the determination of a citizen to sustain and protect the integrity of her country. Thereafter, accompanies the definition with examples of patriotic spirit. It is crystal clear that this approach encourages the teacher to compose ideas and form notes for the learner(s) to copy for renaissance of these ideas in future and repertoire.

ii. Inductive Approach: This is an approach of teaching of national core values in Civic Education to arouse the interest of the learners. It is an approach in which concepts are comparing and contrast for the learners to see which one is the best for the development of the country. It is observe over time that tribalism and sentimentalism are negative values that kill the spirit of equitable distribution of resources in Nigeria. When positive values are comparing with negative values, learner chooses positive values. Here, the teacher is expected to cite several examples as much as possible on a particular concept.

Emphatically, according to Graham (2006) is approach in which a teacher first of all provides the learners with numerous examples of a given concept and allow them to independently derive their definition after understanding the characteristics of the examples. The inductive approach of inculcating ideas to the learners usually results to longer retention of learning, which of course is better than regurgitation or rote learning.

iii. Linear programme Instruction Approach: It is an approach which social educators need to embrace in the teaching and learning encountered, as ideas and facts are presented in sequential order. The teaching of both positive and negative values and other events that had made Nigeria federalism a probability is taught in chronological order. For example, the civil war of 1966 should be taught before the oil bunkery in the Niger Delta and the padding of 2016 budget.

Specifically, in the teaching of national core values, concepts are compartmentalized to enable the learner assimilates the contents easily. Dike (2000) sees linear programme instruction approach as a situation in which a lesson is split into small units and arranged in an ascending order based on their level of difficulty. It implies that the sequencing pattern of ideas is bound to minimize error rate and a justification that mastery of a lower level concept serves as a cursor for the mastery of the next higher level concept.

i. **Peer Reciprocal Approach:** This refers to ethical approach of teaching where by the teacher makes teaching an interactive section, such that learners take active part in class participation. This approach calls for curriculum contents to be assigned among the learners in a microscopic form and teach one another under the supervision of the teacher as the teacher does summary of every concept.

Periodically, each learner is scheduled to express the curriculum contents before his/her peers (classmates) to ascertain the resolute of the learner putting these core values into practice shortly. The class is divided into groups of maximum of 10 learners (Mkpa, & Izuagba, 2003).

In peer reciprocal, the following skills are to be exhibited in the classroom;

- a. **Stimulus variation:** It requires the teacher or trainee teacher to move round the classroom when imparting knowledge and proper use of voice and gesture which helps learner to deduce ideas from the lesson.
- b. **Recapitulation:** The teacher goes through some of the idea and re-emphasizes them. It is a repetition of major points for a change in behaviour.
- c. **Questioning:** The teacher evaluates and asks questions. The questions take the form of neither the lower order e.g Yes or No, nor higher order questions e.g narrate, explain and discuss.

Negative Values that Hamper the Prospect of Nigeria Attaining Federalism

Government actions especially in the allocation of resources to the various levels/ components of government overtime have resulted to societal problems and power tussle that affect the public. Some of these values are as follows:

I. **Looting of Government Treasury:** Stealing of government funds by cabal and other parading within the corridor of power is alarming. Resources meant for the components of government to take home for execution of projects are been syphoned into personal account. Many of the cabal members diverted the money(s) into their foreign account, thus, tarnishes the image of the country negatively among the comity of nations. This dubious act has become pervasive in recent time in Nigeria as Economic and Financial Crime Commission (EFCC) and other related agencies have prosecuted many of them and recovered billion of Naira.

ii. **Policy Makers' Obnoxious Policies:** This has overtime known as mythology in the history of Nigeria. It anchors on rude or hatched government policies resulting to corrosive tendency and possibly destroys the bond that ought to have expedited the action of the various levels of government towards realizing the dividend of federalism. It is a way of inconsistency on the part government to fulfill certain responsibilities as most States that used their funds to execute projects in the exclusive list have not been refunded, thus, pared down their morale in meeting the yearnings of the public.

iii. **Mediocrity Act:** Good number of our leaders are self-centered, narrow thinking and absolutely inhuman in their various offices. They have initiated policies that lead to conflict among the levels and strata of government, as such, slow the pace of development. Lacks of competent hands among mediocre in government institutional framework has given Nigerians retrogressive change and hinder the prospect of Nigeria federalism.

Conculsion

Re-visiting Nigeria federalism requires that all hands must be on deck. Sensitization of individual(s) must be re-emphasized in our various families and institutions of learning in consonance with the societal core values. The essence of this is to cultivate virtues in the youths so as to assimilate and absorb the type of behaviour that is beneficial and nourishing to the overall growth of the child and the development of the society.

Societal core values that have been re-affirmed in Civic Education is to drive the agenda of federalism among others, recognizes unity in diversity and prevents the emergence of a despotic central government. In the school system, the approaches of teaching societal core values must strictly observed to inspire learning in order to reclaim the yearnings of Nigeria federalism that has been jeopardized over the years due to extremist and proactive less leadership

Recommendation

The Supreme Court should be more resolute and committed to the interpretation of the constitution that delineates the levels of government scope of operation. Besides that, Nigeria should rather adopt flexible constitution so as to ensure that conflicting issues in the three lists may easily be resolved due to multicultural nature of the country. The distribution of allocation should be strictly based on derivation and even progress or development as recommended by Philipson Commission of 1946.

In another development, application of both democratic, autocratic and laizzer-fair leadership styles should adopted by our leaders. Also autonomy should be granted to the components units so as to minimize inter-state rivalry. Effort should be made to ensure that the third tier of government accesses her monthly grants directly from the federal coffer as compass for development to be achieved expeditiously. Also, seminars should be held biannually to impart the core values to leader(s) holding political offices and anyone who falls a victim of any negative values should be prosecuted. Above all, Civic Education should be made a core subject at all level of our educational system, vis-à-vis its contents and learning experiences be structured vertically and horizontally.

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