IMPACT OF AGENTS OF SOCIALIZATION ON THE ACADEMIC PERFORMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS IN JIGAWA STATE

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DECLARATION

I hereby declare that this thesis entitled "Impact of Agents of Socialization on the Academic Performance of Social Studies Students in Junior Secondary Schools in Jigawa State" has been carried out by me in the Department of Arts and Social Science Education (A.B.U) under the supervision of Dr. M.C. Ubah and Dr. H. I. Bayero. The research work has to the best of my knowledge not been presented any where for the purpose of the award of master degree. All quotations and sources of information are either indented or acknowledge by means of references.

_____ _____

Mudathir Haruna Date

CERTIFICATION

This thesis entitled Impact of Agents of Socialization on the Academic Performance of Social Studies Students in Junior Secondary Schools in Jigawa state by Mudathir Haruna meets the requirements governing the award of the degree of Master of Education (Social Studies) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation

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DEDICATION

This research work is dedicated to God the Almighty, my parents and the entire family members.

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In the name of Allah the most Beneficent and the most Merciful. My thanks and appreciations at the initial stage are to the Almighty God for sparing my life and giving me the courage and patience to carry out this research work to the completion. I also wish to extend my sincere appreciation and gratitude to my major supervisor Dr. M.C. Ubah and my second supervisor Dr. H. I. Bayero for their effort in reading the manuscript carefully and offer useful corrections, constructive guidance and suggestions at every stage of the research work.

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ABSTRACT

This study focused on "Impact of Agents of Socialization on the Academic Performance of Social Studies Students in Junior Secondary Schools in Jigawa State". To achieve this, four hypotheses and research questions each were formulated. The research work adopted survey method of descriptive research design due to the large population of the area. The population of the study consisted of (649) teachers and (3000) students. The instrument used for collecting data is questionnaire, stratified random sampling techniques was adopted in getting the sample of the study. The sample size of the study comprised of (240) teachers and (340) students making a total of (580) respondents as indicated in the Krejcie and Morgan (1970) table for determining sample size. The data collected was presented in frequencies and percentages and later subjected to t-test analysis. The instrument was subject to reliability test and was found worthy to test what it is intend to measure. A pilot test was conducted where the instrument was verified at 0.75 reliability coefficient level. All the hypotheses were tested using t-test at 0.05 significant level. However all hypotheses were retained. The study revealed that agents of socialization have positive impact on the academic performance of JSS social studies students in Jigawa state. In the light of these findings it was recommended that all agents of socializing JSS students especially family, school and mass media should work collectively toward inculcating moral and religious values, vocational guidance, social and civic consciousness, spirit of patriotism, respect for constituted authority and several virtues that enable them to become responsible members of the society and enhance their academic performance.

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LIST OF ABBREVIATIONS

ABU: Ahmad Bello University Zaria

ASSP: African Social Studies Programme

CESAC: Comparative Education Studies and Adaptation Centre

CREDO: Curriculum Renewal and Educational Development Overseas

DLS: Distance Learning Studies

EDC: Education Development Centre

FEAP: Family Economic Advancement Programme

FSP: Family Support Programme

JSS: Junior Secondary Schools

LVT: Long Vacation Training

NERDC: National Educational Research and Development Council

NPE: National Policy on Education

NSSP: Nigerian Social Studies Programme

NTI: National Teachers Institute

SOSAN: Social Studies Association of Nigeria

TRC: Teacher Registration Council

USA: United States of America

USAID: United States Agency for International Development.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Every group or society has its norms and values which its members learn and pass to the next generation. These norms and values differ from one culture to another; for example people speak different languages, have different mode of dressing, different patterns of behavior as well as rules and regulations (Okonkwo, 2007). Therefore in the light of this, when a child is born he does not fit into these skills immediately. He has to go through a series of learning tasks because the child at birth is a biological being but not a social being. He is both physically and mentally helpless and hence his dependence on parents for all his requirements.

Gotep (1999) is of the opinion that when we were born, we found society already there. Consequently, in our societies, certain individuals, groups, places, things, events, situations and values exist which provide socializing experiences as we are exposed to them. Different ways of

learning and different agencies of socialization follow one another in more or less orderly sequences as the individual passes from one stage of life cycle to the other. In the light of this, a new born baby is anti social at birth, but for him to become an integrated member of his society, he must go through the process of understanding the community's needs, practices and patterns of behavior and it is this process that is called socialization. Thus, Hassan (2004) defines socialization "as a means through which people learn ideas and skills that enable them to interact with others properly".

According to NTI (2000), socialization is a process by which individual members learn the acceptable norms and values of their society in order to behave in a way that is regarded as acceptable. This implies that a child is born physically helpless and therefore depends on other people for everything. He cannot speak nor communicate with others about his pains or pleasure. He learns how to walk, wear dresses, run about, eat and so on, but with experience, he becomes physically independent.

Socialization is a continuous process which begins from birth to death. It transforms and infants into complete human beings who are able to participate actively in the social relations of his community. Socialization appears to be most intense during the early years in life, but in reality it goes on through out life cycle. At every stage of life, people learn new skills, new roles and new ways of adjusting to their positions. As a young child, a person may behave in a certain way such as crying in public without shame. As an adult he tends to behave differently (Okonkwo, 2007).

Furthermore, Ekpiwre (2005) is of the opinion that socialization which is of two categories that is, primary and secondary, are largely independent of each other toward a successful end. However, the secondary socialization will always be very successful anytime the primary socialization is given a solid background. For example, a child that is shy, weak and cowardly is most likely to get into secondary socialization and still be found in the same manner because

early experiences have greater impact on the behaviour of children than later experiences.

Gotep (1999) is of the opinion that education on the other hand has remained a veritable social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. However, in the light of the historical antecedence of the Nigerian educational system, rampant changes in the educational policies of the country for example, from 7-5-3-4 to 6-3-3-4 to 9-3-4 and many other changes that are negative for the educational development of the country drastically affect the socialization process of the learners.

The 6-3-3-4 system of education was initiated to replace various dichotomies in the educational system practised in different parts of the country. Without proper postmortem, Nigeria Government replaced the 6-3-3-4 with 9-3-4 system of education. Changes are unavoidable, but process of changes in the curriculum must be reviewed. Ben-Yunusa (2000) is of

the opinion that educational system should be allowed for a fairly long period of time for proper assessment, sustenance and criticisms. The nine year basic education is though a welcome step towards quality education in this country, but it was introduced into educational system without due consultation of the curriculum developers and implementers more especially classroom teachers.

However, according to Obe (2008) subjects like English language, Mathematics, Social Studies, Physical and Health Education, Islamic Studies and so on should be reviewed from time to time. In fact all these modification affect the socialization process of the students because socialization includes only those changes which occurred through learning process. Other changes which occurred as a result of physical growth, are not socialization process.

In addition, Barau (2004) opined that academic performance refers to level of individual's educational attainment as determined by comparing his scores in a test with the average scores of others at the same level. For

example, the academic performance of a student in social studies includes observable and measurable behaviour of that student at any point in time during a course. In social studies, student's academic performance consists of his scores obtained from a teacher made test. In other words, academic performance of students consists of scores obtained from teacher-made tests that is, first semester examination, midsemester test and so on.

According to Shittu (2004), students' academic performance is affected by many factors such as socio-Economic status of the family; students' learning environment; poor government policies such as politicization of education through giving automatic promotion to students in the Primary and Secondary Schools by some political parties in some states helped greatly in the production of unqualified students at the final classes leading to mass failure of such students at the final examinations.

In the light of the above, socialization as opined by Eteng (1980) can only take place through certain established

agencies in the society which include family, peer group, school, religious institutions, mass media and so on. Among these agents some Sociologists like Auguste Comte, Herbert Spencer, Emile Durkheim, Max Weber believed the family is the most important to the Child's development, because within the family, we learn self–concept, cultural values, norms, knowledge, skills, traditions, habits, patterns of behaviour which make us acceptable members of the society.

The study attempted to investigate the impact of these agencies on the academic performance of social studies students in order to ascertain whether these agencies as contained in the Junior Secondary School Social Studies curriculum have positive or negative impact on the academic performance of such level of students in Junior Secondary School (JSS III) in Jigawa state.

1.2 Statement of the Problem

The survival and progress of any nation depend largely on the way of life of the individual members of the society. Over the years, Nigerian society has increasingly lost its sense

of values due to socialization problems. Thus, more people, especially the youth, are found engaged in evil acts like greediness, brutality, sexual immorality, cultism, corruption, armed robbery, alcoholism, tribalism, drug abuse and addiction, examination malpractices, high rate of indiscipline among students, adaptation of foreign cultures in the name of civilization, unacceptable, immoral, criminal and violent films produced by mass media, disrespect for constituted authorities which culminatively yield a society of neither African nor western in nature and several others which negatively affect the socialization process of students thereby resulting into mass failure in examinations as well as poor academic performance.

This study intended to ascertain whether the agencies of socialization have positive or negative impact on the academic performance of social studies students in selected junior secondary schools in Jigawa state.

1.3 Objectives of the Study

The study set out to achieve the following objectives:

(1) To examine the role of family as an agent of socialization on the academic performance of Social Studies Students in some Junior Secondary Schools in Jigawa state

(2) To identify the impact of the school as an agent of socialization on the academic performance of Social Studies Students in some Junior Secondary Schools in Jigawa state.

(3) To ascertain the contribution of mass media as an agent of socialization on the academic performance of Social Studies Students in Junior Secondary School in Jigawa state.

(4) To examine whether differences exist between the socialization process of male and female students of Junior Secondary School in Jigawa state and the status of their academic performance.

1.4. Research Questions

The following research questions were formulated in order to guide the research:

(1) To what extent does family as an agent of socialization play a role on the academic performance of Social Studies Students in Junior Secondary Schools in Jigawa state?

(2) What are the impacts of the school as an agent of socialization on the academic performance of Social Studies Students in Junior Secondary Schools in Jigawa state?

(3) To what extent does mass media as an agent of socialization contribute to the academic performance of Social Studies Students in Junior Secondary Schools in Jigawa state?

(4) Is there any difference in the academic performance of male and female students of JSS in Jigawa state based on their exposure to socialization processes.

1.5 Hypotheses

The following null hypotheses were formulated to guide the study:

(1) There is no significant difference in the opinion of teachers and students on the role of family as an agent of socialization on academic performance of social studies students in junior secondary school in Jigawa state.

(2) There is no significant difference in the opinion of teachers and students on the academic performance of junior secondary schools social studies students based on their school socialization in Jigawa state.

(3) There is no significant difference in the views of teachers and students regarding the role of the spocializaiton process in influencing academic performance of junior secondary schools students in Jigawa state.

(4) There is no significant difference in the view of teachers and students regarding the role of socialization in influencing academic performance of male and female students of JSS social studies in Jigawa state.

1.6 Significance of the Study

The importance of conducting a research on the impact of agents of socialization on the academic performance of social studies students in Junior Secondary Schools in Jigawa state can not be over emphasized, since socialization problems constitute a menace to the youth and the society at large.

Therefore in the light of this, it is hoped that the findings from the study will:-

- Help students to be familiar with the impact of socialization agencies more especially family, school and mass media on their academic performance.
- It is hoped that the findings of the study will help the State Universal Basic Education Board (SUBEB) in formulating policies which will serve as prescription for the control of delinquent behaviours due to the influence of peer group among Junior Secondary School Students.

- The findings from the study will also help the government and general public with vital information on how children should be socialized right from birth to maturity through various agents responsible for the socialization process.
- The findings from the study will assist the guidance cousellors to device means of helping students who find it difficult to fit into the society to do as it demand due to the side – effect of broken home on the socialization process thereby changing their attitude for the better.
- The findings from the study will invariably serve as directional guide and reference sources to curriculum planners if the responses of the respondents proved positive.

1.7 Scope of the Study

The nine educational zones consist of two to three local government areas in the state, but this study covers all the JSS from only one local government area in each of the nine educational zones of Jigawa state due to the large population

of the area. It covers only the Impact of Agents of socialization on the Academic Performance of Social Studies Students in Junior Secondary Schools in Jigawa State. However, only Junior Secondary School III Students in the selected schools were used in the study. The study is also delimited to all the teachers of JSS III students.

Furthermore, due to the fact that socialization is a learning process by which infants are transformed into normal human beings possessed of culture and are able to participate in other social relations, is a process which begins right from home, passing through peer group, getting wider at schooling and continue after graduation as well as at the place of work, social clubs, religious institutions, mass media and through out one's life time. In fact it is believed that in a research of this nature constraints are bound to occur.

In the course of this research work, the researcher encountered time constraints, dearth of literature materials in the study area and insufficient financial base at the researcher's disposal.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter reviewed existing related literature on the Impact of Agents of Socialization on the Academic Performance of Social Studies Students in Junior Secondary Schools. It is hoped that this review will bring to light, some of the contribution made so far by various authors and agencies on how agents of socialization have contributed to the academic performance of Junior Secondary School students. However, in the process of reviewing the related literature, emphasis was placed on the analysis of some agents of socialization which include family; school; and mass media among others because these are social institutions which help students to grow and become acceptable members of the society.

The following areas were covered in the review of related literature:

- Theoretical framework
- Relevance of the theories to socialization process
- Concept of socialization
- An Overview of some agents of socialization
- The role of agencies in the socialization of JSS students
- Problems associated with the socialization process by the family, school and mass media
- The concept of academic performance
- Factors affecting students' academic performance

2.02 Theoretical Framework

Many theoretical frameworks were put forward in explaining the impact of socialization on students' academic performance. However, two theoretical approaches were used in this research work to explain the impact of agents of socialization on the academic performance of JSS students. The first approach was presented by Thorndike (1874-1949) in NTI (2000), who developed a Stimulus-Response (S-R) Conditioning theory of learning by using a cat. In his experiment a hungry cat was confined in a puzzle box with

food visible outside the box. The cat had to escape in order to get the food. There was a release mechanism which could be operated by the cat.

At the initial stage of the experiment, the cat exhibited random behaviours that were unsuccessful just to obtain release from the box. It was in the process of this random behaviours that the lever accidentally pulled the string and the cat came out of the puzzle box and ate the food. In the subsequent experiment, it was discovered that the time taken by the cat to obtain release out of the cage had gradually decreased. This type of learning took place as a result of connection between stimulus and response (S-R). The food that was placed outside the cage was the stimulus and the actions of the cat was the response.

Thorndike formulated three laws of learning as a result of his experiment with the hungry cat. Viz:-

(1) The first law of learning is readiness which states that an individual must be ready to face a given task. That is to say when the child is eager to do

something but is restrained, he will be annoyed but if he is allowed to express himself he would be happy.

(2) The second exercise simply means that practice makes perfect the more an individual practices or repeats a given exercise, the more he attains perfection.

(3) The third law is the effect which states that any learning that is followed by reward, the behaviour of the learner is then expected to be repeated or strengthened.

The second theory of learning which is called operant conditioning was formulated by Skinner (1904) in NTI (2000) who based his theory on reward and punishment. In his experiment, Skinner placed a rat in cage in which there was lever and food pellet. In this case whenever the rat pressed the lever as a result of its activity in the cage the rat will notice some amount of food in the food pellet. Skinner described the pressing of the lever as operant, food

pellet as reinforce and the act of giving the food as reinforcement.

According to Skinner, the function of reinforce is always to increase the probability of an operant. Reinforces can be positive like food, money, approval or reward. The negative reinforces are electric shock, disapproval, punishment and so on. A positive reinforce increases the probability of an operant by its presence and the negative reinforcer can increase the probability of an operant by its absence. Skinner's theory emphasized that if an individual is rewarded, he is more likely to learn better than if he is punished. For instance, if a child solves a problem correctly and is praised by the teacher immediately, the response that led to the solution of the problem will be more likely to reoccur when he encounters a similar problem in the future.

A careful look at the two theories clearly indicated that the psychologists viewed learning as a process of establishing a connection or association between a stimulus and a response. For instance, if I teach a child to say "Good

morning" to an elder early in the day, Stimulus-Response learning believes that I have succeeded in establishing a relationship between the stimulus in this case which is the sight of an elder and the response which is greeting.

In the light of this, what the behaviorists or connectionists are actually interested in is to observe individual developing certain responses to given stimulus or to see how experiences with other stimuli can change them. Its on the basis of such direct observation of the effect of input and output variables which apply to animal and human situation that inferences are made upon with condition about how learning take place are drawn. Therefore, they concluded that (S-R) connection where more likely to be established the more frequently S-R bond occurs.

2.02.1 The Relevance of the Theories To Socialization Process

Thorndike's theory of learning emphasized that for learning to be effective, the teacher must wait till the learner is ready to learn and should give those experiences which help to enhance readiness. However, learning depends on

making errors and corrections and that practice makes perfection. This presupposes that; the more an individual practices a given exercise, the more he attains perfection. The theory also emphasizes the importance of motivation in learning.

Socializers on the other hand use reward to shape and encourage desired behaviour in the socialization process. To get a child to repeat desired behaviour, and more importantly, to make it part of him such behaviour needs to be reinforced. Reward, as part of the processes of socialization, is an action by an individual that contributes to the gratification of another person needs. When JSS students are rewarded for a particular behavior, they are likely to repeat that behaviour because reinforcement given in the form of rewards strengthens the behaviour and increases the chances of the behaviour being repeated. In the classroom situation, the JSS students are rewarded by the teacher when they are given good grades for work properly done or praised for being hard working.

The Skinner's theory of learning emphasizes that learning is likely to occur if the reward is made continuous upon the behaviour we want the subject to exhibit. The theory also emphasizes that learning is a continuous process by stressing the use of reinforcement in learning. Socialization is described as a continuous process because it begins right from the day a child is born and continues through peer group, getting wider at schooling, and continue after graduation at the place of work, social clubs, religious institutions and throughout life cycle. In fact it is from cradle to grave.

One of the most important features of socialization is based on the fact that early experiences have greater influence on the behaviour of an individual than later experiences. In the light of this, JSS students are in the process of social learning through out their life cycle and the early experiences they have acquired through interaction with various agencies of socialization have greater influence on their behaviour than the experiences they should acquire later in life.

The two theories of learning are, therefore, relevant to the socialization process of JSS students since they emphasize the use of reward and reinforcement as well as readiness in learning abilities. In connection with this statement, JSS students can be motivated to learn and develop interest in school work as a result of reward and reinforcement administered on them.

2.03 The Concept of Socialization

A new born baby is a biological being, but not a social being. Infact he is anti social at birth. For him to become an integrated member of the society, he must go through the process of understanding the community's needs, practices and patterns of behaviour. No individual can survive in isolation, rather, he constantly and continuously interact with other members of the society. In order to interacts effectively with other members of the society, individual must learn what is regarded as approved, accepted, desired and wanted by other members. Therefore, in line with the above, socialization, according to Okonwo (2007), is "a process

through which a child is made social". This implies that through this process a child learns values and modes of behaviour which makes him acceptable to others. Also through this process the child acquires knowledge, skills and dispositions that enable him to participate fully in his society.

Oke et al (2003) define socialization as a "process whereby the individual acquires and internalizes the desirable cultural values, norms and behaviour patterns of a society". These definitions suggest that the main purpose of socialization is to assist an individual to conform to the norms of the group or the society to which he belongs. They also suggest that socialization deals with social groups like family, peer group, the school, religious organizations, clubs, the place of work and communities.

According to Ayinde (2000), socialization is" an interactional process whereby a person's behaviour is modified to conform with expectations held by members of the group to which he belongs". This predicates that throughout his life, an individual continues to learn some behaviours

appropriate to the expectations associated with whatever new positions he occupies being an infant, a toddler, a boy a youth, an adolescent, an adult, an old man and so on.

Gotep (1999) is of the view that socialization could be seen from two different angles; from the society and from the individual perspectives. For the society, socialization is the process of fitting new individuals into an organized way of life and teaching them the society's cultural traditions. However, from the individuals' point of view, socialization is the process of developing self. Furthermore, through interaction with others, a person gains an identity, develops values and aspirations and underfavourable conditions becomes able to make full use of his or her potentials.

Based on the above definitions Ayinde (2000) did not divide his own perception of socialization into two that is (society and individual) as done by Gotep (1999) who discusses socialization in relation to the society and individual. In a nutshell, socialization is a broad term for the whole process by which an individual develops, through

interaction with other people, his specific patterns of socially relevant behaviour and experiences. It also denotes any situation at any time of life where a person is engaged in socially relevant learning

This implies that socialization is a continuous process that begins at birth and continues until death since the society is a acting upon the individual and the individual is responding to the society.

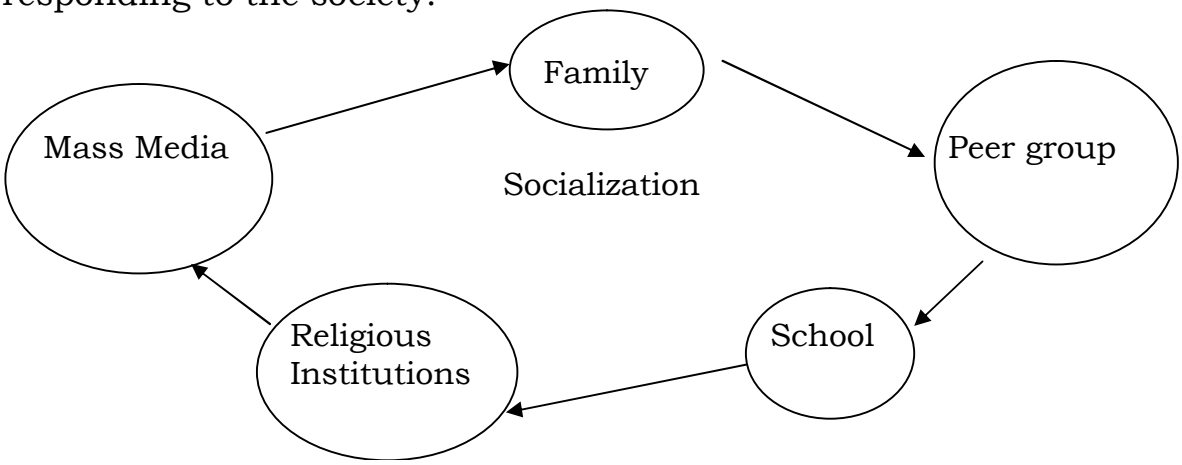


Fig. 2: Socialization as a continuous process
Source: Haruna (2011).

The above diagram illustrated the cyclic nature of socialization as a continuous process which begins right from home through family and other relatives then passing through peer group which is an intermediate agent of socialization between the family and the society. It is also a

social transitional stage which prepares the child to interact freely with his peers since they are of similar age. He also gain experiences which enable the child to socialized in an approved manner. The socialization process is getting wide at schooling because the child is able to get experiences from children that have different socio-economic background and also opens to the child a very wide horizon of experiences through the transmission of basic knowledge, skills, values and attitudes as well as promoting and preservation of the cultural heritage.

The mass media and religious institutions play a determining role during the schooling of a child and continues at the place of work after graduation, clubs and associations and through out life time. Infact socialization as a life-long process begins at birth and continues until death. Thus it is from cradle to the grave. In addition the arrows that appeared in the diagram between one agent of socialization and another indicate the continuity in the socialization process.

In addition to the above, Datta (1984) perceived socialization as “a system of human interaction which effects changes in the behaviour of the subject with some degree of persistence”. Also socialization is “a process that involves one kind of learning or another, and so on. Learning to become an engineer or to hold responsibility” (Mary (2007). The above definitions of socialization have one element in common, that is, they all point to the process through which an individual acquires knowledge of his people’s culture and thus become a participating member of his society.

Aliyu (2004) defined socialization “as the process whereby one internalizes the norms of the group among whom he lives so that a distinct self emerges unique to this individual. Uche (1986) observes that socialization is a process by which human beings acquire their social behavioural patterns right from birth”. Again Ritchier (1994) conceptualized socialization as a process whereby the child is fitted progressively into various social systems of the society in which he belongs”.

From the above definitions, we can deduce socialization as a process by which human beings acquire their social behavioral patterns. Infact it is the natural influence between a person and his fellow men; a process that results from, and adapts to patterns of social behaviour. It is also a process of acquiring and developing both basic and complex skills and techniques with which to adapt to, and transform one's environment.

NTI (2000) conceptualizes socialization as "an interactional process whereby a person's behaviour is modified to conform with expectation held by members of the group to which he belongs". Socialization can also be seen as a process by which individual members learns the acceptable norms and values of their society in order to behave in a way that is regarded as normal.

From these definitions it becomes clear that the infant born today is a helpless and completely dependent being. But some years later, he become mature and independent adult. During this period of transformation, the child has learnt a

lot of empirical facts about his physical and social environment. This means through out life time, the individual continues to learn the appropriate behaviours in accordance with the expectation of the society.

According to Okonkwo (2007), one of the most important features of socialization is based on the fact that early experiences have greater influence on the behaviour of an individual than later experiences. For example a child that is shy, weak and cowardly is most likely to get into secondary socialization and still be found in the same manner. In addition individual's needs, drives and motives are great energizers of an individual's behaviour than the influence of the social group

This socialization is mourkedly a two-based process. That is, a process in which both "socializer and socializee" interact in significant ways. Thus, social learning takes place in a social environment. In connection to this is the fact that the learner is an integral part of that environment. Therefore, the learners responses to others constitute significant stimuli from those responsible for socializing him.

2.03.1 Stages of Socialization

There are basically three stages of socialization according to (NTI, 1994). Viz :-

(1) The first stage is concerned with learning how to function effectively in the society. That is, learning how to communicate in the common language and various values and beliefs of the society.

(2) The second stage is concerned with learning and internalizing the various roles the individual is expected to perform as a male or female in the family.

(3) The third stage is learning and internalizing the desired attitudes, skills and knowledge required for every member of the society or groups in the society. Such skills are expected from a member of the age-grade.

In the light of the above stages of socialization, we can deduce that the concept of socialization is different from other processes of change because socialization can be viewed from two perspectives. From the perspective of society, socialization is the process of fitting new individuals into an

organized way of life and an established cultural tradition. Infact socialization begins very early and is a life-long process. However, from the perspective of the individual, socialization is the process by which the human animal becomes a human being and acquires a self. This enables him acquire language, beliefs, facts and technical skills among others.

2.03.2 Levels of Socialization

According to Ezewu (1982) socialization process involves three main levels. These include:

(1) Primary, informal or childhood socialization.

(2) Secondary or formal socialization

(3) Adulthood socialization

Primary Socialization:- the content of this type of socialization according to him is referred to as "enculturalum" that is to say, its informally transmitted through the family and other traditional institutions. Primary socialization is the stage at which concepts are formed. This stage is of paramount importance because the success of adult socialization depends largely on the success of primary

socialization. At this stage the child learns language, identify himself with father, mother and other children through modeling or role-playing. The child also learns from his parents and older siblings certain good habits such as cleanliness, respect for elders and other ways of life of his community. The child also tries to copy any behaviour or act demonstrated by both the parents and peer group.

Secondary Socialization: The content of this type of socialization according to Ezewu (1982) is called "acculturation" that is to say it is formally organized, it has officially prescribed pattern of rules and objectives which allocate tasks, privileges and responsibilities. Secondary socialization takes places outside the family. It takes places at the school where what is to be taught is structured, planned and organized. There are formal rules and regulations that govern the behaviour of the learner. Here the learner learns the habits expected of him as a means of preparing him for adulthood.

However, at this stage children learn to adopt to events, circumstances or situations in an attempt to occupy position or perform certain duties in the society. The learner here willingly adjusts himself to environmental influences. Schools, mass media and religious institutions play a determining role at this stage of socialization. In addition, the socialization experiences of the individual become more diversified. Higher levels of physical, intellectual, emotional and social development enable the individual to access many more places and things. He acquires a lot of knowledge, skills and attitudes in post primary educational institutions and his circle of peers becomes wider. The adolescent is more associated with these kinds of learning experiences.

Adulthood Socialization: This is the process by which adults acquire new learning experiences as they move into different situations at different stages in their life circle. The socialization which individuals receive during childhood and adolescence cannot be adequate due to the societal demands. For instance, as an individual matures, he moves through a

sequence of activities corresponding to the different stages in the circle requiring different kinds of behaviours. This is to fulfill the varying expectations people hold towards him.

According to Okam (2004), primary socialization ends with childhood; but adult socialization referred to "any subsequent process that inducts an already socialized individual into new sectors of the objective world of his society". Therefore in connection to this, we can view the general process of adult socialization as being much more segmented than that of primary socialization because there will be many more groups in which the individual will be involved outside the family setting, the choices available and the adjustments required will be much greater. The extent and character of the social world the individual has to cope with, will be shaped by the complexity of the division of labour in his society.

In the light of the above three levels of socialization we can conclude that significant differences among them exist because of the distinction between the individual and the

socializing agents. It may be noted that while affective relations exists between the child and the parents in the process of childhood socialization, adult socialization is minimally charged with emotions and it maintains affective neutrality.

2.03.3 Processes of Socialization

According to Aibangbe (2003), the processes of socialization through which individuals are integrated into their cultural systems include the following:-

(1) direct teaching

(2) learning by imitation

(3) incidental learning

(4) rewards and punishment

Direct Teaching:- direct teaching involves a deliberate form of socializing individual through various social institutions established in the society to influence the behaviour of the members. Direct teaching involves teaching of the child directly in order to acquire the skills and knowledge of a particular vocation or trade that is farming, carpentry,

teaching cooking, blacksmithing, weaving and so on. Through this process, the child learns directly via his interaction with elders, teachers, parents within the family, school and so on. This type of teaching determines the sex role of children for example, cooking, sweeping are for girls while hoeing, carving are for boys.

In fact elders, through the use of symbols, transmit those traits which they consider important and which they believe children need to adopt to, if they are to function effectively in their society. They guide the behaviour of others by telling them what they are supposed to do or not do in various settings.

Learning by Imitation:- learning by imitation normally occurs through observation of significant others and put it into practice later. For example a child that sees the mother looking at the mirror regularly will also imitate such a habit. However according to Aibangbe (2003) one of the major reasons we become what we are, is our tendency to imitate the behaviours of the people we live with. For example our

parents often serve as models whose actions and beliefs we tend to adopt without realizing that we are doing so.

In addition, there are situations in which a child should copy the habit of some popular people in the society that he so much admires. The child may be in love with the way a particular musician sings or the way a comedian act and then begin to imitate their actions. Such category of people includes wrestlers, break dancers, footballers and so on.

According to Nzeribe (2004), there are at least three different effects resulting from the observation of models (parents, teachers older siblings, friends, television stars and so on). Viz:-

(1) The individuals in certain instances acquire an entirely new response pattern not previously part of his behaviour system,

(2) Observation of a model may lead children to alter their own already established responses by strengthening or inhibiting such responses, and

(3) Behaviour is sometimes initiated in an observer by the cues given to him from the model. For instance, running with the crowd, looking at what others are looking or becoming silent as large audience becomes silent.

Incidental Learning

According to Okonkwo (2007), incidental learning is a learning process that normally takes place when a child is growing up. Majority of what he learns are never consciously or deliberately taught to the child. Most of the learning usually takes place as a result of circumstances which is known as incidental or accidental 'learning. For example, during the life cycle of a child, if a particular thing is done, the child can easily learn from this experience. That is to say, when a child is playing with the knife and incidentally cut his hand, for instance, next time the child will not do such act.

Reward and Punishment;- through this process, the behavioural pattern of children are guided through the method of reward and punishment. For example, a child that is told on what to do is guided by verbal instructions, therefore, by the end of the day, he is either rewarded or praised for a job well done or he is punished for his wrong doing. The way we can reward or praised our children when they satisfy our demands include motivation, presents in

cash or kind, awarding marks to them. However we can punish our children when they offend us through beating, fatigue, isolation, withdrawing what the child likes best and so on.

According to Aliyu (2004), punishment that immediately follows an act is believed to be more effective than a delayed punishment. However, punishment can dramatically suppress behaviour when it is combined with reward for the alternative behaviour that is incompatible with the behaviour to be eliminated. Thus, both reward and punishment are effective in their own ways than a neutral response to behaviour. Socializing agents should apply punishment at the sametime as the misbehaviour is observed; even though they need to understand the cause of a misbehaviour before applying punishment. However since the effects of punishment are less predictable; it should be used sparingly, and punishment accompanied with cognitive processes are capable of facilitating learning which helps to suppress certain acts more thoroughly.

2.03.4 Pre-requisite for Socialization

According to Ekpiwre (2005), there are three main prerequisite for socialization to be possible viz:-

(1) There must be an on going society into which one must be socialized. In other words, without society existing in the first instance, there will be not be individuals to socialize. Also, it is the society that determines the content of socialization;

(2) The child must have the necessary biological potential in him. The child must have the biological ability that would enable him internalize the aspect of culture that he comes into contact with. For example, if a child suffers from physical or mental disability there is a limit to what he can learn and do; and

(3) The child requires the ability to establish emotional relationships or to engage in affective behaviour. This is very important because, human beings are social in nature and it is only when individuals are able to exhibit those patterns of behaviour that would draw them closer to others, then they could be able to engage in the relationship that is rewarding.

From the above, we can conclude that socialization can not be complete without these pre-requisites since its major intention in any given society is to make those involved sufficiently alike so that they can function as interacting members of a group, and sufficiently different so that the various behaviour patterns needed to maintain the society are produced.

2.03.5 Aims of Socialization

Ekpiwre (2005) suggest the following as the common aims of socialization viz:

(i) Inculcation of Basic Discipline

For the individual to be accepted in the society, he has to be well disciplined by conforming to the norms and values of the society. Undisciplined behaviour is prompted by impulse. It ignores future consequences and satisfactions in favour of immediate and perhaps transitory gratification.

Disciplined behaviour restricts immediate gratifications either by postponing, foregoing or modifying them sometimes to gain social approval or for the sake of future goal. Inculcation of discipline must start right from the home by effecting eating habits, toilet habits and later on other expected acquired behaviour traits.

(ii) Instillation of Aspiration

Every society instills in its members a variety of aspirations that correspond to the statuses individuals would occupy based on sex, age, group affiliation or family origin. Socialization instills in the individual the desire to achieve societal goals. It also provides them with the adequate and direct means of achieving such goals. For example, if education is a goal, then schools, effective learning environment, equipment or facilities etc must be provided.

(iii) Provision of Identities

Socialization provides individuals with identities. Through socialization, the individual gets a sense of identity by exhibiting an ordered behaviour that is based on ideals, values, attitudes and aspirations.

(iv) Teaching of Social Roles

Socialization teaches the social roles existing in society, their supporting attitudes and how to perform such roles. For example, it teaches the role of wife, husband, father, mother and instills in the individual the necessary requirements that would enable him to play these adult roles effectively.

(v) Teaching of Skills

An individual can properly fit into a society only by acquiring skills that would make him become an active member. In simple societies, for example, pre-colonial societies in Nigeria, traditional practices were handed down from generation to generation and are usually learned by imitation and practice in the course of every day life. In modern day technologically driven societies, inculcating the abstract skills of literacy through formal education is a central task of socialization. According to Aliyu (2004), formal education has become a necessary condition for effective socialization into the existing social order. For the individual who lacks appropriate skills is economically unproductive. He is relegated to the margins of society and is likely to feel alienated from both the society and himself.

Presented above are the aims of socialization which include inculcation of basic discipline, nurturing aspirations in the child, encourage acceptance of social roles, teaching of skills creating goals and ambitions and so on. This

socialization may be carried out for the benefit of the person being socialized or for the benefit of the socializer, since the term is a two-way process, that is, a process in which both the socializer and socialized interact in significant ways. This implies socialization is a process of internalizing a culture and developing a personality.

2.03.6 Functions of socialization

According to Okonkwo (2007) the functions of socialization include:-

(1) Socialization prepares new members to behave by doing the things the larger group wants them to do, to think in the way the group desires, to interact in the approved manner.

(2) Socialization integrates the individual into the group he belongs. This function is particularly apparent in socialization experience of new born child. The parents as the representatives of the larger society generally make extensive efforts to teach their child to behave in the way they think he should.

(3) It trains the individual on how to be useful to himself and to other members of the society.

(4) Socialization process sharpenes the ability and capacity of an individual to communicate effectively. It polishes one's power of speech, so as to interact properly.

(5) Socialization performs some important functions in the society such as basic disciplines ranging from rudimentary eating, toilet and sleeping habits to the methods of science are inculcated through socialization process.

Based on the above functions of socialization, we can extract some common elements that enable us to view socialization as a process by which the human animal is transformed into a personality, and the personality into a social individual is capable of acquiring some specific skills through socialization process that enable him to play specialized roles such as 'the role of a father, mother, clergy, brother, a director or manager and so on.

It is only by acquiring needed skills and habits that the individuals can fit into the society. In a simple society, traditional practices are handed down from generation to generation and are learned by imitation through socialization in the course of everyday life. Infact socialization makes

conformity to the existing norms possible as well as social stability and predictability of behavior

2.04 An Overview of Some Agents of Socialization

According to Ekpiwre (2005), every social group or society has expectations of how its members should behave. Thus, every family, clan, town or country expects its member to behave in accepted ways of life. The same is true of students in Secondary Schools, Colleges or Universities, the way Muslims pray in a mosque, the way Christians are worshipping in a church and so on. Each of these groups has way of socializing the new members to enable them behave in an accepted way. This process is carried out either consciously or unconsciously through some agents of socialization.

These agencies according to International Encyclopeadia of social sciences (2007) include people and groups that influence self concepts, emotions, attitudes and behavior of a person. Socialization can occur outside of these agents but society relies on these agents doing most of the socialization.

These agents are classified into two viz:-primary and secondary. The primary agents include family and peer group while the secondary agents include school, religious institutions, mass media, the working place, clubs and the entire society. Therefore, for the purpose of this research work the researcher decided to concentrate on three agents which include family, school and mass media due to the bulkiness of the literature as well as time constraint.

2.04.1 The family as an Agent of Socialization

According to Mezieobi (1992), family refers to "an institutionalized social group whose members must be related to each other by blood, marriage or adoption". Ahmad (2004) viewed family "as a social group characterized by common residence, economic cooperation and reproduction. It includes adults of both sexes, at least two of whom maintain a socially approved sexual relationship and one or more children, owned or adopted by the sexually cohabiting adults. However, Kolo (2006) conceptualized family "as a social union and institution which involves contracting relationships between

two persons of opposite sex, sharing life experiences together over a period of time".

The above definitions portray family as an organized system of relationship which involves agreeable ways of fulfilling basic social needs. In other words the definitions reveal that family is a bio-social group because it is the foundational agent through which social values, standards of behavior and skills are introduced to individuals in the society.

Otite and Ogionwo (2006) are of the view that the term family has two aspects: the biological aspect and the social aspect. The biological aspect of the family comprises the coming together of two people with different biological characteristics, which facilitate the process of procreation. It is also associated with gender based division of labour in which females engage in child care and the male engage in providing security among others.

Similarly, the social aspect of the family concerns the norms, traditions, values and sentiments that surround and

Support the biological unit. It involves the fundamental happiness, love and unity between spouses as well as the socialization of offsprings.

As regards the above aspects of the family, we can realize that they lead to peaceful living and rapid social development. They also enhance Social placement of individuals as legitimate members of the society. In the same vein, Uche and Obilo (1983) identified two distinct types of families viz:-

1. Nuclear family
2. Extended family

The Nuclear Family:- This is the smallest type of family that exists. It is referred to as the monogamous family. The nuclear family does not accommodate others out side the immediate family. It consists of the father, mother and children if any. In the African setting, the nuclear family can have more than one but as long as all of them have one man as head of the family, it is a nuclear family. The one man one life and the children type of nuclear family is not so popular and commonly found in Nigeria, but it is popularly found in Europe and America.

The Extended Family: The extended family is made up of individuals who have blood relationship but do not belong to the same parents. An extended family is made up of different nuclear families as well as cousins, uncles, nephews and so on. The extended family is commonly found in Nigeria and other African countries. The members of extended family get their lineage through the father or mother. In Nigeria, most tribes like the Yorubas, Igbos and Hausas trace their lineage through their father. This is referred to as patrilineal line. The Efiks in cross river state, on the other hand, trace their lineage through their mothers, and this is referred to as matrilineal.

The family is the earliest and most influential agent of socialization especially at the primary stage of the process of socialization since skills, values, beliefs and ideas are acquired at home through the parents and other members of the extended family. The family is universal in the sense that no human society could possibly exist or has ever existed without some form of family organization. This is why both

Psychologists and Sociologists maintained that the family is important in personality development of the individual. Older members of the family constitute the most important socialization agents for the child at the very early stages of his development. They are the significant others whom the child observes, imitates and identifies with.

The family is the first setting within which a child becomes socialized. The acquisition of basic biological, cultural and emotional characteristics to produce a balance personality occurs within the family setting. According to Okam (2002) the family is generally considered to be the primary agent of socialization because of the tenacity and intensity of its orientations which are acquired early in life. Similarly, Hassan (2004) is of the opinion that no other agent of socialization is as important to the total make-up of the child than his family; since it's the starting point of his primary socialization.

In the same vein, Uche (1986) emphasized that the family plays a vital role in socialization. It is within the family

that the basic personality, attitude, values and moral ideas are laid down. Therefore, a careful look at the above notions reveals that the family integrates an individual into his community by teaching him the norms, standards, values, customs, traditions and taboos of the society. It also includes discipline, aspirations, skills and roles necessary for the survival of members of the society.

2.04.2 The School as an Agent of Socialization

According to Ekpiwre (2005) school is defined as a formal organization specially set up to achieve clearly defined goals. It is designed to transmit knowledge and to cater for the academic activities, moral and vocational education of the young ones. To achieve these aims, full time professionals that is teachers and lecturers are employed to teach the learners in addition to teacher/student human relationship. Kolo (1992) conceptualized school as a formal organization designed to meet the vocational, educational and personal – social needs of both pupils and teachers. In the light of the above definitions, we can realize that the school is a social

institution whose designated and explicit objective is to provide education. It is a social institution in which some degree of specialized competence in the guidance of learning is presumed. The school is also a recognized institution established by the society with formalized rules and regulations.

The school as a total institution is set up specifically to socialize the young and adults into the values, norms, knowledge and skills of the society in which they live. It also promotes the traditional life or culture of people and put it in a modern way. The school curricular and extra curricular activities are planned in such a way to train the child in acquiring variety of knowledge from different school disciplines. It also reflects the cultural values of the society.

With increased industrialization and urbanization, the role of the school as a socializing agent has increasingly become very important. However, with the increasing complexity and expansion in knowledge, the family is not capable of meeting the training needs of the growing young

ones especially in the specialized and technical fields, therefore, the school must come in so as to give training to the child in different fields of education. Socialization in school is a formalized way of learning because children are socialized to develop and discipline themselves, cooperate with others, obey rules and regulations, observe a set of expectations and test their achievements.

The home and the school environments have a symbiotic relation in the task of educating the young ones. The school always seeks the assistance of parents in running its affairs. The basic responsibility of parents is to provide good parenthood to compliment school effort in trying to produce individuals who according to Peretemode (1991) are educated, cultured, disciplined and employable. In connection to this notion, it is therefore crucial for parents to play significant role to re-invigorate the school effort in the educating process. It will also be of great help to the schools when parents make contributions in their day to day administration.

The Characteristics of the School as an Agent of Socialization

The school as a social organization has some characteristics of formal institutions. These features according to Ezewu (1982) include:-

(1) The goals which include the provision of:-

(a) Effective teaching and sound learning programmes for the learner.

(b) Modified programmes to meet the needs of children with educational needs such as the gifted and talented, and the educationally disadvantaged minorities in the society

(c) Broad and balanced curriculum with both academic and vocational contents that will allow the individual learners to progress towards success regardless of their special needs or abilities

(d) Effective guidance and counseling services to the youths.

(e) Conducive learning environment that will motivate the learners to seek for the knowledge

(2) Division of labour

(3) Resources

(4) Rules and regulations

(5) Impersonal orientation

(6) Hierarchy of structure

(7) Evaluation of school

However, in the light of the above characteristics, we can realize that a school as an agent of socialization is a formal institution so decided by the society to transmit cultural heritage from one generation to another. It is a total institution that trains and provides manpower for all institutions including the educational institution itself. The school as an agent of socialization is considered as the heart of the society because it produces relevant indigenous manpower for developmental activities on the basis of the needs and aspirations of the society so that the community can progress and develop especially in this age of globalization.

Further more, to achieve the goals of the school, the society should provide the following:-

(1) Provision of man power (teaching and nonteaching staff)

(2) Provision of fund for capital and recurrent services of the school

(3) Provision of rules and regulations for the normal operation of the school

(4) Provision of curriculum to improve the academic activities of the school in order to meet up with national standard.

(5) Provision of facilities such as furniture and other teaching aids for staff, pupils and students.

In the light of this, Ukeje (1992) has explored the relationship of school environment with the learning process and comments that the provision of educational facilities; materials; and equipment is a costly and capital intensive enterprise which even government find it very difficult to provide. A careful look at this nation reveals that learning cannot be effective without instructional materials that is why both the school environment and learning resources are two sides of the same coin but unfortunately, in Nigeria and many other developing countries, materials for teaching are always in short supply. In some cases, even the infrastructural facilities such as the classrooms, desks, chairs and so on are not available.

Network of Social Relationship within the School

Oke and Jekayinfa (2003) identified the following as the patterns of social relationship within the school

(1) Students - Students relationship

(2) Students - teachers relationship

(3) Student - principal relation ship

(4) Teacher- principal relationship

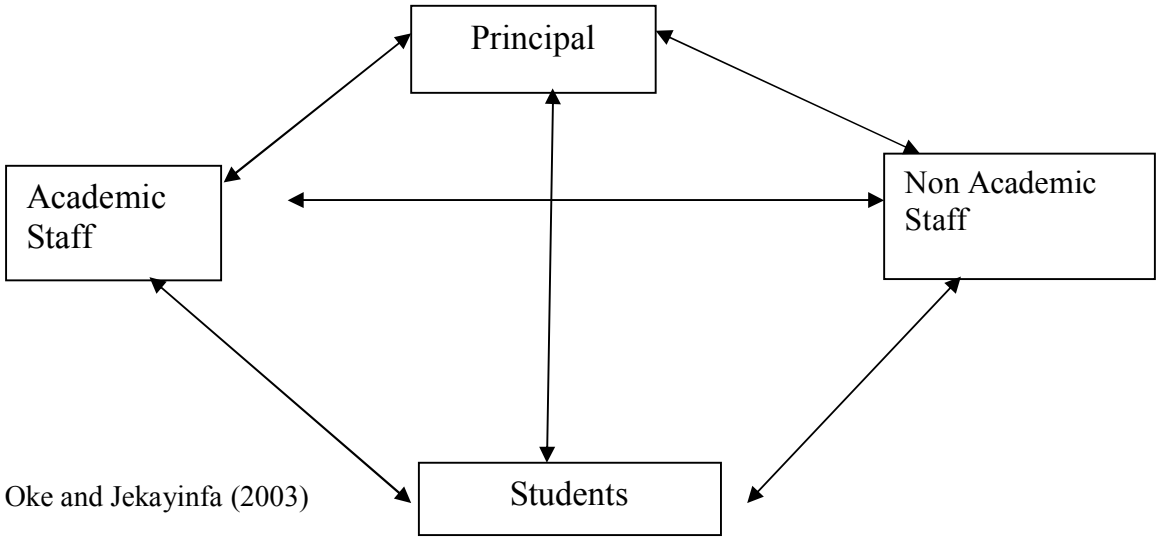
(5) Teacher - teacher relationship

(6) Non-academic principal - staff relationship

(7) Non-academic staff - Student relationship

(8) Non-academic staff - Teachers relationship.

The patterns of network of social relationship within a typical Junior Secondary School can be illustrated diagrammatically as follows:-



Source: Oke and Jekayinfa (2003)

Fig. 1: The patterns of the network of social relationship within a typical Junior Secondary School.

The positions identified in the diagram are known as statuses and the people that occupy the statuses are called role incumbents. The responsibilities they carry out in their statuses are called roles. The way these responsibilities are performed is called role behavior. Therefore, applied to the Junior Secondary School social structure illustrated above, offices of the principal, senior academic and non academic staff are statuses. The status occupants perform some roles in the school as incumbents in the statuses.

The arrows show the line of communication between various segments of the school. The close inter-relationship among the members of the social organization can be noticed in the segmentation. The principal is not expected to arrogate to himself all powers. Instead, the principal should emphasized more on division of labour in his leadership style and interact more with his staff and less with the students through the involvement of Student's Union Government in decision making and administration of the entire school (Oke and Jekayinfa, 2003).

2.04.3 The Mass Media as an Agent of Socialization

According to Mamser (1991), mass media can be defined as the means by which the general public is informed, educated, entertained, enlightened and mobilized for various issues that touch their lives. It can also be seen as the means of communication which include print media such as newspapers, magazines and the electronic media such as radio and television (Oke and Jekayinta 2003). Ibitoye (2006) in Muazu (2009) conceptualized mass media as all the procedures by which one mind may affect another. This according to them does not mean only written and oral means, but also pictorials like paintings, pictures arts and in fact all human behavior.

Jacob (1999) viewed mass media as a process of conveying information from one person or group of persons, department or organization to another through the post, telephone, television, computer, internet or by any other means. A careful look at the above definitions reveals that mass media both print and broadcasting aim at informing,

educating, entertaining, enlightening and mobilizing the general public on various issues that touch their lives. From the definitions, we can also understand that mass media in form of radio, television, cinema, newspapers, video films and so on are all useful to the socialization of individuals. They help in many ways to communicate values, morality, and standard of behavior that may influence and shape the character of individual member of the society.

In addition, the definition of Ibitoye described the mass media as the collection of materials and equipment that can be used to help communication between two or more systems, this clearly shows that mass media is essentially a working group organized around some devices in order to effect the control of communication. Mass media can influence the attitudes and behavior of many people who are geographically located in various parts of the country at the sametime. It serves as an agent of socialization by promoting government programmes, propaganda and creating awareness among the citizenry. That is, why mass media is considered as the fourth

arm of government because it acts as an intermediary between the government and the general public by telling them what they need to know as well as passing feed back information to the government.

However, in the current dispensation, the mass media is playing a vital role in the socialization of the young and adults. In addition, the rapid growth that is going on in the area of information technology is likely to enhance this role. Furthermore, Okam (2002) maintains that our perception of the world in which we live is strongly shaped by the series of massages we receive from the mass media. This notion simply implies that mass media displays role models that people can imitate. It usually presents characters in such simple and many sided forms that make it easier to recognize behavior suitable for men, women, heroes, villains, and comics of occupational ethic and personality types. Learning such roles helps to integrate the young into the society. Advertising for example gives children ideas about what is valued in their society. It also provides the child with an idealized picture of

the importance of such things as success, money, consumption, relaxation etc.

According to Abubakar (2009), socialization takes place in a large number of contexts and involves many sources. One of the most powerful sources of socialization, perhaps equating the socialization influence of peer group and the school, is that of mass media. The mass media which includes newspapers, magazines, radio, computer, internet, television and satellite have virtually infiltrated almost every Nigerian home. It has been estimated that most children spend more time watching satellite, television, video and cinema than they do in school. It is surprising that most of the children know the names of satellite stations, video and cinema shows and actors much better than they know the heroes of Nigerian history

2.05 The Role of Such Agencies in the Socialization of the Child

There are many agencies of socialization which include family, peer group, school, religious institutions, mass media, working place, clubs and so on but for the purpose of this study, only three agencies are selected due to bulkiness of the

data and time constraint. These agencies include family, school and the mass media. The role of these agencies in the socialization process of Junior Secondary School students include the following:

2.05.1 The Role of Family in Child Socialization

According to Abubakar (2005), the family plays a crucial role in the process of socialization for a variety of reasons which include:-

(1) The family influences the child in the early stage of development

(2) The family attempts to meet all the child's needs both physical and emotional

(3) The family influences an individual's life because such as individual usually maintains his family ties from infancy to adulthood.

(4) The family is a primary group and individuals learn mostly from persons they have close personal and emotional ties with.

(5) Children are born into the same racial group and social class to which their families belong. Their class position determines to a great extent what they internalize from their culture since members of different social class have different socialization experiences.

In the light of the above notion, we can understand that the family plays a vital role in the socialization process of the child because it is within the family that an individual learns language and begins to internalize the norms and values of his culture. Much socialization in the family is deliberate because we intentionally teach children certain tasks such as how to eat, walk, wear dresses. However, a significant proof of what children actually learn is unintentional. In fact they pick up certain attitudes and modes of behavior by imitating other members of the family.

According to Oke and Jekayinta (2003), the following should be considered as the positive impact of family in the socialization process of Junior Secondary School students.

(1) **Moral Training:-** The family lays the moral and spiritual foundation for the Junior Secondary School Social Studies students, this enables them to build on it in their later life. The members of the family teach such students the concepts of good and bad, right and wrong, desirable and undesirable ands so on. By teaching them the socially

approved way of behaving and while inculcating in them cherished beliefs and values, they should also be exposed to the culture of the wider society as they grow older. By this, the family prepares the students for acceptance in the society. The family always tries to set the pace and leads by examples so that the younger ones would follow. They narrate stories of great men and heroes, so that the students would imitate and develop accordingly. In connection with this, Eshelman and Cashion (1983) are of the opinion that the family is the first socializing influence encountered by the children and the teachings received affect them for the rest of their lives. Hence, children frequently adopt their parent's attitudes, moral values and beliefs.

A careful look at this notion reveals that the family way of socializing children has great effect on the chances that children have to benefit from educational opportunities as well as moral teachings.

(2) **Character Training:** The family plays a very important role in character training of the Junior Secondary School Social Studies students. What ever future manner such students exhibit in the public is often attributed to the kind of family they come from. It is the family that teaches the child the spirit of politeness, respect for elders and authorities and so on. However, if the family fails to inculcate in the children the right habits before they begin schooling, they might become a social problem to the society. Meanwhile, Kolo (2006) observed that the transmission of cultural heritage makes children responsible and sensitive to societal demands as well as challenges in life. Consequently, the fundamental norms and traditions of the society are preserved with the ultimate goal of enhancing discipline and patriotism in the society. This notion virtually implies that the family provides basic social and cultural training to children and other members of the family. They also transmit basic knowledge, skills and values as well as promoting and preserving cultural heritage in order to understand and respect other people's

culture more especially in a diverse or heterogeneous society like Nigeria.

(3) **Vocational Training**: No family would want to be associated with failure. Hence, the family ensures that the Junior Secondary School Social Studies students are prepared for a vocation or trade for their future self reliance. The family ensures that such students acquire one skill or vocation or the other before they become of age. The family trains the students to be creative and hard working in preparation for adult life. In addition, such category of students learn vocations from the older members of their family. The boys learn many things from older male members of the family while the girls learn from the female members of the family. Family situations provide conducive atmosphere of social learning, and give students variety of experiments that develop their social selves, and prepare them to become effective members of the society.

(4) **Social Training**: The family is a source of social interaction for the Junior Secondary School Social students.

The students learn at home social behavior, morality, greetings, self respect and respect for other's rights; responsibilities, duties, right way of dressing and eating and a host of others. This confirms the fact that primary socialization is taking place at home. The family gives every individual his identity. Socialization at home is the basis of socialization in school and later learning in life. The family provides security for the Junior Secondary School Social Studies students, reducing fear and developing social contact, due to this security function the home emerges in many ways as a very important social institution for the J.S.S students and adults. At home, such students feel free to tell their troubles to their parents without being laughed or mocked at. In fact they learn how to live with others, how to be mannered and how to run domestic affairs. The students are given responsibilities and carry out some domestic works. They learn by practice, observation, modeling and by examples

Kolo (2006) states that the family provides a legitimate avenue through which children are biologically initiated in to the society. Such children are entitled to all social rights and privileges in the society. Similarly, he went further to clarify that the family serves as a social engineering for effective and efficient socio-economic activities in any society. This implies that right from home, education is regarded as a social responsibility of the parents towards their children. They also cater for the needs of the children as well as their adequate protection. In fact, the family role in socialization process is to guide and train their young ones in knowing the moral, religious and social basis on which it stands and which could be used to reconstruct society

2.05.2 The Role of School in Child Socialization

The first exposure to a formal agency charged with the task of socializing children to accept specific values and to learn special skills come when the child begins to attend school. The school is the first link the child establishes with the wider society which brings together large number of children with different socio-economic background who also become the child's mates.

The role of the school in the socialization process of Junior Secondary School Social Studies students according to Ekpiwre (2005) include the following:

(1) Provision of skills: The school provides the J. S.S students with skills necessary for their survival such as intellectual skills, communication skills, study skills and manipulative skills. The skills may have to do with vocations which the child may choose to go into later in his life.

(2) Developing Moral Values in the students: The school helps the J.S.S students to acquire and develop the desired moral values which are necessary for their acceptance and survival in the society. The school inculcates in the child some basic moral principles through religious and moral instructions. According to Omotosho (2004), discipline is very necessary and essential to education since it involves self-sacrifice, diligence and loyalty, truthfulness and straight forwardness, patriotism and consideration for others and so on. Parents have the moral responsibility of ensuring that their children's conduct is within the prescribed guidelines of the school. Consequently, disciplined children are likely to achieve higher in school.

The school also builds on the foundation laid by the home in the personality development of the child. Parents must encourage their children to develop moral standard, appreciate moral values and act in accordance with laid down rules and regulations.

(3) Development of Social and Civic Consciousness: The school helps to develop social and civic consciousness in the J.S.S students. The school serves as an agent for making the students to accept and live by those ideals which are considered necessary for national development. Ideals such as knowing and standing up for the national anthem, waiting patiently and orderly in every day life activities, spirit of patriotism, dedication and handwork, persistence and perseverance, respect for constituted authorities and so on are inculcated in the students by the school

(4) The school enables the JSS students to choose their area of specialization since it opens to them a very wide horizon of experiences. It also guides them toward their future carrier.

(5) In school, both curricular and extra curricular activities are planned in such a way as to train the child in acquiring variety of knowledge from different school disciplines.

(6) Ekpiwre (2005) clarifies further that school socialization helps the JSS students to grasp the values of their culture and incorporate it in a way that permits them to achieve the felt-needs of the society. Indeed, all school activities are planned and worked out to socialize the students as well as preserve and transmit the cultural heritage through mutual understanding and respect for other people's culture particularly in a diverse or heterogeneous society like Nigeria.

(7) Through the activities of clubs and associations in the school, students learn leadership style and this gives them the zeal on how to develop the interest of becoming effective leaders and good followers.

2.05.3 The Role of Mass Media in Child Socialization;

Mass media are those means of communication that reach large heterogeneous audience at the same time without any personal interaction between the senders and receivers of messages. Television, radio, newspapers, magazines, movies, computer, satellite and internet are the major forms of mass communication media. One of the primary functions of mass media in the socialization process is introducing children to their culture. The role of mass media in the socialization

process of Junior secondary school students according to MAMSER (1991) include the following.

(1) Mass media displays role models that students can imitate.

(2) Mass media promotes intellectual development in the students

(3) Through mass media students learn relevant behavior expected from individuals in certain social statuses.

(4) Advertisement gives students ideas about what is valued in their society. It provides such students with an idealized picture of the importance of such things as success, money, consumption, good books, luxury and so on.

(5) Mass media makes it possible for the JSS students to know what is going on in different parts of the world at any given time. Important events are relayed live in the satellite, television and radio to mention a few. Mass media expose disasters and other socio-economic situations to students for prompt attention.

(6) The mass media educates and informs the JSS students about what is currently happening in their immediate environment.

(7) It can also be used to mobilize and enlighten the students about certain issues they may be ignorant of. For instance, through mass mobilization, students are reminded of their rights and obligations to the nation and avoid drug addiction as well as political thuggery.

(8) The mass media stimulates learners desire to learn and educate themselves in all fields of endeavour. For instance, a film on natural disasters leading to famine in some countries will educate the student on how man suffers under very harsh conditions.

(9) The mass media are great entertainers that also remove boredom. For instance music on radio and television soothes the mind. Films on TV, video, satellite and cinema are so entertaining that sometimes a student may stay glued to them for a very long time.

(10) The mass media serve as watch dog of the society by reporting the activities of individuals and groups. This help greatly in the socialization process of JSS students.

Presented above are the role of mass media in the socialization process of Junior Secondary School students. Therefore in the light of this we can analysed mass media as a device that communicate values, morality and standards of behaviour which in many way influence and shape the character of individual member of the society. Mass media

communicate ideas, opinions, information to the students. It also has the right to criticize the political economic and social institutions of the country the mass media helps in the enlightenment of every Nigerian more especially the students because it can easily influence the attitudes and behavior of many people who are geographically located in various parts of the country at the sametime. Infact the mass media has three objectives, namely to educate, to entertain and to inform the general populace more especially the JSS students about various issues that touch their lives.

In addition to this, Ayinde (1997) opined that mass media make people knowledge, conscious of what is happening in the environment and have the feelings to participate in matters relating to development. A careful look at this notion reveals that the mass media which include news papers, magazines, radio, television more especially satellite have virtually infiltrated almost every Nigerian home. It has been estimated that most students spend more time watching television, satellite and browsing internet; as well as

listing to radio and reading newspapers and magazines; this enable them to know what is currently happening in their environment and participate actively in matters relating to development.

In addition, the mass media plays a very important role in the socialization process of JSS students in Jigawa State for example, the student after spending, hours watching the television or satellite, indentifies (a) role model (b) copies the models' style of dressing, talking, walking, dancing and general behavior patterns. In fact socialization comes through the characters, images, words and narrative story which are relayed through mass media.

2.06 Problems Associated with Socialization Process in the Family, School and Mass Media

No single mode of social learning accounts for all socialization. Perhaps, that is why Gotep (1999) argued that socialization is the process by which someone learns the ways of a given society or social group so that he can function within it. This implies that the socialization experienced by a

person in childhood cannot prepare him for all the roles he will be expected to fulfill in later years. People move through a sequence of different positions in the society in accordance with different stages of life cycle. Infact this process is still seems to have limitations.

In other words, all the agents of socialization have their short falls. Therefore since the researcher decided to concentrate on family, school and mass media out of the agencies; then their problems in the socialization process of JSS students reads as follows:-

2.06.1 The Problems of Family in Child Socialization

In our contemporary society, the family still acts as a powerful agent of socialization especially for primary roles and for much of the routine activities that have been called recipe knowledge. However, unusual family structure has an effect on the way in which children are socialized. For instance, evidence shows that children of both sexes brought up by a mother alone, tend to take more of a woman's view and vice-versa. Similarly, a family that is divided in the

upbringing of the child tends to confuse the child. Children from these families invariably become naughty and unwilling to obey the parents.

(2) Another problem is the diminishing capacity of the family. In other words, it has few opportunities to transmit the disciplines and values that are expected. The family now shares the socialization job with many other institutions and groups in the society due to its in ability to provide effective social control function which resulted to anti social behavior among children.

(3) Brutality i.e cruelty or unkind nature of the parent may affect the socialization process of JSS students

(4) In the name of civilization the family allowed their children to be exposed to negative foreign influences causing children not to grow with proper values and attitudes.

(5) The technique of the socializer may be faulty. For example some parents are too rigid and aggressive in the way they bring up their children and this can lead to their offspring refusing to obey them.

(6) The working mother can not truly account for her children welfare when she left for work; most importantly its assumed that maternal love is lacking. Children stand the risk of being molested this actually affect their socialization process.

In the light of the above Nzeribe (2000) opined that a child needs caring, accepting parents especially mother if he/she attain optimal development. A careful look at this nation virtually reveals that maternal employment limits the amount of expressive and vocal stimulation and response the mother gives to the child which in turn affects the formation of attachment bounds between mother and child. All over the world or globally child care is the perceived primary role of a female in the family. When a female who most of the time is the mother in the family takes up employment, children will have to share their mother's attention with what ever employment she is engaged in, otherwise their socialization process would be altered.

However, in a research carried out by Nzeribe (2002) the findings revealed that regularly employed mothers are more likely to have delinquent sons than non working mothers. Though employed mothers were likely to provide in adequate supervision, there is little difference between the working and non working mothers as to adequacy of supervision. Moreover, Oyinkepreye (2010) worked with 147 children in the same school. One hundred and eight of the sample had working mothers. Using a psychological test, information gathered from teachers, schools and community records, it was found that full time steadily working mother seemed to be a positive factor in the child's social adjustment.

In the light of the above research findings we can understand that inadequate supervision leads to delinquency no matter the mothers' employment status. Indeed maternal employment in the lower social classes in a realistic response to economic stress and may affect the socialization process of the children.

2.06.2 The Problems of School in Child Socialization.

Schools like other formal organizations are created to serve the society for the purpose created. In many cases, the ideals of the school are at variance with those of the family and they pose problems which include.

(1) Bad company: through bad company, a JSS student acquires negative behavioural traits. For instance, the student gets involved in laziness, disrespect pride, and frustration among others. He also learns some deviant behavior such as greed, stealing and prostitution.

(2) In schools, there is adaptation of foreign culture. The student acquires western culture since it is western education. He/she now behaves as the westerners do and some aspects of western culture is considered to be immoral and against the norm and values of our society.

(3) Existence of secret cults at all levels of our educational systems. According to Denga (2001) the menace of cult activities at all levels of our educational institutions

could be attributed to a number of factors originating from social, economic, psychological and political strata. For instance:

(a) large scale moral and social decadence in the entire society
(b) disintegration of the school system
(c) indiscipline among students
(d) negative parental influences
(e) problems emanating from the school authorities.

In the light of the above notion one can deduce that cultism is one of the greatest social crimes committed in the Nigerian educational institutions which seriously affect the socialization process of our students. Infact through the cultists activities, man lives have been lost, many people were maimed and many students have been rusticated. Furthermore, the spread of secret cult activities could be attributed to the disintegration of the school system. Inconsistencies in our educational system, lack of modern and well equipped laboratories more especially in our secondary schools.

In addition, the prices of textbooks have escalated, no adequate supply of water, incessant interruption of electricity, out-dated teaching and research facilities, dilapidated buildings and several others. However acts of indiscipline among students such as laziness, idleness, rioting, lawlessness, terrorism, molestation, rape, brutality, vandalism, fighting, wickedness, aggression and several others are negative acts being projected by most students in the educational institutions. Most of these students are over ambitious and pay little or no attention to the academic endeavours, but in order to make up for their academic problems they tend to look for easy way out of their problems by joining secret cults where they are indoctrinated with wrong values for success, popularity and fame. This actually constitute a serious problem in the socialization of students at school.

(4) Drug abuse: another problem of socialization created by school is drug abuse and addiction because various research reports have confirmed that Nigerian youth more especially

students in both urban and rural areas and of different socio-economic backgrounds have indulge in the use and abuse of dangerous and illicit drugs which virtually affect their socialization process. Barau (2004) opined that about seventy five percent (75%) of the students in educational institutions have the opportunity to know what drugs are, how to use them, their usefulness, and the consequences of taking them without experts prescription.

In the light of the above notion one can deduce that drug abuse is a schools problem because it undermines a students' academic ability and performance and since schools are concerned with the full development of students, including their moral and intellectual well-being, it must also be concerned with the use of drugs, both in and outside the school. However research reports indicated that students who use marijuana regularly are likely to receive below average marks or failing grades, and school drop outs are likely to be frequent drug users.

The case here is clear, when a student uses drugs the chances are that student's ability to learn will be impaired. Drugs can also distrupt an entire school system. When many students in a class are under the influence of drugs, or absent because of drug abuse, the progress of all students is impeded. Also, the pressure is increased on other students who have the good sense and the courage to resist drugs. In addition, drug use brings into the school environment the illegal activities such as theft, prostitution, indiscipline and the selling of drugs to others. Infact none of these activities is conducive to the development of a healthy productive life as such they also affect the socialization process of the students.

In addition, Paul (1999) is of the opinion that excessive use of drugs tend to poison both the kidney and the liver, the digestive track may as well be affected. The drug also causes stomach ache leading to ulcer and other stomach disorders. It also affects the social life of addicts as well as their academic performance in school. A careful look at this notion reveals that drug abuse have adverse effects on some vital parts of

the body and are dangerous to the health. It damage the brain and memory cells resulting to madness, head ache, mental retardation, blindness, lung cancer, pneumonia, heart attack, heart weakness, high blood pressure, breathing problems and several others. Consequently these effects serve as a menace to the socialization process of students at school.

2.06.3 The Problems of Mass Media in a Child Socialization

The role of mass media in the socialization process of JSS students has not always been positive. Many of the vices exhibited by the students in the society can be liked to wrong influences of the media. Though the mass media is known to be a source of information, education and entertainment, but the current spades of violence by our youths, cultism on our campuses, sexual immorality, drug abuse etc are said to be partly caused by the mass media. This is why the role of the mass media in the socialization process should be properly censored by the society.

According to Hassan (1995) in Gotep (1999) the following should be considered as the problems of mass media in the socialization process of the students.

(1) The mass media promote unacceptable, immoral, criminal and violent films especially through television, satellite, internet and cinema halls. Some cinema and video houses shows blue films to the students thereby corrupting them to have promiscuous mind.

(2) At times the effect of television is direct, concrete and dramatic. According to Shephard (2000) a nine year old girl was gang-raped with a beer bottle by three teenage boys and a girl, three days after they had seen a similar incident on television.

(3) Several studies have demonstrated that watching aggressive behaviour on television or satellite significantly increases, the expression of aggressive impulses in the students. For instance, violent crimes are learned or imitated through war films and wrestling.

(4) In societies where the press is allowed excessive freedom, pornographic materials are openly displayed on news stands, in book stores, super markets and even airports, resulting in uncontrolled sales to all those who care including students. Such materials are taking new forms everyday. While the commonest are pictures and

magazines, pornographic videos popularly known as "blue movies" are gradually replacing literature. Pornography, either by predilection or brain washing, degrades humanity, especially child pornography which not only abuses the child's freedom but is also very likely to lead to psycho-maladies later (Hassan 1995). Further more it humiliates women by turning them into mere objects of public entertainment and thereby making them more liable to rape and other forms of sexual harassment.

(5) If parents or other relatives do not counteract the false ideas given by the mass media, and if a child's view of the world is shaped by the mass media without corrective guidance, then these ideas become real to such students unless altered by personal experience.

(6) Advertisement serve as another sources through which mass media causes problem in the socialization process of JSS students in the sense that it contributes in the act of instilling negative attitude among JSS students because some adverts teach how to smoke with an inscription like "By smoking you derive certain pleasure" or "That very special taste of success". Likewise in amstal malts a man holding a lady is displayed on the board with an inscription such as "pleasure of looking good and feeling good".

However, most adverts on our television, satellite and sign boards make use of the opposite sex (females) in large numbers were their bodies are exposed. Some magazines are also sex magazines that try to expose all those things that are supposed to be hidden more especially to students. This virtually affect their socialization process because its against the norms and values of the society.

In addition Boland (2007) stated that a female complainant was awarded compensation by Morse V. Future Reality Ltd in the United Kingdom when her superior officers ignored her complaint that her office mates spent much time studying sexually explicit images down loaded from the internet and creating a general atmosphere of obscenity in the office. A careful look at this statement indicated that sexualized environments have also been shown to create atmosphere that encourage more serious and direct sexual harassment. For example, when obscenities are common in the work place or school environment, women are three times more likely to be treated as sex objects, and be directly

sexually harassed than in environments where profanity not tolerated.

To clarify further the problem of mass media in the socialization process of JSS students, one can realized that mass media have virtually infiltrated almost every Nigerian home. It has been estimated that most students spend more time watching television, video, satellite and cinema than they do in school. It is surprising that most of them know the names of television, video and satellite shows and actors much better than they know the heroes of Nigerian history. Although the amount of time spent watching television, video, satellite and cinema and the quality of entertainment presented centering on sex, violence, criminal action and juvenile delinquency. That is why the media today seriously challenge the family. Children spend more time in front of the TV as interacting with parents. Infact massages and values carried by the media are powerful and seductive. Many of these massages and values challenge or directly contradict what parents teach their children, because there have been

cases of Juveniles who committed crimes such as setting fire to derelicts asleep in the street, after seeing such crimes committed on television, video, satellite and cinema films.

2.07 The Concept of Academic Performance

According to Simpson and Weiner (1989) performance is defined as the observable or measurable behaviour of a person or an animal in a particular situation usually experimental situation. This implies that performance measures the aspect of behavior that can be observed at a specific period. However, to determine the level of performance, a performance test is conducted. Singer (1981) in Yusuf (2002) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. This means that performance test throws light on the ability to deal with things rather than symbols.

Academic performance on the other hand according to Nzeribe (2004) refers to observable and measurable behavior of a student in a particular situation. A careful look at this

definition implies that academic performance of students consist of scores obtained from teacher made test, first term examination, mid-semester test etc. For example, the academic performance of a student in social studies includes observable and measurable behavior of a student at any point in time during a course. In social studies students' academic performance consists of his scores at any particular time obtained from a teacher made test. Therefore we can equate academic performance with the observed behavior or expectation of achieving a specific statement of objective or statement of educational intention in a research.

In addition, Yusuf (2002) conceptualised academic performance as the level of individual educational attainment as determined by comparing his score in a test with the average scores of others at the same level. This implies that academic performance is continual because it can be measurable at any point in time. In other words, academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to

them by their teachers. It also implies the ability to study and remember facts and being able to communicate their knowledge verbally or in written form.

Yusuf (2002) clarified further that satisfactory academic achievement award is given to recipient who maintains satisfactory academic performance and progress towards the attainment of a degree or certificate in line with the United State Department of Education regulations. This notion virtually implies that academic achievement is cumulative and progressive. That is to say academic achievement cannot be attained within a short period of time.

However, several studies according to Theodore (1995) conducted in such diverse states of U.S.A like Florida and Washington have directly or indirectly compared academic performance of home schooled students to national norms. It was discovered that home schooled students who perform well; also do well in the standardized achievement test. Infact what this indicates is that academic performance culminates and influences academic achievement.

In addition Stevenson (2000) while comparing Chinese, Japanese and American children academic achievement in Mathematics measured performance in perceptual speed, coding skill, spatial abilities, vocabulary, verbal memory and general information, discovered that Japanese and Chinese performed better than their American counterpart. The results in these different aspects of performance affect academic achievement in Mathematics. This implies that academic performance of a particular group of students can substantially, affect schools achievement data. Thus, changes from one year to the next may be due to changes in the performance of a small group of students. Eventually, students' academic performance influences students' academic achievement.

2.07.1 Factors Affecting Students' Academic Performance

Scholars have identified several factors affecting students' academic performance. For instance David (2009) argues that students' academic performance is affected by factors such as individual and household characteristics such

as students' ability, motivation, the quality of secondary education obtained and the like. Tansel (2002) from his part attributed students poor academic performance to gender of the students, childhood training and experience as well as parental and teachers behaviours.

A careful look at this notion indicates that the teacher is the most important factor of the school in relation to academic performance. The teacher can affect students' academic performance by the expectation he hold for them. Inother words the teacher impart the knowledge to the students in such away that they get the massage across which enable them to acquire new experience, security, love, recognition and build a healthy self-concept and esteem that promote effective learning.

Parental attitude on the other hand is very significant in predicting students aspiration toward academic activities because students tend to work well in school when the parents have interest in their success and failures since a good school may offset the effects of bad home and the type of

school attended is a better predicator of the behavioural values and attainment of students academic performance, therefore, school is an important factor influencing students' academic performance.

However, the socio-economic status of a family has also been established to affect positively or negatively student's academic performance. For instance Prewitt (1980), in a study conducted in Kenya, revealed that families with a high socio-economic status prepare their children for school more adequately than those with a low socio-economic status; as a result, children coming from the former background are often more ready to learn and consequently stand a better chance of succeeding in their studies similar findings was also made by scholars such as Obanya and Ezewu (1981); Olotu (1994); Ipaye (1996); Okediran and Danesty (2002) in David (2009). These scholars were unanimous in their findings that the higher the socio-economic status of a family, the more likely it motivates its children to learn at school and consequently to succeed in learning.

In the light of the above notions one can deduce that the society is dichotomized into upper status middle status and lower status. Attached to each status is a prestige and influence and the determinants of socio-economic status include among others the level of education, occupation and income. Therefore ones level of income affects his socialization in connection to this, the status of parents determine the type of school their child will attend in addition the performance of the child at school, the choice of course of study, availability of course materials and how to meet the basic needs of the child are determined by the socio-economic status of the parents infact a low income earner will not be able to afford most of these things while a high income parents will be able to afford most of the things the child will need for interaction.

Students learning environment has also been discovered to have an important effect on students' academic performance. Also, David (2009) argues that a learning environment that is free of barriers, or obstacles or

distractions such as noise, gas/smoke pollutions and so on bring about better students academic performance, where as an environment characterized with smoke/gas pollutions, market centres or garages always constitute, health hazards, which in turn affects or reduces students concentration as well as perpetual conceptual focus to learning. In the same vein, Caine (2000) corroborates the fact that learning environment that are safe and trusting enhance learning, while the learning environment that is characterized with fear and threat causes brain to downshift (shutting out of new information and experience) and consequently result in students poor academic performance.

Inadequate motivation of teachers by government has also been identified by scholars as another factor affecting students' academic performance in a similar vein, Okorma (2002) in his study entitled motivating factors among teachers in Government secondary schools in River State, indicates that teachers lack commitment because of in adequate motivation, and this consequently has negative impact on

students' academic performance. Similarly, scholars such as Tsui (1998), Sotonwa (2004) in David (2009) unanimously agree that without caring and committed teachers, students will find it difficult to achieve better academic performance as well as prepare for the challenges of the future.

A careful look at the above notions reveals that conducive environment is associated with good learning. Likewise, a noisy environment affecting learning adversely because a school situated in the midst of the town or commercial centers affect the teaching and learning process of the students. The teacher also is the most influential factor affecting students' academic performance because the teaching role of the teacher embraces a lot of activities but the success or failure of most of the teaching learning situations has been largely dependent upon the art and skills of the teacher.

In addition, the teacher also plays the role of an evaluator in the teaching and learning situation. That is to say when the teachers in the classroom asks students some

questions in order to find out how much of the lesson they understand. In this process the teacher is playing the role of a diagnostician. However, in some instances he gives them assignment or tests in the classroom for the purpose of evaluation. Infact all these series of academic activities affect the academic performance of the students.

2.8 Social Studies Teacher as a Socializing Agent

According to TRC handbook (2002) "teaching is a systematic rational and organized process of transmitting knowledge, attitudes and skills in accordance with professional principles". Therefore, those who do not perform the act in accordance with professional principles are not teachers.

2.8.1 Who is a Social Studies Teacher?

According to Ajimoko (2000) a good social studies teacher is someone with an in-depth knowledge in his field who posses personal qualities such as a sense of humour, evidence of possession of initiative, intuition, resourcefulness, spirit of commitment and a cheerful friendly disposition.

A critical look at this notion indicated that social studies teacher is a person of good character, a male or female, who is sincere in words and actions, who likes people, especially children and sets good examples to his pupils or students. Infact he is systematic and methodical in approach, that is to say he uses strategies that best suits his class, content of the subjects and situations.

2.8.2 Qualities of a Good Social Studies Teacher

According to Ajimoko (2000) a good social studies teacher must process the following qualities:

(1) Know his subject matter very well.
(2) Know much about related subjects i.e (social sciences)
(3) Be adaptable to new knowledge
(4) Recognize individual differences among his pupils or students.
(5) Be a good communicator
(6) Develop an inquiry mind
(7) Be available, committed and enthusiastic
(8) Have humility, sincerity and honesty
(9) Be creative and versatile
(10) Have a good methods of teaching
(11) Be self-confident and act with integrity

(12) Welcome divergent opinions
(13) Give assignments, mark and return in time
(14) Relate well to students and colleagues
(15) Punctuality to classroom
(16) Neatness in appearance
(17) Be very hardworking and conscientious.

In the light of the above qualities one can deduce that social studies teacher guides the learning process since he is academically sound and professionally qualified to face the challenges of our society and cope with the societal demands. He is infact a dynamic and progressive in nature, master of his discipline, cordial and sympathetic to his students as well as diligent and sincere to his duty.

2.8.3 The Role of Social Studies Teacher in Socialization process of J.S.S. Students

Teacher as a pivot of education has certain roles to play towards the repositioning of teacher education in Nigeria. Therefore, the role of social studies teacher in socialization process of JSS students according to Denga (2001) include the following:

(1) Teaching role: the teaching role of the teacher embraces a lot of activities but success or failure of most of teaching learning situations has always been largely dependent upon the art and skill of the teacher. With faith in the ability of each student to help educate himself, the social studies teacher takes the role of a resource person and a facilitator or consultant.

(2) His role as a planner: before a teacher can teaches successfully, he needs to plan, have an objective in focus, gather a lot of resources that will facilitate his teaching before he can be successful.

(3) His role as a manager: The management role of the social studies teacher involves the establishment and maintenance of a classroom environment which will encourage and facilitate learning.

(4) The teachers' role as a counsellor: every classroom teacher plays the role of a counsellor. This is because the teacher is regarded as the embodiment not only of the parent figure in the classroom but also a peerless figure in the society. Problems bordering on personal, social, economical and academic areas are bound to crop up in the teaching/learning situation and he is expected to pay prompt attention to them.

(5) The teachers' role as an evaluator: the social studies teacher plays the role of an evaluator in the teaching-learning situation. When he teaches in the classroom, he asks students questions to find out how much of the lesson they understand. In this process, he is playing the role of diagnostician. In some instances he gives them assignment or tests them in the classroom.

A careful look at the above role of social studies teacher in the socialization process of JSS students reveals that the teachers' responsibility is specifically to guide the students to achieve their individual objectives. The teacher continuously assesses his teaching methods and the students' progress. In other words, the social studies teacher constantly evaluates his teaching effectiveness as well as the students understanding of the lesson and then makes value judgement based on his evaluation.

2.9 Review of Related Empirical Studies

Ayinde (1997) conducted a research on Political Socialization of Junior secondary school students in Kaduna state. The findings from the study reveals that JSS 1 & 2 were not politically socialized effectively but political socialization

becomes effective among JSS III students. In addition, the findings of the study reveals that there is no significant difference between male and female students of JSS III in Kaduna state in terms of their political orientations.

However, in terms of differences between rural and urban location of junior secondary school students in Kaduna state, the findings revealed that the urban respondents had access to various means of mass media which present political programmes than other counterparts in rural locations.

Therefore, the relationship between the two researches reads as follows:

Both the two researches attempted to investigate the socialization processes of junior secondary school students. However, the two researches selected JSS III students as the sample size of the parent population. Thus, the population and sample size of the respondents were selected from the available educational zones in the study area.

While the differences between the two researches on the other hand include the following:

(a) Ayinde's research work is limited to political socialization which is one aspect of socialization but the later research work is dealing with the socialization process in totality.

(b) The former research work attempted to find out the level of political socialization of junior secondary school III students in Kaduna state. While the later research work attempted to investigate the impact of Agents of Socialization on the Academic Performance of Social Studies Students in junior Secondary Schools in Jigawa State in order to examine whether these agencies have positive or negative impacts on the academic performance of JSS III students in Jigawa state.

Another study was conducted by Hassan (2004) on comparative study of socialization process from Home to school with particular reference to Jaba people in Kaduna state. The findings from the study revealed that both home and school teaches children honesty, morality discipline, respect for elders and constituted authority as well as

sensitizing the people of Jaba community to become responsible and useful members of the society.

Relationship between the two researches could be seen as follows:

(i) Hassan's research work focused on comparative study of socialization process of Jaba people between two agents of socialization that is family and school. While Mudathiru's work also try to find out the impact of such agencies on the academic performance of social studies students in junior secondary schools in Jigawa state.

(ii) Both the two researchers believed that family and school as an agents of socialization teaches children honesty, morality, discipline, respect for elders and constituted authority as well as sensitizing the people of their areas to become responsible and useful members of the society.

Furthermore, the differences between the two researches could be seen as follows:

(i) Hassan (2004) based her research work on the comparative analysis between two agents of socialization i.e family and school with particular

reference to Jaba people in Kaduna state but the present study is wider in scope as it incorporate three agents of socialization which include family, school and the mass media as well as the students' academic performance in junior secondary schools in Jigawa state.

(ii) The former research work compared the two agencies of socialization with particular reference to Jaba people in Kaduna state and the findings revealed that the two agencies plays a vital role in the socialization process of the people of such area, but the later research work is trying to examine the impact of such agencies on the academic performance of social studies students in junior secondary schools in Jigawa state.

(iii) The later research work is limited to social studies students in junior secondary schools in Jigawa state but the former research work concentrated on the entire people of Jaba local government area in Kaduna state.

Isma'ila (2008) conducted another study on the "Assessment of Political Socialization in the Management of Secondary Schools in Zaria and Giwa Education Zones". The

study examined how students involved themselves in decision making, respect to authority, role playing, social control, voting behaviour and political attitudes while in school. The sample comprised of 500 students from 10 secondary schools. The data were collected, using a self administered questionnaire. The data were analysed, using percentages and chi-square statistical tool. The findings from the study revealed that political training and orientations were taking place in our post-primary institutions.

In addition, the relationship between the two researches reads as follows:

(i) The two researches focused on the socialization process of secondary school students of their areas of study.

(ii) The two researches concentrated on the various agencies of socialization as well as their impact on students learning.

However, the two researches differ in the following areas:

Another study conducted by Isma'ila (2008) differ with the present study because the former investigated or assessed the political socialization in the management of secondary

schools in Zaria and Giwa Education zones while the later is currently investigating the impact of agents of socialization on the academic performance of social studies students in junior secondary schools in Jigawa state. The former examined how students involved themselves in decision making, respect of authority, role playing, social control, voting behaviour and political attitudes while in school.

In the light of the above, the later research try to find out whether agents of socialization have positive or negative impact on the academic performance of social studies students in junior secondary schools in Jigawa state but the findings from the former study revealed that political training and orientations were taking place in our post primary institutions. However, Isma'ila's research work is limited to Zaria and Giwa education zones but the later research work is limited to five education zones in Jigawa state.

Another research was conducted by Madubuike (1985) on the role of social studies towards the achievement of citizenship education in post primary schools in Anambra

state. The researcher used questionnaires to obtain relevant information from selected social studies teachers and students. In the study a total of 120 teachers of social studies and 300 final year students of post-primary institutions were selected from 30 post primary institutions in 15 local government areas in Anambra state.

The data collected were anaysed and the findings of the study revealed that social studies education play a vital role in the production of good students who will be the future leaders of the nation through acquisition of knowledge and information, political socialization, development of intellectual skills, development of National Consciousness, value orientation, identification of possible solutions to societal problems and so on.

In addition, the two researches were related in the following areas:

(i) The two researches concentrated on social studies students in junior secondary schools.

(ii) The two researches selected structured questionnaires as the instrument for data collection from the sampled respondents.

(iii) Teachers and students of secondary schools were selected as the respondents by the two research works.

However, the following differences were ascertained in respect of the two researches:

(i) Madubuike's work investigated the role of social studies towards the achievement of citizenship education in post primary schools in Anambra state. While the later research work is attempting to find out the impact of agents of socialization on the academic performance of social studies students in junior secondary schools in Jigawa state.

(ii) The former research work selected thirty (30) post primary institutions from fifteen (15) local government areas in Anambra state as the sample size of the study. While the later research work selected one hundred and nineteen (119) junior secondary schools from five educational zones in Jigawa state.

Summary

The study presented two learning theories to explain the impact of agents of socialization on the academic performance of social studies students in JSS in Jigawa state, these include: Stimulus-Response (S-R) Conditioning by Thorndike and operant conditioning by Skinner. The two theorists were described as Behaviorists because they treated learning as a matter of link between stimulus and response (S-R). According to them a stimulus is a situation that exist on the sense organs causing a person to react in a particular way; While a response on the other hand is the reaction or answer to the stimulus. For instance, when a child is confronted with a problem he makes many trials given one response after the other before arriving at the correct conclusion. With regard to the concept of socialization; the definitions of the term were vividly discussed by citing several authors and all the definitions presented before have one element in common; that is to say they all meet at a point through which an individual acquired knowledge and skills of his people's

culture and thus become a participating member of his society. In addition, stages, levels, aims and agents of socialization were also vividly discussed.

The concept of academic performance and the factors affecting students academic performance were also discussed in the review of related literature, some of these factors include socio-economic status of a family; the learning environment; inadequate motivation of teachers by government and so on.

In reviewing the concept of social studies various definitions were vividly discussed. Infact its worthnoting that all the definitions of social studies have some common elements where they considered man as a central figure and his interaction with various environments.

The role of social studies teacher in socialization process of JSS students include his role as a planner, manager, counsellor, evaluator which he constantly evaluate his teaching effectiveness as well as the students

understanding of the lesson for the purpose of making value judgement based on his evaluation.

In the review of related empirical studies different researches conducted by various scholars that are related to the study in question were also reviewed by the researcher in order to find out their relationship and differences with the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the method employed or adopted to justify the problem identified earlier on. The chapter was presented on the following sub-headings: the research design, population of the study, sample and sampling technique, instrumentation, validity and reliability of the instrument, procedure for data collection and procedure for data analysis are the contents of this chapter.

3.2 The Design of the Study

The design adopted for this research work was survey method of descriptive research design due to the large population of the area. In survey method of research as indicated by Ekeh (2003), the data are collected from relatively large number of subjects or samples at a particular time. It is not concerned with the characteristics of the individuals; rather than with generalized statistics resulting when data are obtained from a large number of cases.

3.3 Population of the Study

The population of the study comprises teachers and JSS III students in junior secondary schools in Jigawa state.

The distribution of the population is as follows:
Table 3.1: Population of the Study

S/No	Zone	School	Teachers	Students
1	Dutse/Kiyawa	39	322	1,100
2	Jahun/Miga	25	172	934
3	B/Kudu/Buji/Gwaram	43	331	1,150
4	Hadejia/Kaugama/M/m	35	418	1300
5	K/Hausa/Auyo	25	253	809
6	Birniwa/Guri/Kkm	32	275	1,200
7	Gumel/Maigatari/Ggw/Stk	38	427	1,250
8	Ringim/Taura/Grk/Bbr	52	451	1,350
9	Kazaure/Roni/Yks/Gwa	43	453	1,400
	Total	332	3,102	10,493

Source: State Universal Basic Education Board (SUBEB, 2011) Planning, Research and Statistics Department, Dutse, Jigawa State.

3.4 Sample and Sampling Technique

From the table of the distribution of population above, stratified random sampling was used for the selection of junior secondary schools in one local government area from the available local government areas in each of the nine educational zones in Jigawa state due to the large population of teachers and students in such areas.

However, Krejcie and Morgan (1970), table for determining sample size indicated that N = population size and n = sample size, therefore the population of teachers which is six hundred and fourty nine (649), two hundred and fourty (240) was their appropriate sample size, while the population of JSS III Social Studies students were three thousand (3000) but three hundred and fourty (340) was their appropriate sample size which made a grand total of five hundred and eight (580) respondents.

Table: 3.2 Distribution of Sample Size.

S/No	Zone	Schools	Teachers	Sample	Students	Sample
1	Kiyawa	14	60	25	300	35
2	Miga	8	73	30	240	30
3	Buji	5	47	20	250	28
4	Kaugama	14	89	25	740	474
5	Auyo	9	95	40	270	30
6	K/KSM	10	96	40	344	44
7	Gagarawa	7	44	18	230	23
8	Babura	13	88	22	406	46
9	Gwiwa	10	57	20	220	30
	Grand Total	**90**	**649**	**240**	**3000**	**340**

Source: adapted from Krejcie and Morgan (1970)

3.5 Instrumentation

The structured questionnaire was the instrument used for data collection for this study. It was self constructed based on the objectives and research questions formulated. The questionnaire on the "Impact of Agents of Socialization on the Academic Performance of Social Studies Students in Jigawa State" was divided into two sections. Section 'A' contained personal data of the respondents, while section 'B' contained opinion statements designed to solicit information on the Impact of Agents of Socialization on the Academic Performance of Social Studies Students in Junior Secondary Schools in Jigawa State.

The respondents were expected to tick the alternative that best describes their opinion in the questionnaire on the impact of agent of socialization on the academic performance of social studies students in junior secondary schools in Jigawa state. The questionnaire was close ended type which comprised of four-point modified Likert rating scale ranging from extreme positive (+) to extreme negative (-). They were

also required to indicate whether they strongly agree (SA) Agree (A) Disagree (D) or Strongly Disagree (SD) with each items. However the questionnaire was designed in such a way that it has wide coverage on the problem under investigation; and the major areas the questionnaire were covered include the concept of socialization; some agents of socialization; their role, problem and possible solutions.

3.5.1 Validity of the Instrument.

The questionnaire which was self constructed was designed in such a way that each statement was related to the topic under investigation and has adequate coverage of the overall topic. The items of this instrument will be reviewed by the experts in the field of Social Studies and English language in order to confirm the appropriateness of its content validity. However, the recommendation and comments of the experts were used in modifying the structured questionnaire. Furthermore, the corrected copy of the instrument was given to supervisor for final approval.

Pilot Study

The pilot study was carried out by the researcher through the administration of questionnaire to one hundred (100) students from Junior Secondary School Galgamma in Gumel local government area. The school did not appear in the main study. However, through the method of test – retest analysis, the correlation coefficient was obtained through the application of the following formular i.e

R2 (r) Where R = reliability coefficient

I + r = correlation coefficient.

3.5.2 Reliability of the Instrument

For the purpose of obtaining coefficients of reliability the method of test - retest analysis was employed. This was done by administering the test after an interval of time to the same subject of the study. Then, the researcher correlated the two results and determined the reliability of the instrument. William (2001) is of the opinion that an instrument is considered reliable if its reliability coefficient is between 0.5 and 1. The reliability coefficient of the tested instrument was 0.75 and this indicates that the instrument is reliable.

3.6 Procedure for Data Collection

With a letter of introduction endorsed by the supervisor from the Department of Arts and Social Science Education, Ahmadu Bello University, Zaria the researcher visited the schools selected for the study. The assistance of Principals and teachers were solicited so as to gain easy access to students. With the permission from the school principals, the questionnaire was administered to the sampled respondents for them to fill based on their own opinions. However, the time frame within which the instrument was collected from the respondents was one hour. In addition, the completed questionnaire was collected by some teachers after completion and then retrieved back to the researcher.

3.7 Statistical Analysis Procedure

The completed questionnaire was used in the data analysis. The responses were coded and recorded on the computer coding sheets. The data was analysed with the use of statistical package for the social sciences (SPSS). For the items in the positive form, the score of 4 was assigned to Strongly Agree (SA), 3 to Agree (A), 2 to Disagree (D) and 1 to Strongly Disagree (SD).

In addition, the statistical tool that was used in the analysis of data is t-test due to the following reasons:

(i) The heterogeneous nature of the population is not much, it consist of only teachers and students.

(ii) The nature of research which is survey method of descriptive research design

(iii) The nature of hypotheses to be tested since it indicate the differences between two variables at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presented the analysis of the data collected. The data was analyzed and presented based on the respondents' opinion on each aspect of the study. A total of 245 copies of the questionnaire were distributed to teachers but only 240 were successfully retrieved. While, 346 copies of the questionnaire were administered to JSS students, but only 340 copies were retrieved. Hence, a total of 600 copies of the questionnaire were distributed but only 580 were successfully retrieved and used for data analysis.

The analysis was therefore, based on the data collected from the above mentioned number of retrieved questionnaire. The data was presented in tabular form. Each table contains serial number, item statement, category, the responses of agreed and disagreed were put in frequencies and percentages. Moreover, the chapter contains interpretations of hypotheses testing which is also in a tabular form with

explanations of retention or rejection at 0.05 level of significance based on t-test analysis. However, the chapter includes discussion on the major findings.

4.2 Respondent's opinion on the Role of Family as a Socializing Agent

This section covers items one to six in the questionnaire as presented to each respondent. Hence, item one and two attempted to ascertain whether transmission of basic values and extra lessons given to the JSS students by the parents can contribute positively to their academic performance at school. While, items 3 and 4 attempted to find out whether inability of the family members to impart the desirable social habits as well as telling stories of heroes and heroine to JSS students can influence their academic performance or not.

Furthermore, items 5 and 6 investigated whether drug abuse and addiction undermines the academic ability and performance of JSS students in relation to their socialization process. Details of the responses of teachers and students are contained in table 4.2.1.

Table 4.2.1: Respondent's opinion on the Role of Family as a Socializing Agent

S/N	Item Statement	Category	Responses			
			Agree		Disagree	
			F	%	F	%
1	The transmission of basic values such as respect for elders, sympathy, humility, love and affection to JSS students by family members contribute to their academic performance	Teachers	217	90.4	23	9.6
		Students	317	93.3	23	9.7
2	Extra lessons given to the JSS students by parents can influence their academic performance	Teachers	228	95.0	12	5.0
		Students	322	94.7	18	5.3
3	Failure of the family members to impart the desirable social habits to the JSS students affect their academic performance	Teachers	182	75.9	58	24.1
		Students	264	77.6	76	22.4
4	Telling the stories of great men and women to JSS students by the family members can contribute to their academic performance	Teachers	195	81.3	45	18.7
		Students	259	76.2	81	23.8
5	Taking drugs by JSS students without doctors prescription due to carelessness of the parents undermines their academic ability and performance	Teachers	187	77.9	53	22.1
		students	273	80.3	67	19.7
6	A quize competition organized by family members contributed to the academic performance of JSS students	Teachers	213	88.7	27	11.3
		Students	301	88.6	39	11.4

There was general agreement of opinion between teachers and students in response to item 1 in the table 4.2.1. The item asked the opinion of the respondents on whether the transmission of basic values such as, respect for elders, sympathy, humility, love and affection to JSS students by family members contribute to their academic performance. A total of 90.4% of the teachers and 93.3% of the students are of the opinion that transmission of basic values contribute to student's academic performance. Therefore, it is the responsibility of family members to inculcate the desirable norms and values to the younger generations more especially the JSS students in order to uplift their academic excellence. This indicates that parents should increase effort in inculcating the right values and norms as it will help students in the academic performance.

Item 2 in table 4.2.1 also shows that there was consensus of opinion between the respondents. The item sought the opinion of the respondents if extra lessons given to the JSS students by parents can influence their academic performance. A total of 95.0% of the teachers and 94.7% of

students agreed on this item. The percentages derived revealed that significant difference exist in the academic performance of JSS students that receive extra lessons from their parents and those that do not since it boost the academic morale of those receiving the lessons. Therefore, it is a challenge on the parent that they should put more greese to their elbow interms of providing extra lessons to their children as this effort enhance their academic performance.

Items 3 in table 4.2.1 which sought the opinion of the respondents on the inability of family members to impart the desirable social habits to JSS students received the following percentages, teachers 75.9% and 77.6% for students. This result implies that high rate of indiscipline among students due to failure of the family members to impart the desirable social habits seriously affect their academic performance since students that are highly indisciplined have no respect for their teachers, constituted authority, parents and rarely concentrate on their academic activities. More over

acquisition of any knowledge without due regards for teachers lacks supernatural blessings.

This virtually indicates that parents should participate actively in instilling the desirable social habits to JSS students and it should be a collective responsibility between the parents and other agencies to partake in providing social control functions.

Item 4 in table 4.2.1 sought the opinion of the teachers and students on whether telling stories of heroes and heroines to JSS students can contribute to their academic performance or not. The teachers supported this item with 81.3% while students agreed with about 76.2%. This implies that in our societal set up there are category of people that deserve commendation by virtue of the contribution they rendered to the societal populace. These category of people are regarded as heroes and heroines and their qualities are worthy of emulation, therefore telling the stories of these people contribute immensely to the academic performance of JSS students.

Therefore, the family members should find time within which they should be narrating the stories of great men and women who have contributed a lot to the success of societal populace. Hence this activities will contribute positively to students academic performance.

Item 5 in the table needed to ascertain if indiscriminate taking of drugs by JSS students without doctors prescription affect their academic performance or not. The teachers supported this item with 77.9% and 80.3% for students. This clearly indicate that drug abuse and addiction is detrimental to the future survival of JSS students since it resulted to low academic achievement due to poor condition of health, truancy mental retardation and several others. In the light of this, the parent should always monitor their children through the provision of adequate moral training which will enable them to live in a drug free society.

This indicates that parents and other family members should double their efforts in making their children to live in a drug free society as this contribute to their academic performance.

Item 6 enquired the respondents' opinion on whether quiz competition organized by family members contribute to students' academic performance or not. The item received the following responses from the respondents. Teachers 88.7% and students 88.6% respectively. The above responses indicated that both teachers and students accepted that quiz competition really contribute to the academic performance of JSS students since the activities enable them to use their cognitive ability in order to provide the answer.

Therefore, it is a challenge on the part of parents, teachers and school authority to provide extra curricular activities to JSS students so as to improve their academic performance.

4.3 Respondents' Opinion on the Role of School as a Socializing Agent

In this section items 7 to 12 were covered in the questionnaire presented to each respondent. Thus, items 7 and 8 investigated whether the school provides JSS students with study skills as well as rules and regulations which inturn influence their academic performance. Items 9 and 10 on the other hand attempted to find out whether dedication and hardwork as well as level of teacher/students interaction affect the academic performance of JSS students.

Moreover, item 11 and 12 enquired if school curricular and extra curricular activities as well as role of teacher in students' evaluation will contribute to their academic performance or not. Detail of the responses of teachers and students were contained in table 4.3.1.

Table 4.3.1: Respondents opinion on the Role of School as a Socializing Agent

S/N	Item Statement	Category	RESPONSES			
			Agree		Disagree	
			F	%	F	%
7	The school provide JSS students with study skills, communication and manipulative skills which influence their academic performance	Teachers	210	87.5	30	12.5
		Students	300	88.2	40	11.8
8	Imposition of school rules and regulation by school authorities contributes to students discipline and high academic performance	Teachers	199	82.9	41	17.1
		Students	283	83.3	57	16.7
9	Dedication and hardwork, persistence and perseverance, respect for constituted authorities contribute to the academic performance of JSS students	Teachers	199	82.9	41	17.1
		Students	287	84.4	53	15.6
10	The level of teacher/students interaction affect their academic performance	Teachers	201	83.7	39	16.3
		Students	281	82.6	59	17.4
11	School curricular and extra curricular activities are planned in order to train the students in acquiring variety of knowledge from different disciplines which inturn affect the academic performance of the students	Teachers	195	81.2	45	18.8
		Students	269	79.1	71	20.9
12	The teacher is the most important factor of the school in relation to the students' academic performance	Teachers	208	86.7	32	13.3
		Students	292	85.9	48	14.1

There was consensus of opinion between teachers and students in respect of item 7 in the above table. The item investigated the opinion of respondents if the school provides JSS students with study skills, communication and manipulative skills which inturn influence their academic performance. A total of 210 teachers representing 87.5% and 300 students with 88.2% were of the opinion that provision of such skills by school as a total institution in Nigeria contribute significantly toward students' academic performance since the skills enable JSS students to acquire the norms, values, knowledge as well as the cultural heritage of their society.

This indicates that the teachers and school authorities should put hands together and provide JSS student with all the necessary skills and knowledge which they will utilize in their schooling period for the purpose of improving their academic performance.

Item 8 in table 4.3.1 also revealed that there was consensus of opinion of the respondents. The item sought the

opinion of the respondents if the imposition of school rules and regulations by school authorities contributes to students discipline and high academic performance. A total of 82.9% of the teachers and 83.3% of students supported this item. However, the percentages derived indicated that imposition of school rules and regulation assist the educational managers in running the affairs of the school successfully and this also enable the JSS students to be highly disciplined which inturn contribute to their academic performance.

Therefore, it is mandatory for the school authorities to enlighten the JSS students about the rules and regulations governing the smooth running of their school and at the same time employ the method of reward and punishment for those who abide by the law as well as the law breakers.

Item 9 in table 4.3.1 which sought the opinion of the respondents on whether dedication and hardwork, persistence and perseverance, respect for constituted authorities contributes to students' academic performance in JSS in Jigawa State. This item received the following

percentages, teachers 82.9% and 84.4% for students. This result indicates that for students to have high academic performance they must posses the basic ingredients that enable them to meet the target these ingredients are the dedication, hardwork, persistence and perseverance toward academic activities as well as the respect for constituted authority.

This virtually indicates that every JSS students should posses certain qualities which enables him or her to achieve higher in their educational pursuit. These qualities include dedication, hardwork, perseverance, respect for constituted authorities and several others.

Item 10 in table 4.3.1 attempted to find out whether the level of teacher/students interaction affects their academic performance. A total of 201 teachers with 83.7% and 281 students with 82.6% opined that the teacher is the most critical factor in influencing students' academic performance. Therefore in connection to this, the level of teacher/students

interaction definitely affects students' academic performance in JSS as indicated by the responses of the above item.

Therefore, it is a challenge on the part of teachers to involve their students actively during teaching and learning process this definitely will improve their academic performance.

Item 11 in the table needed to find out if school curricular and extra curricular activities are planned in order to train the students in acquiring variety of knowledge from different disciplines which inturn affect the academic performance of JSS students. The teachers supported this point with 81.2% while students agreed with at least 79.1% respectively. This result implies that there was consensus of opinion between the respondents since both curricular and extra curricular activities are planned solely to develop the academic excellence of the students which invariably affect their academic performance positively.

It is therefore, the duty of school authorities to provide adequate curriculum content to both teachers and students

and also create more extra curricular activities in their institutions, this effort will contribute significantly to the students' academic performance.

Item 12 sought the opinion of the respondents on whether the teacher is the most important factor of the school in relation to students' academic performance. A total of 208 teachers with 86.7% and 292 students with 85.9% agreed with the point. This virtually implies that teacher is the most influential factor affecting students' academic performance because the teaching role of the teacher embraces a lot of activities, but the success or failure of most of the teaching, learning situations has been largely dependent upon the art and skills of the teacher which serve as a basic ingredient for improving students academic performance.

This indicates that the success or otherwise of most of the teaching/learning process depend on the art and skills demonstrated by the teacher. Therefore, it is a challenge on the part of teachers to double their effort in promoting and improving students' academic performance.

4.4 Respondent's opinion on the Contribution of Mass Media as a Socializing Agent

This section covers items 13 to 17 in the questionnaire presented to each respondent. However, items 13 and 14 attempted to examine whether the role model displays by mass media as well as watching educative programmes improves students' academic performance. Items 15 and 16 asked if through mass media the JSS students could be enlightened about the current happenings in their environment as well as their rights and obligations to the nation.

Furthermore, item 17 investigated if mass media stimulate learners desire to learn and educate themselves in all fields of endeavour. The detail of the responses of teachers and students were contained in table 4.5.1.

Table 4.4.1: Respondent's opinion on the Contribution of Mass Media as a Socializing Agent

S/N	Item Statement	Category	RESPONSES			
			Agree		Disagree	
			F	%	F	%
13	Mass media displays role model which students can imitate and contribute to their academic performance	Teachers	214	89.2	26	10.8
		Students	296	87.1	44	12.9
14	JSS students learn faster when they spend most of their time watching educative programmes produced by the mass media	Teachers	192	80.0	48	20.0
		Students	276	81.1	64	18.9
15	Mass media make it possible for the JSS students to know what is currently happening in their immediate and wider environment as well as widen their knowledge and experience	Teachers	200	83.3	40	16.7
		Students	282	82.9	58	17.1
16	Through mass media JSS students are always reminded of their rights and obligations to the nation and avoid drug abuse and addiction as well as political thuggery	Teachers	203	84.6	37	15.4
		Students	283	83.3	57	16.7
17	The mass media stimulate learners desire to learn and educate themselves in all fields of endeavour	Teachers	193	80.4	47	19.6
		Students	263	77.4	77	22.6

The table 4.4.1 above analysed the response of teachers and students in respect of item 13. The item sought the opinion of the respondents on whether mass media displays role model which students imitate and practicalise later as

well as widen their knowledge and experiences. On this item a total of 214 teachers representing 89.2% and 296 students with 87.1% supported the point. This implies that mass media is an avenue through which JSS students should be socialized since through the medium learners learn a lot of things which improve their academic performance.

This virtually indicates that mass media is an important agent of socialization more especially to JSS students. Therefore, the mass media should keep on educating, enlighten and entertaining the students on various issues that improve their academic performance.

Item 14 in the above table indicated that there was consensus of opinion between the respondents. The item attempted to find out if JSS students learn faster when they spend most of their time watching educative programmes produced by the mass media. A total of 80.0% of the teachers and 81.1% of students agreed on this item. The percentages obtained revealed that students will definitely learn faster when they spend most of their time watching educative

programmes because the medium always educate, entertain, enlighten and mobilized the students on various issues that touch their lives.

Therefore it is the duty of government and private individuals that owned media houses to screened their programmes properly before broadcasting to the general public and put more emphasis on educative programs.

Item 15 in table 4.4.1 which sought the respondents' opinion on whether mass media make it possible for the JSS students to know what is currently happening in their immediate and wider environment as well as broaden their knowledge and experiences. A total of 200 teachers with 83.3% and 282 students with 82.9% supported the point. This result indicated that mass media update the knowledge and experiences of JSS students because current affairs of their immediate and wider environments are properly communicated to them and this beyond any doubt enhances their academic achievements.

This indicates that mass media are great entertainer and at the same time remove boredom on the general public especially JSS students. Therefore, the media houses should double their effort in making the students to be aware of what is currently happening at their immediate and wider environment.

Item 16 in table 4.4.1 examined the opinion of the teachers and students as to why through mass media JSS students are always reminded of their rights and obligations to the nation as well as abstaining from the evil acts of drug abuse and addiction, political thuggery etc. The teachers supported this item with 84.6% while students agreed with about 83.3%. This implies that the JSS students are always reminded through mass media so as to be aware of their rights and privileges which the Nigerian constitution granted for them, at the same time the government has certain obligations which every citizen should perform for the smooth running of the government. JSS students are also enlightened

through mass media to avoid engaging themselves in any activities that violate the rule of law.

This virtually indicates that mass media is an avenue through which the JSS students should be enlighten about their rights and obligations to their nation. Therefore, the media houses should double their effort in doing such important programme, this will definately contribute to student's academic performance.

Item 17 in the table attempted to find out if mass media stimulate learners desire to learn and educate themselves in all fields of endeavour. A total 193 teachers with 80.4% and 263 students with 77.4% supported the point. This clearly indicated that there was consensus of opinion between respondents since both the teachers and students were of the opinion that stimulation of learners desire to learn and educate themselves in all fields of endeavour is the major contribution of mass media as an agent of socialization.

This indicates that mass media has a heavy task of propagating information and broadcasting educative programmes especially to JSS students. This will assist in motivating students to learn and educate themselves in all fields of endeavour.

4.5 Respondents' Opinion on the Differences that exist in the Socialization of male and Female JSS Students

In this section items 18 to 23 were covered in the questionnaire presented to each respondent. Therefore, item 18 and 19 enquired whether gender role socialization as well as adequate learning materials affects the academic performance of JSS students in Jigawa state. Item 20 and 21 on the other hand attempted to find out whether difference exits in the socialization process as well as the academic performance of male and female students in JSS. Furthermore, items 22 and 23 enquired if female students from urban centres perform better in the school work than their counterparts form rural areas and despite the fact that JSS students are properly motivated by their teachers still significant differences do not exist in the academic performance. The detail of the responses of teachers and students were contained in table 4.5.1 respectively.

Table 4.5.1: Respondents' Opinion on the Differences that exist in the Socialization of male and Female JSS Students

S/N	Item Statement	Category	RESPONSES			
			Agree		Disagree	
			F	%	F	%
18	Gender role socialization process of male and female students does not affect the academic performance of JSS in Jigawa state	Teachers	163	67.9	77	32.1
		Students	233	68.5	107	31.5
19	The performance of junior secondary students at school, the choice of course of study, availability of course materials signifies differences in academic performance of male and female students	Teachers	172	71.7	68	28.3
		Students	240	70.5	100	29.5
20	In your opinion do you think there is no any difference in the academic performance and socialization process of male and female students of JSS	Teachers	151	63.0	89	37.0
		Students	205	60.3	135	39.7
21	In your own opinion do you think male JSS students from urban centers perform better in the school work than their counterparts from rural areas	Teachers	182	75.8	58	24.2
		Students	258	75.8	82	24.1
22	In your own opinion do you think female JSS students from urban centers perform better in the school work than their counterparts from rural areas	Teachers	173	72.1	67	27.9
		Students	247	72.6	93	27.4
23	In your own opinion do you think differences does not exist in the academic performance of male and female students of JSS whenever they are properly motivated by their teachers	Teachers	175	72.9	65	27.1
		Students	253	74.4	87	25.6

There was generally agreed opinion between teachers and students in response to item 18 in the above table. The item asked the opinion of the respondents if gender role socialization process of male and female students does not affect the academic performance of JSS in Jigawa state. The teachers supported this item with 67.9% while students agreed with about 68.5%. This revealed that gender is not a determining factor for measuring socialization process of JSS students since in so many instances both males and females' students perform wonderfully in academic activities.

This virtually indicates that the parents, teachers and school authority should be aware that gender is not a determining factor or yardstick of measuring students' academic performance. Therefore the parent should feel free and put at the back of their minds that both male and female students can perform wonderfully in school activities. Therefore, equal treatment should be emphasized by the teachers during teaching and learning process.

Item 19 in table 4.5.1 needed to ascertain whether the performance of junior secondary students at school, the choice of course of study, availability of course materials signifies differences in academic performance of male and female students. A total of 172 teachers representing 71.7% and 240 students representing 70.5% supported this item. Thus, the percentages derived indicated that the differences in the academic performance of male and female JSS students depends largely on the choice of course of study, availability of instructional materials as well as the socio-economic status of the parents, because the status of parent determine the type of school which their children will attend, thus, a low income earner will not be able to afford most of the school expenses while a high income parent will be able to afford better school that promote students' academic performance irrespective of gender differences.

This virtually indicates that the socio-economic status of parent affect the socialization as well as the academic performance of their children. Therefore, it is a challenge on

the part of parents who are poor to put more effort in providing their children with adequate learning materials so as to compete with the children of a well to do family.

Item 20 in table 4.5.1 indicated that there is no difference in the academic performance and socialization process of male and female students of JSS in Jigawa state. This item received the following percentages. A total of 151 teachers with 63.0% and 205 students with 60.3% agreed on the issue. This result portrayed that differences does not exist between male and female students of JSS pertaining their academic performance and socialization process. In fact, the differences depend solely on the quality of the training given to the category of the students. For instance, students that attended private schools which is well equipped with both human and material resources that are qualitative may likely to perform better than their counterparts that attended public or government schools.

This revealed that both male and female were created with certain potentialities. However, the way male student

perform female student can equally perform in school activities. Therefore, is such a situation both male and female students should double their efforts in order to perform more than their counterparts.

Item 21 in the above table attempted to examine whether male JSS students from urban centres perform better in the school work than their counterparts from rural areas. The teachers supported this point with 75.8% and students agreed with at least 75.8% respectively. The result on this item indicated that male JSS students from urban centers may likely to perform better in the school work than their counterparts from rural areas due to accessibility to all the socializing agents in urban centers such as better schools, computer, internet, satellite, television and other communication gadgets. In fact, those from rural areas are not so much exposed to such gadgets and their parents do not have much time for them due to the nature of their job.

This indicates that in urban centres there are availability of socializing agents compared to rural areas

where most of such agencies are in short supply, but despite with all these disparities male JSS students from rural areas should put more effort in school activities so as to compete with their counterparts from urban centres.

Item 22 sought the opinion of the respondents on whether female JSS students from urban centres perform better in the school work than their counterparts from rural areas. A total of 173 teachers representing 72.1% and 247 students with 72.6% agreed with the point. This indicated that the level of awareness between urban and rural female students differs due to the availability of communication facilities in the urban centres and shortage of most of the facilities in the rural areas this serve as an added advantage to the urban female students over their counterparts from rural areas. However, availability of communication facilities enhances students academic ability and performance since they have the opportunity of having latest information that assist significantly in their academic pursuit.

This revealed that the socialization process of female JSS students from rural areas could not be the same with the socialization of female JSS students from urban centres due to the availability of socializing agents at the urban centres this also signifies differences in the academic performance, but despite with all these variations the rural female JSS students should double their efforts in academic performance so as to compete with their counterparts.

Item 23 in table 4.5.1 indicated the consensus of opinion between teachers and students. The item investigated the opinion of respondents on the basis of the point that differences does not exist in the academic performance of male and female students of JSS whenever they are properly motivated by their teachers. A total of 175 teachers with 72.9% and 253 students with 74.4% supported the issue. The result of this item show that significant differences in the academic performance may likely not exist between male and female JSS students whenever they are properly motivated by

their teacher. This motivation should be in various aspects of students' teaching and learning process.

Therefore, it is a challenge on the part of teachers and school authorities to provide all necessary encouragement and give equal treatment to students regardless of gender differences. Definitely even if differences exist in the academic performance should not be a significant one.

4.6 Hypotheses Testing

The stated hypothesis in chapter one were tested and the following are presented as results.

4.6.1: Hypothesis 1

Hypothesis 1 states that there is no significant difference in the opinion of teachers and students on the role of family as an agent of socialization on academic performance of Social Studies student in Junior Secondary school in Jigawa state.

Table 4.6.1: Summary of Hypothesis 1

Variables	N	X	Std	T-cal	df	P	T-critical
Teachers	240	19.0292	2.27667				
Students	340	19.1441	2.17110	.615	579	357	1.96

Table 4.6.1 shows that t-calculated (.615) is greater than the t-critical (1.96) at 578 degree of freedom at 0.05 significant level. This means that there is no significant difference between the opinion of teachers and students on the role of family as an agent of socialization on academic performance of social studies students in junior secondary schools in Jigawa state. Therefore, the hypothesis is hereby retained.

4.6.2 Hypothesis II

Hypothesis II states that there is no significant difference in the opinion of teachers and students on the academic performance of junior secondary school social studies students based on their school socialization in Jigawa state. Table 4.6.2 contained the details.

Table 4.6.2: Summary of Hypothesis II

Variables	N	X	Std	T-cal	df	P	T-critical
Teachers	240	19.3458	2.51214	.369	578	.712	1.96
Students	340	19.4265	2.65030				

Table 4.6.2 above, revealed that the t-calculated (.369) is less than t-critical value (1.96) at 578 degree of freedom at 0.05 significant level. This implies that there is no significant difference in the opinion of teachers and students on the academic performance of junior secondary school social studies students based on their school socialization in Jigawa state. The observed level of significance P (.712) is greater than 0.05. Therefore, the null hypothesis is hereby retained or accepted.

4.6.3: Hypothesis III

Hypothesis II states that there is no significant difference in the view of teachers and students regarding the role of the socialization process in influencing academic performance of Junior Secondary school Social Studies students in Jigawa state.

Table 4.6.3: Summary of Hypothesis III

Variables	**N**	**X**	**Std**	**T-cal**	**df**	**P**	**T-critical**
Teachers	240	19.6583	2.72597	.080	578	.936	1.96
Students	340	19.6765	2.63425				

Table 4.6.3 above, indicated that the t-calculated value (.080) is less than the t-critical value (1.96) at 578 degree of freedom at 0.05 significant level. The observed level of significance P (.936) is greater than 0.05. This means that

there is no significant difference in the opinion of teachers and students on the academic performance of JSS social studies students based on the socialization process of media in Jigawa state. Therefore, the null hypothesis is hereby accepted.

4.6.4 Hypothesis IV:

Hypothesis IV states that there is no significant difference in the view of teachers and students regarding the role of the socialization in influencing academic performance of male and female students of JSS Social Studies students in Jigawa state.

Table 4.6.4: Summary of Hypothesis IV

Variables	N	X	Std	T-cal	df	P	T-critical
Teachers	240	18.2292	3.00655				
Students	340	18.4206	3.07663	.745	578	.936	1.96

Table 4.6.4 shows that the t-calculated (.745) is less than the t-critical (1.96) at degree of freedom 578 at 0.05 significant level. The P value (.936) is less than 0.05 level of significance. This indicates that the null hypothesis which stats that there is no significant difference in the opinion of teachers and students on the academic performance of male and female students of junior secondary school social studies in relation to their socialization in Jigawa state is hereby accepted.

Table 4.7: General Summary of Hypotheses Testing

S/N	Hypothesis Statement	Stat. Test	Sig. level	Result	Restated Hypothesis
1	There is no significant difference between the opinion of teachers and students on the role of family as an agent of socialization on academic performance of social studies students in junior secondary schools in Jigawa state.	t-test	0.05	Retained	There is no significant difference between the opinion of teachers and students on the role of family as an agent of socialization on academic performance of social studies students in junior secondary schools in Jigawa state.
2	There is no significant difference in the opinion of teachers and students on the academic performance of junior secondary school social studies students based on their school socialization in Jigawa state.	t-test	0.05	Accepted or retained	There is no significant difference in the opinion of teachers and students on the academic performance of junior secondary school social studies students based on their school socialization in Jigawa state.
3	There is no significant difference in the view of teacher and students regarding the role of the socialization process in influencing academic performance of Junior Secondary school Social Studies students in Jigawa state.	t-test	0.05	Accepted	There is no significant difference in the view of teacher and students regarding the role of the socialization process in influencing academic performance of Junior Secondary school Social Studies students in Jigawa state.
4	There is no significant difference in the view of teacher and students regarding the role of socialization in influencing academic performance of male and female students of Social Studies in Jigawa state.	t-test	0.05	Retained	There is no significant difference in the view of teacher and students regarding the role of socialization in influencing academic performance of male and female students of Social Studies in Jigawa state.

4.8 Answering the Research Questions

Research Question One

Research Question One States that: To What extent does family as an agent of socialization play a role on the academic performance of social studies students in Junior Secondary Schools in Jigawa State? The response to this question indicated that both teachers and students have various perceptions on the role plays by family on the academic performance of social studies students JSS in Jigawa State and the roles are too numerous to mention as clearly stated by items 1-6 on table 4.2.1. Which include among others the transmission of basic values such as love and affection, sympathy, humility, respect for elders, selfless service, dedication, and hardwork which contribute significantly to their academic performance. However, table 4.6.1. Clearly indicated that teachers and students have similar opinions with regards to the role of family as a socializing agent as seen in their mean and standard deviation.

Research Question 2

Research Question Two States that: What are the impact of school as an agent of socialization on the academic performance of social studies students in Junior Secondary Schools in Jigawa State? The response to this question clearly indicated by items 7-12 on table 4.3.1. which clarified further that the opinions of teachers and students with regards to the said research question is not much significant since they were of the ~~opinions~~ that school as a socializing agent provide JSS students with knowledge, skills, discipline, extra curricular activities to mention but a few. However, the higher mean difference on the part of students as indicated by the table 4.6.2. revealed that school as a socializing agent has positive impact on the academic performance of JSS students.

Research Question 3

Research Question Three states that: To what extent does mass media as an agent of socialization contributes to the academic performance of social studies students in Junior

Secondary Schools in Jigawa State? The response to this question as indicated clearly by items 13 to 17 on table 4.4.1. Shows clearly that there are various opinions of teachers and students with regards to the contribution of mass media as a socializing agent on the academic performance of JSS social studies students in Jigawa state. The various perceptions include displaying role models, educating, entertaining and enlighten students on various issues that touch their lives and several others.

However, the high mean difference on the part of students is an indication that mass media contribute significantly toward the students' academic performance since it stimulate their desire to learn in all fields of endeavour.

Research Question 4

Research Question Four states that: is there any difference in the academic performance of male and female students of JSS in Jigawa state based on their socialization process? This question was answered by item 18-23 table 4.5.1. And

the responses indicated that there was generally agreed opinion between teachers and students with regards to the said question. The respondent opined that differences in the academic performance of male and female JSS social studies students in respect of their socialization process is not significant. However, gender is not a yardstick for measuring academic performance of JSS students.

4.9 Summary of Major Findings

Summary of major findings based on the outcome of the research questions revealed the following:

1. Family as the most influential agent of socialization has positive impact on the academic performance of social studies students in Junior Secondary Schools in Jigawa State.
2. School as a socializing agent contributes significantly toward the academic performance of social studies students in Junior Secondary Schools in Jigawa State.

3. Mass media as an agent socialization plays a vital role on the academic performance of social studies students in Junior Secondary schools in Jigawa State.
4. Differences in the academic performance of male and females JSS students depends largely on the choice of course of study, availability of instructional materials as well as the socio-economic status of the parents but gender is not a determining factor for measuring academic performance.

4.10 Discussions of the Major Findings

The study revealed that family as a socializing agent transmit basic values such as respect for elders, sympathy, humility, dedication and hard work, love and affection to JSS social studies students which contribute significantly to their academic performance. However, sociologists such as Ekpiwre (2005), Ezewu (1982), Otite and Ogionwo (2006), Sheperd (2000) believed that family is the most influential agent of socialization because within the family we learn self-concept, cultural values, norms, knowledge, skills, traditions,

habits, patterns of behaviour which make us acceptable members of the society.

In addition, Abubakar (2009) opined that family plays a crucial role in the process of socialization for a variety of reasons first, the family influences child at the earlier stage of development. Secondly, the family attempts to meet all the child's needs both physical and emotional. Third, the family influence an individuals' life because a person usually maintains his family relationship from infancy adulthood. Fourthly, the family is a primary group which an individual learn from those they have close personal emotional ties.

Moreover, Ubah (2009), emphasized that language abilities, body control, emotional control, rule of public conduct and moral values are what makes socialization in the family so important and influential which virtually contribute to the academic performance of JSS social studies students as indicated by table 4.6.1 which accepted the hypothesis statement by stating there is no significant difference in the

opinion of teachers and students with regard to the role of family as a socializing agent.

The findings of the study indicated that, school as the strong agent of socialization contribute significantly toward the academic performance of social studies students in junior secondary- schools in Jigawa State. However, to enable school function effectively the government should provide adequate manpower, fund, infra structural facilities, instructional materials, teacher education development and motivation, enriched curriculum content, monitoring and evaluation so as to enable the educational managers boost the academic excellence of the JSS students.

According to Aliyu (2004) school is a strongest agent of socialization with regards to the students academic performance because it develop the cognitive abilities, assist the students toward a future career, inculcate desirable norms and values as well as the cooperation and healthy competition. Indeed, the school is the first link the child establishes with the wider society since it brings together

large number of children with more or less similar backgrounds.

In addition, a total of 210 teachers representing (87.5%) and 300 students with (88.2%) were in total support of the item as indicated by table 4.3.1.

The outcome of this study on table 4.4.1 item 14 revealed that mass media as a socializing agent palsy a vital role on students' academic performance, these include educative programmes such as quiz competition, debate, questions and answers, story telling, folklores, speech and prizes, educative comedies and film shows like film on natural disaster leading to famine in some countries educate students on how man suffers under harsh conditions. These series of programmes contribute greatly to the academic performance of JSS students.

However, this finding is in line with the word of MAMSER (1991) that mass media are the means by which the students were informed, educated, entertained, enlightened and mobilized for various issues that affect their

lives. Okonkwo (2007), is of the opinion that mass media help to communicate values, morality and standards of behaviour by shaping the character of students, furthermore any medium which students spend so much time with, must contribute significantly to their academic performance since the medium displays role models which the children can learn and imitate.

Based on the findings of this study, there was generally agreed opinion between teachers and students with regards to the items 18-23 in table 4.5.1 based on the fact that differences in the academic performance of male and female JSS students depends largely on the choice of course of study and availability of instructional materials as well as the socio-economic status of the parents. However, gender should not be considered as a yard stick for measuring a academic performance among JSS students since teachers supported the item with 67.9% while students agreed with 68.5% respectively.

In addition, significant differences does not exist in the academic performance of male and female JSS students whenever they are properly motivated by their teachers as indicated by table 4.6.4. However, Otite and Ogionwo (2006) opined that male and female students from urban centres perform better in the school work than their counterparts from rural areas due to the availability of the socializing agents at the urban centres and shortage of most of the facilities in the rural areas.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study focused on Impact of Agents of Socialization on the Academic Performance of Social Studies Students in Junior Secondary Schools in Jigawa State. There are many agents of socialization but this study concentrated on family, school and mass media in order to ascertain whether these agencies have positive or negative impact on the academic performance of social studies students in junior secondary schools in Jigawa state, therefore based on this topic the following objectives were formulated in order to guide the research work.

1. To examine the role of family as an agent of socialization on the academic performance of social studies students in junior secondary schools in Jigawa state.
2. To identify the impact of school as an agent of socialization on the academic performance of social

studies students in junior secondary schools in Jigawa state to mention but a In addition, the following research questions were derived from the objectives of the study:

1. To what extent does family as an agent of socialization play a role on the academic performance of social studies students in junior secondary schools in Jigawa state?

2. What are the impact of school as an agent of socialization on the academic performance of social studies students in junior secondary schools in Jigawa state? To mention but a few.

The following null hypotheses were also formulated from the research question:

1. There is no significant difference in the opinions of teachers and students on the role of family as an agent of socialization on the academic performance of social studies students in junior secondary schools in Jigawa state.
2. There is no significant difference in the opinions of teachers and students on the academic performance of JSS social studies students based on their school socialization in Jigawa state, to mention but a few.

In the review of related literature the following areas were covered that is concept of socialization; agents of socialization; role and problems of such agencies; concept of academic performance, factors affecting students academic performance to mention but a few. The study adopted survey method of descriptive research, as its design. There population of the study consisted of 649 teachers and 3000 students, stratified random sampling was used for the selection of JSS in one local government area from the available local government areas in each of the nine educational zones in Jigawa state, then Krejcie and Morgan (1970) table for determining sample size was used in order to select the appropriate sample size based on the population figure.

The instrument used for data collection was questionnaire, the data collected was presented in frequencies and percentages and later subjected to t-test analysis. The instrument was subjected to reliability test and was found worthy to test what it was intend to measure.

A pilot test was conducted where the instrument was verified at 0.75 reliability coefficient level. All the hypotheses were tested using t-test at 0.05 significant level and all the hypotheses were retained.

The findings of the study revealed that agents of socialization have positive impact on the academic performance of JSS social studies students in Jigawa state. In the light of these findings it was recommended that all agents of socializing JSS students especially family, school and mass media should work collectively toward inculcating moral and religious values, vocational guidance, social and civic consciousness, spirit of patriotism, respect for constituted authority and several virtues that enable them to become responsible members of the society and enhance their academic performance.

5.2 Conclusion

Sequel to the major findings of this study, the following conclusions was drawn based on the fact that in JSS in Jigawa state agents of socialization more especially family,

school and mass media have positive impact on the academic performance of social studies students because there is no significant difference in the opinion of teachers and students with regards to the role plays by family as indicated by table 4.6.1 this clearly revealed that family as a socializing agent inculcate moral training, character training, vocational training, social training and several others.

Furthermore, school as a socializing agent contribute positively to student's academic performance by providing knowledge, skills, attitudes, moral values, guiding the students toward their future career, provision of adequate curricular and extra curricula activities, as indicated by item 11 on table 4.3.1 with 81.2% of teachers and 79.1% of students supporting the idea. The finding also revealed that mass media promote intellectual development in the students, it also educate, entertain and enlighten the JSS students about what is currently happening at their immediate and wider environments.

In addition, the mass media as a socializing agent display role models through which the students copy the model's style of dressing, talking, walking, dancing and general behaviour patterns of the society which greatly improve their academic performance. Finally, differences in the academic performance of male and female students in junior secondary schools in Jigawa state depends largely on the choice of suitable course of study, availability of instructional materials as well as the socio-economic status of the parents. The findings also revealed that gender is not a determining factor for measuring socialization process and academic performance of JSS students.

However, male and female JSS students from urban centres perform better in the school work than their counterpart from rural areas due to the availability of the socializing agents. Moreover, significant differences does not exist in the academic performance of male and female students of JSS whenever they are properly motivated by their teachers as clearly indicated by item 23 on the table

4.5,1 with 72.9%of teachers and 74.4% of students. From the analysis of hypotheses testing once again all the four hypotheses were accepted using t-test at 0.05 level of significant.

5.3 Recommendations

On the basis of the findings and conclusion of this study, it is hereby recommended that:

1. The government should introduce empowerment programmes that will support family life such as Family Support Programm (FSP), Family Economic Advancement Programme (FEAP) which incorporated grassroots economic assistance to family members which in turn enable them to provide all the necessary requirements pertaining the schooling of JSS students since socio-economic status of the parent contribute greatly to the academic performance of their children.
2. The inculcation of societal norms and values, telling the stories of great men and women, extra lessons given to the JSS students by the family members should be encouraged as it contributes significantly to their academic performance.

3. Extra curricular activities such as debate, quiz competition, question and answers should be encouraged in junior secondary schools as it promote students' academic performance.
4. Parents should encourage their children to develop moral standard, appreciate moral values and act in accordance with laid down rules and regulations of the school.
5. Educative programmes produce by mass media should be motivated by the government and educational manager as it boost the academic excellence of JSS students.
6. Parents, neighbours and teachers should discourage JSS students from watching war films, blue films, wrestling or any other film displaying aggressive behaviour.
7. Government should intervene by reducing the excessive press freedom, where pornographic materials are openly displayed on news stands, television, newspapers, magazines, bookshops, supermarkets among others.
8. Lawmakers should ban some of the items that are being advertised in the media houses which mislead the students. For instance, advertising cigarettes, alcohol or amstal malts where a man is holding a lady with an inscription such as “pleasure of looking good and feeling good”.

9. Parents should take measures to protect JSS students from being access to sexually oriented news on the internet by installing software which prevents them from viewing unsuitable materials.

5.4 Recommendations for Further Research

On the basis of the findings and conclusion of this research, the following recommendations for further research are hereby made:

1. In JSS, there is adaptation of foreign culture where students acquires western culture since it is Western education and behaves as westerners do. In fact, this western culture contradicts our cultural norms and values which virtually create socialization problems. However, disrespect of parents, leaders and constituted authority by JSS students as a result of watching unacceptable, criminal, immoral and violent films produced by mass media are sources of worries to the stake holders of junior secondary schools of Jigawa state and those interested in the level of education. The need therefore, arises for a research to be carried out to

ascertain whether such problems are attributable to wrong decision making in the junior secondary level of education or inability of the parents and other members of the family to inculcate the desirable norms and values to their children.

2. This study covers only three agents of socialization i.e family, school and the mass media. Infact the need also arises for another research to be carried out which will cover all the agencies of socialization such as peer group, religious institutions, the working place, clubs, social centre and the entire society as a whole in order to determine whether such agencies have positive or negative impact on the academic performance of social studies students in junior secondary schools in Jigawa state.
3. The teacher as a socialization agent is also the most influential factor affecting students' academic performance because the success or failure of most of the teaching learning situations has been largely

dependent upon the art and skills of the teacher. In the light of this, the incessant teacher turnover rate in the Nigerian educational system is a source of concern to all well meaning Nigerians because of its effect to the development of education. In other words the competent one's are leaving the system for greener pastures.

Moreover, the need therefore, arises for research to be carried out to ascertain whether the phenomenon is due to poor condition of service of teachers such as non payment of salaries and allowances in good time, cut in the salaries and lack of opportunities for promotion and development.

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APPENDIX 1

QUESTIONNAIRE ON THE IMPACT OF AGENTS OF SOCIALIZATION ON THE ACADEMIC PERFORMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS IN JIGAWA STATE

Department of Arts and
Social Science Education,
Ahmadu Bello University,
Zaria.

REQUEST LETTER TO FILL A QUESTIONNAIRE

Dear Respondents,

I am a postgraduate student of the Department of Arts and Social Science Education, Social Studies Section conducting a research on the "Impact of Agents of Socialization on the Academic Performance of Social Studies Students in Junior Secondary Schools in Jigawa State".

This questionnaire is designed specifically to collect information on the "Impact of Agents of Socialization on the Academic Performance of Social Studies Students in Junior Secondary Schools in Jigawa State".

The researcher is therefore soliciting for your cooperation to accurately respond to the under listed questions. Kindly note that whatever information you provide will be kept confidential and used strictly for the purpose of this research work.

Thank you.

Yours faithfully,

Mudathir Haruna

APPENDIX 2

Section A: Personal Data

Instruction: You are requested to tick (√) the appropriate alternative that best suits your personality in the section below or fill in the gaps we necessary.

1. **Sex**: (a) Male ( ) (b) Female ( )
2. **School type**: (a) Boarding ( ) (b) Day ( )
3. **School location** (a) Rural ( ) (b) Urban ( )
4. **Qualification**: (a) Ph.D ( ) (b) M.Ed ( ) (c) B.Ed ( )
   (d) B.A.Ed ( ) (e) NCE ( ) (f) Others ( )

Section B:

Instruction: There are four (4) options in this section; you are requested to tick (√) the alternative that best describes your opinion in the section below.

A	=	Agree	SA	=	Strongly Agree
D	=	Disagree	SD	=	Strongly Disagree

Opinion of Respondents on the Research Questions:

The Role of Family as an Agent of Socialization on the Academic Performance of Social Studies Students in JSS in Jigawa State

S/No	Items Statement	SA	A	D	SD
1.	The transmission of basic values such as respect for elders, sympathy, humility, love and affection to JSS students by family members contribute to their academic performance.				
2	The extra lessons given to the JSS students by the parent can influence their academic performance.				
3	Failure of the family members to impart the desirable social habits to the JSS students affect their academic performance.				
4	Telling the stories of great men and women to JSS students by the family members can contribute to their academic performance.				
5	Taking drugs by JSS students without doctors prescription due to carelessness of the parents undermines their academic ability and performance				
6	Academic performance is the observable and measurable behaviour of a student in a particular situation.				

The Impact of School as an Agent of Socialization on the Academic Performance of Social Studies Students in Junior Secondary Schools.

S/No	Items Statement	A	SA	D	SD
7	The school provide JSS students with study skills, communication and manipulative skills which influence their academic performance.				
8	Imposition of school rules and regulation by school authorities contributes to students discipline and high academic performance.				
9	Dedication and hardwork, persistence and perseverance, respect for constituted authorities contribute to the academic performance of JSS students.				
10	The level of teacher/students interaction affect their academic performance in JSS.				
11	School curricula and extra curricular activities are planned in order to train the students in acquiring variety of knowledge from different disciplines which inturn affect the academic performance of the students.				
12	The teacher is the most important factor of the school in relation to the students' academic performance.				

The contribution of Mass Media as an agent of socialization on the academic performance of Social Studies Students in Junior Secondary Schools in Jigawa State.

S/No	Items Statement	A	SA	D	SD
13	Mass media displays role model which students can imitate and contribute to their academic performance.				
14	JSS students learn faster when they spend most of their time watching educative programmes produced by the mass media.				
15	Mass media make it possible for the JSS students to know what is currently happening in their immediate and wider environment as well as widen their knowledge and experiences.				
16	Through mass media JSS students are always reminded of their rights and obligations to the nation and avoid drug abuse and addition as well as political thuggery.				
17	The mass media stimulate learners desire to learn and educate themselves in all fields of endeavour.				

Differences in the Academic Performance of Male and Female Students in Junior Secondary Schools in Jigawa State Based on their Socialization Process.

S/No	**Items Statement**	A	SA	D	SD
18	Gender role socialization process of male and female students does not affect the academic performance of JSS in Jigawa state.				
19	The performance of junior secondary students at school, the choice of course of study, availability of course materials signifies differences in academic performance of male and female students.				
20	In your own opinion do you think there is no any difference in the academic performance and socialization process of male and female students of JSS in Jigawa state.				
21	In your own opinion do you think male JSS students from urban centers perform better in the school work than their counterparts from rural areas.				
22	In your own opinion do you think female JSS students from urban centers perform better in the school work than their counterparts from rural areas.				
23	In your own opinion do think difference does not exist in the academic performance of male and female students of JSS whenever they are properly motivated by their teachers.				

APPENDIX 3

Krejcie and Morgan (1970) Table for Determining Sample Size

APPENDIX 4

PLANNING RESEARCH AND STATISTICS DEPARTMENT, SUBEB DUTSE, JIGAWA SATE, NUMBER OF JSS AND STUDENTS ENROLMENT 2010/2011 SESSION

	School Name	School Address	LGA	C1 JSS1 0910 Male	C1 JSS2 0910 Male	C1 JSS3 0910 Male	C1 JSS1 0910 Female	C1 JSS2 0910 Female	C1 JSS3 0910 Female	C1 JSS1 0910 TOTAL	C1 JSS2 0910 TOTAL	C1 JSS3 0910 TOTAL	C1 TOTAL Enrol JS1 3 Male	C1 TOTAL Enrol JS1 3 Femal	C1 TOTAL Enrol JS1 3 TOTAL	Number Teachers Male	Numbers Teachers Female	Number Teachers TOTAL
			AUYO	9	28	20	70	18	26	79	46	46	57	114	171	13	0	13
1	JASS AUYO	AUYO	AUYO	38	31	30	6	0	0	44	31	30	99	6	105	12	0	12
2	JSS AUYAKAYI	AUYAKAYI	AUYO	80	98	93	40	14	15	120	112	108	271	69	340	15	0	15
3	JSS AUYO	AUYO	AUYO	24	23	18	4	0	0	28	23	18	65	4	69	15	0	15
4	JSS AYAN	AYAN	AUYO	49	62	51	3	1	0	52	63	51	162	4	166	15	2	17
5	JSS G/KUKA	G/KUKA	AUYO	41	46	46	7	4	4	48	50	50	133	15	148	10	0	10
6	JSS GASANYA	GASANYA	AUYO	33	34	16	0	0	4	33	34	20	83	4	87	13	0	13
7	Jss GATAFA		AUYO	70	40	41	0	0	0	70	40	41	151	0	151	10	0	10
8	JSS UNIK	UNIK	BABURA	190	162	101	160	130	60	350	292	161	453	250	703	16	3	19
9	JASS BAUBRA AREWA	BAUBRA AREWA	BABURA	58	33	18	1	4	0	59	37	18	144	0	144	6	0	6
10	JSS BATALI	BATALI	BABURA	29	18	30	1	5	6	30	23	36	77	12	89	6	0	6
11	JSS DUZAU	DUZAU	BABURA	29	27	23	2	0	3	31	27	26	79	5	84	8	0	8
12	JSS GARIN GANAU	GARIN GANAU	BABURA	29	23	20	2	0	0	31	23	20	72	2	74	4	0	4
13	JSS GARUN GUDINYA	GARUN GUDINYA	BABURA	20	23	10	0	2	3	20	25	13	53	5	58	8	0	8
14	JSS GIGINYA	GIGINYA	BABURA	68	62	62	33	25	13	101	87	75	192	71	263	18	0	18
15	JSS JIGAWA	JIGAWA	BABURA	108	99	77	66	41	25	174	140	102	284	132	416	10	0	10
16	JSS KANYA	KANYA	BABURA	17	16	29	3	2	9	20	18	38	62	19	81	6	0	6
17	JSS MASKO	MASKO	BABURA	19	28	7	4	8	10	23	36	17	54	22	76	3	0	3
18	JSS TAKWASA	TAKWASA	BIRNIN KUDU	0	0	0	189	184	153	189	184	153	0	526	526	10	10	20
19	GJASS BIRNIN KUDU	GGASS BIRNIN KUDU	BIRNIN KUDU	0	0	0	195	142	110	195	142	110	0	447	447	7	6	13
20	GJSS B/KUDU	B/KUDU	BIRNIN KUDU	17	18	19	0	4	0	17	22	19	54	4	58	4	0	4
21	JSS AROBADE	AROBADE	BIRNIN KUDU	360	222	177	0	0	0	360	222	177	759	0	759	6	0	6
22	JSS B/KUDU	B/KUDU	BIRNIN KUDU	70	69	102	14	15	22	84	84	124	241	51	292	6	0	6
23	JSS BABALDU	BABALDU	BIRNIN KUDU	25	30	21	0	0	0	25	30	21	76	0	76	5	0	5
24	JSS DUMUS	DUMUS	BIRNIN KUDU	22	15	15	8	4	0	30	19	15	52	12	64	5	0	5
25	JSS IGGI	IGGI	BIRNIN KUDU	15	19	23	1	3	0	16	22	23	57	4	61	4	0	4
26	JSS KADANGARE	KADANGARE	BIRNIN KUDU	31	50	45	7	15	10	38	65	55	256	70	326	7	0	7
27	JSS KAFIN GANA	KAFIN GANA	BIRNIN KUDU	50	86	40	20	19	10	70	105	50	352	39	391	6	1	7
28	JSS KIYAKO	KIYAKO	BIRNIN KUDU	14	31	24	0	2	0	14	33	24	69	2	71	4	0	4
29	JSS LAFIYA	LAFIYA	BIRNIN KUDU	14	14	19	3	1	0	17	15	19	0	0	0	6	0	6
30	JSS NAFARA	NAFARA	BIRNIN KUDU	26	37	50	0	1	0	26	38	50	113	1	114	3	0	3
31	JSS SUNDUMINA	SUNDUMINA	BIRNIN KUDU	30	26	37	0	0	0	30	26	37	93	0	93	4	0	4
32	JSS UNGUWAR 'YA	UNGUWAR 'YA	BIRNIN KUDU	63	49	41	11	0	0	74	49	41	1	6	7	10	0	10
33	JSS WURNO	WURNO	BIRNIN KUDU	44	64	45	13	7	1	57	71	46	1	7	8	8	0	8
34	JSS YALWAN DAMAI	YALWAN DAMAI	BIRNIN KUDU	196	105	135	0	0	0	196	105	135	496	0	496	15	3	18
35	JSS ZARENAWA	ZARENAWA BODAN STREET BIRNIN KUDU	BIRNIWA	0	8	12	0	4	4	0	12	16	20	8	28	3	0	3
36	JSS BATU	BATU	BIRNIWA	73	68	83	85	85	83	158	153	166	224	253	477	0	0	0
37	JSS BIRNIWA	BIRNIWA	BIRNIWA	0	26	29	0	7	16	0	33	45	55	27	82	1	0	1
38	JSS BURSELI	BURSELI																

JSS BURSELI	BURSELI	BIRNIWA	0	26	29	0	7	16	0	33	45	55	27	82	1	0	1
JSS DIGINSA	DIGINSA	BIRNIWA	38	36	30	13	14	10	51	50	40	134	37	171	5	0	5
JSS GOMARI	GOMARI	BIRNIWA	23	0	5	22	0	15	45	0	20	0	0	0	5	0	5
JSS KACHALLARI	KACHALLARI	BIRNIWA	0	10	30	0	4	5	0	14	35	0	0	0	6	0	6
JSS KANYA	KANYA	BIRNIWA	13	20	0	3	8	0	16	28	20	62	25	87	8	0	8
JSS KARANKA	KARANKA	BIRNIWA	23	18	24	8	13	14	31	31	38	65	35	100	3	1	4
JSS KAZURA	KAZURA	BIRNIWA	20	22	15	5	8	5	25	30	20	57	18	75	6	0	6
JSS KUPSA	KUPSA	BIRNIWA	25	22	18	20	7	16	45	29	34	87	16	103	5	0	5
G.G.A.S.S.BIRNIWA	BIRNIWA	BIRNIWA	0	0	0	151	0	0	151	0	30	0	151	151	8	0	8
JSS BUJI	BUJI	BUJI	49	58	26	5	6	3	54	64	29	133	14	147	5	0	5
JSS GANTSA	GANTSA	BUJI	42	55	53	4	15	1	46	70	54	150	20	170	12	0	12
JSS KUKUMA	KUKUMA	BUJI	42	60	32	18	18	16	60	78	48	134	52	186	11	0	11
JSS SAGU	SAGU	BUJI	14	48	45	2	7	5	16	55	50	107	14	121	8	0	8
JSS Y/TUKUR	Y/TUKUR	BUJI	43	35	43	6	6	4	49	41	47	121	16	137	11	0	11
JASGS DUTSE (BAURE)	YADI, DUTSE	DUTSE	0	0	0	250	147	182	250	147	182	250	147	397	15	6	21
JASS KWAIMAWA	KWAIMAWA	DUTSE	38	73	61	38	62	29	76	135	90	172	129	301	8	1	9
JASS LIMAWA	LIMAWA, DUTSE	DUTSE	26	35	14	21	15	14	47	50	28	75	50	125	8	1	9
JASS TAKUR SITE	TAKUR SITE, DUTSE	DUTSE	40	30	26	51	25	30	91	55	56	96	106	202	5	3	8
JBMPS KUDAI	KUDAI	DUTSE	150	113	106	42	38	41	192	151	147	269	121	390	18	1	19
JSS ABAYA	ABAYA	DUTSE	14	21	13	5	2	2	19	23	15	48	7	55	4	0	4
JSS BUJU	BUJU	DUTSE	23	33	22	3	7	0	26	40	22	78	10	88	8	0	8
JSS CHAICHAI	CHAICHAI	DUTSE	25	30	18	3	4	7	28	34	25	73	14	87	4	0	4
JSS CHAMO	CHAMO	DUTSE	22	43	35	16	32	21	38	75	56	102	69	171	6	0	6
JSS DUNDUBUS	DUNDUBUS	DUTSE	40	40	40	11	5	9	51	45	49	120	25	145	9	0	9
JSS GALAMAWA	GALAMAWA, DUTSE	DUTSE	50	85	67	8	5	1	58	90	68	202	14	216	8	0	8
JSS GARU	GARU, DUTSE	DUTSE	27	21	15	5	9	1	32	30	16	63	15	78	5	2	7
JSS HAMMAYAYI	HAMMAYAYI	DUTSE	17	21	23	8	11	12	25	32	35	0	0	0	4	0	4
JSS J/TSADA	J/TSADA	DUTSE	30	37	23	5	8	5	35	45	28	92	18	110	8	0	8
JSS JIDAWA	JIDAWA	DUTSE	20	0	0	2	0	0	22	0	20	79	3	82	4	0	4
JSS KACHI	KACHI, DUTSE	DUTSE	79	65	55	30	17	8	109	82	63	207	55	262	9	0	9
JSS KARNAYA	KARNAYA	DUTSE	34	44	24	2	6	0	36	50	24	102	8	110	7	0	7
JSS MADOBI	MADOBI	DUTSE	34	33	46	23	11	10	57	44	56	102	102	204	7	0	7
JSS RURU	RURU	DUTSE	10	29	30	5	21	8	15	50	38	69	34	103	5	0	5
JSS SAKWAYA	SAKWAYA	DUTSE	54	74	68	16	20	19	70	94	87	70	100	170	9	0	9
JSS WANGARA	WANGARA	DUTSE	15	21	19	10	22	5	25	43	24	55	37	92	4	0	4
JSS WURMA	WURMA	DUTSE	10	0	8	0	0	2	10	0	10	18	2	20	2	0	2
JSS YARGABA	YARGABA	DUTSE	40	50	50	15	24	37	55	74	87	140	76	216	8	0	8
JSS LARABA YALWA	LARABA	DUTSE	57	40	44	12	6	4	69	46	48	141	22	163	10	0	10
MODEL INTERNATION	YADI, DUTSE	DUTSE	106	80	61	60	53	52	166	133	113	322	263	585	21	5	26
GJSCS DUTSE	DUTSE	DUTSE	410	338	357	0	0	0	410	338	357	748	695	1443	20	5	25
JSS, DUTSE CAPITAL SCHOOL	DUTSE	DUTSE	41	37	47	24	27	23	65	64	70	52	52	104	17	5	22
JSS GAGARAWA	FADA TO GUMEL ROAD	GAGARAWA	77	88	83	43	40	34	120	128	117	248	117	365	11	0	11
JSS KORE BALATU		GAGARAWA	20	16	18	15	12	9	35	28	27	54	36	90	3	0	3
JSS MADAKA		GAGARAWA	38	34	19	4	0	1	42	34	20	113	6	119	5	0	5
JSS MEDU		GAGARAWA	28	37	39	12	6	9	40	43	48	104	27	131	7	2	9
JSS SARKIN DARE		GAGARAWA	7	22	22	7	9	4	14	31	26	51	20	71	4	0	4
JSS YALAWA	SABUWAR UNGUWA JAKICIRA STREET	GAGARAWA	23	17	15	12	13	8	35	30	23	55	33	88	3	0	3

JSS ZARADA		GAGARAWA	22	20	15	12	10	5	34	30	20	57	27	84	4	0	4
JSS GAGARAWA		GAGARAWA	35	0	0	20	0	0	55	0	20	35	20	55	4	1	5
G.D.S.S.GALAMBI	AFARRMO	GALAMBI	32	59	33	8	5	4	40	64	37	124	17	141	11	2	13
JASS GARKI	GARKI	GARKI	34	40	28	68	85	71	102	125	99	102	224	326	13	0	13
JSS AJURA	AJURA	GARKI	11	16	17	5	4	0	16	20	17	44	9	53	7	0	7
JSS DOKO	DOKO	GARKI	45	38	41	14	9	6	59	47	47	124	29	153	8	0	8
JSS F/GAWO		GARKI	24	23	20	6	3	5	30	26	25	67	14	81	4	0	4
JSS G/GARKI	G/GARKI	GARKI	20	20	9	10	8	8	30	28	17	49	26	75	4	0	4
JSS G/MAZA	G/MAZA	GARKI	33	29	35	7	4	5	40	33	40	97	16	113	3	0	3
JSS GARKI	GARKI	GARKI	78	103	101	28	17	8	106	120	109	282	53	335	16	1	17
JSS K/MAIKAHO	K/MAIKAHO	GARKI	17	12	10	10	10	5	27	22	15	45	25	70	2	0	2
JSS GARKO	KARGO	GARKI	37	50	23	23	13	1	60	63	24	110	37	147	0	0	0
JSS KITA	KITA	GARKI	0	20	30	0	20	0	0	40	30	50	20	70	4	0	4
JSS KORE	KORE	GARKI	45	36	24	20	9	51	65	45	75	105	36	141	9	0	9
JSS MUKU	MUKU	GARKI	17	19	5	2	36	26	19	55	31	75	14	89	5	0	5
JSS SAYORI	SAYORI	GARKI	18	37	15	5	5	0	23	42	15	70	10	80	3	0	3
NASORO 2ND CHENSE WOMEN CENTER	HADEJIA ROAD GUMEL	GUMEL	0	0	0	68	0	0	68	0	0	0	68	68	0	7	7
JSS BAIKARYA	BAIKARYA GUMEL	GUMEL	13	25	6	10	10	0	23	35	6	44	20	64	8	0	8
JSS BARIKI	BARIKI GUMEL	GUMEL	147	121	179	205	189	202	352	310	381	447	596	1043	17	6	23
JSS GALAGAMMA	GALAGAMMA GUMEL	GUMEL	145	175	168	104	142	98	249	317	266	488	344	832	32	12	44
JSS NASORO	NASORO GUMEL	GUMEL	215	209	225	136	134	53	351	343	278	649	323	972	73	10	83
JSS ZANGO	ZANGO GUMEL	GUMEL	81	62	50	37	84	77	118	146	127	192	178	370	23	10	33
JSS MODEL BORDUING	GALAGAMMA	GUMEL	56	73	57	25	22	20	81	95	77	186	67	253	13	1	14
JASS GURI	GURI	GURI	47	18	25	41	30	17	88	48	42	90	88	178	16	1	17
JMBPS GURI	GURI	GURI	59	39	66	31	25	17	90	64	83	163	71	234	4	15	19
JSS ABUNABO	ABUNABO	GURI	36	25	14	19	13	8	55	38	22	75	40	115	4	0	4
JSS DAWA	DAWA	GURI	15	9	21	1	0	0	16	9	21	45	1	46	5	0	5
JSS GADUWA	GADUWA	GURI	22	14	13	13	8	9	35	22	22	49	30	79	5	0	5
JSS GARBAGAL	GARBAGAL	GURI	32	15	14	12	5	11	44	20	25	61	28	89	5	0	5
JSS GURI	GURI	GURI	0	0	0	176	272	196	176	272	196		645		18	8	26
JSS GURI	GURI	GURI	116	108	71	45	31	25	161	139	96	295	101	396	13	3	16
JSS KADIRA	KADIRA	GURI	36	38	27	21	8	7	57	46	34	101	36	137	7	0	7
JSS LAFIYA	LAFIYA	GURI	59	18	51	54	27	23	113	45	74	128	104	232	8	0	8
JSS MARGADU	MARGADU	GURI	23	39	46	1	3	4	24	42	50	290	22	312	5	0	5
JSS MUSARI	MUSARI	GURI	10	19	25	4	7	5	14	26	30	54	16	70	0	0	0
G.D.S.S.KILA	AFIYO	GWARAM	117	118	51	66	38	30	183	156	81	286	134	420	2	3	5
JASS AUYAKAWA	AUYAKAWA	GWARAM	41	41	20	96	80	51	137	121	71	102	227	329	9	0	9
JASS JIKAS	JIKAS	GWARAM	100	45	50	8	5	6	108	50	56	195	19	214	0	0	0
JMBPS KILA	KILA	GWARAM	96	110	114	46	57	42	142	167	156	386	79	465	10	1	11
JSS TSANGARWA	TSANGARWA	GWARAM	51	32	21	7	8	9	58	40	30	104	24	128	0	0	0
JSS BASIRKA	BASIRKA	GWARAM	57	75	53	40	42	10	97	117	63	185	92	277	8	1	9
JSS DIGIJIN	DIGINJIN	GWARAM	49	15	10	17	3	2	66	18	12	73	22	95	4	0	4
JSS FARIN DUTSE	FARIN DUTSE	GWARAM	25	41	23	5	9	2	30	50	25	89	16	105	5	0	5
JSS FAGAM	FAGAM	GWARAM	60	51	62	20	10	12	80	61	74	173	42	215	11	0	11
JSS GAGARAYAGA	GAGARAYAGA	GWARAM	115	123	106	14	18	18	129	141	124	344	50	394	7	0	7
JSS GALAMBI	GALAMBI	GWARAM	32	59	33	8	5	4	40	64	37	124	17	141	3	0	3
JSS GWARAM	GWARAM	GWARAM	130	124	161	53	65	42	183	189	203	415	160	575	20	2	22

JSS KILA	KILA	GWARAM	117	118	51	66	38	30	183	156	81	285	134	419	11	1	12
JSS KONDIKO	KONDIKO	GWARAM	18	41	29	1	5	0	19	46	29	99	6	105	2	0	2
JSS KWARKO	KWARKO	GWARAM	48	44	34	5	9	8	53	53	42	126	22	148	1	0	1
JSS MARUTA	MARUTA	GWARAM	58	34	51	14	13	7	72	47	58	143	34	177	2	0	2
JSS RABADI	RABADI	GWARAM	22	16	9	3	6	1	25	22	10	47	10	57	4	0	4
JSS SARA	SARA	GWARAM	95	120	99	15	27	19	110	147	118	314	61	375	14	1	15
JSS TSOHUWAR GWARAM	TSOHUWAR GWARAM	GWARAM	72	94	82	28	23	20	100	117	102	248	71	319	13	0	13
JSS SAKUWA	SAKUWA	GWARAM	58	49	26	8	13	0	66	62	26	127	21	148	5	0	5
G.D.S.S.FAGAM	AKUBUSHIN	GWARAM	60	51	62	20	10	12	80	61	74	151	41	192	9	1	10
G.G.S.S.GWARAM	ADAHA	GWARAM	0	0	0	218	321	368	218	321	368	0	907	907	3	1	4
JSS BUNTUSU	BUNTUSU	GWIWA	21	6	8	1	5	5	22	11	13	35	11	46	5	0	5
JSS D/KARSHI	D/KARSHI	GWIWA	28	25	27	18	4	4	46	29	31	82	26	108	5	0	5
JSS DABI	DABI	GWIWA	21	20	16	16	5	0	37	25	16	57	21	78	4	0	4
JSS DUWIGI	DUWIGI	GWIWA	14	15	18	3	7	7	17	22	25	49	17	66	6	0	6
JSS GIWA	GIWA	GWIWA	25	28	12	2	1	1	27	29	13	65	4	69	15	0	15
JSS JAMMAJE	JAMMAJE	GWIWA	22	15	10	0	5	0	22	20	10	47	5	52	3	1	4
JSS KORAYAL	KORAYAL	GWIWA	25	20	21	15	12	7	40	32	28	66	34	100	6	0	6
JSS KWARARE	KWARARE	GWIWA	17	16	24	15	9	11	32	25	35	57	35	92	5	1	6
JSS Z/MAHAUTA	Z/MAHAUTA	GWIWA	14	6	28	17	5	0	31	11	28	48	22	70	6	0	6
GOVM DEAF SPS	NGURU ROAD	HADEJIA	8	0	0	2	0	0	10	0	10	8	2	10	3	0	3
JASS GARKO	HADEJIA	HADEJIA	140	110	105	360	335	220	500	445	325	355	915	1270	1	2	3
JASS SAMBO	HADEJIA	HADEJIA	200	172	160	400	359	308	600	531	468	533	1067	1600	18	3	21
JSS ABDULKADIR	HADEJIA	HADEJIA	204	185	275	102	76	91	306	261	366	664	269	933	53	12	65
JSS GAWUNA	HADEJIA	HADEJIA	200	245	226	99	98	86	299	343	312	671	283	954	20	3	23
JSS HARUNA	HADEJIA	HADEJIA	145	177	118	54	56	43	199	233	161	437	153	590	29	3	32
JSS VOCATIONAL	HADEJIA	HADEJIA	0	47	53	0	0	0	0	47	53	100	0	100	23	5	28
JSS SAIS	M/DORI ROAD	HADEJIA	439	425	406	0	0	0	439	425	406	0	0	0	0	0	0
KOFAR GADAWA	JAHUN	JAHUN	72	76	55	150	167	102	222	243	157	203	419	622	22	0	22
JSS ATUMAN	ATUMAN	JAHUN	26	25	26	0	3	0	26	28	26	77	3	80	5	0	5
JSS AUJARA	AUJARA	JAHUN	96	98	78	63	60	36	159	158	114	272	159	431	15	0	15
JSS BURABURI	BURABURI	JAHUN	60	42	38	20	22	6	80	64	44	220	74	294	0	0	0
JSS DARAI	DARAI	JAHUN	23	28	20	16	7	8	39	35	28	58	199	257	0	0	0
JSS FAGWALAYI	FAGWALAYI	JAHUN	21	14	18	10	10	7	31	24	25	53	27	80	6	0	6
JSS GANGAWA	GANGAWA	JAHUN	9	14	15	0	0	3	9	14	18	38	3	41	0	0	0
JSS GAUZA	GAUZA	JAHUN	16	22	14	14	10	7	30	32	21	0	0	0	0	0	0
JSS GUNKA	GUNKA	JAHUN	30	38	35	10	3	5	40	41	40	245	28	273	0	0	0
JSS GWAMPAI	GWAMPAI	JAHUN	20	27	22	10	5	0	30	32	22	69	15	84	5	0	5
JSS HARBO SABUWA	HARBO SABUWA	JAHUN	116	70	64	48	18	16	164	88	80	250	82	332	9	0	9
JSS IDANDUNA	IDANDUNA	JAHUN	9	17	11	2	5	5	11	1	16	37	15	52	0	0	0
JSS JAHUN	JAHUN	JAHUN	340	300	140	60	80	37	400	380	177	780	177	957	14	0	14
JSS KADOWAWA	KADOWAWA	JAHUN	11	11	11	5	5	10	16	16	21	33	20	53	0	0	0
JSS KANWA	KANWA	JAHUN	24	45	10	6	20	2	30	65	12	88	28	116	2	0	2
JSS MAGAMA	MAGAMA	JAHUN	20	35	23	10	20	18	30	55	41	88	48	136	2	0	2
JSSS AUJARA	AUJARA	JAHUN	250	307	232	0	0	0	250	307	232	789	0	789	9	0	9
JASS IMAM HASSAN	IMAM ROAD	KAFIN HAUSA	75	64	87	120	116	118	195	180	205	226	354	580	17	0	17
JASS KAUGAMA	KAUGAMA	KAUGAMA	86	86	67	16	9	12	102	95	79	239	37	276	12	0	12
JASS YELLEMAN TIJJANI	YELLEMAN TIJJANI	KAUGAMA	50	45	47	120	72	66	170	117	113	142	258	400	9	3	12

JSS ARBUS	ARBUS	KAUGAMA	20	25	21	10	7	4	30	32	25	66	21	87	6	0	6
JSS DABUWARAN	DABUWARAN	KAUGAMA	23	38	36	8	0	0	31	38	36	106	8	114	0	0	0
JSS DAKAIYAWA	DAKAIYAWA	KAUGAMA	103	78	74	35	16	8	138	94	82	255	49	304	8	0	8
JSS GIRBOBO	GIRBOBO	KAUGAMA	34	30	29	6		0	40	30	29	93	6	99	5	0	5
JSS GWALERIMA	GWALERIMA	KAUGAMA	10	8	30	3	7	16	13	15	46	48	26	74	2	0	2
JSS JA'E	JA'E	KAUGAMA	15	31	18	5	3	5	20	34	23	64	13	77	5	0	5
JSS KAUGAMA	KAUGAMA	KAUGAMA	16	15	13	50	52	49	66	67	62	44	144	188	10	1	11
JSS MARKE	MARKE	KAUGAMA	100	90	56	30	22	25	130	112	81	246	77	323	6	1	7
JSS UNGUWAR JIBRIN	UNGUWAR JIBRIN	KAUGAMA	53	26	16	6	3	4	59	29	20	95	13	108	4	0	4
JSS YALO	YALO	KAUGAMA	35	46	30	10	4	8	45	50	38	111	22	133	5	0	5
JASS YALLEMAN HAUSAWA	YELLEMAN HAUSAWA	KAUGAMA	100	89	112	62	39	50	162	128	162	301	151	452	11	2	13
JSS ZABURAN	ZABURAN	KAUGAMA	12	29	35	2	7	9	14	36	44	76	18	94	9	0	9
JMBPS KAZAURE	SHAISKAWA KAZAURE	KAZAURE	62	50	72	38	35	27	100	85	99	84	98	182	18	1	19
JSS AREWA KAZAURE	TSOHON KAFI ROAD	KAZAURE	162	152	125	125	111	76	287	263	201	439	312	751	15	0	15
JSS BA'AUZINI		KAZAURE	15	12	18	8	2	2	23	14	20	45	12	57	0	0	0
JSS DABAZA		KAZAURE	0	17	0	0	0	0	0	17	17	17	0	17	4	0	4
JSS DANDI		KAZAURE	14	15	19	4	5	7	18	20	26	41	16	57	0	0	0
JSS GADA	KANO DAURA ROAD	KAZAURE	64	62	54	16	14	16	80	76	70	180	46	226	14	1	15
WOMEN ARABIC JSS GIDAN SARKI	KOFAR FADA ROAD	KAZAURE	0	0	0	50	37	34	50	37	34	0	0	0	9	8	17
JSS KANTI KAZAURE	DAURA KANO ROAD	KAZAURE	133	139	112	47	60	40	180	199	152	404	149	553	18	3	21
JSS KATSINAWA		KAZAURE	4	14	0	0	2	0	4	16	18	18	2	20	2	0	2
JSS KAZAURE KUDU	SHA'ISKAWA	KAZAURE	153	143	178	116	101	143	269	244	321	474	360	834	16	1	17
GOVERNMENT GIRLS ARABIC JSS MAYAKI	KANO TO DAURA ROAD	KAZAURE	0	0	0	113	113	113	113	113	113	0	339	339	16	1	17
JSS SABARU	MASALLACIN IDI ROAD UNGUWAR GABAS	KAZAURE	14	19	21	3	3	1	17	22	22	54	7	61	7	0	7
JMBPS BALUNGU	BOARDING BALUNGU	KIFIN HAUSA	166	77	75	32	43	30	198	120	105	318	105	423	24	2	26
JSS ADARAUSHE	ADARAUSHE	KIFIN HAUSA	66	45	30	1	15	3	67	60	33	119	19	138	8	0	8
JSS BARADUWA	BARADUWA	KIFIN HAUSA	24	46	26	5	3	10	29	49	36	96	18	114	8	0	8
JSS BULANGU	BULANGU	KIFIN HAUSA	57	114	61	49	44	23	106	158	84	232	116	348	16	2	18
JSS D/KYAURE	D/KYAURE	KIFIN HAUSA	19	16	12	0	7	10	19	23	22	47	17	64	4	0	4
JSS D/TOKA	D/TOKA	KIFIN HAUSA	34	46	34	9	14	13	43	60	47	114	36	150	7	0	7
JSS JABO	JABO	KIFIN HAUSA	53	91	58	19	8	10	72	99	68	202	37	239	9	0	9
JSS K/HAUSA	K/HAUSA	KIFIN HAUSA	128	88	144	105	41	40	233	129	184	360	186	546	13	0	13
JSS KWATALO	KWATALO	KIFIN HAUSA	29	35	24	2	2	2	31	37	26	88	6	94	6	0	6
JSS MANABA	MANABA	KIFIN HAUSA	40	30	40	10	18	0	50	48	40	110	28	138	6	0	6
JSS MEZAN	MEZAN	KIFIN HAUSA	19	35	18	11	6	6	30	41	24	72	23	95	7	0	7
JSS MEZAN	MEZAN	KIFIN HAUSA	48	45	25	2	2	0	50	47	25	118	4	122	11	0	11
JSS SARAWA	SARAWA	KIFIN HAUSA	105	58	154	40	17	35	145	75	189	317	97	414	11	1	12
JSS TOYAWA	TOYAWA	KIFIN HAUSA	55	45	25	0	0	6	55	45	31	126	6	132	7	0	7
JSS ZAGO BULANGU	ZAGO BULANGU	KIFIN HAUSA	22	18	25	2	3	6	24	21	31	65	21	86	6	0	6
JSS BATURIYA	BATURIYA	KIRI KASAMMA	25	19	26	5	1	4	30	20	30	141	19	160	3	0	3
JSS DOLERI	DOLERI	KIRI KASAMMA	15	4	21	2	2	4	17	6	25	83	14	97	7	0	7
JSS GAYIN	GAYIN	KIRI KASAMMA	17	19	8	12	11	8	29	30	16	87	65	152	7	0	7
JSS IYO	IYO	KIRI KASAMMA	14	10	6	10	6	14	24	16	20	67	47	114	7	0	7
JSS K/KASAMMA	K/KASAMMA	KIRI KASAMMA	95	69	52	61	51	29	156	120	81	389	230	619	12	0	12
JSS MADACHI	MADACHI	KIRI KASAMMA	28	33	31	9	5	6	37	38	37	179	40	219	14	0	14

JSS MARMA	MARMA	KIRI KASAMMA	40	18	78	10	2	3	50	20	81	243	21	264	7	0	7
JSS SUGA	SUGA	KIRI KASAMMA	11	23	26	5	7	4	16	30	30	126	24	150	13	0	13
JSS TASHEGUWA	TASHEGUWA	KIRI KASAMMA	31	46	21	4	4	3	35	50	24	199	21	220	17	0	17
JSS TURABU	TURABU	KIRI KASAMMA	75	93	70	35	30	30	110	123	100	479	169	648	17	2	19
JASS KIYAWA	KIYAWA	KIYAWA	74	107	52	123	95	78	197	202	130	233	218	451	9	1	10
JSS ANDAZA	ANDAZA	KIYAWA	48	73	73	14	18	28	62	91	101	193	60	253	4	0	4
JSS DUHUWA	DUHUWA	KIYAWA	12	10	18	11	15	4	23	25	22	40	30	70	5	0	5
JSS FAKE	FAKE	KIYAWA	36	42	33	6	8	7	42	50	40	111	21	132	3	0	3
JSS GARKO	GARKO	KIYAWA	35	33	35	15	21	11	50	54	46	103	47	150	7	0	7
JSS KATANGA	KATANGA	KIYAWA	69	50	38	37	17	3	106	67	41	155	57	212	8	0	8
JSS KATUKA	KATUKA	KIYAWA	34	31	23	3	5	0	37	36	23	88	8	96	3	0	3
JSS KUMI	KUMI	KIYAWA	18	27	16	8	11	4	26	38	20	61	23	84	3	0	3
KWANDA JUNIOR SECONDARY SCHOOL	KWANDA	KIYAWA	21	31	24	9	2	2	30	33	26	76	13	89	4	0	4
JSS MAJE	MAJE	KIYAWA	0	2	23	0	1	5	0	3	28	25	6	31	1	0	1
JSS SHUWARIN	SHUWARIN	KIYAWA	145	125	84	28	20	21	173	145	105	354	69	423	10	2	12
JUNIOR ARABIC SECONDARY SCHOOL	UNG. GARBA MAIGATARI	MAIGATARI	71	18	71	147	170	95	218	188	166	327	412	739	0	0	0
JSS BOSUWA	BOSUWA	MAIGATARI	47	47	25	8	14	9	55	61	34	108	23	131	6	0	6
JSS DANKUMBO	DANKUMBO	MAIGATARI	12	19	22	3	6	0	15	25	22	53	9	62	5	0	5
JSS GALADI	GALADI	MAIGATARI	11	18	17	9	13	111	20	31	128	46	33	79	6	0	6
JSS JAJERI	JAJERI	MAIGATARI	23	19	0	13	12	0	36	31	20	41	25	66	0	0	0
JSS KATIKA	KATIKA	MAIGATARI	7	20	0	4	3	0	11	23	10	0	0	0	4	0	4
JSS KUKA YESKU	KUKA YESKU	MAIGATARI	10	10	18	0	2	0	10	12	18	38	2	40	2	0	2
JSS MADANA	MADANA	MAIGATARI	20	50	29	16	20	11	36	70	40	99	47	146	5	0	5
JSS MAIGATARI	MAIGATARI	MAIGATARI	146	130	147	47	32	35	193	162	182	193	162	355	15	0	15
JSS MATSASTTSAGI	KUKA YESKU	MAIGATARI	12	21	21	2	0	3	14	21	24	54	5	59	7	0	7
JSS TURBUS	TURBUS	MAIGATARI	18	5	27	2	1	3	20	6	30	50	10	60	3	0	3
GJBS, MAIGATARI	MAIGATARI	MAIGATARI	191	0	0	0	0	0	191	0	20	0	0	0	0	0	0
JASS M/MADORI	M/MADORI A	MALLAM MADORI	52	64	63	72	189	139	124	253	202	179	400	579	20	1	21
JSS ARKI	ARKI	MALLAM MADORI	27	24	16	6	0	0	33	24	16	67	6	73	11	0	11
JSS G/GABAS TASHA	G/GABAS TASHA	MALLAM MADORI	54	60	46	16	29	34	70	89	80	160	79	239	7	0	7
JSS G/SARKI	G/SARKI	MALLAM MADORI	50	86	48	41	23	23	91	109	71	184	87	271	28	0	28
JSS M/MADORI	M/MADORI	MALLAM MADORI	257	318	249	80	108	66	337	426	315	824	254	1078	23	2	25
JSS MAIRAKUMI	MAIRAKU	MALLAM MADORI	28	12	18	5	8	11	33	20	29	58	24	82	11	0	11
JSS MAKADDARI	MAKADDARI	MALLAM MADORI	18	17	27	17	16	23	35	33	50	2	56	58	6	0	6
JSS SHAYYA	SHAYYA	MALLAM MADORI	40	20	20	5	14	4	45	34	24	80	21	101	10	0	10
JSS TAGWARO	TAGWARO	MALLAM MADORI	25	0	11	5	22	9	30	22	20	58	14	72	8	0	8
JSS TAHF. DANTAMO MMR	M/MADORI	MALLAM MADORI	49	28	22	122	66	60	171	94	82	99	248	347	17	0	17
JSS DANGYATIN	DANGYATIN	MIGA	35	33	65	11	10	14	46	43	79	133	35	168	13	0	13
JSS HANTSU	HANTSU	MIGA	28	13	10	4	8	4	32	21	14	51	16	67	7	0	7
JSS MIGA	MIGA	MIGA	76	42	43	9	8	9	85	50	52	161	26	187	17	4	21
JSS SABONGARI	SABONGARI	MIGA	25	32	23	6	5	3	31	37	26	80	14	94	6	0	6
JSS SANSANI	SANSANI	MIGA	30	36	36	5	1	2	35	37	38	102	8	110	6	1	7
JSS TSAKUWAWA	TSAKUWAWA	MIGA	88	71	24	35	23	9	123	94	33	183	67	250	10	0	10
JSS YANDUNA	YANDUNA	MIGA	30	35	37	5	5	3	35	40	40	102	13	115	6	0	6
JSS ZAREKU	ZAREKU	MIGA	53	48	53	7	10	7	60	58	60	159	24	183	11	2	13
GOVERNMENT JUNIOR SECONDRY SCHOOL RINGIM	SANKARA ROAD,	RINGIM	391	491	455	0	0	0	391	491	455	391	491	882	0	0	15

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JASS RINGIM	RINGIM	RINGIM	65	69	40	120	195	209	185	264	249	174	524	698	24	7	31
boarding junior secondary school ringim	ringim	Ringim	107	79	61	25	20	20	132	99	81	247	65	312	14	1	15
JSS BEGUWA	BEGUWA	RINGIM	16	39	17	13	23	4	29	62	21	72	40	112	5	0	5
JSS CHAICHAI	CHAICHAI	RINGIM	31	26	33	6	11	6	37	37	39	90	23	113	5	0	5
JSS DABI	DABI	RINGIM	46	67	47	30	23	3	76	90	50	160	56	216	6	0	6
JSS G/GEBI	G/GEBI	RINGIM	38	30	22	4	0	0	42	30	22	90	4	94	9	0	9
JSS GASAKOLI	GASAKOLI	RINGIM	73	50	57	2	6	3	75	56	60	180	11	191	10	0	10
JSS KARSHI	KARSHI	RINGIM	27	34	17	19	28	9	46	62	26	78	58	136	6	1	7
JSS SINTILMAWA	SINTILMAWA	RINGIM	50	34	31	20	11	8	70	45	39	115	39	154	6	0	6
JSS YANDUTSE	YANDUTSE	RINGIM	60	64	43	12	29	23	72	93	66	167	64	231	5	0	5
JUNIOR SECTION GGSS RONI	RONI	RONI	102	0	0	0	0	0	102	0	30	102	0	102	6	0	6
JASS RONI	RONI	RONI	26	33	24	31	43	28	57	76	52	83	102	185	15	1	16
JSS AMARYAWA	AMARYAWA	RONI	30	65	37	30	19	12	60	84	49	132	61	193	12	2	14
JSS BARAGUMI	BARAGUMI	RONI	3	0	9	2	13	0	5	13	9	25	2	27	5	0	5
JSS DANSURE	DANSURE	RONI	24	37	23	19	13	3	43	50	26	84	35	119	13	3	16
JSS GORA	GORA	RONI	8	32	24	8	17	10	16	49	34	64	35	99	3	0	3
JSS KARI	KARI	RONI	14	17	12	6	6	3	20	23	15	43	15	58	0	0	0
JSS MAMUDAWA	MAMUDAWA	RONI	15	14	3	5	10	2	20	24	5	32	17	49	6	0	6
JSS RONI AREWA	RONI AREWA	RONI	35	40	29	17	10	19	52	50	48	111	39	150	12	2	14
JSS RONI KUDU	RONI KUDU	RONI	47	47	54	30	20	14	77	67	68	148	64	212	17	1	18
JSS TSUBUT	TSUBUT	RONI	16	44	21	5	2	2	21	46	23	81	9	90	8	0	8
JSS ZUGAI	ZUGAI	RONI	7	20	7	5	4	0	12	24	7	65	15	80	0	0	0
JSS ALBASU	ALBASU	SULE TANKARKAR	46	41	37	21	11	13	67	52	50	124	13	137	8	0	8
JSS AMANGA	AMANGA	SULE TANKARKAR	50	50	50	40	30	28	90	80	78	150	98	248	5	0	5
JSS BABBAN SARA	BABAN SARA	SULE TANKARKAR	14	20	17	11	7	13	25	27	30	151	31	182	10	1	11
JSS DANGWANKI	DANGWANKI	SULE TANKARKAR	40	43	40	30	22	25	70	65	65	120	80	200	5	0	5
JSS DANLADI	DANLADI	SULE TANKARKAR	38	63	46	22	17	12	60	80	58	101	114	215	9	0	9
JSS DANMAKAMA	DANMAKAMA	SULE TANKARKAR	56	45	46	34	21	36	90	66	82	167	71	238	7	0	7
JSS DANZOMO	DANZOMO	SULE TANKARKAR	65	86	66	31	41	31	96	127	97	217	103	320	11	0	11
JSS JEKE	JEKE	SULE TANKARKAR	52	64	32	55	48	45	107	112	77	108	118	226	4	0	4
JSS MAIMAZARI	MAIMAZARI	SULE TANKARKAR	40	40	40	30	40	34	70	80	74	120	104	224	5	0	5
JSS MAITSAMIYA	MAITSAMIYA	SULE TANKARKAR	17	34	0	0	6	0	17	40	30	51	6	57	4	0	4
JSS SHABARU	HSABARU	SULE TANKARKAR	25	29	32	1	0	0	26	29	32	86	1	87	0	0	0
JSS SULE TANKARAKAR	SULE TANKARKAR	SULE TANKARKAR	140	100	76	68	46	31	208	146	107	322	145	467	19	0	19
JSS 'YANDAMO	'YANDAMO	SULE TANKARKAR	57	73	0	54	50	0	111	123	20	130	104	234	0	0	0
JSS GGASS DANZOMO	DANZOMO	SULE TANKARKAR	0	0	0	151	312	239	151	312	239	0	702	702	15	2	17
JSS GGASS SULE TANKARKAR	GUMEL BABURA ROAD	SULE TANKARKAR	0	0	0	240	0	0	240	0	30	0	0	0	11	2	13
kofar Sabon 'Ya 'ya	Sabon Garin 'Ya 'ya	Taura	33	764	59	18	11	6	51	775	65	156	35	191	17	1	18
JASS S/GARIN YAYA	S/GARIN YAYA	TAURA	29	23	35	45	38	55	74	61	90	87	138	225	13	0	13
JASS TAURA	TAURA	TAURA	90	5	40	140	75	42	230	80	82	181	29	210	20	0	20
JSS CHAKWAIKWAIWA	CHAKWAIKWAIWA	TAURA	34	38	34	10	9	1	44	47	35	106	20	126	7	0	7
JSS CHUKUTO	CHUKUTO	TAURA	7	20	17	1	1	1	8	21	18	44	3	47	3	0	3
JSS GUJUNGU	GUJUNGU	TAURA	61	89	63	11	32	26	72	121	89	213	69	282	18	4	22
JSS KIRI	KIRI	TAURA	52	94	61	8	4	2	60	98	63	207	14	221	10	0	10
JSS KWALAM	KWALAM	TAURA	108	100	71	34	27	10	142	127	81	279	71	350	14	0	14
JSS MAJE	MAJE	TAURA	44	46	43	2	4	3	46	50	46	133	9	142	6	0	6

JSS NAHUCE	NAHUCE	TAURA	35	33	33	5	4	7	40	37	40	101	16	117	9	0	9	
JSS TAURA	TAURA	TAURA	48	134	142	32	30	32	80	164	174	374	94	468	24	2	26	
JSS MAJIA	MAJIA	TAURA	104	75	50	16	17	15	120	92	65	229	48	277	0	0	0	
JSS ACILAFIYA	ACILAFIYA	YANKWASHI	44	15	15	13	16	16	57	31	31	74	45	119	6	1	7	
JSS ADDANI	ADDANI	YANKWASHI	9	17	11	8	5	0	17	22	11	37	13	50	9	4	13	
JSS BURJI	BURJI	YANKWASHI	17	12	15	5	9	8	22	21	23	44	22	66	7	1	8	
JSS FURJI	FURJI	YANKWASHI	41	20	23	20	15	4	61	35	27	84	39	123	12	2	14	
JSS GWARTA	GWARTA	YANKWASHI	16	30	23	31	4	2	47	34	25	39	34	73	8	0	8	
KWARIN KALGO		YANKWASHI	57	14	26	10	4	0	67	18	26	97	14	111	0	0	0	
JSS KARKARNA	KARKARNA	YANKWASHI	289	240	224	0	0	0	289	240	224	753	0	753	20	1	21	
JSS KARKARNA	KARKARNA	YANKWASHI	29	13	69	17	9	16	46	22	85	161	42	203	13	2	15	
JSS SADA	SADA	YANKWASHI	16	30	22	9	10	12	25	40	34	68	31	99	12	2	14	
JSS U/MAGAJI	U/MAGAJI	YANKWASHI	22	26	24	9	18	14	31	44	38	72	41	113	5	0	5	
JSS YANKWASHI	YANKWASHI	YANKWASHI	16	18	33	5	2	9	21	20	42	67	16	83	12	2	14	

Total No. of JSS in Jigawa State is 329

Educational Zones

1. Dutse/Kiyawa
2. Jahun/Miga
3. B/Kudu/Gwaram/Buji
4. Hadejia/Kangama/Malam Madori
5. K/Hausa/Auyo
6. Birniwa/Guri/Kirikasama
7. Gumel Gagarawa Maigatari Sule Tankarkar
8. Ringim Taura Garki Batura
9. Kazaure/Roni/Yan Kwashi/Gwiwa

PRS DEPARTMENT, SUBEB DUTSE, JIGAWA STATE

NUMBER OF PRIMARY AND JUNIOR SECONDARY SCHOOLS 20{O/20J\| SESSION

S/N	LGEA	PUBLIC SCHOOLS		PRIVATE SCHOOLS	
		PRIMARY	JSS	PRIMARY	JSS
1	AUYO	51	9	-	-
2	B/KUDU	85	19	-	-
3	BABURA	88	13	-	-
4	BIRNIWA	62	10	-	-
5	BUJI	38	5	-	-
6	DUTSE	111	25	14	-
7	GAGARAWA	52	7	-	-
8	GARKI	86	13	-	-
9	GUMEL	41	6	7	-
10	GURI	59	12	-	-
11	GWARAM	114	19	3	-
12	GWIWA	45	10	-	-
13	HADEJIA	25	7	5	4
14	JAHUN	61	17	2	-
15	K/HAUSA	109	16	-	-
16	K/KASAMMA	56	10	-	-
17	KAUGAMA	39	14	-	-
18	KAZAURE	71	12	4	-
19	KIYAWA	80	14	2	-
20	M/MADORI	87	' 9	1	1
21	MAIGATARI	66	11	-	-
22	MIIGA	42	8	-	-
23	R1NGIM	80	14	-	-
24	RONI	39	10	-	-
25	S/TANKARKAR	114	13	-	-
26	TAURA	57	12	-	-
27	YANKWASHI	30	11	-	-
	TOTAL	1,788	326	38	6

TEACHING STAFF FOR PRIMARY SCHOOL BY LGEAs_____Form 6A
2007/2008

S/N	NAME OF LGEA	MALE	FEMALE	TOTAL	
1	Auyo	493	16	509	
2	Babura	660	47	707	
3	Birnin Kudu	396	81	477	
4	Birniwa	501	34	535	
5	Buji	290	16	306	
6	Dutse	580	115	695	
7	Gagarawa	701	12	713	
8	Garki	519	16	535	
9	Gumel	278	123	401	
10	Guri	250	19	269	
11	Gwaram	770	64	834	
12	Gwiwa	231	15	246	
13	Hadejia	358	211	569	
14	Jahun	422	40	462	
15	Kafin Hausa	931	59	990	
16	Kaugama	583	41	624	
17	Kazaure	342	152	494	
18	Kiri Kasarnma	806	35	841	
19	Kiyawa	219	19	238	
20	Maigatari	400	25	425	
21	Mallam Madori	666	120	786	
22	Miga	292	3	295	
23	Ringimn	637	76	713	
24	Roni	309	32	341	
25	Sule Tankarkar	803	13	816	
26	Taura	437	14	451	
27	Yankwashi	283	24	307	
28	TOTAL	13,157	1,422	14,579	

EDUCATIONAL STATISTIC

FORM 3A SUMMARY OF PRE-PRIMARY AND PRIMARY ENROLMENT SCHOOL BY SCHOOL 2005/2006 BY'LGEA

S/N	NAME OF LGEA	ECCDE			PRIMARY I			PRIMARY 11			PRIMARY III		
		M	F	T	M	F	T	M	F	T	M'	F	T
1	Aiivo	165	1 M	2X8	1.655	1.043	2.698	1 ,62'»	954	2.578	1 .620	865	2.485
2	Baburs	355	186	541	1.520	1.544	3,064	. | .1,660	1,6%	3.356	1,283	1.081	2.364
3	Biniin Kudu	164	95	259	3.232	1.678	4.910	2.37X	1.410	3.788	2.230	1 .3 ! 8	3.548
4	Bimiwa	260	211	471	1.762	931	2.693	1,261	994	2.255	1.225	1.001	2.226
s	Buji	568	322	890	955	635	1.590	• 903	732	1.635	960	570	1.530
6	Dutse	714	358	1.072	304	1.889	2.193	2.496	1.634	4.130	2.430	1.602	4.032
7	Gasarawa	160	154	314	908	657	1.565	700	644	1.344	593	446	1.039
8	Garki	176	193	369	1.340	983	2.323	1.035	807	1.842	1.090	825	1.915
9	Gume!	686	324	1.010	1.334	1.015	2.349	1.244	943	2.184	1.090	910	2.000
10	Guri	312	254	566	853	690	1.543	822	742	1.564	956	775	1. 731
11	Gyyaram	500	321	821	3.174	2.180	5.354	3.152	2.103	5.255	2.703	1 .925	4.A2S
12	Gwiwa	67	43	110	1.185	590	1.775	1.223	702	1.925	985	463	1,428
13	Hadeiia	165	245	410	1.675	1.520	3.195	1.490	1.575	3.065	1.450	1.482	2.932
14	Jahun	312	256	568	1.925	1.143	3.068	1.834	1.04	2.880	1.623	937	2.J60
15	Kafm Hausa	211	219	430	2.710	1.748	4.458	2.100	1.321	3.421	2.707	1.4	4.! 12
16	Kaugama	302	241	543	1.715	1.152	2.867	1.356	853	2.209	1.335	944	2.279
17	Kazaure	350	345	695	1.130	1.086	2.216	1.262	1.100	2.362	1.315	1.120	2.435
18	Kiri Kasamma	420	787	1.207	1.835	1.570	3.405	1.752	1.656	3.408	1.615	1.407	3.022
19	Kivawa	341	257	598	1,423	1 ,060	2.483	1.711	92*	2.635	1.618	987	2.605
20	Maigatari	321	256	577	1,721	1.535	3.256	1.813	1.580	3.393	1.374	1.3	2.769
21	Mallam	346	212	558	1,614	1.304	2.918	1.725	1.170	2.895	874	1.683	2.557
22	Miga	32	76	108	1,193	589	1.782	1.223	702	1.925	992	778	1.770
23	Ringim	201	217	418	2.267	1.587	3.854	2.133	1.360	3.493	1.930	1.225	3.155
24	Roni	213	181	394	964	704	1.668	902	712	1.614	872	704	1,576
25	Sule Tankarkar	367	234	601	2.251	1.789	4.040	2.101	1.546	3.647	2.015	1.423	3. 4? 8
26	Taura	270	232	502	1,632	1.164	2.796	1.502	1.003	2.503	1.650	1.1	2.751
27	Yankwashi	211	183	394	808	570	1,378	776	500	1-.276	756	650	1.406
	TOTAL	8,189	6,525	14,714	43,085	. 32,356	75,441	42,1781:	30,404	72,584	39,291	29,052	68,343

PRIMARY IV			PRIMARY V			PRIMARY VI			TOTAL		
M	F	T	M	F	T	M	F	T	M	F	T
1.591	1.302	2.893	1,401	1.991	3,394	1.125	982	2.107	9.016	7,159	16.155
1,670	1.415	3.085	1.515	1.320	2.835	1.152	960	2.112	8 800	8.016	16.S16
2.080	1.101	3.181	1 979	1.560	3 539	1.877	1.450	3.327	13.776	8.517	22.293
1.282	1 .002	2.284	1.155	990	2.145	987	978	1,965	7.672	5.896	13.568
723	495	1.218	730	690	1.420	1.344	2.001	3.345	5.615	5.123	10.738
2.262	1.253	3.515	1.854	.1.509	3.363	1.653	1.740	7 895	11.001	9,127	20.128
640	654	1.294	588	455	i.043	437	403	840	3 866	3.259	7.125
980	741	1.721	935	789	1.724	1.278	1.101	2.379	6.658	5.246	11.904
774	696	1.470	864	661	1.525	654	567	1.221	5 9d()	4.789	10.749
701	652	1.353	542	480	1.022	560	451	1,011	4.434	3.790	8..224
2.84 1	1.760	4.601	1.675	1.482	3.157	2.025	1.980	4.005	15 570	11.430	27.000
970	751	1.721	'923	318	1.241	78o	580	1.366	6072	3.404	9.4 76
1.470	1.451	2.921	1.350	1.335	2.685	1.010	907	1,917	8.445	8.270	16.715
1.605	1.045	2.650	1.320	1.200	2.520	1.123	990	2.113	9430	6.361	15.791
2.301	1.S90	4.191	1.456	1.220	2.676	1.566	1.320	2.886	12.840	8,934	21.774
1.235	1.002	2.237	1.330	979	2.309	908	650	1.558	7879	5.580	13.459
1.723	1.426	3.149	. 1.001	987	1.988	954	799	1.753	7 385	6.5 1 8	13.903
1.405	1.060	2.-I65	1.302	1.126	2.428	998	708	1.706	8.907	7.527	16.434
1.664	1.540	3.204	1.693	833	2.526	898	438	1.336	9 007	5.782	14.789
	1.462	'.668	1.245	1.065	2.310	996	768	1.764	8.355	7,805	16.160
1.009	1.163	2.172	1.127	999	2.126	765	595	1.360	7.114	6.914	14.028
977	790	1.767	923	8 5 1)	1.779	667	599	1.266			
1.934	K652	3.586	1.564	1.393	2.957	1.567	1.340	2.90"7	11.395		19.952
846	645	1.491	688	587	1.275	850	750	1.600	5.1		
1.937	1.403	.3.340	1.337	1.192	2.529	1.342	1.298	2.640	10.983	8.	1 9.634
1,387	989	2.376	1.325	1.298	2.623	1.012	984	1.996"	8.508	6,539	15.047
688	562	t.250	690	506	1.196"	785	648	1,433			
										175.026	399.314
37,901	29,902	67,803	32,512	27,823	60,335	29.321	25,487	54,808	223.288		

EDUCATIONAL STATISTICS

FORM 3A

SUMMARY OF PRE-PRIMARY AND PRIMARY ENROLMENT BY LGEA AND GENDER FOR THE 2007/2008 SESSION

S/N	NAME OF LGEA	ECCDE			PRIMARY I			PRIMARY II			PRIMARY III		
		M	F	T	M	F	T	M	F	T	M	F	T
1	Auyo	175	175	350	1,842	1,145	2,987	1,713	1,066	2,779	1,720	985	2,705
2	Babura	360	276	636	1,662	1,646	3,308	1,745	1,808	3,553	1,444	1,198	2,642
3	Birnin Kudu	174	95	269	3,402	1,780	5,182	2,462	1,523	3,985	2,397	1,431	3,828
4	Birniwa	270	224	494	1,904	1,033	2,937	1,346	1,109	2,455	1,388	1,029	2,417
5	Buji	618	472	1,090	1,097	729	1,826	578	426	1,004	563	685	1,248
6	Dutse	914	880	1,794	3,236	2,002	5,238	2,781	1,748	4,529	2,200	1,718	3,918
7	Gagarawa	190	174	364	1,049	751	1,800	783	749	1,532	758	554	1,312
8	Garki	219	193	412	1,485	1,085	2,570	1,120	912	2,032	1,249	941	2,190
9	Gumel	686	521	1,207	1,535	1,117	2,652	1,329	1,053	2,382	1,251	1,025	2,276
10	Guri	312	254	566	994	792	1,786	906	847	1,753	1,108	888	1,996
11	Gwaram	1,496	1,270	2,766	3,354	2,283	5,637	3,338	2,316	5,654	2,541	2,046	4,587
12	Gwiwa	67	76	143	1,328	691	2,019	1,300	807	2,107	1,144	586	1,730
13	Hadejia	290	346	636	1,832	1,619	3,451	1,676	1,702	3,378	1,611	1,609	3,220
14	Jahun	383	373	756	2,077	1,237	3,314	1,918	1,158	3,076	1,787	1,045	2,832
15	Kafin Hausa	211	219	430	2,891	1,850	4,741	2,582	1,436	4,018	2,682	1,558	4,240
16	Kaugama	489	347	836	1,859	1,229	3,088	1,439	970	2,409	1,493	1,052	2,545
17	Kazaure	1,225	1,404	2,629	1,272	1,188	2,460	1,347	1,213	2,560	1,473	1,248	2,721
18	Kiri Kasamma	1,218	969	2,187	2,003	1,671	3,674	1,850	1,771	3,621	1,773	1,523	3,296
19	Kiyawa	191	447	638	1,587	1,153	2,740	1,798	1,046	2,844	1,791	1,116	2,907
20	Maigatari	606	401	1,007	1,891	1,637	3,528	1,999	1,693	3,692	1,530	1,323	2,859
21	Mallam Madori	657	610	1,267	1,780	1,406	3,186	1,803	1,282	3,084	1,031	1,564	2,595
22	Miga	67	76	143	1,328	697	2,025	1,306	807	2,113	1,143	586	1,729
23	Ringim	345	217	562	2,114	1,689	4,123	2,210	1,473	3,683	2,089	1,411	3,500
24	Roni	242	181	423	1,099	806	1,905	979	817	1,796	1,023	812	1,835
25	Sule Tankarkar	427	375	802	2,409	1,891	4,300	2,501	1,661	4,162	2,180	1,541	3,721
26	Taura	396	372	768	1,806	1,266	3,072	1,643	1,208	2,851	1,817	1,167	2,984
27	Yankwashi	271	183	454	936	672	1,628	861	619	1,480	908	629	1,537
	TOTAL	12,729	11,040	23,769	50,110	35,070	85,180	45,312	33,210	78,522	42,100	31,270	73,370

PRIMARY IV			PRIMARY V			PRIMARY VI			TOTAL		
M	F	T	M	F	T	M	F	T	M	F	T
1.639	1.017	2.656	1.411	829	2.240	1.338	666	2.004	9.663	5,708	15.371
1.713	1.585	3.298	1.523	1.192	2.715	1.310	971	2.281	9,397	8.400	17.797
2.127	1.268	3.395	2.226	1.140	3.366	2.057	999	3.056	14.671	8.141	22.812
1.324	1.042	2.366	1.168	886	2.054	1.764	779	2.543	8.894	5.878	14.772
752	543	1.295	745	403	1.148	870	2.933	3.803	4,605	5.719	10.324
2.305	1.415	3.720	2.043	1.220	3.263	2.078	917	2.995	14.643	9.020	23.663
685	640	1.325	588	514	1.102	475	447	922	4.338	3.655	7.993
1.022	909	1.931	935	636	1.571	1.483	1.123	2.606	7.294	5.606	12.900
816	745	1.561	864	724	1.588	811	693	1.504	6.606	5.357	11.963
733	804	1.537	542	554	1.096	512	376	888	4.795	4.261	9.056
2.888	1.748	4.636	2.695	1.547	4.242	2.285	1.161	3.446	17.101	11.101	28.202
1.009	566	1.575	923	371	1.294	824	307	1.131	6.528	3.328	9.856
1.511	1.613	3.124	1.362	1.411	2.773	1.283	1.136	2.419	9.275	9.090	18.365
1.649	1.217	2.866	1.611	1.041	2.652	1.430	808	2.238	10.472	6.506	16.978
2.390	1.273	3.663	2.463	1.117	3.580	1.766	931	2.697	14.774	8.165	22.939
1.277	875	2.152	1.348	838	2.186	1.143	644	1.787	8.559	5.608	14.167
1.210	993	2.203	1.016	901	1.917	1.008	753	1.761	7.326	6.296	13.622
1.[illegible]	1.[illegible]	2.681	1.510	1.099	2.409	1.[illegible]	926	2.138	9.600	8.222	17.822
1.700	987	2.687	1.304	886	2.590	1.499	636	2.135	10.074	5.819	15.893
1.804	1.102	2.906	1.760	1.112	2.392	1.131	860	1.991	9.124	7.747	16.871
1.141	1.324	2.465	1.138	899	2.037	853	675	1.528	7.745	7.150	14.895
1.009	566	1.575	923	371	1.294	824	307	1.131	6.533	3.334	9.867
1.965	1.531	3.496	1.906	1.249	3.155	1.828	1.426	3.254	12.432	8.779	21.211
878	766	1.644	688	501	1.189	714	448	1.162	5.381	4.150	9.531
1.983	1.567	3.550	1.840	1.247	3.087	1.615	1.183	2,798	12.528	9.090	21.618
1.435	1.036	2,471	1.337	821	2.158	1.204	659	1.863	9,242	6.157	15.399
737	637	1,374	690	478	1.168	689	506	1.195	4,841	3.541	8.382
38,654	**29,001**	**67,655**	**36,259**	**24,007**	**60,266**	**34,006**	**23,270**	**57,276**	**246,441**	**175,828**	**422,269**