

Effect of Moral Values on National Security: The Role of Citizenship Education

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Abstract

Citizenship education has been acknowledged by means of scholars and educationalists as an indispensable phase of countrywide monetary empowerment and development techniques in industrialized and developed nations globally, due to its influence on ethical values and national security. However, the harness of youth's potentials through citizenship education has not accelerated sustainability in Nigeria. The study, therefore, seeks to examine the influence of citizenship education on moral values and national protection with precise reference to Colleges of Education in South West of Nigeria. A survey research method was adopted to pattern the opinion of 1,448 college students of the colleges of education in the six states. The structured questionnaires designed for the study was used to collect data, while analysis was performed via mean, standard deviation, and linear regression. The study establishes that citizenship education is a riding force of moral price and national security. It was recommended that citizenship education be delivered and made a core course for all students in tertiary institutions in Nigeria.

Keywords: Citizenship Education, Moral values, National security, Sustainability, College of Education

Introduction

National security is a driving force of the economic growth of any nation due to the fact security is the pillar upon which every significant development ought to be done and sustained (Onifade, Imhonopi and Urim, 2013). It refers to the requirement to preserve the survival of the nation-state through the use of economic, military, and political electricity and the exercising of diplomacy. Edeh and Ugwueze (2014) argue that the thrust of the survival of any country is embedded in its protection situation. According to Akin (2008), national security is an activity that ensures the protection of a country, persons, and houses of the community against future threats, danger, mishaps, and all different varieties of perils. In Nigeria, national security is beneath hazard because the country is characterized by poverty, insecurity, the high price of unemployment, ritual killing, cyber-crime, and corruption that have to emerge as so deep-seated that it has stunted increase in all sectors and has been the main cause behind the country's difficulties in growing fast (Bamiduro & Aremu, 2012).

According to Onifade, Imhonopi, and Urim (2013), the insecurity challenges in Nigeria has assumed an ambitious dimension that no longer solely requires a multi-stakeholder approach, as it is being touted in quite a number quarters, in quelling this conflagration threatening Nigeria's statehood but also necessitates a revival and reinforcement of ethical values and virtues. Nduka (2004) additionally laments that Nigerians showcase deplorable ethnical attitudes in without a doubt each and every issue of life. Indiscipline, a frequent characteristic in the country is exemplified, by using scrambling or riotous behaviour in public places, recklessness in riding and lack of recognition for regulation and order. In addition, he cited that there is rampant avarice, cheating and exploitation of fellow citizens, lack of right attitude to work, pervasiveness, and lack of dedication to a sound moral base, pacesetters in cheating, stealing and fraud such as the infamous develop fee fraud i.e. 419. Consequently, Nigeria as a country has been besieged with the aid of an array of seemingly intractable social, economic, political problems, and xenophobic assaults throughout the globe (Yusuf, Agbonna, Jekayinfa, and Saliu, 2011). Several aware efforts, according to Omo-Ojugo (2009), have been made with the aid of the government to instill discipline, hold peace and stability in Nigeria without much success.

Moral values have been identified as a moral principle that upholds national security, safeguards the right of the person in the society, and points out to him his reciprocal obligations and responsibilities. According to Wiredu

(1992), ethical values are well-known and crucial to each human culture. And any society barring a modicum of morality must collapse. Moral values are relative values that protect lifestyles and are respectful of the dual lifestyle values of self and others. The great ethical values, such as truth, freedom, honesty, fairness, kindness, politeness, respect, virtues, perseverance, integrity, to recognize about one's duties, charity, compassion, etc. have one factor in common when they are functioning correctly; they are lifestyles defending or life-enhancing for all. Citizenship education thinking has been conceptualized in extraordinary approaches globally and its contribution to moral values has been documented in the literature. Jekayinfa (2004) postulates that citizenship education has a very important role to play in the improvement of ethical values. Citizenship education has attracted several researchers and is greatly supported by each advanced and developing country. The document of the International Association for the Evaluation of Educational Achievement (IEA) in twenty-four developed and growing nations reveals that educating of citizenship education inside the school machine has a big have an effect on ethical values, accurate and energetic citizenship (Igbuzor, 2011).

Despite these several studies, much is yet to be explored in relation to citizenship education, moral values, and national safety in Nigeria. This study, therefore, intends to fill the gap in the literature through analyzing the position of citizenship education on moral values and National security in Nigeria

The specific objectives are;

- i. To examine the perceived contributions of citizenship education on moral values and national security.
- ii. To examine the effect of moral values on national security.
- iii. To determine the effect of Citizenship Education on national security

Research Hypothesis

The following hypotheses were expressed in null form.

H₀₁: Moral values have no significant effect on national security

H₀₂: Citizenship Education has no significant effect on national security

Literature Review

Concept of Moral Values

The concept of morals can be rooted from a Latin root (mos, moris) and it indicates the code or customs of a people, the social glue that defines how persons need to live collectively (Education Encyclopedia, 2014). Morality serves a holistic feature as it serves as the bedrock upon which the edifice of a truly righteous and egalitarian society rests. According to Kehinde (2015), moral is about how we make the relationship between people with every person around, about what they do true or bad. Procter (1978) describes moral as "something that is worried with the judgment of goodness or badness of human action and character". It may want to also be described as "teaching or exhibiting goodness or correctness of personality or behaviour". Allen (2004) sees it as "right behaviour or moral correctness". Akanmidu, (1995) sees morality as "a set of standards which is derived from customs labeled as great amongst others and connotes traditional standard of behavior applicable by using the people". Morals are the policies which people use to information their behaviour and thinking when an man or woman is dealing with, or capable of distinguishing between right or incorrect (Obasola, 2003).

According to Seetha (2018), values are regarded being of high-quality worth or importance and are perceived as standards or standards viewed valuable or essential in life. The time period "value" might also recommend the inclusion of judgment so right and wrong, lofty and base, just and unjust, and more private **preferences**, which are beneficial as folks happen to cost them (Jacques, 1991). According to Fraenkle (1997), a fee is an idea, concept about what someone thinks is vital in life. Earle (1972) says that price is the high-quality satisfactory of something that is desirable, useful, interesting, good, and important, to name only a few of the terms on hand for the expression of the wonderful values. Moral values, therefore, are the requirements of good and evil, which govern an individual's behavior and choices. Individual's morals may additionally derive from society and government, religion, or self. When ethical values derive from society and government they, of necessity, may alternate as the legal guidelines and morals of the society exchange (Onifade, Imhonopi and Urim, 2013).

The Concept of National Security

Security is the freedom from threat or hazard to a nation's capability to defend and develop itself, promote its cherished values and legitimate interest, and enhance the well-being of its people. Thus, security is the freedom from or the absence of those dispositions which could undermine interior concord and the company existence of a country and its capability to keep its essential institutions for the promoting of its core values as well as freedom from hazard to life and property (Oche, 2001). According to Akin (2008), security is virtually the existence of conditions within which individuals in a society can go about their regular everyday activities barring any shape of a chance to lives and property. National security, therefore, has been construed in extraordinary ways, each of which emphasized crucial elements underlying ideals. Azazi (2011) says "that countrywide security can't be narrowed down to solely navy term. Socio-economic and cultural aspects, problems of development and modernization, and countrywide integration need to be deemed essential in considering". Babangida (2011) views countrywide protection "as the bodily protection and defence of our citizens and our territorial integrity, of which it is a part, however additionally the merchandising of the economic health and prosperity of Nigerians in a protected and tightly closed environment that promotes the attainment of our countrywide pastimes and these of our foreign partners."

According to Harold Brown, the U.S Secretary of Defence, 1977- 1981, considered national security as the ability to hold the nation's physical integrity and territory; to maintain its monetary family members with the relaxation of the world on sensible terms; to keep its nature, institution, and governance from disruption from outside; and to control its borders (Watson, 2008). Prabhakaran (2008) postulates that National safety is the measurable state of the functionality of a nation to overcome the multi-dimensional threats to the obvious well-being of its humans and its survival as a nation-state at any given time, by way of balancing all units of kingdom coverage thru governance... and is extendable to international protection by variables exterior to it.

Concept of Citizenship Education

The concept of citizenship education just like social studies is variously defined. It ability one-of-a-kind things to unique people. According to Mezieobi and Mezieobi (2011), citizenship education has three components: knowledge, skills, attitudes, and price factors for current and future participation in the affair of the country at all levels. In the same vein, Okafor and Onwudufor (2012) opine that citizenship education pursuits at inculcating in the students' knowledge, capabilities as well as values and attitudes that will enable them fit into and make a contribution to the progress and health of the society to which they belong. Okafor (2008) defines citizenship education as the preparation of residents for voluntary and spontaneous participation in their social and political obligations in the society. Ezegbe (2008) additionally shares the identical view and observes that citizenship education is that training thru which humans in the faculty machine will be taught about their rights, privileges, duties and duties as right citizens and through which they will be inspired to operate their responsibilities and play nice and energetic roles in the society. Ozumba and Eteng (2005) also provide an explanation for citizenship education as the totality of learning, instruction, equipping, which a citizen wishes to be in a position to play his/her role, discharge his/her responsibilities, be aware of his/her rights, recognize his/her usa – the constitution, the politics, the ethics, the religions, the ethos and the beliefs that make the national geo-political entity. Davies (2004) asserts that, the goal of citizenship classes is to increase young humans into accountable citizens, who recognize their rights and obligations and can play an energetic phase in the society. No wonder, Yusuf (2005) concludes that citizenship education is a set of practices and activities aimed at making younger human beings and adults geared up to take part actively in democratic lifestyles with the aid of assuming and exercising their rights and responsibilities in the society.

In different words, citizenship education is then a programme that is designed to make newcomers become aware of and workout their civic and political rights and additionally be inclined to function their civic and political responsibilities. Similarly, Fadeiye (2005) submits that citizenship education is a structure of training that is given to citizens with a view to making them accountable residents who can contribute meaningfully to the overall improvement of their country.

Theoretical Review

The simple assumption of this study is that desirable values and attitudes are not displayed by way of many Nigerian youths (Onifade, Imhonopi and Urim, 2013; Iyamu and Obinnu 2010). Ayorinde (2013) argues that the crisis of values and attitudes affecting early life can be traced to the frequent breakdown of values within the large society. Human Capital theory suggests that folks who make investments in education and education will make bigger their talent level, ethical values, and be extra responsible citizens who can contribute meaningfully to the normal improvement of their nations (Gong, Law, Chang & Xin, 2009). Becker, Huselid, and Ulrich (2001) also argue that human capital principle fuels the thinking that citizens' moral values, attitudes, knowledge, and abilities can be developed through investment in training or training, that is, education (Hatch & Dyer 2004).

According to Okojie (1995), human capital development is related with funding in man and his development as a creative and productive person. Oluwatobi and Ogunrinola (2011) additionally aid that huge investment in human capital improvement will lead to productivity, self-discipline, and standard socio-economic development. In the same vein, Olaniyan and Okemakinde (2008) look at that spending on human capital development is a profitable and productive investment similar to funding in the nation's physical assets. Human capital enhancement thru pleasant training is an integral element that is responsible for the huge economic boom and development in East Africa, Hong Kong, Korea, Singapore, and Taiwan (Olaniyan & Okemakinde, 2008). This theory advocates that if citizens are properly trained, it will transform poor nations and create them into industrial societies with the assist of scientific and technological advancements and also reduce environmental degradation and make a bigger economic boom in Nigeria.

Methodology

A survey research method was adopted to pattern the opinion of 1,448 college students of the Colleges of Education in the six states (Lagos, Oyo, Ogun, Ondo, Osun, and Ekiti) of the South West. The information collection units for the study were structured questionnaires designed for the study. To make certain the validity and reliability of the lookup instrument, the researcher ensured that the questions that are requested are in conformity with the objective of the study and a pilot test of the research instrument was conducted. To set up the highest degree of reliability, the jury-validated devices had been pretested on a small pattern of (n = 20) of randomly selected participants. The correlation of random split-halves for internal consistency ranged from 0.79 to 0.90. Also, the step-up formula ranged from 0.85 to 0.96. Thus, these consequences counseled that the devices had been dependable to be used for the study. The research data had been statistically analyzed with the aid of the Statistical Package for Social Science (SPSS). Data evaluation was once carried out with the useful resource of mean, standard deviation, and linear regression.

Results and Discussion

Table 1: Mean and Chi-Square results of perceived contributions of Citizenship Education to moral value and national security

	Statement	N	Mean	Chi-Square	Remark
1.	Reformatting of the school curriculum to make it more proactive rather than reactive will enhance moral values and national security positively in Nigeria	1,448	4.144	106.30 (P<.05)	Accepted
2.	Adequate funding of Citizenship Education will promote moral values and national security in Nigeria	1,448	4.701	127.76 (P<.05)	Accepted
3.	Good Citizenship Education policy and planning can improve moral values and national security in Nigeria.	1,448	4.091	98.91 (P<.05)	Accepted
4.	Citizenship Education will develop the attitude, ability, skills and other behaviours which are of positive value to the society.	1,448	4.510	109.67 (P<.05)	Accepted

5.	Citizenship Education empowers citizens to exercise their rights and responsibilities in society.	1,448	4.310	112.69 (P<.05)	Accepted
6.	Integration of Citizenship Education into course structure in the tertiary institutions will enhance creativity and reduce poverty and insecurity drastically	1,448	4.209	109.73 (P<.05)	Accepted
7.	Right skills for Citizenship Education will assist students to achieve self-actualization	1,448	4.311	115.60 (P<.05)	Accepted
8	Lack of attention towards Citizenship Education by the students will militate against youth empowerment.	1,448	4.601	123.71 (P<.05)	Accepted
Grand mean		4.359			

Table 1 above on perceived contributions of Citizenship Education to moral values and national protection as listed in items 1-9 falls inside the real restrict of agreed. This shows that citizenship education has a significant relationship between ethical values and countrywide security. Thus, a grand imply of 4.359 and the p-value of Chi-square which is 0 suggests a high degree of acceptance that Citizenship Education should make contributions considerably to the ethical values and national safety in Nigeria. The above finding is in line with views of Okunloye et al (2012), Okafor and Onwudufor (2012) and Ezegbe (2008) that funding in citizenship education has had an necessary wonderful impact on moral values and that effort to accelerate the evolution of human awareness and emergence of mentally self-conscious humans will be the most nice strategy for making sure a sustainable future.

The implication of this discovering is that investing in Citizenship Education is a riding pressure of ethical values, economic growth, and sustainable development.

Table 2: Effect of Moral values on National Security

Model	R	R ²	Adjusted R ²		Std error of the estimate	
1	0.63	0.39	0.292		0.352	
Explanatory variable		B	Std error	t – value	p- value	Remarks
Constant		6.693	0.464	9.105	0.000	
Moral values		0.572	0.125	7.108**	0.000	S

Source: Data Analysis

Table 2 showed that moral value ($\beta = 0.572$; $t = 7.108$; $P = 0.000$) has positive and significant effect on national security. Result also indicated that moral value has a 39% decisive influence on national security. This implies that moral values are a strong predictor of national security. This result is in agreement with the work of Kehinde (2015) and Igbuzor, 2011) who find out that moral values had a positive and significant influence on national security. The implication of this result is that moral values may enhance national security among Nigerian citizens.

Therefore, the null hypothesis which states that moral value have no significant effect on national security is rejected, while the alternative is accepted.



Table 3: Effect of Citizenship Education on National Security

Model	R	R ²	Adjusted R ²			Std error of the estimate
1	0.378	0.134	0.134			0.643
Explanatory variable	B	Std error	t – value	p- value	Remarks	
Constant	21.450	0.875	28.510	0.000		
Citizenship Education	0.350	0.086	4.048*	0.000	S	

Source: Data Analysis

Table 3 reveals that Citizenship Education ($\beta = 0.350$; $t = 4.048$; $P = 0.000$) has positive and significant impact on national security. Result also indicates that Citizenship Education has a 13.4% decisive influence on national security. This implies that good Citizenship Education policy and planning may improve and national security in Nigeria. The study is consistent with Fadeiye (2005), Yusuf (2005), Davies (2004), and Ozumba and Eteng (2005) that Citizenship Education is a strong predictor of national security.

Therefore, the null hypothesis which states that Citizenship Education has no significant effect on national security is rejected, while the alternative is accepted.

Conclusion and Recommendations

Citizenship education has been mentioned by scholars and educationalists as an quintessential phase of national financial empowerment and development techniques in industrialized and developed nations globally, due to its influence on national security. However, the harness of youth's potentials thru citizenship education has not accelerated sustainability in Nigeria. The study, therefore, seeks to look at the function of citizenship education on ethical values and national security with particular reference to Colleges of Education in the South West of Nigeria. The study establishes that citizenship education is a driving force of ethical values and national security. This implies that citizenship education offers an array of capabilities for youths as properly as values and attitudes that will allow them to suit into and make a contribution to the growth and wellbeing of the society to which they belong.

Subsequently, the study recommends that citizenship education should be delivered and make it a core route for all college students in tertiary institutions in Nigeria. Government at all levels need to allocate 26 percentage of the budget to the education sector as being endorsed by means of UNESCO, while a large amount of cash allotted to safety should not be siphoned via the politicians.

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