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ORIGINAL ARTICLE

## SOCIAL AND PEDAGOGIC CONSTRAINTS IMPINGING ON THE STUDY OF HISTORY EDUCATION IN NIGERIAN TERTIARY INSTITUTIONS

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### Abstract

This study primarily addresses the social and cultural impediments that hinder the study of History Education at the college level in Nigeria. History education is a dynamic discipline that aims to enhance young people's self-awareness by imparting moral lessons derived from society's collective experiences. This equips individuals with the skills and knowledge to make beneficial contributions for their own welfare and that of society. The article examines several aspects, including the relevance of History Education in a society facing numerous challenges, the issues associated with prioritising History Education within the educational framework, and potential solutions to these issues. Ultimately, it emphasises the significance of historical education for the whole development of youth and for assisting adults in making informed choices that promote harmonious and productive cohabitation in Nigeria. No nation achieves significant advancement in national development while neglecting the character development of its populace. It states, among other points, that History must to be taught at all educational levels using appropriate techniques and equipment.

**Keywords:** Social, Pedagogic, History, Education and Nigeria.

### INTRODUCTION

Individuals see history as a significant discipline capable of transforming their lives. Nevertheless, history education has persistently suffered and is striving to survive against covert factions that want to prevent it from becoming a paramount topic in our colleges and institutions. For history education to significantly contribute to national unity and long-term growth, it requires a renewed impetus and liberation from all constraints. The instruction of history in Nigerian schools has evolved to align with the expanding higher education framework and the requirements of the populace in the first years of independence. African nations, particularly Nigeria, possess an educational system reminiscent to that used during the colonial era. We did not achieve our objectives, nor did the requirements for national prosperity and

unity. The teachings acquired in school were incongruent with living in Africa or Nigeria. They were unaware of Nigeria's political and cultural traditions due to their emphasis on imparting the customs of the colonial powers who introduced formal Western education to the nation. Even in primary and secondary education, the texts and supplementary resources used originated from Europe. This acquainted pupils with the works of English and European writers. This impeded the acquisition of knowledge on the historical, social, and cultural dimensions of African (Nigerian) life. Modifying the History Education curriculum to align with Nigeria's requirements may facilitate the nation's advancement in education, society, ethics, religion, politics, and culture. Altering history education appropriately may facilitate individuals' mental, physical, social, moral, and intellectual development.

No nation or community aspiring for future greatness in social, economic, cultural, technological, and human capital development can afford to disregard concerns about the health and well-being of its future leaders. Young individuals possess significant potential that, when fully realised, will enable them to surpass the current generation of adults and leaders (Oluwasanjo, 2013:64). To combat the causes of contemporary moral decay and its disruptive consequences, children must acquire knowledge of history. Historical education should be included from the outset in all educational institutions.

The present condition of our nation, characterised by historical ignorance, moral decay, avarice, political violence, insecurity, and social turmoil, has adversely affected our educational system. This has led politicians to overlook the significance of prioritising students' moral and behavioural development. The incidence of delinquency, criminal behaviour, and other misconduct has increased significantly among school dropouts.

To enhance the employability of youth, we concentrate on skill development and establishing commitments such as this. Nevertheless, these initiatives will be ineffective until we address the rapid deterioration of young people's values. Progress does not constitute enhancement that benefits just one party. Acquiring intelligence and technical skills devoid of character resembles evolving into a professional criminal or a ferocious beast. It rapidly escalates into cybercrime, inflicting significant harm on the nation as a whole.

Establishing appropriate circumstances would facilitate the convergence of intellectual, technological, social, and economic development with the moral advancement of youth. This would undoubtedly represent a significant advancement in Nigeria's efforts to enhance the nation. Instructing pupils in history inside educational institutions fosters their moral, emotional, and intellectual development, so facilitating their emergence as responsible individuals with sound habits. This paper examines the escalating issues in history education in Nigeria, aiming to rectify the ineffective components of the educational system.

### **What is History and what does it concern itself with?**

The term "history" in English is derived from the Greek word "historie." It signifies "inquiry," "learning by inquiry," or "the conclusion or outcome of inquiry" in Greek. Herodotus was a Greek historian who lived from 484 to 425 B.C. during the fifth century. He is referred to as the "Father of History" due to his pioneering efforts in systematically organising historical narratives. Herodotus chronicled the conflict between Greece and Persia. During discussions, he engaged with Greeks,

Persians, and autonomous individuals from both sides of the battle. Historie has ultimately published the findings of his research in nine volumes, as elucidated by Professor Adeyinka (A.A. Adeyinka, 1986).

Obaro Ikime posits many responses to the inquiry, "What is history?" When posed with this topic, several historians may provide divergent responses, since each has a distinct perspective on the nature of history. Ikime used Robert V. Daniels's concept of history as the "record of our shared experience" to address the inquiry. Ikime asserts that we cease to be human if we neglect or disregard this collective memory of the human experience. He asserts that humans have collective amnesia due to our lack of history, leading us to hunt blindly for our identity. Ikime posits that historical events have shaped the emotions, values, and aspirations that imbue life with significance, providing individuals with objectives to pursue, battles to engage in, and causes for which to sacrifice. He concludes that Robert V. Daniels asserts the nonexistence of governments, nations, religions, or social groups in the absence of historical events.

Diverse academics possess varying perspectives on the characterisation of history. Adeyinka (1986) said that history is "the examination of societal life in the past, with all its aspects, in connection to current development and future aspirations." This narrative revolves on an individual who exists inside temporal confines and examines historical events using empirical evidence. Indeed, evidence is what makes history lessons and education feasible.

Elton (1969) defines history as "the study of human expressions, ideas, actions, and experiences that occurred in the past and has had a lasting impact." Professor Akinjogbin (1977) asserts that history is the systematic, analytical examination of previous human activities that significantly influenced subsequent occurrences. He concludes that a nation's past is what makes it distinctive. History is knowledge that may evolve, transform, and perish if neglected.

In 1969, Thurstan Shaw said that the term "history" is often used in two distinct ways. "Initially, it is used imprecisely in colloquial discourse to denote only the narrative of the past." Secondly, and more accurately, it refers to the narrative of the past derived from documented sources or substantiated oral traditions," he said. The majority of history students choose the latter of these two interpretations.

Thus, history is an effort to reinterpret the past. It examines the past to ascertain what happened, when it occurred, and how it unfolded. Additionally examined are historical events and transformations that have occurred in many human cultures, together with their impact on and influence over contemporary social conditions. Smith (1978) concurred with the preceding perspective, asserting that history entails elucidating how and why certain events occurred, in addition to addressing change and stability. Oloruntimehin (1976) asserts that history is the examination of societal changes across time. He emphasised that society is a thing of the past. Consequently, the term "history" may denote the meticulous examination of the past.

History encompasses the examination of the past; yet, J.H. Plumb (1968) posits that the past under scrutiny by historians is not inert, but rather continually influences the present. P.J. Lee (1973) asserts that we cannot escape the past, as it influences our perceptions and interactions with the physical and social environments we encounter daily. He then said, "Regardless of our awareness, our present is, in many ways, a consequence of our knowledge of the past."

The crucial aspect at this juncture is to concentrate on the essence of history. The discipline of history seeks to elucidate the causes and circumstances surrounding previous events. Robert Smith (1978) asserts that history is the pursuit of truth about the existence of individuals and their organisations in the past. To do this, one must set aside personal prejudices and demonstrate comprehension in order to grasp civilisations and events on their own terms.

Ikime (2000) asserts that history encompasses both the present and the past. History is the examination of events that occurred in the past. Just as the present and the past are interconnected, history is essential for comprehending the present. The only justification for educating our populace about history is this. We need to educate children about the histories of other nations as well. History may not provide the skills necessary for a certain occupation. It remains a need for individuals.

The International Encyclopaedia of Social Sciences states that historians are keenly interested in uncovering events and their mechanisms. It emphasises that a historian must first formulate broad, perhaps imprecise, concepts about events and their occurrences. He must then examine the records to ascertain the validity of his thoughts. E.H. Carr said in 1972 that history constitutes a dialogue between the present and the past. Marwick (1976) asserts that history ought to be a dialogue between the historian and the reader.

In 1973, Tekena Tamuno articulated that the primary objectives of history are to comprehend and delineate the past. In 1986, he said that "history is, or ought to be, an endeavour to reconsider the past." He concludes that history transcends mere factual information. While history comprises facts, such facts lack significance without interpretation or analysis. In his 1976 treatise on the nature of history, Olatunji.O emphasises that "the historian's function is to examine and analyse societal changes and elucidate their consequences; the historian's task is neither simple nor singular."

For a historian to comprehend the past, they must first enumerate the events that transpired and then elucidate the mechanisms and reasons behind them. He should assess or elucidate these occurrences and articulate their significance. History encompasses the examination of individuals and their interactions with one another. It focusses on recreating individuals' acts, achievements, and failures from history. It examines the historical context of economic activity, the evolution of political institutions, and both physical and mental development. History analyses data derived from both internal and external factors and elucidates events that transpired. It states that human actions constitute a continuous process.

### Concept of History Education

History, like to all other disciplines taught in Nigerian schools, has a specific purpose. Obaro Ikime (2000) asserts that acquiring diverse knowledge is essential for the optimal development of the human intellect and society at large. Consequently, it is evident that every topic taught in schools has significant importance. Teaching history is essential since it cultivates critical thinking and prepares individuals for professional endeavours. Ikime: "When we see our surroundings, it becomes evident that if the mind is sufficiently trained in logic, analysis, and reasoning, it can address challenges in domains quite apart from the subject matter studied" (O. Ikime, 2000). This illustrates how history may be used to cultivate the intellect. He asserts that history graduates have excelled in several

fields, including the military, law enforcement, journalism, civil service, and Foreign Service. Nevertheless, the nation has rejected this. Ultimately, he asserts that history, like to any other discipline, facilitates employment opportunities, since several history graduates in Nigeria are now self-employed across diverse sectors. Similarly, Arthur Marwick said in 1976 that historians emphasise the "educational" significance of history as a means of "teaching the mind" or as a valuable aid in comprehending human society and political issues. Instructing history is essential for understanding historical events. Understanding previous events is essential for comprehending our current situation and for effectively planning for the future. Ikime asserts that "all historical events have shaped fundamental human enquiries about nations, religions, social groups, and the connections that bind them."

Americans must study history as it is essential for national development and cohesion. Ikime (2000) asserts that history has shaped our identity as Nigerians. The British invasion of Nigeria and their subsequent governance constitute a significant aspect of its history. The many ethnic groupings and sub-groups in Nigeria that exist now were formed due to events that transpired before to British colonisation. Nigeria must educate its populace about history to foster national unity, strengthen the nation, and ensure its longevity. It seems logical that no nation or collective can endure without first acquiring knowledge of their own and others' histories. Nigeria jeopardises itself by neglecting the examination of its own history and that of other nations. As we cannot erase history, we must strive to educate ourselves about it and engage in its study.

This is an overview of the rationale for include history in the WAEC 1998/2000 Syllabus:

Examine national history, emphasising the interactions between individuals and states.

Acquire the skills to assess and evaluate historical events.

Employ these talents to establish links between historical events and contemporary circumstances.

Comprehend the factors that foster national unity and facilitate global understanding among individuals.

The ability to articulate coherent, significant, and logically sound arguments.

Comprehending the similarities and differences in the social, economic, and political processes inside their nation, Africa, and globally.

In a compelling, persuasive, and thorough discourse on "The Rationale for Teaching History." Established by students for the benefit of students: a historical organisation for students. Obaro Ikime provided the following justifications for teaching history at the Historical Society of the University of Ibadan on Thursday, February 17, 2000:

History aids pupils in comprehending both others and themselves by illustrating their similarities and differences with individuals from various locations and eras.

Studying history fosters a sense of belonging among children.

Studying history encourages individuals to challenge preconceptions.

History instructed the learner on how to organise the intricate causes of historical events and emphasised the need of rejecting simplistic, unilateral explanations.



History aids pupils in comprehending broader concepts by presenting particular instances and circumventing erroneous analogies.

The study of history reveals that there are no simple solutions to all issues.

Students need to derive from history that irrationality and triviality may manifest in human affairs.

While ideas have significance, temperament and leadership are equally crucial in shaping history.

Ikime believes that every American needs to be acquainted with American history prior to commencing their education. Similarly, all individuals in the UK under the age of eighteen are mandated by law to study not just British history but also the connections between Britain, Europe, and the rest of the globe. He thinks that Nigeria's educational system need significant reforms. Ikime asserts that every nation needs its history and academics, regardless of the Nigerian populace's awareness of it. Consequently, I must reiterate, as I have before, that our nation must reform its approach to history and academics.

Ade Ajayi said in 1983 that individuals must deepen their understanding of the topic to see history as a vital component of national existence. He said that Nigerians behave and communicate as if only the present exists, disregarding the past and future. He also said that Nigerians are indifferent to history. In 1973, T.N. Tamuno sent a message that warrants Nigeria's attention. He believes that a nation indifferent to its history has failed to learn from its errors. Consequently, it is essential to study history to comprehend previous events, their impact on the present, and to strategise for the future while considering the current context. Ade Ajayi said, "A nation devoid of historical awareness cannot attain a sense of purpose, direction, or security, resulting in a sad future." In 1976, author Arthur Marwick said that a community can only attain self-awareness via an understanding of its history.

Akinjogbin (1977) discusses the significance of history education within the Yoruba cultural group, asserting that history pertains to the cultivation of knowledge. He asserts that Orunmila, the Oracle of God, is the most sagacious and perceptive figure in Yoruba culture, surpassed only by Orisa-nla, the paramount deity in Yoruba territory. She is often referred to as apitan ale Ife, meaning "The Historian and Ife Land." They believe that history may assist them in resolving issues in their daily lives.

Olatunji.O (1976) emphasises the significance of history education, asserting that in almost all civilisations, history serves as a fundamental means of arranging and comprehending both collective and individual experiences, providing insight into the present and guidance for the future. He believes that history is the most effective means of educating political leaders across all civilisations. He believes that history has consistently aided individuals in Africa in understanding and appreciating their community's institutions and customs.

Ade Ajayi (1979), in a separate publication, asserts that studying history is essential for comprehending the past and its influence on the present. He said, "It is indeed accurate to assert that the past and the present coexist." He used real-world examples to illustrate how history has facilitated Nigeria's development. He discusses how British falsehoods throughout the colonial period said that Africans, particularly Nigerians, lacked a historical narrative and that our cultures were static prior to European arrival. Europeans said that their actions on the continent or in Nigeria significantly shaped African or Nigerian history. They said that if these

European efforts ceased, a void would emerge, and history does not acknowledge emptiness. Consequently, African and Nigerian scholars refuted these erroneous assertions. They have shown that history encompasses both elements of change and constancy. It is essential to acknowledge that the past has consistently coexisted with the present, even in communist Russia, and that it cannot simply be dismissed. Ultimately, he concludes that comprehending the present necessitates an understanding of the past. The second conclusion is that we cannot anticipate a future and prepare for progress unless we comprehend the interplay between the present and the past.

### **The Utility of History (Education) in a Crisis-Ridden Society**

Sociologists describe history education as the examination of contemporary lifestyles via the analysis of previous behaviours of a group of individuals. This perspective emphasises the concept of "Lessons of History," signifying that historical events have parallels to contemporary occurrences. If individuals could comprehend these analogous historical periods, they could obtain valuable guidance on addressing current and future challenges. "Lessons of History," however, seems to have imparted no valuable insights, particularly to Nigerians, since individuals continue to repeat the same errors. Mays (1960) assert that historical lessons are inapplicable in the contemporary technological landscape, characterised by rapid change. Currently, individuals appear to be impatient and preoccupied with the present moment. They are preoccupied with their own issues to contemplate the past.

According to Smith (1978), the "Lessons" of history frequently appear to progress in divergent manners. Adeyinka said in 1986 that contemporary society fails to derive lessons from historical events. He emphasised that individuals continue to repeat the same errors, despite their interest in historical events. Conversely, history aids individuals in avoiding the errors of the past.

History is very beneficial in practical applications. The primary rationale for the significance of history education is that it fulfills a fundamental need and aspiration of individuals within society. Arthur Marwick said that history is crucial as it enables individuals to comprehend themselves, their position in the globe, and the dynamics of other nations. Furthermore, it is aesthetically pleasing as the majority of individuals possess an inherent fascination with and admiration for history.

Diverse individuals discuss history due to its significance in the advancement of mankind. Ibrahim Babangida, then Head of State of the Federal Republic of Nigeria, said during a public event in 1986, "History will forgive you for making the choice, but it will not forgive you for failing to make the decision."

Many of our elected officials assert that history will vindicate them, regardless of whether they get constructive criticism. The capacity of history to impart moral lessons instills in public officials the certainty that their actions will be evaluated by history. Certain public leaders grow more cognisant of their actions, statements, and behaviours, recognising that history will not absolve them.

People need history, no matter how developed, rising, or not developed the culture is, as in Nigeria. The club and its members discuss about and draw conclusions from history all the time. For example, in Nigeria, historians, parliamentarians, scientists, and many other specialists perform in-depth comparative studies. They discuss about the contrasts and parallels between the

military government and its civilian equivalents. They also talk about what brought down the first, second, and third republics, what started the country's civil war, whether to accept or reject IMF loans, the search for a new political order in Nigeria (the political debate), why the rate of armed robberies is going up, what caused the current financial or economic crisis, and the Book Haram movement.

The American colonists residing in the thirteen British colonies, today including 50 states, battled for independence from Great Britain from 1776 until 1783. They proclaimed, "No taxation without representation."

History is the only means by which individuals may get insight into their identities. A guy devoid of memory and self-awareness is profoundly disconnected from reality. A civilisation devoid of memory, introspection, or self-awareness has analogous occurrences. This may resemble the events that transpired in Nigeria. In response to the inquiry "What is the meaning of history?", Arthur Marwick emphasised the significance of history. The simplest and most beneficial suggestion is to encourage students to envision daily living in a society devoid of historical knowledge. This will facilitate their self-understanding, since cultures can only comprehend themselves via knowledge of their history.

The accomplishments of distinguished individuals undoubtedly serve as exemplars for future generations. Individuals may also benefit from acquiring knowledge about history. M.A. Okoroba (2011) asserts that "histories enhance intelligence." History imparts lessons that might assist us in all aspects of our life. Napoleon Bonaparte, who reinstated France as the cultural and military leader in Europe; Otto Von Bismarck, who initiated industrialisation in Germany; and Nelson Mandela, who championed freedom in South Africa and declined to seek re-election despite the absence of challengers. General Abdulsalam relinquished control to an elected president in 1999, while Dr. Goodluck Ebele Jonathan became the first Nigerian president to concede defeat by expressing gratitude to his opponent, R.T. Gen. Muhammadu Buhari, prior to the announcement of the results. The actions of these historical leaders may benefit individuals now and in the future. Individuals in public service, both now and in the future, in a crisis-ridden nation such as Nigeria, may refrain from repeating the errors of their predecessors if they draw lessons from history. A. Marwick said in 1976 that history has consistently served as a means for leaders across all civilisations to acquire knowledge about politics. Nigeria's many challenges are unsurprising, since its leaders have long lacked literacy skills.

History is inevitability for individuals and collectives. History influences the lives of all individuals, not alone via historically important events. This signifies that history is a dynamic and evolving entity. Arthur Marwick said, "We cannot escape history; our existence is governed by previous events, and our choices are influenced by our perceptions of those occurrences," during a discourse on the significance of history to individuals and society. If individuals are unaware of history, both they and society will be adrift in the uncharted waters of time. History cultivates critical thinking and situational evaluation skills in pupils. It enhances their judgement, comprehension, tolerance, and knowledge, along with their capacity to be responsible citizens and maintain mental engagement. It is unsurprising that R.E. Crookall asserts history is often used to justify its ongoing inclusion in educational curricula by claiming it aids pupils in developing critical thinking skills. According to Fritz Stern (1956), history transcends mere intellectual inquiry; it is a fundamental



right for all individuals to understand the past of humanity, and, crucially, it should benefit our nation, as its absence would hinder the completion of our responsibilities.

### **Prioritizing History Education: A Pressing Imperative**

The significance of bridging the divide between historical instruction and educational practices in our classrooms cannot be overstated. History should be central to education to cultivate morally upright and exemplary pupils.

Contrary to popular misconception, the critical thinking integral to education may not pertain to historians' efforts in cultivating responsible societal members among youth. History lessons do more than only introduce students to a collection of narratives; they also assist them in navigating the theological, cultural, and moral intricacies of contemporary civilisations.

Consequently, the instruction of history is a crucial component of all educational systems. Instructing pupils extensively on historical events, their impact on the present, and their significance for the future. History need to be a significant component of Nigeria's educational curriculum for several reasons, including the cultivation of national identity, the enhancement of logical and critical thinking abilities, and the assurance of comprehensive knowledge among all individuals. Undoubtedly, instructing history would enhance Nigerians' sense of national connection and pride. Students may gain insight into the profound cultural heritage of Nigerians and other Africans by exploring their history, challenges, and contributions to the globe. This information may foster national pride, unity, and connectedness, all of which are essential for constructing a robust and stable community. As previously said, studying history will enhance students' critical thinking and analytical skills. By examining historical events, students may enhance their capacity to analyse evidence, identify patterns and trends, and make educated judgements. These talents are essential for success in several domains, including healthcare, business, politics, and law. C.M. Sorgwe (2018) asserts that his educational approach fosters informed citizenship and active participation in political processes. By studying Nigeria's history, students may have a deeper understanding of its political, social, and economic frameworks. With this information, individuals may actively participate in democracy, make informed choices, and significantly impact the nation's advancement. Conversely, history education may enhance cultural awareness, tolerance, and understanding among Nigerians. Students may get a deeper understanding of the nation's many cultures by studying the histories of various ethnic and cultural groups. This information may foster more acceptance, understanding, and collaboration among Nigerians, which are essential for cultivating a peaceful and harmonious society. Prioritising history education may impart crucial insights applicable to the present and future. Students may use their understanding of historical patterns and trends to inform decision-making and establish regulations. Studying the Nigerian Civil War may provide significant insights on the need of national unity, tolerance, and collaboration. A comprehensive study of history may effectively showcase Nigeria's rich cultural traditions and historical landmarks. Studying African history particularly that of Nigeria enables students to have a deeper understanding of the significant historical locations, buildings, and artefacts pertinent to the area or nation. Acquiring extensive knowledge of the nation's history will foster a feeling of responsibility and ownership among Nigerians, which is crucial for its preservation.

The aforementioned arguments illustrate the significance of history education within Nigeria's educational framework, since it offers several advantages. Nigeria's legislators, educators, and relevant stakeholders must prioritise the instruction of history in schools to ensure that pupils comprehensively grasp the past, its influence on the present, and its implications for the future.

### **Socio-Historical and Pedagogic Constraints Facing History Education in Our Institutions**

The following factors complicate the teaching and learning of history in Nigeria:

#### **Students and Parents Possess Misconceptions about History Education**

This problem further complicates the teaching and learning of history in contemporary educational institutions. Many parents and children see the topic as suitable for indolent individuals and those deemed incapable of contributing meaningfully to societal advancement. This erroneous perception has influenced their decision to enrol in the course, whether it is the primary course or an elective in their academic program. Moreover, educators and parents who are disengaged from the development of history education maintain misconceptions about the discipline. It is frustrating and challenging for history educators to rectify these errors.

#### **Inappropriate Teaching Methods for a School Environment**

Due to the lack of expertise and experience among most history educators, they often lack the requisite pedagogical abilities to effectively instruct pupils in historical subjects. Utilising ineffective approaches in the teaching and learning of history diminishes both the efficacy and efficiency of instruction in educational institutions. Teaching requires a certain array of skills and competencies. Isiozor (2015) asserts that teaching is among the oldest professions and needs considerable talent for its execution. The purpose of education is to modify an individual's behaviour. The use of appropriate methodologies distinguishes school-based history instruction from mere storytelling.

#### **Examination-Based Instruction (Areas of Specialisation)**

Exam-centric pedagogy and the phrase "areas of concentration" compel students to prioritise the memorisation of dates, events, and historical facts above critical thinking, analysis, and interpretation. This often leads pupils to just remember information without comprehending its significance or relevance. Certain educators or lecturers may only address subjects and concepts anticipated to appear in examinations, neglecting other significant aspects of history. Educators who prioritise examinations may lack the capacity to explore historical contexts or thematic elements in more detail due to the need of addressing a wide array of subjects. This occurs often due to educational institutions, particularly university administration, and the recurrent strikes inside our educational systems. Consequently, pupils may lack a comprehensive understanding of historical events and be incapable of analysing complex historical issues.

#### **An Absence of Interdisciplinary Methodologies**

A comprehensive and accurate knowledge of historical events and processes is challenging when history education fails to use interdisciplinary methodologies.

C.M. Sorgwe (2018) asserts that history is an academic discipline that incorporates concepts and methodologies from other domains, including geology, sociology, anthropology, geography, literature, and philosophy. The traditional approach to teaching history often isolated it from other disciplines, resulting in a fragmented and constrained understanding of the past among pupils. One of the primary issues with this strategy is that pupils do not completely comprehend historical events and procedures. History is often presented as a series of discrete events, rather than as an interconnected web of social, economic, and cultural factors that influence and are influenced by one another. History classes may present a distorted perspective of the past if they fail to incorporate insights and methodologies from other disciplines, such as the experiences and viewpoints of marginalised groups, the influence of geography and the environment, and the complex social and cultural dynamics that shape historical occurrences. If history lessons do not use interdisciplinary methodologies, students may find it more challenging to develop critical thinking and problem-solving skills. History programs instruct students in critical thinking on the past, deconstructing complex historical events, and formulating compelling arguments. Consequently, students may fail to acquire these abilities without incorporating concepts and techniques from many fields. Comprehending the historical context of a literary work requires an understanding of reading theory and criticism. Conversely, comprehending the influence of social and economic aspects on a historical event requires knowledge of sociology and economic theory. History lectures that lack comprehensive techniques may render the topic trivial and disconnected from students' daily experiences. Comprehending the intricacies of contemporary society, seeing the parallels and divergences between historical and current contexts, and fostering appreciation and empathy for many cultures and people need to be integral components of history education. Nonetheless, history teachings may seem ambiguous and disconnected from reality if they do not include concepts and techniques from other disciplines. Examining historical environmental harm without integrating insights from ecology and environmental science may render the analysis ineffective in supporting contemporary arguments on climate change and sustainability.

### **Insufficient Integration of Technology in History Education**

It is illogical to assert that we inhabit the "jet era" when technology governs our existence. No area of study in human endeavour can claim to function without technology. History is analogous to other subjects. The inadequate use of technology in Nigerian schools diminishes their effectiveness. Despite the significance of history in comprehending the past, present, and future, Nigerian educational institutions have not adapted to contemporary technological advancements in history instruction. Insufficient engagement and interaction is a primary issue associated with the ineffective use of technology in history lectures. Conventional pedagogical methods, such as lectures and textbook-based learning, may be monotonous and unengaging, thus leading to student disinterest in the subject matter. Conversely, technology provides several fascinating tools and resources that may enhance students' comprehension of history. Methods to enhance engagement and interest in learning include using interactive maps, conducting virtual tours of historical locations, and presenting video lectures. History educators inadequately use technology due to challenges in accessing tools and

acquiring information. Nigerian schools often lack sufficient funding and resources, hindering teachers' ability to acquire the necessary tools for effective history instruction. Technology may mitigate this issue by providing individuals with extensive access to various tools and information online. Students may discover actual documents, images, and other historical artefacts in online archives, museums, and libraries to enhance their understanding of the past. In addition to these issues, insufficient integration of technology in history education may hinder collaboration and communication among individuals. The integration of technology may facilitate collaboration and communication between professors and students via online platforms and tools. Students and educators may engage in discussions and debates over historical subjects on internet forums and social media platforms. Digital collaboration technologies facilitate joint efforts on historical projects and speeches.

### **Global Science and Technology**

The global emphasis on science and technology has significantly hindered the teaching of history in Nigeria. Nigerian educational institutions and groups have diminished their emphasis on history, rendering it less relevant and significant due to this circumstance. Many individuals see science and technology as more "useful" and "tangible" than history, which is a primary rationale for this limitation. Nigerian authorities and educators increasingly consider science and technology to be the main disciplines. This is due to the perception that economic development and technical advancement are essential for the nation's prosperity. Consequently, substantial time, energy, and financial resources have been allocated to the advancement of science and technology education, sometimes to the detriment of history and other artistic disciplines. Standardised examinations and assessments are increasingly significant in the Nigerian educational system, contributing to the rationale for the limitation. A compilation of materials produced by the National Examination Council (NECO) and the West African Examination Council (WAEC) prioritises science and technology subjects above history and other humanities. Consequently, the study of history is sometimes seen as a "luxury" that may be abandoned in favour of "more practical subjects." The global emphasis on science and technology has resulted in a shortage of qualified history educators and insufficient resources for history instruction in Nigeria. Educational institutions are increasingly encouraging students to pursue careers in science and technology, while a diminishing number choose for studies in history and other artistic disciplines. The difficulty in locating competent history educators has exacerbated the decline of history education in Nigeria. The global emphasis on science and technology has diminished public interest in the preservation of Nigeria's cultural heritage and history. Research and technology get increased funding, resulting in diminished resources for cultural objects and historical preservation. This has resulted in the neglect of historical states and sites, leading to the loss of cultural assets and historical artefacts. Most institutions, particularly private primary and secondary schools, as well as almost all private universities, lack history instructors.

### **CONCLUSION**

The teaching of history significantly influences the character and attitude of Nigerian students, enabling them to contribute meaningfully to the nation's



development. Individuals acquire historical knowledge at educational institutions, equipping them with the skills, information, norms, and principles necessary for maturation into responsible adults. History education provides adults with the ethical framework, understanding, guidance, and orientation necessary for making informed decisions and engaging in lawful and moral actions that promote peace, amicable relations, effective social interaction, and integration within a culturally and religiously diverse society such as Nigeria. Excluding it from our national development plan and educational system is a circuitous method of inviting malevolent forces or precipitating moral, cultural, economic, and political decline in our cherished nation. No government can achieve effective national development without prioritising the moral advancement of its people.

### RECOMMENDATION

This study thus presents the following recommendations:

The government at municipal, state, and federal levels should collaborate with the administration of higher education institutions to initiate frequent awareness campaigns and public orientations about the significance of history education for national integration and inter-ethnic cooperation.

History instruction should be included as a mandatory component of the General Studies (GST) curriculum for all students at higher institutions.

The topic should be integrated into our educational system by making it mandatory at the basic, intermediate, and university levels.

Qualified lecturers and teachers with the necessary professional discipline should be engaged by schools to instruct and assist the study of history education in our higher institutions.

The use of suitable pedagogical techniques and instructional resources to enhance the efficiency and effectiveness of history education in higher institutions and schools.

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