

Comparative Studies of History and Civic Studies in Nigeria Education Curriculum: A Recent Challenge

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Abstract

With no iota of doubt, history education and civic studies have made a significant contribution to the advancement of education in the past and today's society will live in it. Through the growth of both nationalism and patriotism, history education has always been closely tied to civil studies. This article highlights the different views of academics on the growth of both disciplines as applied to education couple with a brief overview of the integrated era of Nigerian civic studies. This article discusses the challenges facing Nigeria's education system relating it to history and civic studies and the impact of both disciplines, and also suggests potential ways out to address the challenges.

Keywords: Education, History Education, Civic Studies, Curriculum, Challenge

Introduction

We all know that education in every culture, organisation, institution and society as a whole is a strong pillar of foundation (Draxler, 2014). History and civil studies as an area of research have made a significant contribution to the world and to the Nigerian and African education institutions as well (Parker, 2007). According to (Ireneusz, 2009) the focus that history has always been closely linked to civic studies in the growth of both nationalism and patriotism has not been sharpened and stabilizes couples with political turmoil in the recent transformation of the consequence on the current contemporary education system of Nigeria society (Gallagher, et al 1999). Opine that education is a problem-solving tool. As days go by, new tasks are sure to begin to unfold. Thus, education must continue to reinforce is vulnerability, lapses or default in others to suit on the ground in the new emerging situation and by doing so, education still holds tremendous importance in our modern world. The problems of educational principles in ancient times and up to now contribute to the growth of historical and civic studies in institutional discipline. It is on the basis of this that (Obama, 2009) thus proclaimed in his address to American school children and the entire world: "We will need the knowledge and critical-thinking skills you acquire in history and social studies / civic studies to tackle poverty and homelessness, crime and bigotry, and to make our country fairer and freer. We need to cultivate the innovation and imagination in all our classes to build new businesses that will generate new jobs and boost our economy". This debate is focused on the premise that each citizen has one way or another to contribute to national growth. Civic studies lead to the promotion of nationalism and patriotism through improving the nation's dignity. Deep knowledge of the nation with the idea and how it applies to the multi-ethnic city-state is helpful (Cortman, 2009). Similarly, a deep commitment to the patriotic feelings of one's own country

initiative, values, and consciousness on individuals, groups of members who want to advance the nation's wealth, democracy, and prosperity (Nwabwugu 2004). The aim of education-centred patriotism is to reinforce a sense of national identity and the power of unity by instilling a sense of self-respect and pride as an individual, guiding people's patriotic feelings so that they contribute to the integration, prosperity, and strengthening of the nation-state, creating values, morals, culture, and discipline for citizens. Herbert, (2001) argues that if the education curriculum today disregards history, the political tradition and meaning will have no effect on change and development. According to Adjepong (2017), the strongest ties that bind large social groups are the consciousness of members of a shared background, without which individuals could not easily recognize the assertion of their allegiance to large abstractions. They become aware of their nation when people are loyal, ensure national integration, and help to advance the path of national growth. For the contribution of growth and development to be achieved, individual need to have positive awareness of their nation-state survival (CESAC, 1985). A typical example of Sudanese societies and pre-colonial Ghana's states, kingdoms, and empire used the understanding of their shared heritage and history to ensure unity among their community members in their efforts to achieve advanced political, economic, and social growth (Adjepong, 2017). That is why a clearly defined system for responsible citizenship and national growth needs to be in place for every society. To be realistic, this aspect is regarded as a means of not achieving the height of academic recognition and systematic research due to some of the problems faced by Nigeria's Civic Studies: Lack of focus on civic studies and character training, Dysfunctional civic education program and lack of adequate human resources for civic education while that of history is inadequate for lecturers to cover the courses needed by students, Large syllabus and Poor libraries facility, Government weak decision on history as a discipline. These are crystal clear that if the government of Nigeria is to have a rethink of systematic teaching on civic studies and history in our educational institute it would certainly promote growth of education and our society.

What is History and Civic Studies

History is the research and understanding of the human experience that helps us to examine the continuity and the changes that occur over time (PSC, 1999). It is an act of both study and creativity attempting to understand how people have evolved over time (Gillian, 2010). Historians use all kinds of evidence to study, evaluate, rethink and reinterpret the past. This involves not only written records but oral communication as well as items such as structures, artefacts, photos and paintings (PSC, 1999). The various perceptions of the past help us to look differently at the present and thus to envision and work towards different futures. Social science is also known as the Queen Mother, because it is the basis on which the majority of the topics studied fall within the categories of humanities' social sciences (Okonjo, 1976). It also forms the basis for studying philosophy, politics, economics and even art and religion (Atherton et al., 2010).

The root of the word History is connected with the Greek word 'historian' meaning 'knowledge' or 'and inquiry intended to provoke reality (Joseph et, al 2008). Different scholars had described history differently. (Carr, 1964) views of the meaning that follow reflect the importance and nature of the Past (Hunt, 2002), stresses that history is concerned with all past events, usually concerning life, in the light of current events. (Koohher, 1974) said history is nature's struggle and the aspect of man's tale across the ages; against wild beasts and the jungle, and those of its own species who have tried to hold him down and manipulate him for their own good. The definitions given above describe History as a valuable record of past

events, a real tale of mankind describing the nature of what happened to man and why. History education scholars have recognized in recent decades that this subject of the school can have a significant role in producing vital and autonomous people (Barton, 2012). History teaching is no longer built solely around simplistic awareness of the historical personalities, dates, and important past events because of this new formulation. Rather, the aim is for students to consider both the dynamics of historical shifts in the present and the impact of those dynamics. Students should learn to think historically by using both declarative and formal historical information in a positive manner (Seixas, 2004)

Table 1. summarises the definition of History

(Carr, 1964)	History is the research of the important that deals with nature and the past
(Koohher, 1974)	History is the research that gives valuable record of the past events couple with real tale of mankind describing the nature of what happened to man and why.
(Okonjo, 1976)	History is the research that gives deeper view on the past and helps to understand the present and also work towards the future.
(PSC, 1999)	History is the research and understanding of the human experience that helps us to examine the continuity and the charges that occur over time.
(Hunt, 2002)	History is the research of past event, usually concerns life, in the light of recent event
(Seixas, 2004)	History is the research that deals with the new formulation of history that aims in both dynamic of historical shifts in the present and also impact on the dynamics
(Josephet, al 2008)	History is the research that emphasis on the root of history from the Greek word historian meaning knowledge or inquiry to explain reality.
(Gillian, 2010)	History is the research that deals with the human creativity and understanding of how people evolved over time.
(A, G, S, 2010)	History is the research that forms the basic in understanding the philosophy, politics, economics, art and also religion.
(Barton, 2012)	History is the research that helps historical scholars in producing vital and autonomous people

Civic Studies

It is a term used to describe various educational programs, with different names such as: Citizenship Education and Ethics, Political Culture, Civic, Legal and Social Education (Kuhn, 2006), Civic Engagement (UN Development Program 2004), Education for Democratic Citizenship (Smith et al., 2002) etc. An international research from 1999 on the evaluation of Civic Studies in 16 countries (David, 1999) showed considerable diversify not only in their structure and execution but also in their names. It is referred to as "Human Community and Climate," for example in Australia, in Canada: "Social Studies," in Hungary: "People and Culture" etc. Civic Studies are often studied in elementary and secondary schools as a single subject, and sometimes it is a distinct subject field, incorporated into many subjects (Kuhn, 2006). There is no international consensus on the content of the Civic Studies curricula and its aims, so defining it is not easy. The widest possible definition of Civic Studies, however, will be that it seeks to "make good people," armed with relevant knowledge, skills and character traits (Galston, 2001). The definition of "good citizen" is of course linked to the form of regime and the political structure of one's society, which have been debated since Plato and Aristotle.

Democratic societies need democratic people whose unique experience and expertise would not be equally suited to other regimes. The condition of describing Civic Studies is even more complicated when we recognize that there are several definitions of democracy, which are a matter of considerable discussion (Galston, 2001). Civic Studies was originally introduced in the early 20th century educational system of the United States of America. It was character oriented towards creating a properly indoctrinated "normal" citizen with moral and ethical beliefs and it was also referred to as education for citizenship (Malone, 1968). In the second half of the last century, interest in Civic Studies grew, characterized by a growing interest in the place of man in our society and became seen as an essential purpose of education (Branson, 2003). Civic Studies is characterized in International Research on Education as a relation of citizenship or civic competence by conveying the basic sense, duty and virtue of citizenship in a particular society or the acquisition of socially acceptable values, dispositions and skills (Finkel, et, al. 2000). Since Civic Studies originated and developed in countries with a democratic political structure, it has been closely associated with democratic ideals and notions that its people are to follow. In this study too, the following UN-accepted definition is adopted. Civil research is a way of learning to participate actively in a process of democracy and progress, and it is an important way of building capacity in society by inspiring people for successful civic participation (UNDP, 2004). Civic Studies is the preparation for equality, fairness, accountability, democracy, integrity, honesty and adherence to civil society rules and regulations (Joseph, 2014). Civic studies deal with current activities and the goal of enhancing the capacity of old and young people to actively participate in the democratic concept of life through awareness and exercise their rights and duties in society (Res Publica,2006). It has to be linked to the conceptions of civil society and democracy in order to understand Civic Studies and its meaning in one's society.

Table 2. the development of civic studies from earlier concepts to modern concepts

(Malone, 1968)	Civic studies is the research that evolved in the 20 th century educational system of united state of American, it was oriented toward moral of citizen and ethical beliefs and also known as education for citizenship.
(David, 1999)	Civic studies are the research that is diversifying not just by structure and execution but also in names, for example in Australia it refer to human community and climate but in Canada is known as social studies, why in Hungary people and culture.
(finkel, et,al. 2000)	Civic studies are the research that is concentrated by international research on education as a relation of citizenship or civic competence that convey basic sense, duty and virtue of citizenship in a particular society.
(Galston, 2001)	Civic studies in the research seek to make good people armed with relevant knowledge, skills and character trait.
(S, F, M, 2002)	Civic studies are the research tag or named as the democratic citizenship education. And it shows in international research from 1999 on the evaluation of civic studies in 16 countries.
(Branson, 2003)	Civic studies is the research that grow interest from the second half of the last century, in the place of man and society, and also seen as vital purpose of education.

(UNDP, 2004)	Civic studies research engage one in a way of learning to participate actively in a process of democracy and progress, also a vital way of building capacity in society by inspiring people for successful civic participation.
(Kuhn, 2006)	Civic studies are the research that is studied in elementary and secondary schools. It is a distinct subject field incorporated into many subjects.
(Joseph, 2014)	Civic studies are the research that deals with the preparation for equality, fairness, accountability, democracy, integrity, honesty and adherence to civil society rules and regulations.
(ResPublica, 2016)	Civic studies emphasis on recent activities and the goal of enhancing the capacity of old and young people to actively participate in the democratic concept of life via awareness and exercise of rights and also duties of society.

Brief history of integrated era in the civic studies

The educational program in schools as at 1960 after Nigeria's independence was seen to the masses as being alien in nature and inherited by educational institutions. There's no meaning or ideas about the nation's current challenges as they were then. Because of this outcome and case, call for the school curriculum to be restructured to meet norm became a focus point. Awareness of the implementation of integrated social studies in Nigeria by the 1960s was brought about by the quest for the required knowledge, skills, and attitude for school program needed for people and society (NCSS, 2013). Civics studies became an integral part of Social Studies in 1971 with the introduction of Social Studies (Ogundare, 2011). The Social Studies program integrated political principles such as citizenship, democracy, civil rights and obligations, leadership and followership. Integrating civic ideas into the curriculum of Social Studies was possible because social studies taught values and social norms. According to Mezieobi, (2011); The Social Studies program offers a broad variety of content and learning opportunities to reinforce the Civic Education boundaries. Ogundare, (2011) pointed out that it was agreed during the 1991 Curriculum Review Conference that Citizenship Education should be taught as part of Social Studies at some educational levels in Nigeria. Civic studies thus came into being in Nigeria.

Methods

Civic Studies

Civic studies often explore a broader variety of approaches in teaching democratic orientations and attitudes through seminars, discussion groups, community organization and dramatization, etc. Strategies such as dramatization and role-playing are more effective in fostering progress in society through education. These are the following elements of Civic Studies process:

Discussion approach

This method is useful for teaching strategies to improve high-level thought skills that help students understand and manipulate knowledge for study. In reality, students describe their ideas and thoughts better than simply reciting, memorizing facts and information. According to Tharp & Gallimore (1988).The focus is that learners in discussion are not passive recipients of teacher-acquired knowledge, but rather active participants are learners. When they talk,

students have a thorough understanding of the subject during the discussion. Furthermore, he went on to demonstrate that discussion approach advances student capacity for moral reasoning and as a successful way to improve student attitude through the process of improving thought skills and knowledge building (Gall, 1985).

Dramatization Method

This kind of approach primarily deals with non-verbal communication, which is channel on the activities that will bring out the interest of the learners. The outcome of dramatization on students in a contemporary school will approach the cultural world, values, expectations and principles expressed by such works in a friendly and inductive manner, gaining a specific cultural consciousness that will then help to become persons with shared collective memory.

Lecture Method

This kind of approach is so critical and is a systematic way of teaching. It is a type of frequent continuous oral presentation of information, and is ideas of its own. Lecture, study and interactions, for example, interpreted with its own perspective. The lecture is therefore just too distinct from other ways of teaching methods such as debate, Socrates dialog and project method. The history of lecture as a deeper root during the period of Aristotle and Cicero's classical societies which came up with the idea that the precise orator is the precise man, right from the time on lecturing became an integral part of the scholastic method.

Community organization

The initiative to resolve any issue or problem designed and introduced strategically with the active participation of the people. According to Galston (2007), focus is on views by sharing is results that show significant effects from the amount and timing of civic coursework of a variety of subject studies and the volume of current events are addressed in the classroom.

Table 3. briefly summary of all the method used in teaching civic studies

Discussion Approach	This approach is useful for teaching strategies to improve high-level thought skills that help students understand and manipulate knowledge for study. In reality, students describe their ideas and thoughts better than simply reciting, memorizing facts and information
Dramatization Method	This kind of approach primarily deals with non-verbal communication, which is channel on the activities that will bring out the interest of the learners.
Lecture Method	This kind of approach is so critical and has its own systematic way of teaching. It is a type of frequent continuous oral presentation of information. Lecture, study and interactions, for example, interpreted with its own perspective.
Community Organization	This is mainly use for initiative to resolve any issue or problem designed and introduced strategically with the active participation of the people.

History

Lecture Method

Traditionally, the lecture can be traced back to the 5th century BC when it was widely adopted in medieval Early Christian Universities with the Greeks. It is the most popular teaching method in higher education when books were scarce and even in today. The lecture consists largely of the teacher communicating one way. This does not mean that the conversation or dialog between the lecture and the students cannot take place. According to Bligh (1972) Lecture is a time of teacher speaking, more or less uninterrupted. A more detailed description is found in Percival & Ellington (1988) who note that a lecture is a didactic instructional method involving one-way contact to the more or less passive audience from the active presenter. Student learns from two perspectives; the first is through the information provided by the instructor and the second is through the method and the information obtained is restructured to accommodate their own understanding (Bligh, 1972)

Discussion Method

This is an intrinsically attractive practice for most history teachers and those in the debate of the classroom in the humanities. After all, trained historians discuss their work with each other and with the public at all times; exposing students to the discipline aspect appears to be legitimate ways of going beyond the conventional examinations and essays contained in most classrooms in history. Furthermore, it seems self-evident that dialogue will increase student participation, sharpen their intellects, improve their verbal skills and model how to participate in political debate with others whose ideas vary notably from their own; the degree to which they have encountered an open classroom environment in school is a significant aspect of students' commitment to democratic values. According to Knowles & McCaffery-wright, (2015); the future of such a student's classroom engages in a relatively free exchange of ideas by addressing social and political issues which often overlap with history. With all these reasons in its fame most teachers of history these days are searching for ways to engage students regularly in the debate in the classroom.

Problem Solving

This approach typically forms part of the thought by considering the most complex of all intellectual functions. Problem solving has been described as a cognitive process of higher order requiring more routine or fundamental skill modulation and control (Golditan & learn, 1987). It is part of the broader issue mechanism that involves financing of problems and sharpening of problems.

Inquiring Method

These studies include a general view of the knowledge of history through way of inquiring teachers. According to Maggoni, (2009) emphasizes that teachers have the most challenging aspect because it has proved how teacher use their cognitive processes to contribute to their belief in the subject.

Table 4. briefly summarises all the approach used in teaching History

Lecture Method	This method is a didactic instructional method involving one-way contact to the more or less passive audience from the active presenter.
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Discussion Method	This is a method that engage student in classroom in a relatively free exchange of ideas by addressing social and political issues which often overlap with history.
Problem solving	This method deals with the part of the broader issue mechanism that involves financing of problems and sharpening of problems.
Inquiring method	This method studies the general view of the knowledge of history through way of inquiring teachers.

Results and Discussion

Challenges Confronting History and Civic Studies in Nigeria

Civic studies also face various problems in Nigeria, and Africa. The following are some of the issues:

Lack of emphasis on Civic Studies and Character Training

The basic prerequisite in the Nigerian education system does not extend to the Civic Studies curriculum of the school program. During the colonial rule after independence in 1960, the contribution of colonial education gives nothing to the social, economic, cultural, and political situation in Nigeria. In recent discoveries, it is so evident that the state of Nigeria places high emphasis on a pair of paper qualifications with capital, rather than placing importance on building character (Mulford, 2003). Creating rational and decent human beings; every passing year and season of graduating from the educational program in Nigerian, it rather creates uncritical people who are unimaginable and self-centred nationally and internationally in matters of public relations (Botan, 2006).

Unstable Civic Studies Programme

It is still difficult to develop successful civic curriculum studies that can contribute significantly to learner development through national values and civic engagement skills. The realities remains, Nigeria school's curriculum are in a state of helpless confusion and dis-hearted situation after 51 years of independence none of the aims has being fully achieved by the national education (Anyiche, 2012). The school curriculum used recently is stripped of the wealthier cultural heritage of people, and formal education attests that there is no focus on the physical principle of youth training. These have contributed to the outcome of the unethical ideology that is embodied in our nation state (Freebody, 2007).

Lack of Adequate Human Capital for Civic Studies

There are few teachers who are enthusiastic about progress by action, but by achieving no goal, their efforts are still endless. According to Levinson (2011), Teachers are vital to the success of this ambitious program by contributing to professional development for the successful conduct of civics in schools. The importance of teaching civic studies in Nigeria, teachers are not given the requisite trainee required of them to teach the subject effectively and efficiently by impacting on the student. According to Falale (2013), a research was performed primarily on the investigation of competencies in teaching citizenship studies at primary schools in southwest Nigeria, the result shows that primary school teachers lack the necessary level of adequate civic knowledge and have no positive civic character to help them, besides teaching civic at the foundation stage that decides on the future. The civic foundation, which primarily deals with the concepts of primary school level, needed more attention

because without strengthening the foundation, there is every propensity that no development will take place. This proof is also shown in the Holy Bible, chapter 11 verses 3 of Psalm, which said what will the righteous do if the foundation is destroyed? In addition, the results are corroborated by (Beatriz et, al 2008) statement that teachers of history and geography who do not have sufficient knowledge of the subject are saddled with the task of teaching it in a few schools thereby making it impossible to significantly impact the students.

Lack of Supporting Policy and Curricular Requirement

Civic studies supporting policies have not been appropriate and well supported. There should be a laydown formulation if the policy is positive that will certainly reflect on the curriculum. Successful public policy at the federal, state and local levels has not been adequately supportive to enhance teaching and learning of the subject.

Lack of Teacher Preparation

This element of teacher unpreparedness has had a dramatic effect on the educational system and not only on civic studies. The major reason behind this issue is that majority of the teacher who taught civic studies are not major in that field or even minor in history, social studies and government. To be honest, there is no accurate data as a proved of evidence on the field of qualification of civic studies teachers with either minor in political science, international relation and history (Horacio & John, 2015).

Poor Teaching Welfare

This is one major factor to be considered seriously generally on educational system of Nigeria not just on civic studies. Some teachers refuse putting in their best due to the fact that they have not being taking care of well enough. In the areas of low wages, delay in salary payment, long due arrears by government, and delay in pension salary. This benefit derived as a protection of right to workers under ministries of education is neglected. It is difficult for one to undergo such condition and still perform extremely outstanding.

Poor Equip Libraries

For effective learning and teaching to take place there must be a befitting library, that will be well equipped with latest books, magazines and journals but in the case of Nigeria major primary, schools and college is face with these lack of facilities that are essential. This is one of the reasons for teachers not to be able to give out the best in them and the student teaching and learning process is ineffective.

Inadequate Classroom Accommodation

The classroom accommodation of primary, secondary and college education is something else that is unacceptable, due to the reasons of high numbers of student admitted into each department, is more than those occupying the classroom accommodation. However, in such situation the chair, desk is insufficient. So the student find alternative means to partake in lectures by standing, sitting on the floor, sitting in the window, and using broken desk to sit down. This is obvious that when student encounter such crowd like this in the classroom, there is every tendency that the brain will not absorb much and that is a disruption to the student mental process.

History

The Insufficiency of Lecturers to Cover the Courses Needed by the Students

The main emphasis is on the insufficiency of lecturers during the specified study period to cover their curriculum. Much of the time the lecturer has finished their field of teaching. They also take extra-curricular courses which are not their study field. The following was noted as a teaching history problem in 15 secondary schools in the Degema region of local government (Emmanuel, 2019). The inadequacy of qualified teachers continued in most parts of the State until date. The feature of instructional aids that is so important at all levels of teaching, this instruction aid is not used in universities that are under the age of 18 for the majority of undergraduates since the 1980s. The key thing about the aids is that it makes the teaching material clearer and more practical. Owing to lack of resources in tertiary institutions, the Department of History Students and other faculty find it hard to prepare or go on an excursion to cities and places of historical interest being overlooked (Olofsson, 1979). As regards student to teachers, students are not interested in reading textbooks but rely primarily on pamphlets and hangouts.

Broad Facility for Syllabuses and Weak Libraries

This large curriculum syllabus is another major challenge for students of history that is not easy to cover up within the given study span. Recently, a few students offer history from the Senior Secondary School (SSS), the majority of students choose to offer government. It should be remembered that many teachers of history are not well qualified to deal with historical topics. Going through curriculum introduction of modern art topics such as governance, social studies and civic education presents a challenge to the history of the discipline in which it is limited to high school and only a few students take the course in W.A.E.C, N.E.C.O and Jamb exams along with few college and university students learning history. This is also one of the problems that education in history and other disciplines faces, being realistic in the sense of inadequate library facility. The truth is that the high school, college, and university in Nigeria lack these essential facilities for good teaching to take place. They all have libraries but are not fully fitted with essential books, latest newspapers and magazines. Even the current history textbooks are obsolete, and hard to understand (Adigib, et al 2017).

Poor Government Decision on History as A Discipline

It is time for the government of Nigeria and Africa as a whole to address the issues facing history as a secondary, college, and university study field. History has long been involved in Nigeria's education and the difficulty emerges in the teaching of history, between 1968 and 1969. History as a discipline is best integrated earlier in the curriculum compared to the subject of law. The Government and the Minister of Education have failed to add value to this historic issue. They are of the view that history deals with the past and the present-day unimportant problem. The Government is also focused on day-to-day operations. These claim to be playing a negative tread in our society and the quality of education as well. Some public and private schools do not teach history, but as one of the art subjects especially in junior high school, they teach government and civic studies.

Poor Parent Orientation

Every parent wants the best in all aspects of life for their children, but fails to recognize their children's success and weakness right from the primary, secondary level before they get admission to university. Those factors have influenced too many student I encounter face-to-

face experiences in my department then during my university days because of their low performance during their first and second years at the university leading to them being recommended to change department due to poor grade and parental recommendation of choice has had negative impact on the child.

Lack of Research Development

Have come into cognizance that education system in Nigeria from the aspect of history lack interest in research development (Tolu, 2011), the government and education minister are to be blame for that. Research in institution is of high priority into the development of manpower. This lead university to start generate fund for themselves, without given much input to teaching of research in history and other field of study (Tolu, 2011).

Lack of Technological Teaching Aids

This aspect is so critical for Nigeria's educational institute and not only in history. Technological aids are a strong teaching tool in this new age we find ourselves in today. It provides simplicity and simple comprehension through the projector's means. The main reason why the technology aid cannot function effectively is due to power / electricity failure that the government has found difficult for years to stabilize. The new Corona virus emerging from China in Wuhan City on November 17, 2019, called COVID-19 by the World Health Organization, has showed that Africa and Nigeria's online distance learning education system is not equipped to handle it. Students have to remain at home for months because the education system cannot work due to COVID-19 pandemic as there are no modern gadget, stable power / electricity supply to enable online teaching delivery.

High Level of Corruption among Education Ministers and Regulatory Bodies

Education ministers and regulatory bodies are made to produce successful and efficient results from the assigned task, but the reverse is the case. This is the product of a decline in the history of Nigeria's education system, even in Africa's institution. Corruption in the system has a trace origin right from the top of government appointment to education ministers than to the university rector and the lecturers who have influenced the students. All this cynical interplay has influenced teaching of history negatively as well as Nigeria and Africa's educational system at large.

Table 5. Shows the similarity between History and Civic studies

History	Civic studies
Well, truth be told, the contribution of history has been drastically advance toward problem solving of society, education, community and nation-state but in the case of Nigeria little or no effort is been put into used. There is a popular say, that the input put is what actually will determine the output or outcome. Its high time African and Nigerian government pay full attention to history for the betterment of the present and future to come	The wondrous foundation lay right from the onset in the advancement of moral education, education and the improvement of life in our society we live in it was also a result of civic studies but the neglect and less attention on the aspect of Africa and Nigeria weakling the drive of the paste of teacher, student and cultural studies. The function of civil need to be fully utilize due to the level it operate at present

Conclusion

Through the development of nationalism and patriotism, there has always been a strong connection between history and civic studies; it is obvious that in our society, right from the ancient and present world; education has been instrumental to problem-solving. The insufficiency of lecturers to cover the courses needed by the students, Broad facility for syllabuses and weak libraries, Poor government decision on history as a discipline, Poor parent orientation, Lack of research development, Lack of Technological Teaching Aids, High level of corruption among education ministers and regulatory bodies while on civic studies; they include Lack of emphasis on Civic Studies and Character Training, Unstable Civic Studies Programme, Lack of Adequate Human Capital for Civic Studies, Lack of supporting policy and curricular requirement, Lack of teacher preparation, Poor teaching welfare, Poor teaching welfare, and also inadequate classroom accommodation, if this point is tackle strategically by government of Nigeria, there is high tendency that the education system will make more positive impact and enhance teachers or educator that will reflect on student learning skills and knowledge which will lead to development in Nigeria's educational sectors and the nation at large.

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