



ROLE OF CIVIC EDUCATION IN CURBING ELECTORAL MALPRACTICE IN NIGERIA

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Abstract: *The study analyzed the role of civic education in curbing electoral malpractice in Nigeria. The objective of the study were To find out whether civic education is a measure of curbing corruption in Nigeria; examine the effect of Education of tolerance on curbing electoral malpractice in Nigeria; examine the effect of human right education on curbing electoral malpractice in Nigeria. Three research hypothesis and three research questions are formulated in line with the above objectives of the study. Descriptive survey design method was used; the sample techniques employed simple random sampling. The population for this research work is 257,422, respondents. It comprises of the three Local Government Area (LGA) while the sample size is 399 through Taro Yamane formula. The researcher distributes three hundred and ninety-nine (399) questionnaires but only three hundred and forty-seven (347) copies of questionnaire were retrieved. Structured questionnaire were use to gather information from the population. Percentage tables and ANOVA method of data analysis was used to test the questionnaire. The finding of the study shows that Civic education has significant impact on curbing electoral malpractice in Nigeria; Education of tolerance has significant impact on curbing electoral malpractice in Nigeria; Human right education has significant impact on curbing electoral malpractice in Nigeria. The study recommends that the electoral laws on electoral violence could be strengthened and made stiffer, to serve as a deterrent to all forms of electoral violence covering pre-election, during or post-election periods. Proactive nationwide voter education campaign should be initiated to enlighten the Nigerian populace on the dangers of electoral violence before every election season in the country.*

Keyword: *civic education, electoral malpractice, Education of tolerance, Human right education, electoral violence*

INTRODUCTION

Corruption is a global phenomenon and no country of the world is totally free of its menacing grip. In recent years, there have been significant increases in the attention paid to corruption, in part due to series of level of corruption cases in industrialized countries and to an increasing awareness of the cost of corruption throughout the world and due to

the political and economic changes which many countries are undergoing (Policy Forum, 2017). Corruption in Africa is a development issue. African countries cannot bear the cost of corruption which impedes development and minimizes the ability of governments to reduce poverty. Effectively addressing corruption in African countries has become a development imperative (Policy Forum, 2017). Corrupt practices span a wide spectrum, ranging from petty corruption whereby bribes are required before normal bureaucratic procedures are accomplished, to large scale corruption whereby the considerable sum of money is paid in return for preferential treatment or access.

Once corruption becomes entrenched, its negative effect multiplies. It induces cynicism because people begin to regard it as the norms (Lawal, 2017). It undermines social values because people find it easier and more lucrative to engage in corruption than to seek legitimate employment. It is difficult according to Falade (2018) to build a nation when the citizens who are the builder of such nation are not having the traits of good citizenship. A veritable tool for citizenship training is education. Education, all over the world is perceived as a life transforming activity, which empowers its receivers to make concrete contributions to the development of a society. The transforming potential of education has informed the adoption of various policies by various governments in its planning and delivery patterns (Mofoluwawo 2012).

In most African countries, Basic Education has been adopted so as to make sure that educational services are provided to as many that are willing and ready to consume it. The reason is to make sure that skills and knowledge are provided for the young people for their personal development and their societies. Thus the paramount goals of government and non-government agencies in African countries are nation building and nation cannot be built if the lives of her youth who are leaders of tomorrow lack those values and traits of good and effective citizenship. Therefore, in order to create a society where there is unity, tolerance, honesty, cooperation, respect for human dignity and patriotism, there is the need to inculcate in the citizens those traits and values of effective citizenship (Mofoluwawo, 2012).

Civic education is a antidote for molding the youths for the leadership position of African countries. Civic education remains an important means of teaching the populace about individual rights and what duties and responsibilities the governed and leaders should do. The introduction as subjects to be taught in African schools is expected to further deepen democratic culture and encourage qualitative participation of an average African in the governance process. Civic education curriculum according to Yahya (2013) addresses young Africans in the formative educational years. The content address issues that is important to developing young African people into responsible citizens. In order words, the curriculum enables our young people to imbibe the values, norms, knowledge, actions and activities for sustainable development.

Bank (2015) holds that the ideas and values which are rooted in civic education emerged about a century ago as a kind of antidote for solving problems confronting humankind. It was upheld that an adoption or adaptation of the ideals and values intrinsic in civic education could go a long way towards ameliorating the problems arising from man's inhumanity to man (Cobin, 2013; Mezieobi, 2013; Osuagwu & Ogbonaya, 2017; & Kazi;

2014). The paper, therefore, examines role of Civic education in curbing election malpractice in Nigeria.

Objectives of the Study

The main objective of this study is to examine role of civic education in curbing electoral malpractice in Nigeria. Specifically, this study seeks to:

1. To find out whether civic education is a measure of curbing corruption in Nigeria.
2. To examine the effect of Education of tolerance on curbing electoral malpractice in Nigeria
3. To examine the effect of human right education on curbing electoral malpractice in Nigeria

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Conceptual Literature

Concept of Civic Education

The word, “civic” is used to describe the people who live in a town or city” (Hornby, 2016). A closely related concept to civic is “citizen” which in the Nigeria context has to do with every person born in Nigeria on or before the date of independence either of whose parents or any of his grandparents belonged to a community indigenous to Nigeria or by naturalization (1999 Constitution of the Federal Republic of Nigeria). Civic education according to Corbin (2013) is a curriculum instrument which is tailored at bringing about the breaking of barriers among societies for the purpose of increasing the opportunities for individuals and groups to be able to benefit from social privileges, benefits and asset which may be available to them as members of a given socio-political framework.

Osuagwu and Ogbonnaya (2017) visualize civic education as knowledge, skills and values are given to a child or groups of learners with a view to making them functional and responsible individuals capable of contributing to the socio-economic, political and religious development of the state. Civic education in the word of Okam and Lawal (2011) is defined as one of a number of instructional design of examining human life and of organizing our knowledge and experience about the world in which we live; they endorse that it has largely grown out of our attempt to understand and perhaps, control man's social environment and Civic education according to Niemi and Junu (2018) is to produce and enrich a politically knowledgeable citizenry, and educates and inspires individuals to be responsible and devoted to the production of good government and the legitimacy of the democratic regime. Citizenship training had long been hankered for and devoted to building a human environment where the new members value and believe in the democratic way of life is based on specific and identifiable moral and ethical behaviours (Dynneson & Gross, 2011).

Electoral Malpractice

The word “Electoral Malpractice” which encapsulates an “offence” is not capable of precise definition. Nwabueze, in attempting a definition stated that “electoral malpractice” constitutes criminal offence under the Electoral Act (Nwabueze, 2013). He also stated that the word “electoral malpractice” connotes “illegal act done with a corrupt, fraudulent or sinister intention to influence the election in favor of a candidate”. Hence, in *Sadu Malumfashi vs. Usman Yaba and Ors*, Rowland, JCA (as he then was) stated that electoral malpractice can occur in a situation where the votes scored by the parties exceed the number of accredited voters.

Electoral malpractice according to Samuel, (2014) is a process by which the rules and regulation that govern the conduct of election are manipulated to favour specific interests. Bamisaye and Awofeso, (2011) defines electoral malpractices as the reflect determination of politicians, political actors and political parties to capture power by all means and at all cost. Thus, electoral malpractice is peculiar not only to Nigeria alone, but the historical trajectories of electoral process in Nigeria, shows pervasive struggle to control the electoral apparatus for self- purpose as the process is characterized by: Intimidation of voters, Partisanship by electoral offices, under age voting and impersonation, Diversion of electoral materials, Theft of ballot boxes etc.

Theoretical framework

Conflict theory

Various kinds of theories are categorized under conflict theories, the major proponent are Karl Marx, Max Weber, Vilfredo Pareto, Ralf Dahrendorf, Lewis Coser, and George Simel among others. So long as the theory recognized that, there are different groups with interests that may conflict. For the purpose of this research we are interested with critical conflict orientation. Marxist theory proceed from the premise that, the manners of ownership of the means of production divides society into two major antagonistic classes, there is the class that owns the means of production, this class may be called the capitalist, bourgeois, ruling, propertied, parasitic, exploitative, upper or simply the dominant class. The other class, do not own any means of production, but its members have only their labor to offer for sale to the other class. This second class may be called the working, labor, exploited, proletariat, lower or simply the dominated class (Maliki, 2006).

The class that owns the means of materials production (i.e. machines, land, factories etc.) also owns the means of mental production (i.e. mass media, education, religion, law, etc.) the class also dominates the state apparatus. Hence, it's the ruling class, the major objectives of this class is to rule the nation, make profit and more profits, it make profit largely by dominating the lower class. It pays members of the lower class wages which are less than what those workers put into the production process, the surplus goes into the pocket of the dominant class. The two classes in a capitalist society (like Nigeria) have opposing interests, the capitalist wants to preserve the exploitative relationship between the classes: the working class wants to end it, the classes have conflicting interests and values, law came in to mediate, but the law cannot at the same time embody opposite values, it end up taking sides with one of the parties to the conflicts, namely the capitalist

or dominant class, in Marxist parlance the law becomes simply an aspect of the super structure twitching to the economic infrastructure (Maliki, 2006).

From a Marxian perspective, poverty in capitalist societies can only be understood in terms of system of inequality generated by a capitalist economy (ruling class) wealth is concentrated in the hands of minority; those who owns the forces of production, members of the subject class owns only their labor which they must sell in return for wages on the open market. Thus, poverty as a major actor in the democratic process of any nation, can only be understood in terms of the operation of class system as a whole, since the question “why poverty?” is basically the same question “why wealth?” therefore from a Marxian perspective poverty like wealth is an inevitable consequences of a capitalist system (Haralambos, 1980).

So, because of the connection, favoritism, position in power and its benefits, our politicians can do and undo to often power by all means. They buy the vote of an ordinary citizen, they manipulate the elections through rigging, they sponsor thugs to attacked the ordinary poor citizens, because they are on power they corrupt the election officials and returning officers, they appoint those (election officials) that can favour them, they assassinate their close opponent, all these because of election. Conclusively, Nigeria as a nation needs the civic knowledge to understand what is right and wrong, to understand their problems and how to solve their grievances as well as how to elect the good leaders to the country. Nigerians should try and be more patriotic to their dear nation, in ensuring our election should be free, fair and credible and free from all form of election malpractice in the shortest near future.

Empirical Review

Yusuf; Ayub and Odutayo, (2020) examined teachers’ perception of civic education as a measure of curbing corruption in Kwara-central, Nigeria. One research question was raised and two hypotheses was generated. Ninety-six civic education teachers in Kwara-central served as the respondents for this study. A researcher-designed questionnaire was used for data gathering. The validated questionnaire was tested for reliability, and a co-efficient of 0.74 was obtained. Weighted Mean was used to answer the research question while Analysis of Variance was used in determining the significant differences. The result showed that the perception of civic education teachers to civic education as a measure of curbing corruption was positive. Thus, the study recommended that government should ensure that civic education as course/degree programme is introduced at higher institutions and other educational levels.

Alozie, (2019) examined civic education as an effective tool for the realization of national objectives in Nigeria. National objectives represent the totality of a nation’s development agenda or vision at a particular period. In Nigeria for instance, this has been formulated and expressed in various ways by the various regimes in the country. Similarly, civic education has to do with the inculcation of good or expected moral values, skills and attitudes on the citizens with the aim of arousing their consciousness to obey constituted authority and apply their abilities towards addressing developmental challenges confronting the nation. Effective civic education would therefore enable the citizens to embrace patriotic values and refrain from terrorist insurgency, religious violence, armed robbery, kidnapping, pipeline vandalization/oil bunkering, and other forms of sabotage.

This paper therefore argued that proper civic education affords an effective tool for the realization of national objectives. The paper employed qualitative method of analysis through the use of secondary (library) and primary (interview) sources of data collection. The data were descriptively analyzed through detailed information gathered from documentary sources and interviews. The theory of post colonial state in Africa was found suitable in the analysis. The paper finds that the poor realization of national objectives in Nigeria has seriously undermined Nigeria's national development. The paper recommends the intensification of the teaching of civic education at the various levels of Nigeria's education system as well as using the tool as a re-orientation for public office holders as well as Nigerians at the grass root level.

Aniekwe and Agbibo (2014) Civic Engagement and its Role in Mitigating Electoral Violence in Nigeria. This paper draws its data primarily from the International Foundation for Electoral Systems (IFES)--Electoral Violence Education and Resolution (EVER) programme, with which the authors were actively involved during the 2007 and 2011 general elections in Nigeria. To balance any inconsistencies, data derived from a content analysis of IFES reports and cumulative observations will be triangulated and cross-validated with reports of different Election Observation Missions to Nigeria (1999--2011), as well as reports from local and international observation teams and key International NGOs working in the areas of elections and democracy in Nigeria, including National Democratic Institute (NDI), Human Rights Watch (HRW) and International Republican Institute (IRI). The paper thus argues that as Nigeria prepares for 2015 elections, important lessons should be adapted from the IFES--EVER project to ensure robust civic engagement in preventing and mitigating electoral related violence. The use of electoral support networks, link with Nigerian police and other security agencies, constant engagement and information sharing between INEC and all relevant stakeholders as well as biweekly reportage and publication of incidents of electoral violence with names of perpetrators will go a long way in preventing and mitigating incidents of electoral violence in Nigeria 2015 General Elections. Furthermore, crucial attention should also be paid to Nigerian legal and constitutional provisions on electoral violence with the view to reviewing the standards and level of sanctions to perpetrators.

Ewuga, (2019) explained the extent to which civil education could be used in introducing the citizens at young age, to basic rules, institutions, practices and principles of democratic political system, in view of reducing or eradicating electoral malpractice from the Nigerian political system. In this context, the following recommendations were made: That a broad curriculum for civic education should be developed by educational stakeholders to include the identified problems herein; That government at all levels should set out on rigorous periodical campaigns on such policies and activities that will enhance participation of majority of the citizens in democratic process by encouraging civic education; That Civil societies as well as Non-Governmental Organizations (NGOs) should complement the activities of government in promoting civic knowledge acquisition among the citizenry for better actualization of genuine democracy and overall development national development; The National Orientation Agency should embark on mounting civic education programmes before elections in the country; The government should establish a competent electoral offences tribunal, task with the responsibility of

criminal prosecution of electoral offenders and lastly, reorientation of values in our society remains a task that must be done by stakeholders.

Jacobs, Ezeokafor & Ekwere (2021). effect of entrepreneurial education on unemployment reduction among students in Nigeria looked at the effect of entrepreneurial education on unemployment reduction among students in Chukwuemeka Odumegwu Ojukwu University, Igbaram. The problem of the study is as a result of increasing rate of unemployment in Nigeria. The study was anchored on Human Capital Theory and risk taking theory. As a cross-sectional survey research design, a structured instrument of (5) points Likert Scale was developed by the researchers to obtain information from the respondents. The population of the study was limited to final year students of Business Administration and Entrepreneurship Studies Department in Chukwuemeka Odumegwu Ojukwu University, Igbaram. The total population was 195. Business administration was 128 while entrepreneurship was 67. The study used convenience sampling technique in selecting the sample size for the study based on convenience and easy accessibility to the respondents. Research hypotheses were tested using Multiple Regression Analysis (MRA) which was carried out with the aid of Statistical Package for Social Science (SPSS). Findings from the study revealed that Skill acquisition has a significant effect on unemployment rate, Entrepreneurship empowerment affects unemployment reduction, and Infrastructural development has significant effect on unemployment reduction in Anambra State.

METHODOLOGY Research Design

The research design that was adopted in this study is the survey design, Personal observation, interview and questionnaires were used in this study to seek clarifications and convenience on the part of the respondent given schedules. The data for this research work were collected from primary and secondary sources.

Population of the Study

Three senatorial zones in the Nigerian state of Anambra serve as the study's population. One Local Government will be chosen by the researcher from each senatorial zone, for a total of three Local Government Areas. The goal is to reduce the population to a size that can be controlled. The population is tabulated below.

The Population of Local Governments

	Senatorial zones	Population
S/N	Anambra central	
1	Njikoka	75, 166
	Anambra North	
2	Onitsha North	83, 014
	Anambra South	
3	Orumba South	99, 242
	Sub total	257,422

Source: Administration and General Services Department, 2024

Determination of Sample Size.

Taro Yamane formula will be used to determine the Sample size. The formula is given as follows:

$$n = \frac{N}{1+N(e)^2}$$

Where

n= Sample size of the study=

N = Population

1 = Constant value

e = Error margin assumed to be (5%)

Applying this formula, we have

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{257422}{1+257422(5\%)^2}$$

$$n = \frac{257422}{1+257422(0.0025)}$$

$$n = \frac{257422}{1+643.555}$$

$$n = \frac{257422}{644.555}$$

Sample size = 399.37941 apprx 399

Sample Frame

The sample frame will be determined by the use of proportional stratified random sampling.

The fraction is 399/ 257,422= 0.0015499

The sample size approximately will be 399. The proportionate distribution of the sample by Local Government System Area is shown in the table below:

S/NO	Names of Selected LGA	(Numbers of persons)*(Fraction)	Sample Size
1	Njikoka	75,166 *0.0015499	117
2	Onitsha North	83,014*0.0015499	129
3	Orumba South	99, 242*0.0015499	153
	Total Population		399

Source: Field Survey, (2024).

Sampling Technique

The research will adopts stratified sampling because stratified random sampling permits each of the different respondents in all the different states to be selected without bias.

Sampling Technique and Sample Size

Simple random samplings were used in this study. This was done in anticipation that such a sampling of subject provides the necessary variety of information required for this study; and given the circumstances, mainly time constraints and employees" willingness to answer the questionnaire; it was the only practical way of gathering the needed data for the research. To ensure that the questionnaire was fully optimized and that the sampling framework was not tampered with, the researcher in most cases personally administered and collected the questionnaire.

Instrument for Data Collection and Analysis

The researcher made use of questionnaires as instrument for data collection. To ensure that the questionnaires were fully optimized and that the sampling framework was not tampered with, the researcher in most cases personally administered and collected the questionnaire.

Technique for Data Analysis

The data collected were analyzed using descriptive statistics such as percentages while the hypotheses were analyzed using ANOVA at the appropriate level of confidence (0.05). The various scores are summed up for each of the respondents. Simple percentage was used to determine the direction of their perception and belief concerning the subject under review. Adequate statistical tools were used to determine the measures of dispersal and to strengthen the decision arrived at.

PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data obtained from the respondents through the administered questionnaire. Three hundred and ninety-nine (399) were administered among the employees of selected respondents. However, three hundred and forty-seven (347) copies of questionnaire were retrieved. Therefore, the analysis and interpretation of data were based on the returned questionnaire. The validity and reliability of this study is highly ensured, despite the number of questionnaires not returned. The method used was percentage table technique and t-test for the hypothesis.

Questionnaire Response Rate

Copies of Distributed	Copies of Returned	Percentage Returned
350	347	99.14

Source: Field Survey 2024

Respondents' Demographic Variables

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	172	49.4	49.6	49.6
	Female	175	50.3	50.4	100.0
	Total	347	99.7	100.0	

Source: Field Survey 2024

The above table reveals that the one hundred and seventy-two of the respondents which represents 49.4 persons were male respondents, while one hundred and seventy-five (175) respondents which represent 50.4% were female respondents. By implication, female respondents were more than male respondents by 3 respondents in our selected sample for this study. The implication of this is to enable us to know the number of female and male that successfully returned their questionnaire.

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	252	72.4	72.6	72.6
	Single	95	27.3	27.4	100.0
	Total	347	99.7	100.0	

Source: Field Survey 2024

In the table above, out of the three hundred and forty-seven (347) respondents, two hundred and fifty-two (252) of the respondents were married, while ninety-five (95) respondents which represent 27.4 percent are single. It is therefore glaring that the majority of the respondents are married as at the time of this study. Thus, marital status table help us to know the number of single, and married, respondents that answered the distributed questionnaire.

level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WAEC/NECO	29	4.4	4.7	8.6
	BSC/HND	157	22.6	45.2	41.7
	MSC/MBA	174	50.6	50.1	93.2
	Total	347	98.3	100.0	

Source: Field Survey 2024

The table above indicates that twenty-nine (29) respondents which representing 4.7% percent maintain to acquired WAEC OR NECO while 45.2% percent of the respondents which represents one hundred and fifty-seven (157) have BSC/HND. However, one hundred and seventy-four respondents which represent 50.1 percent either have MSC or MBA. This as the one of demographic item helps us to identify the education qualification of the respondents.

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-25	29	9.1	9.6	9.6
26-33	118	22.9	34.2	33.8
34-40	104	32.6	29.9	68.2
41-50	28	8.8	9.3	77.5
51-above	68	21.3	19.5	100.0
Total	347	94.7	100.0	

Source: Field Survey 2024

Table 4.3 above depicted the age bracket of the respondents. The distribution shows that 9.6% of the respondents are between the age brackets of 18 to 25 years while 34.2% respondents are within the age bracket of 26-33 years. On the same note, 29.9% of the respondents are within the age bracket of 34 - 40 years. On the same note, 9.3% of the respondents are within the age bracket of 41 - 50 years, while the remaining respondents representing 19.5% are within the age bracket of 51 years and above.

Hypotheses Testing

Hypothesis One

Ho1: Civic education has no significant impact on curbing electoral malpractice in Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	6.911	5	1.382	7.613	.000 ^b
Residual	80.589	342	3.358		
Total	87.500	347			

Source: SPSS, Version, 20 2024

However, from the Anova table above, it was observed that the probability value of hypothesis one is less than 0.05% level of significance (0.000), as a result null hypothesis will be rejected and alternative is accepted, meanwhile Civic education has significant impact on curbing electoral malpractice in Nigeria

Hypothesis Two

Ho2: Education of tolerance has no significant impact on curbing electoral malpractice in Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	22.507	3	4.501	6.952	.002 ^b
Residual	64.993	344	2.708		
Total	87.500	347			

Source: SPSS, Version, 20 2024

However, from the Anova table above, it was observed that the probability value of hypothesis two is less than 0.05% level of significance (0.02), as a result null hypothesis will be rejected and alternative accepted, meanwhile Education of tolerance has significant impact on curbing electoral malpractice in Nigeria

Hypothesis Three

Ho3: Human right education has no significant impact on curbing electoral malpractice in Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	20.154	3	4.031	15.236	.000 ^b
Residual	67.346	344	2.806		
Total	87.500	347			

Source: SPSS, Version, 20 2024

However, from the Anova table above, it was observed that the probability value of hypothesis three is less than 0.05% level of significance (0.000), as a result null hypothesis will be rejected and alternative accepted, meanwhile Human right education has significant impact on curbing electoral malpractice in Nigeria

CONCLUSION AND RECOMMENDATIONS

Conclusion

Civic education, therefore, is-or should be-a prime concern of any democratic society involving all its citizens. There is no more important task than the development of an informed, effective, and responsible citizenry. Democracies are sustained and or sustainable by citizens who have the requisite knowledge, skills, and dispositions. It is

imperative therefore, that educators, policymakers, and members of civil society make case and ask for the support of civic education from all segments of society and from the widest range of government institutions for promotion of understanding of democratic ideals to enhance required citizen participation (Branson, 1998), this would go a long way to solving the problem of apathy.

The needs to embrace civic educational and awareness programmes that could create in them necessary knowledge, skills, ideas right attitude and values that would allow a participatory governance to bring about desired socio-political and economic progress have been isolated. This part has been restated as the basis for national democratic well-being in the nation's polity and to guide the citizens against misrule in the art of governance. To achieve this, all important objective, civic education continues to be a must-do programme in the country's national life.

The following findings emerge

- i. Civic education has significant impact on curbing electoral malpractice in Nigeria
- ii. Education of tolerance has significant impact on curbing electoral malpractice in Nigeria
- iii. Human right education has significant impact on curbing electoral malpractice in Nigeria

Recommendation

- i. The electoral laws on electoral violence could be strengthened and made stiffer, to serve as a deterrent to all forms of electoral violence covering pre-election, during or post-election periods
- ii. Proactive nationwide voter education campaign should be initiated to enlighten the Nigerian populace on the dangers of electoral violence before every election season in the country.
- iii. That Civil societies as well as Non-Governmental Organizations (NGOs) should complement the activities of government in promoting civic knowledge acquisition among the citizenry for better actualization of genuine democracy and overall development as well as national development.

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