POLITICAL SOCIALIZATION OF JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE

BY

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DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTERS DEGREE IN CURRICULUM AND INSTRUCTION (SOCIAL STUDIES)

DEPARTMENT OF EDUCATION
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DECLARATION

I hereby declare that the research report presented in this thesis, for the award of Master's degree, Curriculum and Instruction (Social Studies) has been written and compiled by me. It has not been presented in any previous application for high degree.

All source of publications and information are specifically acknowledged by means of bibliography.

I.A. YUSUF ..... 19/11/97 DATE

CERTIFICATION

This thesis entitled: POLITICAL SOCIALIZATION OF JUNIOR SECONDARY SCHOOLS STUDENTS IN KADUNA STATE by YUSUF, Ibrahim Ayinde meets the regulations governing the award of Master's degree of Education of Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This work is dedicated to the glory of Almighty Allah whose immeasurable grace sustained me in the turbulent years in school. It is also dedicated to my father, Alhaji Yusuf Olaleye and mother, Alhaja Rabiat Yusuf, to Mr. and Mrs M.A. Adigun, Dr. and Mrs. A.Y. Abdulkareem, Alhaja Ayisat Abdulwahab, Mrs. Silifat Amori and Mrs Raliat Abdulganiyu.

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ABSTRACT

Nigeria got her independence 37 years ago. She witnessed series of changes in terms of social economic and political development which make Nigerians become more and more aware of their social, economic and political rights and expectations. This awareness came as a result of changes in government and people's participation in politics which greatly contributed to development and understanding of political issues.

In ordor to increase the level of political awareness and development, every succeeding government in Nigeria has embarked on enlightenment programmes to educate the masses (people) on their transition programme. Some Social Studies contents like leadership, followership, rights and duties of citizens, etc. exposed students to basic skills, attitudes values, and knowledge that will make them active citizens. It is the contention of the researcher that the way people feel about politics is very important considering the emphasis placed on the political awareness among Nigerian citizens. It is also the contention of the researcher that political socialization should commence at the grassroots level of the educational system. This led the researcher to investigate political socialization of Junior Secondary School III students in Kaduna State in the three selected zones of Kaduna, Zaria and Lere.

The study was therefore conducted to achieve the following objectives:

(1) to examine the relationship between political orientation and political development of Junior Secondary School;

(2) to determine whether or not political learning of students differs on account of gender differences;

(3) to find out whether there is difference in political socialization of students on account of the location of their school.

To achieve this purpose, the views of four hundred and fifty (450) students randomly selected from eighteen (18) secondary schools in Kaduna State, were sou$it through a questionnaire. Out of these three hundred and seventy-seven (377) responded. The data collected were statistically analysed by usirg percentage (*%)* t-test, and correlation.

Throe hypotheses were formulated and tested. The major findings of this study showed that there was relationship between political orientations and political development of the respondents. It was found that rural and urljan location affected political socialization of the respondents. It was also discovered that the sex of the respondents had no significant role to play in the political socialization of junior secondary school III students in Kaduna State.

Recommendations

1. Students should be oriented towards politics by imbibing the spirit of good sportsmanship in winning or losing because they are to become future leaders.
2. The results of the findings shows the importance of some social studies contents like leadership, followership, rights and duties of citizens etc. These contents expose students to basic skills, attitudes, values and knowledge that can make them good citizens. Therefore, social studies should be introduced at all levels of education.
3. Educators should always give direction to the young ones on matters relating to political development by organizing seminars and symposia.
4. Students in rural areas should be encouraged by making newspapers available in their library.

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ABBREVIATIONS AND ACRONYMS

A.B.U.	Ahmadu Bello University
B.Ed	Bachelor of Education
N.C.E.	Nigeria Certificate in Education
e.g.	For example
et al	and others
e.t.c.	and so forth
G.S.S.	Government Secondary School
G.G.S.S.	Government Girls Secondary School
J.S.S.	Junior Secondary School
J.S.S.L.C.E.	Junior Secondary School Leaving Certificate Examination
M.Ed	Master of Education
MAMSER	Mass Mobilization for Self-reliance, Social Justice and Economy Recovery
N.O.A.	National Orientation Agency
N.P.E.	National Policy on Education

OPERATIONAL DEFINITION OF TERMS

Political System: This is the process involved in politics which society uses to make decisions that are most acceptable or binding most of the time.

Political Socialization: This is the feelings, attitudes and beliefs about existing political system; Political Socialization in this study is the process by which people acquire political attitudes and values which led to national unity and cohesion.

Political Culture: This is set of principles and laws of the political system possessed by people in a well defined society.

Citizenship: Here is refers to what is happening now and that will influence future politics. It means full participation in Politics.

Junior Secondary School: The first 3 years of the 6 year two-tier secondary school system.

N.O.A.: National Orientation Agency. This is an institution established by government to enlighten or educate the people on government programmes.

Pudas: Women that are not allowed to go out.

MAMSER: An institution established by government to educate people in terms of politics, socio-economic and justice from the grass-root (local) to national level.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

The Federal Government of Nigeria thinks that she can use education to effect change in the Nigerian society, and this desire has probably guided the government to outline the following national goals in the revised National Policy on Education (1981:7).

"a free and democratic society;

a just and egalitarian society;

a united, strong and self-reliant nation;

a great and dynamic economic;

a land of bright and full opportunities for all citizens."

The philosophy of education which emanates from the national goals emphasizes integration of the individual into a sound and effective citizen. It also spells out that the quality of instruction should be geared towards inculcating the following values:

- Respect for the worth and dignity of the individual;
- Faith in man's ability to make rational decisions;
- Moral and spiritual values for interpersonal and human relations;
- Shared responsibility for the common and of society;
- A land of bright and full of opportunities for all citizens.

These goals can only be achieved when education is geared towards self-realization, better human relations, individual and national efficiency, effective citizenship, national consciousness and national unity.

In developing national consciousness, the political socialization of the citizens has become very important. It is in this regard that social studies has identified the following as its general objectives:

1. To make students aware of the problems of his country and the world in general, and to appreciate the interdependence between people;
2. To create an awareness and understanding of the evolving social and physical environment; its natural, man-made, cultural and spiritual resources together with the natural use and consideration of these resources for development;
3. To develop in the student a positive attitude to citizenship and a desire for them to make a positive personal contribution to the creation of a united Nigeria;
4. To develop a capacity to learn and to acquire skills essential to the formation of a satisfactory professional life (i.e. a pride in the job and sound judgement);
5. To develop in the students an appreciation of his cultural heritage and a desire to preserve them.

As a Social Studies Education student concerned with citizenship education, the researcher is interested in political socialization. It is highlighted in the Nigerian educational system that attitudes and values influence political socialization of young ones. This has made the researcher embark on this study to ascertain whether or not political education as contained in the Junior Secondary School Social Studies curriculum promotes political awareness, attitudes

and values in students in Kaduna State.

The theoretical framework of this study was based on the assumption that Kaduna State was a politically volatile state, a situation which called for effective and efficient political education of the young citizens to guarantee stable political future for the state.

Various factors attest to the fact that Kaduna State is a politically volatile state. For instance, people living in Kaduna State come from different parts of the country and beyond. Kaduna State could be termed as white people settlement. The people from all Northern states and beyond settle in Kaduna.

Besides, it was the Regional Headquarters of the defunct Northern Region. The indigenes of Kaduna State speak different languages and they belong to different ethnic groups. Adherents of Islam, Christianity and African traditional religions coexist in the state. The multilingual, multitribal, and multi-religious nature of Kaduna State make the state not only complex but also relatively heterogeneous; consequently there is open rivalry among ethnic groups, social classes and between religious groups especially christians and moslems.

The issues of religion and ethnicity are of national significance, and that is the reason why whenever there is an election, people are eager to know who is the governor of Kaduna State. There is so much mistrust that discrimination is read into every appointment made by the government. Some believe that the appointment of directors depends on one's religious affiliation. This mutual mistrust brings about mutual suspicion among the various tribes and among

adherents of various religions. It also leads to political instability which tends to affect development in the state. Being aware of the political instability of Kaduna State, the government embarked on enlightenment campaign/programme (for peaceful coexistence) which was done through the electronic media, such as Rabio, Television, print media like Newspapers, and Magazines, by community leaders, and organised lectures. There is also a committee set up which comprises of Imams, Pastors, and heads of each ethnic community (Yoruba, Hausa, Ibo etc) who continue to educate their people on the importance of peaceful co-existence.

In May, 1992, there was a religious crisis in Zango Katarf of Kaduna State. This led to the setting up of a committee headed by Justice Benedict Okadigbo (Rtd). The committee made recommendations and suggestions on peaceful co-existence among people living in Kaduna State.

In a more specific form, the researcher set out to investigate the provision of concepts on political socialization and how far these concept had gone towards the promotion of political awareness and stability among Junior Secondary School final year students (JSS III) in Kaduna State.

1.2 Statement of the Problem

This study investigated the political socialization of Junior Secondary School students in Kaduna State.

The National Curriculum for Junior Secondary Schools contains provisions for inculcation of the spirit of political education in

students. The present researcher felt that there was the need to ascertain the extent of political socialization of Junior Secondary Schools students in Kaduna State. He tried to find out the provision made in the Junior Secondary School's Social Studies syllabus for political socialization and the extent to which Junior Secondary School students were conscious of the value of political education in Kaduna State. This study therefore set out to answer the following questions:

1. Does the Junior Secondary School Social Studies Curriculum provide opportunity for political socialization of students
2. Is there any relationship between political socialization and political development of Junior Secondary school students in Kaduna State?
3. Does the sex of the Junior Secondary School students influence their political learning?
4. What is the effect of rural-urban setting on political socialization of Junior Secondary School students?

1.3 Objectives

The objectives of this study are:

(1) to examine the relationship between political orientation and political development of Junior Secondary School students;

(2) to determine whether or not political learning of students differs on account of gender difference;

(3) to find out whether there is difference in political socialization of students on account of the location of their school.

1.4 Hypotheses

In order to find answers to the questions raised above, the following hypotheses were formulated to serve as a framework for the study:

(a) There is no significant relationship between political orientation and political development of Junior Secondary School students in Kaduna State.

(b) There is no significant difference in the political learning of the students on account of sex difference.

(c) There is no significant difference between rural and urban students in their political socialization.

1.5 Significance of the Study

The need for political orientations and political development of children in our society is long overdue. This is important particularly at this time that the nation is struggling to achieve political understanding and stability through the evolution of an effective democratic process. This step has become necessary because the study of political norms, attitudes and values in the country is vital to social and political understanding and very crucial to national integration. For this reason, it has become apparent that the emergence of citizenship education (which emphasizes the awareness of various inputs of one's nationality, rights, privilege as well as the structure and principles of government) in Nigerian schools should be given every encouragement.

In fact, over the years and especially from 1960s and through the 1970s, citizenship education assumed a synonymous position

with Social Studies which was gaining popularity and acceptance among policy makers and academics.

The importance of investigating political socialization of Junior Secondary School students in Kaduna State cannot be over emphasized. Nigeria is presently on transition to civil rule and there is need to enlighten the students and the masses in general. The suggestion given as a result of this study will help to have durable democracy. For the successful implementation of government intentions as contained in the National Policy on Education adequate and conducive climate has to be created for political awareness among students. Such a climate should ensure national integration and national political development.

Previous researches conducted have revealed that political awareness among students is a source of positive political leadership. Therefore, the study of political socialization of Junior Secondary School students in Kaduna State in particular and in Nigeria in general is important because the students are expected to become future leaders of Nigerian society. An investigation into political awareness, feelings, beliefs and understanding of junior secondary school students should be of benefit to the political development of Kaduna State and Nigeria political system because political ignorance is a possible source of political violence in Kaduna State.

Moreover, the researcher felt that the study would be useful in helping one to identify political identity of junior secondary school students in Kaduna State. He also believed that the ensuring recommendations would also help in the formulation of a curriculum

that will promote political awareness and development of Nigerian society. It was also hoped that the study would xx serve as a source of comparison between political awareness and political development of Kaduna State students and those of students of other parts of Nigeria.

1.6 Scope

The study covers only 3 out of the 6 educational zones in Kaduna State. Only Junior Secondary School students in the selected schools are used in the study.

1.7 Limitations

In the course of writing this thesis, the researcher encountered the following problems - some places were not accessible (bad roads), the researcher has to go on bicycle. Also, materials like duplicating papers and ink, stencil, the cost of typing, binding, photostarting were among problem faced during the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.0.0. Introduction

The review of contemporary literature on political socialization of Junior Secondary School students is very important. In the course of reviewing the relevant literature, the researcher took cognisance of other works as they relate to the topic and the inherent deficiencies of such works. The researcher did not lose sight of analysing the methods used by various authors, their findings and recommendations with a view, hopefully, to embarking on a more innovative work.

In the process of review of literature emphasis was placed upon the analysis of the family, the school, and the community because these are social institutions which help children to live and grow and become acceptable member of the society.

Since this study was on political socialization of Junior Secondary School students in Kaduna State, the following main areas were covered in the review of the relevant literature; concept of politics, political culture, classification of political culture, socialization; political socialization, agencies of political socialization, patterns and functions of political socialization, the concept of citizenship, the characteristics of an effective citizenship and political class.

2.1.0 Concept of Politics

Politics has something to do with biases or prejudices. It is the process whereby authoritative decisions were made and forced on individuals whether they like it or not. David Easton (1965) defines

politics as the process by which values are authoritatively allocated in any social system. He also describes it as the process whereby authoritative decisions are made by values.

Politics is the study of the state and things that go on in the state, things that can form the state, that is, people and their activities.

The following are the attributes or features of politics:

- It is common everywhere. It goes on in the family, church, institution and so on;
- It also has to do with conflict and cooperation;
- It involves everybody whether directly or indirectly since they are social animals. Nobody can live in isolation without interacting with others.

As described here politics involves everybody in a larger society either directly or indirectly. For instance, in our Universities, students march with placards along the streets demanding abolition of tuition fees. In another development market women refuse to pay increased rent on markets stalls. Also, the leader of a ruling political party may manipulate the rules of the legislature to prevent a heavily criticised budget - appropriation bill from being voted down or even being fully debated. All these activities show that people engage in politics, which may be in form of conflict and cooperation. People's action is to benefit from certain policies or blocking the implementation of such policies which will not be profitable to them.

In some cases people have constituted themselves into pressure groups in order to derive their (pressure groups) interests and benefits.

Political scientists according to Nwabuzor (1985) define interest parties groups and political/according to Nwabuzor (1985) define interest groups and political parties as structures of representation, as institutions whose primary role is to transmit the demands of the political community to the government. Pressure groups and interest groups have often been used interchangeably. An interest group is described as a pressure group when it is making the government to act as it wishes. A pressure group therefore, is defined as "an organised group whose main aim is to influence governmental decisions."

It is also an organised association which engages in activities relative to governmental decisions. Its main aim basically is to influence government policy in a direction favourable to it. It is also a structure of representation as institutions whose primary role is to transmit the demands of the political community to the government. According to Almond and Powell, (1966) interest groups or pressure groups can be classified into four types: anomic, non-associational, institutional and associational.

Anomic Group

This group expresses its demand spontaneously through riots, demonstrations, or even assassination. One important feature of an anomic group is that it lacks organisation and it is not persistent. The group forms quickly in a crisis situation and often disbands as quickly. Examples include Maitasine religious rioters (Kano State), Kafanchan rioters of 1987, Zango Kataf rioters of 1992 (both in Kaduna State) SAP rioters of 1986 and the June 12 protesters of 1993. Anomic groups are also described as lawless groups who get into pressure politics through the actual use of threat or force.

Non-Associational Groups

These are groups based on class, kinship, religion or other traditional groups. They articulate their interest through individuals, cliques, family, religious heads, etc. Ujo states that "The 1979 Constitution in Nigeria was seen by scholars like Bala Usman and Segun Osoba as a legitimation of the interest of the rich people in Nigeria. Most of the demand for the creation of more states in Nigeria in 1979, 1983, 1987, 1992 and 1995 were spearheaded by non-associational groups based on tribal and regional groups. Examples are, the demand for Katsina State by those in the old Katsina province, the demand for New Benue State by the Idoma people, the demand for Osun State by those in the Oyo province, etc.

Interest articulation is often less important to the members of these groups than the social services and benefits which acrue from membership. Because of the irregular manner they attempt to influence government policy, the organizational procedure for articulating interest is not particularly well developed and this, to a great extent, limits their influence in modern society.

Institutional Groups

This is formal organisation composed of professionally employed personnel with designated political or social functions other than interest articulation. These groups derive a great deal of strength from the organisational base. Institutional groups may include Civil Service Union, Association of Nurses and Mid-wives, etc. An institutional group is therefore an organisation within the structure of government which only gets involved in pressure politics when its interest is threatened.

Associational Groups

This group is referred to when writers write about pressure groups. They differ in many respects from all other interest groups. Examples include Trade Unions, Students and religious associations, etc. The major purpose of these groups is to transmit their demands to the government. They are professionally stable and coherently organised.

Political Parties

In any political system, the platform through which leaders contest and acquire power has been an organization called political party. A political party, therefore, is an organised group with a clearly defined policy whose main aim is to win or retain power. It can also be defined as "all the otherwise varied groups that provide labels under which candidates seek elections to governmental offices."

Political parties are different from pressure groups because they are broad-based and seek the interest of the general more than that of the member. They also seek direct rather than indirect political education and mobilization, interest aggregation, and serve as agents of recruitment of leaders and as a two-way communication between the government and the governed. Political parties also coordinate parliamentary business. Each country, however, has a specific or its own brand or party system. Party system means "relationship both between parties and within parties." A Party system is identified by the number of parties in a state. In Nigeria's first and second republics, we can talk of multi-party system while the aborted third republic had a two-party system.

Generally, there are three classifications or typologies of the party system. They are - one - party, two-party and multi-party systems. One-party system is common in the socialist countries, like the former U.S.S.R. It is in existence in a state where only one party is legally allowed to operate or where there is only one dominant party. Such one party in socialist countries is called totalitarian one-party system because it controls governmental and non-governmental bodies. One-party systems in Africa on the other hand are instruments of power in the hand or dictators.

In a two-party state, there are several parties but there are only two major ones that are in the real contest. The majority of the electorate belongs to either of the two major parties. This type of party system is identified with British - Conservative and Labour Parties and America - the Republican and Democratic Parties. It is argued that a two-party system provides alternatives without dividing the states into different divisions.

Multi-party systems exist in countries where there are three or more parties dominating the electoral process. Examples of state that practice multi-party system include Sweeden, Norway, France, West Germany and Nigeria (Second Republic).

2.2 Political Culture

People are not born politically-oriented or disoriented. It is the society and political system that make them (people) what they are. The individual's political culture is formed on the basis of political socialization which begins in the family, at school, within peer group, and through mass-media. An individual assimilates society's political values and symbols and comes into contact with the activities of political parties, institutions

and the state as a whole.

Mahvenieradze (1981) has defined political culture as "the ability of the political subject (individual, social group, class, political party or organisation) to orient itself correctly, that is, to think and act with respect to the main principles and laws of the political system in which it exists and functions. And in the opinion of Nwabuzor and Martha (1985) political culture is "political attitudes, values, feelings, information and skills possessed by members of the political community."

Almond and Powell (1966), in their own definition of political culture, say that it is "the totality of an individual's attitudes and orientations towards politics." This orientation is a form of the three basic aspects to any political culture. These are: the cognitive which involves the knowledge and belief people have regarding the various characteristics of political systems; the affective, which involves feelings about various characteristics of the political system, and the evaluative which involves people evaluating political events and objects.

The definition of the concept 'Political Culture' provided by authors like Almond and Powell (1966), Alan (1971), Nwabuzor and Martha (1985) have similar characteristics but Alan does not divide the definition into three (3) components as it is done by his counterparts mentioned above.

Kavanagh (1979) in Agboola (1985:20) provides a very broad and comprehensive definition and explanation of political culture in the following words:

> "...we may regard the political culture as a shorthand expression to denote the emotional and attitudinal environment within which the political system operates. It is the particular pattern of orientations in which... every political system is embedded... orientations are predispositions to political actions and are determined by such factors as traditions, historical memories, motives, norms, emotions and symbols."

Kavanagh then went on to identify types of orientations - cognitive, affective and evaluative - and also listed the different types of political objects. Unlike the other definitions considered earlier Kavanagh's is broad, comprehensive, direct and more related to the problem examined in this study.

However, it must be recognised that Kavanagh borrowed heavily from the works of other writers especially Almond and Verba (1965) and focused his attention on a thorough and critical review of the literature on political culture. From the above point of view on political culture, Agboola (1985:2) has stated that "from these various considerations, it is possible to look at political culture as one of the significant components of the larger national culture." This researcher agrees with the assertion made by Agboola because political culture contains the ideology of a nation, attitudes of people towards their political leaders, duties or expectations of the citizens and so on.

The task of defining the political culture of any political system at any point in time is an orerous one. At every stage in a nation's history there is bound to be different sub-cultures being exhibited by different members of the community. Thus classifying the political culture into three groups: parochial, subject, and participant poses a great problem. However, scholars have argued

that while there is a mixture of these classes in different proportions, the relative prevalence of each determines the kind of political culture which exists.

Also, important to the knowledge of political culture of any nation are the core aspects of the concept of culture itself. These core aspects are the knowledge and beliefs people have as regards, various characteristics of the political system (cognitive). The others are affective and evaluational. This is explained in terms of the feelings of the people on the various characteristics of the political system and the judgements and opinions regarding it.

It is no gainsaying that the political culture of Nigeria has developed over time. What is obtainable in the modern day Nigeria is a mark of differences between what was actually the case in the pre-colonial and colonial days. For the purpose of this study therefore, the period under reference would be broken down into three sections viz: the pre-colonial, colonial and post-colonial periods.

Pre Colonial Period: Prior to the coming of the Europeans, there existed various kinds of political arrangement in what is known as Nigeria today. In the Upper Niger there was a centralized administration under the leadership of Hausa-Fulani known as Emirate; in the East were the decentralized arrangement and in the West was the powerful Alafin in command of Oyo Empire. This traditonal arrangement gave no room for differentiated role-playing as the chief roles. In these systems, members of the community performed less significant role in terms of giving input to the political system because they expected little from the political authorities.

The business of running the government was exclusively left to the members of the royal blood and chiefs in the case of Oyo empire and Hausa/Fulani emirate. The period therefore, represented a parochial political culture in the stages of Nigerian political development. Scholars, however, have tried to argue that the categorization is questionable and has been over-generalized. What is clear is that these societies were generally and largely rural, which informed their non-challant attitude to the political system.

Colonial Period: With the coming of the colonialists, these traditional political arrangements were dismantled, and an administrative type imported from the 'mother country' was imposed on the various sections of the country.

Initially, there were pockets of resistance here and there because of distilling and imposition of chiefs, slavery, disarticulation of the people's economic system, exploitation and exportation of resources to Britain. Therefore, the people did not really participate in the government and the general feeling of non-expectation of anything from the government did not allow the people to play any part in the puts.

When privileged Nigerians who had access to colonial education came back home, they began to sensitize their fellow countrymen as to their rights and this increased their awareness about government actions and programmes, raising the levels of their conscience. The knowledge and feelings brought about significant changes in their evaluational attitudes. More than ever before the

spate of agitation increased, but unfortunately, by the design of the colonialists, they could not participate as a result of various obnoxious legislation put in place. Those who were chanced to participate could not influence the system. What was therefore obtainable then was a subject political culture. There are a number of constitutional reforms that brought gradual changes and that eventually terminated in the independence for the country. By 1959, when the country was preparing for independence election, the level of participation had increased tremendously for the Nigerians were going to elect, for the first time, their own leader and bring colonial rule to an end.

Nigerians became aware also of the influence their vote could have in electing leaders of their choice who would translate into reality most of their desires in terms of economic well-being. Gradually, Nigerian political culture witnessed a transformation. The third stage of development - participant political culture.

Post Independence: One important development that must be appreciated in Nigeria's political development viz-a-vis its political culture is contest for independence election. Hitherto, various units as represented in the pre-colonical political formation had a party largely representing its regions with one dominant tribal grouping. Thus coming with participation is the culture of thuggery, violence, rigging and manipulation which characterised the independence and post-independence election. While acknowledging this negative political culture of Nigerians, it should be noted that it was a child of increased participation born out of jealousy, envy and hatred. Throughout the first republic, though Nigeria's political

culture had been raised to the level of participant it was the same child of this culture that led to the eventual termination of that republic.

When the army took over on the 15th January, 1966, all democratic structures in place were dismantled. Then began the journey to thirteen years (13 years) of military rule. Military governments being what they are - autocratic, dictatorial and despotic stifled the bourgeoing democratic ways of life of Nigerians, and, in this atmosphere, the political culture relapsed in the previous stage, the subject political culture.

When the ban on politics was lifted in 1979 the culture of active participation returned but no sooner the military handed over, than its negative aspects came back to the surface leading once again to the untimely end of the second republic. From 1983 to 1987 the culture of non-participation returned. When the ban on politics was, however, lifted efforts were made by the military administration of President Ibrahim Badamasi Babangida (Rtd) to change our political culture.

On 13th January, 1986, the Federal Government inaugurated a 'political bureau' to conduct a national debate on the political future of Nigeria. The committee compiled opinions raised by different people, groups, etc. and submitted the report to the Government on 27th March, 1987. Based on the committees' report, people had to be aware of ideal situation for the country. Therefore, MAMSER was set up as the strategy adopted for raising the awareness of the populace and the perpetuation of the democratic ideals.

The development of a nation's political culture as discussed in this present research gives clear picture of trends of development in Nigeria in terms of politics.

2.3 Classification of Political Culture

Almond and Verba (1965) classified political culture into three (3) main types. These are: parochial, subject, and participant.

Parochial Political Culture

Here the general orientation of the people towards political object is almost negative. People are not conscious of their political role, political rights, and political expectations. In this case, majority of the people have little or no knowledge about their political system. Individual member of the society with a parochial political culture has little.

Subject Political Culture

This is characterized by individual politial orientation, in which case the individual knows that political system exists but does not take part in the input, output process. He is only aware of the output (law).

Participant Political Culture

Participant political culture is characterized by high frequency of orientation towards a political system. In terms of input and output, the individual has a positive knowledge. The individual member of a society with a participant political culture knows his right to participate during the time of election, his expectation

from the government and his own contribution towards development (Almond and Verba 1965:18). A good example of societies with this type of political culture is the democratic society.

2.4 Socialization

In relation to discussion on political socialization of junior secondary school students in Kaduna State, it is very important to understand socialization as defined by different experts, scholars and authorities.

Otite (1979) defines socialization as '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 tends to mean that throughout his life an individual continues to learn to take on behaviours appropriate to the expectations associated with whatever new positions he occupies - as an infant, toddler, a boy, a youth, an adolescent, an adult an old man, a student and so on.

Broom (1981) has stated that socialization could be viewed from two different angles, from society and individual perspectives. For the society, socialization is the process of fitting new individuals into an organised way of life and teaching them the society's cultural traditions. From the individual's point of view, socialisation is the process of developing self. Through interaction with others, a person gains an identity, develops values and aspirations and under favourable conditions becomes able to make full use of his or her potentials.

Otite (1979) does not divide his own perception of socialization into two (society and individual) as done by Broom (1981)

but discusses socialisation in relation to the society and individual. In a nutshell, socialization involves learning the roles and role expectations as well as attitudes, skills values, etc. related to social position and status group the individual intends to occupy in future.

Therefore, in discussing political socialization of junior secondary school students in Kaduna State, society and individual socialization is among the aspects discussed in this study.

2.5 Political Socialization

Political socialization is among the process of socialization which every person to some extent undergoes. In every society there is an attempt to teach each member how to survive and interact with others within his or her particular social system. During the process of political socialization each society specifies a series of adult characteristics which must be acquired by a substantial portion of the population. Political socialization is an aspect of socialization process which deals with political orientation and characteristics of populations. Also, political socialization is the process of teaching and learning about all aspects of the political system.

Through the process of political socialization children and adults absorb attitudes, beliefs, information and judgement regarding politics. In essence, they acquire cognitive, affective and evaluational orientations towards the political system which is carried out through various socialization agents.

The political socialisation of the young children is dominated by the family. The family is likely to have almost a monopoly over

political socialization in societies without secondary institutions. The case of Hausa rural areas is a proof of this factor.

In most of developing countries, political socialization is characterized by two features. One feature is the continued primacy of the family in socializing the vast mass of the population residing in rural areas. "Parents socialize their children for participation in the local authority systems of the rural areas rather than for roles in the national citizenry. Limited social mobilization, weak penetration by the national government, discontinuities in the communication system and the absence of mass education are among the many explanations of the continuity pre-eminence of the family in the socialization process" (Coleman, 1965:21).

Formal education is a second feature of the political socialization process. This involves a deliberate effort to inculcate particular political content into the educational curriculum. Almond and Verba (1965) link some assumptions with the concept of political socialization. For instance, (1) "The significant socialization experience that will affect later political behaviour takes place quite early in life; (2) these experiences are not manifestly political experiences but they have latent political consequences - that is, they are neither intended to have political effects nor are these effects recognized and, (3) the socialization process is a unidirectional one, more 'basic' family experiences have a significant impact upon the secondary structures of politics but are not in turn affected by them. Authority in the family lays foundation on the structure of attitudes toward authority (Almond and Verba, 1965; 266).

Almond and Verba (ibid) assert authority patterns in the family are the child's first exposure to authority and is likely that his first view of the political system represents a generalization from the family experiences. They also contended that the member of a democratic family is likely to be a democratically competent citizen.

2.6 Agencies of Political Socialization

The following are agencies of political socialization which the present researcher discussed extensively in this study - the family, school, peer groups, mass-media.

The Family

The family is the first principal determinant of the development and establishment of various attitudes and values about political system. The family has a great influence in the process of political socialization of young ones. The reason for this is that the family is the child's first window on the world outside. He has his first contact with authority and it is here that the first differences in the role expectation of children are implanted (male and female).

Some authors are in support of the above point of view. Dawson and Prewitt (1969:45) state that "Every piece of evidence indicates that the child's political world begins to take shape well before he even enters elementary school and that is undergoes the most rapid change during these years." Nwabuzor and Martha (1985) in their own opinion state that "the family is generally considered to be the primary agent of socialization because of the tenacity and intensity of political orientations which are acquired early in life." It is an agent of indirect socialization in that a child forms his early impressions of the world within the family context.

In another development contrary to the above statement, Nwabuzor et al (1985) says that political orientations acquired within the family are not perceptions of politics per se; the manner of coping, surviving and adapting which the child learns will have a powerful effect on his reactions to politics in later life. Dennis (1973) in his own contribution to the role of family in socializing the children, agrees with other writers (who regard the family as agent, of socialization) that the family plays an important role in the process of political awareness of children. The family is the first unit with which the child has continuous contact and the first context in which socialization patterns develop.

The Schools

Nwabuzor and Martha (1985) says that "Education is of course, not limited to formal school. It can take place in the fields, in the Kraal, as well as within the four walls of a classroom. In view of the this, it could be said that people learn wherever they may be. But for the purpose of this study, schooling is linked to formal education acquired in schools. This formal education could be used to justify political awareness and development of junior secondary school students. The school teaches the basic political knowledge, skills, attitudes, norms, and values which will make the students effective citizens and contribute towards development of their country.

Schooling is linked to the development of the political self in the following ways; the experiences provided shape the political orientations of the student and the level of education acquired by a person determines, to a large extent, his interest in awareness of politics. Nwabuzor and Martha (1985), say this on schooling:

> schooling is also important in that the education it provides has a profound effect on adult political awareness and participation. The more educated man or woman has more political information, has a greater number of opinions on political issues, is more likely to engage in political discussion with a wider range of people and is more politically efficacious than the less educated.

The authors are saying here that if a man or a woman, and students acquire formal education, they may be aware and well informed in terms of political norms. This will allow them to discuss without fear or hesitation with people of different experiences.

But in the case of the less educated man or woman the reverse is the case. The authors' statement can't used in this study to justify if actually the concepts like leadership, followership, civic rights, etc. being taught in junior secondary schools in Kaduna State help in the enhancement of political awareness or not.

Peers Groups

This is another important agent of political socialization which consists of individuals of the same age group. They are usually close friends or associates who are about the same age level. This group plays so many roles in the socializing the child because to make friendship is the main objectives of the peer group(s). Other objectives include: acceptance of the members equal behaviour, etc. They have their own roles and regulation which all members accept. It is important to note that all members in the peer group have common features. They learn many things which they cannot even learn at home or in the school. The children come from different ethnic or tribal groups and also from different homes. There is free interaction among members. A child learns how to behave in ways

that are acceptable to the groups.

Peer groups prepare people for more specific political roles and develop more specific political orientations through the process of both indirect and direct political socialization (Nwabuzor et al 1985). The above statement shows that peer group being together as friends and associates makes them to involve in the process of making one of them to act as a leader. This tends to prepare them for future roles and expectation (when elected as President, Governor, Commissioners and so on.

It is in view of this that the present study examined if actually attitudes, values, group skills, interaction, conformity, discipline and obedience help in the enhancement of effective citizens who will contribute to nation-building.

The Mass Media

It is not surprising that means of communication such as radio, television, magazines, newspapers, etc. are crucial agents of political socialization in any society.

In any society, political information forms the basis of evaluation of the political system. Therefore, discussing the role of mass media in political socialization of junior secondary school students in Kaduna State in this present research is very important.

With the fact that societies becomes more complex, heterogenous and technologically advanced, the role of mass media, i.e. radio, television, newspapers, etc. cannot be over-emphasized in political socialization of junior secondary school students in Kaduna State.

Almond and Powell (1966) remark: "In addition to providing information about the specific and immediate political events, the mass-media act over the long run to shape the individual's basic 'Cognitive map.' The authors are saying here that mass-media make people knowledgeable, conscious of what is happening in their environment and have the feelings to participate in matters relating to development. This is what this research find out that junior secondary school students are conscious of what is happening in their environment.

In the present day Nigeria, there are various mass-media whose content of programmes are expected to educate the students and make them acquire political values, attitudes and norms which willkx help in the enhancement of better Nigeria.

The trends of political events in the mass-media during the First Republic and Second Republic could be termed to be both sides of the coin (positive and negative). But the situation changes during the transitional period of Third Republic which started in 1986 and ended up with the Presidential election of 12th June, 1993 which was annulled on 23rd June, 1993.

During the transitional period, an atmosphere of political awareness was created by the content of programmes sponsored by both government and individual on the television, radio, in newspaper etc. For instance, a network programme titled 'POLITICAL FORUM' that always appeared on the television screen every Thursday night was to educate people on political activities and personalities such as the new local government chairman, the new counsellors, senators, governors and both presidential aspirants from the defunt

parties (Social Democratic Party and National Republican Concention). With this development at the time in question, children who watched television, listened to radio, and could read newspapers developed their sense of belonging in terms of political activities.

One could conclude that there was improvement in children political awareness during the transitional period of Third Republic as compared to first and second Republics.

2.7 Patterns of Political Socialization

Like any other socialization, political socialization takes place through two (2) processes: Direct and Indirect. The agents of socialization that at indirect are school, family, peer group, and so on.

But the most important ones to this study are family and the school. In the family set-up, the father as an authoritatian wants the children to respect certain authority. Though this process certain institutions and structures of government are recognised. This tends to increase the level of awareness. The reason for the increase in the awareness is because the citizens begin to evaluate the structures of the government. This means that the citizens are no more passive, but contribute their own quota to nation-building.

The father influences the decision of the family when it comes to partisan politics. In Nigerian context, the father directs the family where to go. He dictates to the entire family whom they should vote for.

School: According to Dawson and Prewitt (1969:16) "Political Socialization is the name given the processes through which a citizen acquires his own view of the political world." The school teaches students how to recite the national anthem, national pledge,' War Against Indiscipline (W.A.I.) as a way of inculcating in them love and respect for the nation and its institutions.

The above statement is supported by Dawson and Prewitt (1969:6) when they say that "the school child pledges allegiance to the flag each morning or learning from experiences with teachers that authorities command obedience is being politically socialized."

Direct Socialization

This means when the government or whatever agencies that are responsible now assume direct responsibilities to socialize the citizen. When certain institutions or structures are put in place to carry on political socialization then we talk of direct socialization. For instance, forming a political party is for the purpose of educating people or members. A department should be created to mobilise people as regards manifesto and party programmes. This creates awareness or political consciousness. It is a direct political socialization.

Government, on its own part, may through print and electronic media educate citizens on government programmes. Sometimes in Nigeria, the government creates special agencies like 'MAMSER' which is directly responsible for a political socialization.

2.8 Functions of Political Socialization

(a) Political socialization enables the citizen to become a functioning member of the society;

(b) It permits the people to carry on an organised socio-political life;

(c) Political socialisation enables us to develop stable expectation about the political behaviour of others;

(d) It makes an individual familiar with the political activities in the society.

Agboola (1985) carried out a research on political socialization of Nigerian children at different levels. The researcher selected 1,320 Nigerian children (age 6 - 16 years) at different levels of education from Kaduna, Niger and Oyo States. Two centres were used from each state (urban and rural). This is to make a comparison between the two centres. In the first state Kaduna represented the urban centre while Dagachukun served as the rural centre. In Niger State, Minna served as urban centre and Kafinkoro rural centres, while in Oyo State Ibadan was the urban centre and Ilobu represented the rural centre.

The instrument used for the study was a 33 item political orientations and political development (POPD). This was done in order to know the respondents' responses which covered the three main domains - cognitive, affective and psychomotor. These are as follows:

- Children's knowledge about political objects (cognitive);
- The expression of the children's feelings towards these objects (affective);
- And the extent to which these children were prepared to

perform some civic obligations (Evaluative).

The researcher used interview schedule with the young children in primary classes I - IV and a questionnaire with the older children in primary class V. Those interviewed included an equal number of male and female, and equal number of rural and urban dwellers. The two major statistical methods adopted for testing the main hypothesis and also sub-hypothesis was the ANOVA and Scheffe' tests.

Also, a simple percentage spread was used for analysing seven items on the POPP scale. It was discovered that the major findings made by the researcher was based on the following:

- The level of education of the respondents (especially between primary class one through secondary IV) which seems to have an appreciable impact on the cognitive affective components of the political orientations and political development of Nigerian school children at different levels of education;
- That parents' occupation had an appreciable impact on the cognitive component;
- Ethnic group had an impact on the cognitive and evaluative components;
- Sex had an appreciable impact on the cognitive and affective components while rural-urban dichotomy seemed to have an appreciable impact on the evaluative component only;
- And religion did not seem to have any appreciable impact on any of the three aspects of the political orientation and political development of the respondents.

In a related development, the researcher suggested that a research should be conducted on children whose schools are located in the rural areas. This suggestion was made because his study did not look into those environmental and societal issues that might help to explain the differences in political socialization of the rural and urban Nigerian school children.

Finally, the researcher identified that respondents in primary 1 - 2 were more or less not effectively politically socialized and that political socialization becomes effective in primary five and fully developed in primary six.

Iyortsuun (1985), used a sample of one hundred parents in collecting his own data drawn from urban and rural centres. The researcher administered the questionnaire to twenty-two (22) subjects by method of interview which was one of the research instruments used for the study.

The method of observation was also employed as an instrument of data collection. After collecting and analysing the data, the researcher came out with the following findings:

- that formal education affects the attitudes of parents (rural and urban) towards their children's socialization;
- Tiv parents emphasized or bad high expectations of obedience from their children. They stressed courteous attitudes and respect to elders;
- that the role of the family was recognised;
- rural parents were more authoritarian in dealing with children than the urban educated parents;
- families value western education.

But despite the fact that rural parents and some of the urban parents agreed that 'Western' education has contributed to the present disregard of Tiv traditional values by the youth, they still saw education as a vehicle for social change and that it was valuable for them to spend a lot on it for the future of their children.

Yandaki et al (1979), conducted a research on political socialization of young children in a rural Nigerian context: Authority relationships in the Yandaki area". The research was conducted in a small rural area of Yandaki (rural Hausa land). It was discovered by researchers that Islam was the predominant culture of the people. Also, the findings show the importance of political learning and that Hausa people in the rural area emphasize the upbringing of their children.

Most people interviewed during the study were farmers. Hausa people appreciate the concept of 'Kunya' (shyness) which helps the young children in learning tolerance and obedience.

The researchers were able to mention the methods adopted by Hausawa in training their young children and socializing them into adulthood to enable them to become able and accepted members of the society.

According to the researchers - parents live together with their children; they mingle thoroughly with them. The children in this process unconsciously learn the values, and norms of the society. The findings show that the tradition does not tramper with the authority relationships between the young children and elders. Rather it helps to integrate the people into one solid community.

In the review of related literature by the present researcher, it was discovered that the researchers fails to give the total number of subjects to whom the questionnaire, the type(s) of instrument used was not included in the research report.

Another research conducted by Madubuike (1985), on the role of social studies towards the achievement of citizenship education in post primary schools in Anambra State. In her study, it was discovered that the educational objectives which aimed at helping the Nigerian child to know his environment and the realities of the rapid social changes of the modern world could not be achieved because both the curriculum of the traditional subjects and methodologies of instruction operated by our school system were too traditional and unrelated to the background of the Nigerian child.

The researcher used two (2) types of questionnaire 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 (15 secondary schools and 15 Teachers Training Colleges) in 15 Local Government areas out of the 23 local government area in Anambra State.

After collecting and analysing the data, the researcher came out with the following findings:

- That in Anambra State the females (both students and teachers), out-numbered their male counterparts and were also generally younger than their male counterparts.

- Most of the Social Studies teachers in Anambra State schools were holders of at least NCE, a few were university graduates.
- About 50% (per cent) were qualified Social Studies teachers (trained in social studies).
- Social Studies instruction was found to help in the development of spirit of nationalism and patriots.
- Social Studies helped students to appreciate Nigerian culture.
- Students developed a good sense of justice and fair play, the need for human interdependence and faith in intercultural associations, all of which create favourable conditions for ultimate national development.
- The role of seminars and workshops in updating teachers' knowledge was considered appropriate.

It has been expressed that the validity of generalization depends on size of the sample but the researcher failed to tell his readers the total number of teachers and students from the 30 post-primary institutions so as to justify the actual representation of the population in study.

Galadima (1991), conducted a research on teachers assessment of the impact of Social Studies education on the Development of Effective Citizenship. He attributed the numerous social problems (the issue of rights, citizenship and nationalism) threatening the peace and stability of this country to the faulty educational system inherited from the British colonialists at independence.

Therefore, it is the belief of the researcher that the educational system inherited, its curriculum and methodologies were too traditional and unrelated to Nigerian child's background.

The consequence of this is that they fail to meet the needs of citizenship education which will promote effective citizen.

The researcher used questionnaire to collect his data. A total of one hundred and fifty teachers in fifteen secondary schools in Niger State (Chanchaga Local Government Authority) were involved. The researcher did not inform his readers the total number of teachers from the fifteen secondary schools selected to be sure if the sample selected from population is adequate or not.

In comparing both Madubuike (1985) and Galadima (1991), work, one could term the title of the two studies to be "The role of social studies in enhancement of effective citizen through citizenship education.

The two authors in their findings discovered that the educational system of the British colonialists provided at independence did not meet the needs of Nigerians. It tends to affect the realization of set objectives of Nigeria education which aims at making the child know his environment and social changes of the world.

The writers used post-primary institutions for their study. Madubuike used 30 schools (both secondary and teachers training colleges) while Galadima used 15 secondary schools.

2.9 The Concept of Citizenship

Brogan (1960: 4-5) defines citizenship as "the relations of the individual to his government and to other members or and groups in a democratic society." It has been regarded that teaching of

concepts like leadership/fellowship, civic rights in Social Studies as one of the processes in curriculum reformation, adaptation and innovation that has swept across Nigeria following the National Conference on Curriculum 1969. The conference was held to achieve certain objectives of education and this called for restructure of the general tone of education in Nigeria. In general, it has been demanded that education should be geared towards equipping students with necessary where withal for sensitising them to political norms, attitudes and values of the Nigerian society.

During the curriculum workshop for primary schools held in Ibadan in 1971, the problem of re-orienting the teaching and learning of Social Studies towards the educational needs of Nigeria was discussed. The workshop defined the purpose of primary school social studies as the ability to help children acquire ideas and concepts of their immediate environments and the larger society, to enable them possess minimum physical and mental skills necessary for living, and to inculcate in them the most significant values and attitudes necessary for survival. The purpose of Social Studies for prospective primary school teachers should be to help the teachers understand the children and motivate them to learn.

Dubey and Barth (1980:6) have observed that 'the conference emphasized the urgent necessarily for education in Africa in general and Nigeria in particular to relate specifically to the political values of Nigerian society through the teaching and learning of social studies. It particularly stressed the need for pupils to become effective citizens capable of making their own contribution in their various countries after a meaningful exposure in the society.'

It has been observed in Nigerian that there are few effective citizens in Nigerian because these citizenship characteristics are not easily displayed by Nigerians. Therefore, scholars of Social Studies have the belief that if properly planned and implemented Social Studies instruction will be the best instrument for achieving good citizenship.

Dubey et al (1980:3), Barth (1980:6), Common (1984:2) all agreed that the teaching of Social Studies promote active and democratic citizenship. Obe meata (1983) further described the inextricable bond between the cultivation of active citizenship and the development of positive attitudes and values such as loyalty, honesty, obedience and patriotism. This shows that Obemeata believes that teaching of social studies in our schools will improve not only the social and moral character of our students but also that of the society at large.

Characteristics of An Effective Citizen

Effective citizens are those that are able to understand and respect the individuality of others. They are citizens who are able and willing to accommodate the views of others.

Elcock (1976) identifies four major characteristics of the good citizen. These are knowledge of certain amount of politics and a recognition that such a knowledge is important, a belief that the citizen can influence the course of political events, a belief in the fact that government will be fair in her dealing, and, lastly, the citizen is expected to hold both political institutions and actor in certain regard.

The process of creating effective or good citizens in any nation takes a lot of time. As part of educational development in Nigerian, children are exposed to the very basic political learning as provided in the Social Studies curriculum in Nigerian schools.

In Nigeria, there are problems in terms of nation-buidling and we tend to look at effective citizenship based on political politics or characteristics provided by authors like Thompson (1970) and Elcock (1976), based on individuals, are productive, efficient and useful to themselves and the nation at large.

As regards this study, it is the intention of the researcher to examine why we need effective citizen in Nigeria.

The major aspiration of our country Nigeria is the desire for rapid development which naturally depends on many factors, such as the quality of leadership, followership, honesty, self-discipline, self-reliance and, above all, unity and stability of our nation. To achieve these goals, the designers of the National Policy on Education include goals of education designed in an integrative manner or into coherent learners structure for young children.

However, the objectives of Social Studies curriculum reflect the general goals of education as contained in the National Education Policy which lead among other things, to the development of a stronger sense of responsibility and effective citizenship. The designers of the National Policy on Education recognised the role of good citizens in the achievement of the five main national objectives enumerated in chapter one of this study and this is why the whole philosophy of Nigerian education is based on the

integration of the individual into a sound and effective citizen.

An effective citizen will know his rights. He will no longer be passive in terms of political activities, rights and many others. Oyediran (1981) supported this assertion by saying that "Even in voting at elections which is widely recognised as one of the most basic and probably the most effective yardstick of measuring political participation very low turn-out have been recorded."

We need effective citizen in order to promote a virile political culture. This can be achieved when the political culture of the nation reflects the ideology that will be of benefit to the citizens, duties of citizens; conduct and style of political activity.

2.10 Political Class

Zolberg (1966) in Agboola (1985: 55-57) who reflected the work of Hodgkings, describes the educated elites in West Africa, in that period as those who acted in the name of the masses with double legitimacy, as successors to the pre-colonial states, and as spokes-man for the general will.

Also, Ayandele (1974: 4-5) in Agboola (1985) described the educated elite in Nigeria as: ...the western style literate group in Nigerian society, with emphasis on their articulated self-styled leaders. They symbolize the moral and social unity of a collectivity by emphasizing a common purpose and interest different from those of the unlettered. Ayandele (1974) then looks at the educated elite in terms of what they do at specific epochs in Nigerian history.

And on the basis of this, he described the educated elite in the first phase of modern Nigerian history as "deluded hybrids," those in the second phase as "collaborators, those in the third phase as "windsowers" while those in the fourth phase were described as "New Nigerians." Each description is meant to depict the functions and activities of the educated elite at the different periods in Nigerian history. The elite that are involved in designing, implementing or even evaluating the curriculum of schools are more concerned with the issue of integrating the political component into the school curriculum. This is so because of the saliency of education in political development (Coleman 1965 and Thompson, 1970) and also because of the high correlation between education and elite status (Dubey, 1972). The elite in Nigeria also have to play down the issue of ethnic division because it does not make for effective political development (Nnoli, 1978). The greatest political desire and aspiration of Nigerians is a stable and enduring democracy. This is because democracy is generally regarded as the highest form of government as the great American nationalist, Thomas Jefferson has put it: "a government by the consent of the governed." (Oshebeyo, 1995).

Nigeria got her independence thirty seven (37 years) ago, but she has been under military rule for almost 28 years. The military that have been dominating the political scene have not been able to meet people's desire on democratic policy. It is a fact that all the military regimes that have been witnessed in the country showed their intentions to establish democracy in the country, but the expectation and hope of Nigerians have always been disorganised by successive military governments.

However, the expectation and hope of Nigerians rose to an all-time high during the General Ibrahim Badamasi Babangida regime of 1985 - 1993. It is evident that his (Babangida) administration left nobody in doubt that it would return the country to a stable democracy. But people's hope was shattered because the democratization journey turned out to be one that led to nowhere other than the annulment of June 12th, 1993 election.

Constitution of the Political Class

In discussion, the role of political class in the present study, it is the view of the writer to identify the groups of people constituting 'political class.' Oshebeyo (1995) says

> "If it were to be taken as a premise that every man is a political animal, then one can conclude that the political class comprises of everybody. But the term political class cannot cannot be conceived in the sense of every man being a political animal. This is because the Aristolelian conception of every man being political is based on the assumption that man is inherently political in all his endeavours. But the extent to which individuals play politics varies greatly. While some show little or no concern for the way the state is being run, others are actively interested in one way or the other. It is with the latter group that the political class is constituted."

In the Nigeria context, Nwabuzor (1985) identifies political class as comprising of politicians, labour leaders, press man (Newspaper proprietors and journalists) members of associations which are political parties.

For the purpose of this study attention will be directed to politicians. A politician has been defined as "one who occupies himself with politics as a profession." One may participate in politics for personal gain, political appointment, etc.

Therefore, going by history, Nigerian political class comprises of politicians who are in partisan politics who want to possess and become political leaders by using any form of available opportunity.'

Historical Background of the Political Class

It has been noted that partisan politics in Nigeria, has been one of the sectionalism, thuggery, corruption, crisis and confusion.

There was unity among the Nigerian nationalists (Political elite) during the colonial period, but the unity seemed to disappear as a result of partisan politics. The struggle for power among politicians is not based only on partisan politics but ethnicity which arose and thereby affected national unity and political stability, resulting in the first military take-over in 1966 when the first Republic collapsed. A decade later (second republic 1979), the politician had another opportunity but failed to learn their lessons despite the fact the military ruled them for thirteen years (13). The attitude of the politicians proved that they had not turned a new leaf.

In 1983, the military took over power again because most of the principal politicians involved in political vices that were worse than those witnessed in the first Republic. The consequent military take-over meant the termination of the second Republic which came as a relief to the generality of the people.

Role of the Political Class in the 1985 - 93 Transition Programme

Before June 12, 1993 presidential election, all the elections organised were controlled by politicians in their attempt to win.

Local Government election were conducted in 1987; from this time the politicians started to show the dirty politicking which had become inherent in them. The elections were contested on non-party basis. Despite this fact several petition and counter-petitions were written to the National Electoral Commission (N.E.C.). The petitions showed that there were election malpractices.

In 1990, the election was on party basis and N.E.C. had to consider petitions written by politician before declaring winner(s). The 1991 gubernatorial and state assembly elections showed the clear picture of what the politicians were. At this time the politicians were desperate to win at all costs. This was evidence that they (politicians) were out for wealth instead of service. The primaries of gubernatorial election in most states witnessed petitions because of electoral malpractices.

Coming to the gubernatorial election itself, it was in no way better. For instance, in Imo State the opponent said that the declared winner of the election offered him about ₦1 million so that he would withdraw his petition from the court. The 1992 Presidential primary would go down in history as the worst election Nigerians ever had. There was manipulation of figures to incredible proportions; candidates scored votes higher than the total number of voters. This gave the military opportunity to prolong the transition programme and extend the military rule. Due to these election malpractices the military government banned 23 presidential aspirants that contested the primaries.

An option A4 system of presidential primaries which was introduced was rejected by Nigerians. However, later two (2) presidential candidates emerged at the national conventions of the

Social Democratic Party (SDP) and National Republican Convention (NRC) in Jos and Port-Harcourt respectively. It was time for presidential election. The system (option A4) did not allow people to rig election. Despite this fact agents of the aspirants bribed delegates.

The Presidential Election took place on June 12, 1993 and was annulled by Federal Military Government. At this juncture, it is pertinent to ask this question: "What role did the political class play in the last minute abortion of democracy. It is a known fact that some members of the political class advised the Military Government to annull the election. They also made sure that the military did not revisit the annulment. For instance, politicians like Arthur Nzeribe who was a prominent member of SDP campaigned for Babangida to stay in office.

The annulment of June 12, 1993 election brought division within the political class and caused inability to come together and fight for democracy and social justice. Babangida make use of that division within the political class and was able to win the support of some politicians for the annulment of the election and agitation for military rule to continue stay in the office.

Abacha's government took over on November 17th, 1993, and it was able to win over notable politicians by giving them appointment as ministers. The politicians changed their minds to call for support for the Abacha military government as a result of the appointments given to them.

It is not an understatement to say that members of the class have failed Nigerians who looked up to them for good leadership. The politicians' attitudes show that they are not ready to render any selfless services to the people but for what they could gain from it.

The politicians involved in the act of rigging, blackmailing, corruption, etc. This factor (vices) pose a problem for the country's search for a well defined 'Democracy'. The political class failed to provide the desired dynamic popular, and purposeful leadership the country want and is, searching for.

2.11 Junior Secondary School Educational Objectives

Secondary education is the form of education children receive after primary education before the tertiary stage. In specific terms the aims of secondary education include:

(a) provide an increasing number of primary school pupils within the opportunity for education of a higher quality, irrespective of sex, or social religions and ethnic background;

(b) Diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course;

(c) Equip students to live effectively in our modern age of science and technology;

(d) develop and project Nigerian culture, art and language as well as the world's cultural heritage;

(e) raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as a good citizens.

(f) Foster Nigerian Unity with an emphasis on the common ties that unite us in our diversity;

(g) Inspire its students with a desire for achievement and self-improvement both at school and in later life (N.P.E. - 1981: 16).

Education should prepare individuals for the best kind of life that can be lived in the world of their age. In Nigeria, our educational system tries to prepare our children and youths for life in the villages and in the urban areas, on the farms and in workshops, factories and offices as well as in the national government. Both education and social studies prepare students for life wherever they found themselves. They (students) tend to adjust to any prevailing problems through norms, attitudes, and values, acquired in the course of their study and at home.

For education to be worthwhile and effective, it should not be divorced from the society which it serves. Therefore, social studies should not be divorced from the secondary school educational policy, because teaching of social studies in Junior Secondary School in particular and Senior Secondary School in general would help in the enhancement of effective citizenry.

In Nigeria, the objectives of the educational system and that of soc studies are to cater for the heterogenous culture in order to meet the needs and aspirations of the people. The importance of the above factor to political socialization of Junior Secondary School students is that it would enable them (students) to develop those skills, attitudes, and qualities of character that will help them become completely integrated in a diversed culture.

2.12 Meaning of Social Studies

Obeomata (1974) has opined that various interpretation and views have been expressed as to the philosophical position of social studies by social studies educators. These stem from the fact that there seems to be no agreement among social studies educators on what social studies is or is expected to be.

Lee (1974:7) defines social studies as "the study that deals with mankind, social, economic, and political behaviour at any place where people have live or have lived now or in the past. Behaviour here means what people have taught said or done. According to Dubey et al (1980:2), social studies "is the investigation of human activities, it studies man at home, at work, in politics, at play, in the village, in the nation, everywhere he is engaged in his busy programmes of living." There are so many definitions of social studies given by different authorities experts, scholars, Onyabe (1980:1), view social studies "As the integration of experiences and knowledge concerning man's relations for the purpose of citizenship education."

Dubey et al (1980:3) has knowledge the role of education when he said that Nigeria has a great concern about education. The Federal Government has established a National Policy on Education which sets out National objectives for all levels of education in Nigeria. These objectives inturn serve as a foundation for curriculum development of social studies and other subjects.

Based on the definitions given by different scholars, the researcher is of the view that man is a social animal and is not confined to immediate environment. He interacts with other people in the world. Within and outside his environment he faces problems relating to politics, economic, social and cultural activities. He (man has to find solution to such problems in order to fit-in any society he find himself.

Therefore, social studies could be said to be a problem-solving subject because it helps man to acquire skills, knowledge, and attitudes that will make him to be an acceptable member of the society.

2.13 Objectives of Social Studies

In a more recent position, Barth (1984:5), pointed out four objectives for teaching social studies to achieve the goal of citizenship education:

(1) Gain knowledge about the human conditions which includes past, present and future perspective.
(2) Acquire skills necessary to process information
(3) Develop skills to examine values and beliefs

(4) Encourage the application of knowledge for active participation in the society.

The social studies sub-committee of the Joint Consultative Committee (J.C.C.) on Secondary Education possessed the following as the broad aims and goals of social studies in Nigeria. A major aspiration of every country is the desire for rapid development which naturally depend on many factors. The development of the Nigerian society would depend among other things; on the quality of leadership; followership; resource endowments and use of science and technology; rational utilization of our human and national resources; honesty and self discipline, and above all, the unity, stability of the nation."

2.14 Nature and Scope of Social Studies

The purpose of education is to preserve the History of the society and to establish certain desirable changes for the betterment of the society. These brought about re-constructionalism in our educational system, so as to make education more functional. The emphasise on education is not education for the sake of itself, but a functional type of education, so that the individual can contribute his own quota to the development of the society in various ways. The new education is aimed at giving students functional orientation in cultural, social, political, economic and over spiritual life of the individual and collective members of the society. This otherwise made the educational content and process to be changed to tacle the problems of the society. The education is aimed at Nigerian oriented, so as to

meet the needs of the Nigerian society, not the colonial type of education which have little or value to the present day Nigeria.

The social studies education is the target for these changes which deals with the nature of man and the society. Social studies is the concept of integrated social discipline, unlike before where History, Geography, Economics, Government, Religious Studies etc, were taught as separate disciplines. Discussing about the nature of social studies Fenton (1967), from U.S.A. a social studies educator said "very many scholars see or speak of social studies in the plural (studies) discipline, and others look at it as a singular discipline." Most authorities write about social studies as if it were plural not a single discipline. But a few speak of it in the singular form. The group that speak of it in the plural form regard it as consisting of a group of related fields of studies which includes political science, economics, Sociology, Anthropology, Psychology, Geography, Religion and History." Writing on the nature of social studies Balyejusa (1981:10), rather sees social studies as an African idea and creation of concerned educators and philosophers such as Kwame Nkurma, Julius K. Nyerere and a host of many others. They taught against colonialism and become heroes and reformers. The major content of the present day educational system evolve from the ideas gained from America and Europe. These reforms formed the real core of social studies.

Education was principally considered on economic terms only. But social studies considered it on wholistic terms, it looks at the totality of the individual's personality, it study and develop the cognitive, psychomotor and affective domains of the child.

The content of social studies curriculum centred on the utility of the individual to himself and the society.

An important nature of social studies education is that, it is a corrective study, because, it aims at upsetting the colonial eras and also examining the present educational system. It thus, in-corporates all aspects of reforms, revitilization and maintainance of the educational values, knowledge and skills expected of a people who cherish rapid development of their society.

Social studies is a field of study which is going to produce a good citizen through education it offers and the criteria for this is the ability to help the individual understand his society and adjust to its problems and changes. Man is the central focus of social studies and all that goes around his physical, social, psychological etc.

Social studies is interdisciplinary and dynamic in nature, hence it deals with man and the society. Thus, as a result of factors of time, space and human development, the scope of social studies will remain ever changing, hence, it revolves round man and his various environments, and therefore, includes knowledge, concepts, values and generalizations drawn from the social and physical sciences.

Social studies select and Integrates relevant content materials from other disciplines and relate them to man, society and the interactions that result from interactions.

The content arrangements of social studies tends to follow the spiral form ever ending. Man is at the central focus and all envrionmental attributes that evolve around him; process from known

to unknown. This tend to be the general format for primary, junior secondary schools and Grade II Teachers Training Colleges Syllabi. At advanced level, the programme of social studies is liberal and varies.

The significance of the meaning and nature of social studies in relation to discussion on political socialization of Junior Secondary School students III in Kaduna State is necessary. Social studies deals with man in relation to his interactions with the environment. Social studies deals with desirable attitudes, values, norms, and feelings of the society that promotes political socialization. Also, some concepts of social studies like social environment (family), cooperation, civic rights and responsibility, culture, leadership and followership, social changes, and Educational institutions. The teaching of these concepts in our Junior Secondary School, made the students to acquire desirable attitudes, values and feelings towards politics. They (students) were able to develop sense of belonging by knowing their right to participate civic responsibilities.

Therefore, social studies should not be treated in bulk, it should be broken down into pieces for more understanding objective of social studies and National Policy on Education objectives of Junior Secondary School should be harmonized to promote development.

Also, social studies is activities oriented and with the use of resources, materials, place and human, it promotes easy acquisition of knowledge and skills.

2.15 Summary

This chapter described the concept of politics, political culture, classification of political culture, socialization, political socialization, Agencies of political socialization, patterns and functions of political socialization. The concept of citizenship, characteristics of an effective citizen and political class have also been discussed. Finally, the meaning, objectives and nature of social studies were also examined. The implications of these concepts to the research study were highlighted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Section one of this study established the problem statement and justified its significance, while section two reviewed the literature related to the area of study. This chapter describes the methodology employed or adopted to justify the problems identified earlier on. The research method used, the population of the study, the procedures for sampling and the procedure for data analysis are the contents of the present chapter.

3.1 Research Design and Procedure

In order to investigate the political socialization of junior Secondary School students in Kaduna State, the survey research method of collecting data was adopted. It has been extensively used in educational researches that involved large population. Kerlinger (1973) supports this approach because of the size of the population and sample size as well as the discovery of relative incidence and distribution characteristics of the population. The method involves sampling from the population of the study and generalizing the findings obtained from analysis of the sampled data to the entire population.

3.2 The Population

The researcher set out to find out the political socialization of Junior Secondary School students in Kaduna State. The population of the study covered Junior Secondary School Students (JSS III) in three selected Zonal Educational Areas namely:

(1) Kaduna Zonal Education Area (North);

(2) Lere Zonal Education Area (South);

(3) Zaria Zonal Education Area (North).

The population also included all the boys and girls in the area under reference who would take Junior Secondary School Leaving Certificate (JSS LC) Examination prepared and conducted by the Kaduna State Ministry of Education. In Kaduna Zonal Education Area there were forty-two (42) secondary schools; Lere Zonal Education Area had fifteen (15) secondary schools and Zaria Zonal Education Area has thirty nine (39) secondary schools. Because of variation in terms of the number of secondary schools in the three zones, ten (10) secondary schools were used in Kaduna Zone, three (3) secondary schools in Lere Zone, and five (5) secondary schools in Zaria Zonal Education Area. At the time of this study the total number of Junior Secondary School three (JSS III) students in the affected Zones was sixteen thousand and forty-one (16,041). Out of this number, the population of males was nine thousand five hundred and twenty-five (9,525) and the population of females was six thousand five hundred and sixteen (6,516).

The Junior Secondary School III (JSS III) students were chosen to be the target population because they stood a better chance of providing the necessary data needed for the research by virtue of their class. In the population, eighteen (18) secondary schools out of ninety-six in the affected three zones were involved. This was considered an advantage in gathering reliable data for the study. These schools included those exclusively for boys or girls, as well as co-educational ones and Islamic schools.

3.3 Sample and Sampling Procedure

Because of the characteristics of the elements, that is, sex, age, occupation, education and others, Krejcie and Morgan (1970) have accepted in educational research of this nature to take one quarter ($\frac{1}{4}$) of the population as sample size. The researcher used four-hundred and fifty (450) samples in the three zones. The samples were selected through stratified random sampling technique in the eighteen (18) schools from the three zones. The random sampling was done through a common hat draw method, whereby the names of the schools in each zone was written on slips of paper. These slips were thoroughly shuffled before the slips were picked one by one until the number of schools required in the zone was obtained.

In every school, twenty five per cent (25%) of the total population of Junior Secondary School III students were used as the subjects for the study.

3.4 Research Instrument

The method of getting required information freely and voluntarily is through the use of questionnaire. The researcher adopted the survey research method to gather information and the best instrument used was the questionnaire because the subjects involved are many. The questionnaire helped to gather data from many elements within a short time. It also encouraged confidentiality and ease of computerisation; besides that, it served as a source of reference.

In constructing the questionnaire Lawson et al (1975:390), cited in Anderson (1989:38), advise that the first step in the construction of a questionnaire consists of the researcher sitting down to assemble, either from the writing of others or from his own imagination and make a series of statements with which people agree or disagree. The researcher used this technique because not all ideas of previous authors were relevant to the study. As a result the present researcher extracted those questions that were relevant to his study and constructed new ones in order to come out with good result. Besides, the attitude statement were constructed based on Likert type scale. Five (5) options were provided for the respondents to choose one. The options were Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The researcher used percentage (%) t-test and correlation.

3.5 Validity and Reliability of Instrument

The questionnaire was adopted and modified from Agboola (1985) and subjected to scrutiny by experienced lecturers of Social Studies

in the Department of Education of A.B.U., Zaria before it was administered. The Junior Secondary School III (JS III) students from Government Girls' Day Secondary School, Samaru, Zaria, of Kaduna State, and Government Secondary School, Bomo, were used to determine the validity and reliability of the instrument. The pre-test was done to ensure precision of the questionnaire. A split half method was used to determine the validity and reliability of the instrument by correlating the even itemised data against the odd itemised data which gave a correlation coefficient of +0.75.

The Junior Secondary School III (JS III) in Government Girls' Secondary School, Samaru, and Government Secondary School, Bomo were sample chosen because of heterogenous nature of the target population for the study.

3.6 Administrative Procedure

The questionnaire was administered to four hundred and fifty (450) students selected randomly from the eighteen (18) schools involved in the study. The researcher went to the schools and administered the questionnaire himself with the assistance of teachers in the schools. Out of 450 copies of the questionnaire only 377 were returned. There were losses and misplacement of the balance. Some were poorly filled and were therefore rejected.

3.7 Analysis of Data

For data analysis the researcher used percentages. The main purpose of percentages according to Kerlinger (1973:162) "is to reduce the different sets of numbers to a common base."

He further argues, "Any set of frequencies can be transformed to percentage in order to facilitate statistical manipulation and interpretation." Since percentages are used to compare groups of objects on an equitable basis, the researcher used percentages to determine the overall picture of political socialization of Junior Secondary School students in Kaduna State. That is, the number of respondents who showed favourable feelings or awareness to a given statement were reduced to percentage (%) and compared with those who showed unfavourable awareness.

The researcher also used t-test distribution formula as contained in Kerlinger (1979). This is because the study also examined the difference between male and female students and compared urban and rural students' awareness in terms of their political socialization. The researcher used correlation.

3.8 Summary

The chapter has described the research method used, the population sample, the sampling procedure, the data-gathering instrument, data-gathering procedure, the validity and reliability of the instrument and the statistical method employed in the study.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The purpose of this study was to investigate the political socialization of Junior Secondary School Students in Kaduna State. The researcher used a total of 377 students for the study. And for the purpose of analysis, percentage, t-test and correlation co-efficient were used.

Data collected were analysed and the results are presented in two parts. The first part deals with personal information of respondents while the second part is on hypothesis testing.

Table 4.1: Age of the Respondents

Age	Frequency	Percentage	Cumulative Frequency	Commulative Percentage
No Response	6	1.6	6	1.6
11 - 14	134	35.5	140	37.1
15 - 17	189	50.1	329	87.3
18 - 20	32	8.5	361	95.8
21 - 23	16	4.2	377	100.0

Table 4.1 shows that 6 students (1.6%) did not respond. Respondents between the ages of 11 - 14 years were 134 representing 35.5%, while those who fell between the ages of 15 and 17 years were 189 (50.1%). Those that ranged between 18 and 20 years were 32 (8.5%) while those between the ages of 21 and 23 were 16 representing 4.2%.

Table 4.1 shows that there is difference in terms of age of respondents between 11 - 14 and 15 - 17 years. This difference in age may account for their attitude as related to political socialization. Respondents between the ages of 15 and 17 years were presumed to be mature and likely more exposed than respondents between 11 and 14 years. The assumed awareness on the part of this age group may be as a result of their exposure to programmes that relate to politics and other socialization agents. This means therefore that they understand and could easily identify the responsibilities of the Governor and rights and duties of citizens.

Table 4.2: Sex of the Respondents

Variable	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	201	53.3	201	53.3
Female	176	46.7	377	100

Table 4.2 shows that male respondents were 201 in number out of a total of 377 subjects representing 53.3% and the remaining 176 (46.7%) were females. The number of male respondents was higher than female respondents. This may be attributed to the fact that the tradition in the Northern part of Nigeria coupled with religious beliefs do not encourage women education on a large scale.

The tradition is that people from the Northern part believe that a female child should be given out for marriage early in life after completing her primary school education thereby reducing the number of females that get to the secondary school. That is why the

number of males may have been more than the number of females students in secondary schools in the selected area of study.

Section 2

The main research questions for the study seek to provide answers to political socialization of Junior Secondary School Students in Kaduna State. In order to answer these questions the three hypotheses stated for this study are tested at alpha level of 0.05

HYPOTHESIS TESTING

Table 4.3:

Hypothesis I

This states that there is no significant relationship between the political orientations and political development of Junior Secondary School students in Kaduna State. To test this hypothesis, the correlation co-efficient was determined. The results of which are presented below:

Variable	N	Mean	SD	df	r	P
Political Orientations	377	19.122	2.989	375	0.479	0.001
Political Development	377	49.191	4.662			

A look at table 4.3 shows with df 375, the correlation co-efficient is 0.479. This is found to be significant at 0.001 level of tolerance. This is because the r value of 0.479 is greater than

the table value of 0.103 at df = 375. This result suggests that there is a significant relationship between the political orientation of the students and the level of their political development. The hypothesis which states that there is no significant relationship between political orientations and political development of Junior Secondary School students in Kaduna State is therefore rejected.

Table 4.4: Hypothesis II

This state that there is no significant difference in the political learning of the students on the account of sex difference. To test this hypothesis, t-test was used, the results of which are presented in table 4.4 below:

N	Mean	STD Dev.	STD Error	Mini-mum	Maxi-mum	t	DF	P
201	65.22	6.71	0.47	47.00	82.00			
						0.2784	375	0.7809
176	65.41	6.55	0.49	49.00	83.00			

An understanding of table 4.4 shows the t value is 0.2784 which is found not to be significant at 0.05 level of tolerance. To be significant at df = 375 the value should be 1.966, or better. As the table value of 1.966 is higher than the calculated value of 0.2784; the probability level is not significant. This finding seems to suggest that respondents are not significantly different in their political learning on account of sex difference.

In this study, as the critical value is higher than the calculated value, it means that there is no difference between male and female

students of Junior Secondary School in Kaduna State in their political learning. The hypothesis which states that there is no significant in the political learning of the students of Junior Secondary School of junior secondary school students in Kaduna of Kaduna State on account of sex is therefore retained.

Table 4.5 Hypothesis III

This states that there is no significant difference between rural and urban students in their political socialization. To test this , hypothesis, t-test statistical method was employed. The results of which are presented below:

N	Mean	STD Dev.	STD Error	t	DF	P
Urban:						
240	66.79	6.36	0.41			
				5.98	375	0.0000
Rural:						
137	62.72	6.34	0.54			

The result in table 4.5 above reveal that a t value of 5.98 which is found to be significant at 0.0000 level of tolerance. This is because the calculated t value of 5.98 is greater than the critical value which is 0.103 at df = 375.

The finding of this study suggests that difference exists between the respondents in the political socialization on account of their location. That is to say that they are equally politically socialised. With this difference therefore the hypothesis which states that there is no significant difference between rural and urban students in political socialisation is rejected.

4.6 Discussion on Major Findings

In an attempt to find out the level of political socialization of Junior Secondary School III students in Kaduna State, the results of this study reveal significant relationship between political orientations and political development.

These findings are in support of Agboola's (1985:100) who earlier reported that political orientations and political development of the respondents reached a peak in primary class six and developed further at the secondary level. He said the factors may be explained in terms of political content of the curriculum of the primary and secondary schools in Nigeria. That is to say they have related programmes in their curriculum. In a related development, he said political orientations and political development of Nigerian school children could be traced to the efforts of the administration in question in which government activities were exposed through the use of radio, television and newspapers.

Looking at this heading of political socialization in chapter 2 (Mass-media) the present researcher mentioned that one of the activities of government (Transition period of Babangida administration) is to make people aware of political development through the programme called political forum that came every Thursday on television screen.

This shows that the present findings and that of Agboola (1985) have similar characteristics as regards political orientations and political development.

This study shows that there is no significant difference between male and female students of Junior Secondary School III in Kaduna

State in their political orientations. This study supports earlier discovery of Dubey (1972), Easton and Dennis (1969), but in constrast with that of Agboola's (1985) who said that male respondents had significantly more positive political orientations and were more politically developed in terms of the cognitive. He observed that awareness and political development in men is attributed to Nigerian family structure which allows men to dominate while that of women may be because of their limited interest in politics.

In terms of difference between rural and urban location of Junior Secondary School students in Kaduna State, there is difference between rural and urban respondents. The findings of this study revealed that the urban respondents had access to various News-media (Radio, Television, Daily-papers and programmes relating to politics than their counterparts in rural location. They were also more politically socialized because the respondents in urban areas were from parents of high social economic status.

This study supports earlier finding of Agboola (1985) that the difference between rural and urban respondents was that the urban respondents were closer to the day-to-day political activities of leaders which made them to be more critical of the political authorities. Also, urban respondents were more critical of the political authorities. Also, urban respondents were more exposed to the electronic media and newspapers because they probably came from parents of high social economic status. This would make them more politically socialized than

rural respondents whose thinking are limited by circumstances, opportunities and resources.

4.7 Summary

This chapter attempted the analysis and interpretation of data collected in order to test the hypotheses of the study. The three hypotheses formulated have been analysed and from the statistical analyses two typotheses were rejected, while one was retained.

Ho^1 and Ho^3 were rejected because there is significant difference in the political orientations and political development and between urban and rural location of the respondents in Kaduna State.

Ho^2 was retained because sex of the respondents has no significant role to play in the political socialization of Junior Secondary School III students in Kaduna State

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter aims at giving the summary of the purpose and major findings of the study, conclusion and some recommendations based on the findings of this study. It is hoped that the Federal Ministry of Education in Kaduna State, Curriculum Planners, Social Studies advocators will find the recommendations made in this work useful as guiding principles for further educational development.

5.2 Summary

This study is specifically based on three main objectives. These are:

(1) to examine the relationship between political orientation and political development of Junior Secondary School students;

(2) to determine whether or not political learning of students differs on account of gender difference;

(3) to find out whether there is difference in political socialization of students on account of the location of their school.

To achieve the above objectives, three hypotheses were formulated for the study. They are:

(a) Ho^1 - There is no significant relationship between the political orientations and political development of Junior Secondary School students in Kaduna State.

(b) Ho^2 - There is no significant difference in the political learning of the students on account of gender difference.

(c) Ho^3 - There is no significant difference between rural and urban students in their political socialization in Kaduna State.

In order to achieve the main objectives set for the study, the researcher used questionnaire to collect the relevant data.

There was only one set of questionnaire administered to four hundred and fifty (450) students of Junior Secondary School III in Kaduna State.

Out of the 450 sets of questionnaire, the researcher was able to retrieve 377. As stated earlier the data gathered were computed by using the computer for statistical manipulation and interpretation (percentage (%), t-test and correlation.

5.3 Conclusions

In view of the limitations of this study, the following conclusions were made:

(1) It has been shown in the findings that there is relationship in the political orientations and political development of Junior Secondary School students in Kaduna State. This is shown here in the findings that the r value of 0.479 is greater than the table value of 0.103 at df = 375.

(2) The location of the schools plays significant role in the political socialization of Junior Secondary School students in Kaduna State.

(3) The difference in the sex of the respondents does not affect their political socialization.

5.4 Recommendations

Based on the findings the following recommendations are made:

(1) Students should be oriented towards politics by imbibing the spirit of good sportsmanship because they are to become future leaders.

(2) The results of the findings shows the importance of some social studies contents like leadership fellowship, rights and duties of citizens, etc. These contents expose students to basic skills, attitudes, values and knowledge that can make them good citizens. Therefore, social studies should be introduced at all levels of education.

(3) Educators should always give direction to the young ones on matters relating to political development by organising seminars and symposia.

(4) Students in rural areas should be encouraged by making newspapers available in their library.

5.5 Suggestions for further Research

It is expected that this study will elicit further research in the following areas:

(1) A replication of this study in the remaining 3 zonal Educational Area (Achau, Kafanchan, and Zonkwa) of the state might be useful in order to build up general picture of the political socialization of J.S.S. III students. It will help the curriculum planners to suggest well articulated experiences that aim at promoting political socialization of students in Kaduna State and Nigeria in general.

(2) Comparative study of the political socialization of Junior Secondary School III students in more states in Nigeria.

(3) The difference between ethnicity and political orientations.

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APPENDIX I

The opinions of respondents with regard to political socialization are shown in Appendix I.

Q.1 One duty of the governor of Kaduna State is to maintain law and order for peaceful co-existence in the state

Variable	Frequency	Percent	Cumulative frequency	Cumulative percent
SD	-	-	-	-
D	7	1.9	7	1.9
UD	11	2.9	18	4.8
A	143	37.9	161	42.7
SA	216	57.3	377	100
		95.2%		

Looking at the above table, 95.2% of the respondents were aware that it was the duty of the governor to see that peaceful environment existed in the state. An environment where there is disorder, chaos, riots, indissipline, fighting and etc tends to affect the socio-economic and political life of the people living in that environment. This study was carried out in Kaduna State and the efforts of the fomer Military Administrator Lt. Col. Jafaru Isa, who devoted his time settling disputes between religious groups, ethnic groups and organisations. The experience made the respondents aware that people should live peacefully for psotive development to take place.

Q.2 Military governors are better administrators than civilians governors in Kaduna State

Variable	Frequency	Percent	Cumulative frequency	Cumulative per cent
SD	16	4.2	16	4.2
D	22	5.6	38	10.1
UD	63	16.7	101	26.8
A	149	39.5	250	66.3
SA	127	33.7	377	100
		73.29		

In the table, the respondents expressed their feelings that the military governors were better administrators. This may be because the military rule by decree whereby every decision by the provisional ruling council is backed by law and guideline to be followed. Civilians rule by edict and some decisions can easily be changed to satisfy people's interest.

Q.3 Religious Intolerance is more rampant in Urban Areas than Rural Area of Kaduna State

Variable	Frequency	Percent	Cumulative frequency	Cumulative percent
SD	21	5.6	21	5.6
D	31	8.2	52	13.8
UD	85	22.5	137	36.3
A	113	30.0	250	66.3
SA	127	33.7	377	100
		63.7		

It was discovered from the above table that the number of respondents who agreed that people in Kaduna State tended not to

tolerate one another in term of religion was higher than those who did not agree. The percentage of those who agreed was 63.7%. This shows that religious intolerance was one of the factors that led to political problems that arose at times in Kaduna State. A proof of this factor could be seen in page 4:11 where the researcher stated that 'among the factors that made Kaduna State to be politically volatile was religious differences. This was as a result of open rivalry between religions groups'. This means that Junior Secondary School students in Kaduna State and school children in Nigeria shouldbe guided towards imbibing factors that bring peaceful co-existence between religions groups, ethnic groups, social classes, and different sexes.

Q.4 Political Education received at home is more effective than Political Education received at School

Variable	Frequency	Percent	Cumulative frequency	Cumulative percent
SD	31	(8.2	31	8.2
D	65	(17.2 = 25.4	96	25.5
UD	75	19.9	171	45.4
A	67	17.8	238	63.1
SA	139	36.9 / 54.7%	377	100

The percentage of respondents who agreed that political education received at home was better than one received at school, was 54.7% while that of those who disagreed was 25.4%. This shows that in the family structure in every household in Kaduna State,

there is role ascription. That is, the father is the head of the family (authoritarian) while the wife is the next to the father. During schooling, the child learns political role and this includes being appointed as class prefect, school prefect (Head boy or girl).

Being school prefect helps the young acquire leadership role and develop qualitative characteristics of a good leader which helps in public management. Political education received at school is short-lived while that of home is a long-time process because in every family set-up, there is role ascription from youth to adulthood. This implies that every human-being, male or female, has a role to play as a youth, an adolescent or an adult.

Q.5 Nigerians are allowed to vote when they are eighteen years old

Variable	Frequency	Percent	Cumulative frequency	Cumulative percent
SD	6	1.6	6	1.6
D	13	3.4	19	5.0
UD	24	6.4	43	11.4
A	131	34.7	174	46.2
SA	203	53.8	377	100
		88.5%		

The table shows that 88.5% of the respondents were aware that Nigerian citizens have every right to vote when they are eighteen years old. That is they have the right to elect their leaders. It has been spelt out, in the constitution of Nigeria, that citizens must be elected to carry out functions which will lead to national

development. The constitution also states that a citizen who performs below expectation or is found wanting should be removed. The above' results mean that junior secondary school students should be politically socialized.

Q. 6 Good Citizen Should report a Person suspected of Electoral Malpractice to the Police

Variable	Frequency	Percent	Cummulative frequency	Cummulative percent
SD	6	1.5	6	1.5
D	13	3.4	19	5.0
UD	19	5.0	38	10.1
A	181	48.0	219	58.1
SA	158	41.9 89.9%	377	100

In the above table the percentage of respondents who agreed that a good citizen should report suspects of electoral malpractice was 89.9%. This shows that the respondents in Junior Secondary School III know that they have to report their class mates found engaging in anti-social activities. Reporting suspects will help in the development of the nation, because the respondents are aware that they must report armed robbers, bugglers, money traffickers, and smugglers to the nearest police station.

Q. 7 It is a must for Nigerian adults to pay their taxes regularly

Variable	Frequency	Percent	Cummulative Frequency	Cummulative percent
SD	7	1.9	7	1.9
D	20	5.3	27	7.2
UD	45	11.9	72	19.1
A	161	42.7	233	61.8
SA	144	38.2 80.9%	377	100

The percentage of respondents who were aware that every adults has to pay his tax was 80.9%. This shows that whether parents (respondents) are farmers, business men, civil servants, and so on, they have to pay tax. This is a civic responsibility.

Q.8 It is part of our duty to vote for corrupt citizens

Variable	Frequency	Percent	Cummulative frequency	Cummulative percent
SD	69	18.3	69	18.3
D	103	27.3	172	45.6
UD	66	17.5	238	63.1
A	62	16.4	300	79.6
SA	77	20.4	377	100

The percentage of the respondents who know that corrupt citizens should not be voted for was 45.6%. They believed, politics in Nigeria today should be devoid of bribery and corruption because people are interested in the history and contributions of the

contestants to the community, state and nation in terms of social, economic and political development. However, the fact that up to 36.8% of the respondents felt that corrupt citizens should be voted for is a source of worry.

Q. 9 It is my duty to sing the national anthem and recite the pledge

Variable	Frequency	Percent	Cummulative frequency	Cummulative percent
SD	5	1.3	5	1.3
D	17	4.5	22	5.8
UD	36	9.5	58	15.4
A	145	38.5	203	53.8
SA	174	46.2 84.7%	377	100

The positive responses in the above table which is 84.7% shows that the respondents were aware that they must sing the National Anthem and recite the National pledge whenever the need arises. Thus, the responses show a significant level of national consciousness.

Q. 10 A good citizen should not participate in destroying government property

Variable	Frequency	Percent	Cummulative frequency	Cummulative percent
SD	8	2.1	8	2.1
D	20	5.3	28	7.4
U	31	8.2	59	15.6
A	140	39.3	207	54.9
SA	170	45.1 84.4	377	100

Looking at the table, 84.4% of the respondents expressed their feelings that destroying government property leads to under-development. Therefore, government property should be protected. It is however, disturbing that Nigerians pay lip services to the most laws of the land, as in practice, government property is hardly protected by anybody.

Q. 11 It is not compulsory to obey rules and regulations

Variable	Frequency	Percent	Cummulative frequency	Cummulative percent
SD	58	15.4	58	15.4
D	94	24.9	152	40.3
U	50	13.3	202	53.6
A	61	16.2	263	69.8
SA	114	30.2 46.4%	377	100

In the above table 46.4% of the respondents indicated that they must obey rules and regulations. In other words, students must

obey school rules and regulations, obey their class leaders, school prefects and obey constituted authority. This means that there is need for cordial relation between leadership and followership.

Q.12 A good citizen should not fight his fellow human being

Variable	Frequency	Percent	Cummulative frequency	Cummulative percent
SD	8	2.1	8	2.1
D	22	5.8	30	8.0
UD	43	11.4	73	19.4
A	132	35.0	205	54.4
SA	172	45.6 80.6%	377	100

One act of indiscipline in Nigeria is fighting. Fighting in the classroom or within the school premises should be discouraged. The responses of the respondents (80.6%) show that one should avoid fighting as much as possible. We should tolerate one another without regards to religion, sex, ethnicity or class differences.

Q.13 Would you vote to elect your class leader?

Variable	Frequency	Percent	Cummulative frequency	Cummulative percent
SD	5	1.3	5	1.3
D	22	5.8	27	7.2
U	61	16.2	88	23.3
A	181	48.0	269	71.4
SA	108	28.6 76.5%	377	100

Somebody must direct the affairs of organisations and institutions.

This means that this type of person is a leader who is elected or nominated by the followers. The responses of respondents which is 76.6% is an indication that they elect their class leader who will be liaising between them and their prefects, teachers and principals. The students would like to elect their leaders because they need freedom in whatever they do.

Q.14 Voting during election is part of the duty of a good citizen

Variable	Frequency	Percent	Cummulative Frequency	Cummulative Percent
SD	11	2.9	11	2.9
D	15	4.0	26	6.9
U	56	14.9	82	21.8
A	139	36.9	221	58.6
SA	156	41.4	377	100

The table above shown that 78.3% of the respondents agreed that voting during elections is part of a good citizenships duty.

With the previous election of Local Government chairmen councillors, held between March - April, 1996 in the country, the respondents were aware that they must vote to elect their leaders.

Q. 15 Would you like to be a politician in the future

Variable	Frequency	Percent	Cummulative frequency	Cummulative percent
SD	31	8.2	31	8.2
D	79	21.0	110	29.2
U	97	25.7	207	54.9
A	80	21.2	287	76.1
SA	90	23.9	377	100

In the above table the respondents expressed their desires to become future politicians because they want to occupy important positions like Local Government Chairmen, Governors and Commissioners.

APPENDIX II

STUDENTS QUESTIONNAIRE

Department of Education
Ahmadu Bello University
Zaria

Date:_____

Dear Respondents,

This research work intends to investigate the political socialization of Junior Secondary School Students in Kaduna State.

Please, for each of the following statements tick ( ) one of the five columns provided ranging from STRONGLY AGREE (SA), AGREE, (A), UNDECIDED (UD), DISAGREE (D), AND STRONGLY DISAGREE (SD).

The information obtained from the questionnaire will be kept strictly confidential and will be used only for research purposes.

Thank you.

Yusuf Ibrahim Ayinde.

PART ONE

1. Name of your school----------

2. Local Government Area in which your school is located ------

---

3. Age:

(a) 11 - 14 ( ) b. 15 - 17 ( ) c. 18 - 20 ( ) d. 21-23 ( )

4. Sex:

a. Male ( ) b. Female ( )

PART TWO

SECTION B

	SA	A	UD	D	SD
1. One duty of the Governor of Kaduna State is to maintain law and order for peaceful co-existence in the state					
2. Military Governors are better administrators than civilian Governors in Kaduna State.					
3. Religious intolerance is more rampant in Urban Areas than Rural Areas of Kaduna State.					
4. Political Education received at home is more effective than political education received at school.					
5. Nigerians are allowed to vote when they are eighteen (18) years old.					
6. Good citizen should report a person suspected of electoral malpractice to the police.					
7. It is a must for every Nigerian adults to pay their tax regularly.					

	SA	A	UD	D	SD
8. It is part of our duty to vote for corrupt citizens during election.					
9. It is my duty to sing the national Anthem and recite the pledge.					
10. A good citizen should not participate in destroying government property.					
11. It is not compulsory to obey rules and regulations					
12. A good citizen should not fight his or her fellow human being.					
13. Would you vote to elect your class leader.					
14. Voting during election is part of duty of good citizen.					
15. Would you like to be a politician in the future?					

PART THREE

Comment freely why you want to be a politician----------

OR

Comment freely why you don't want to be a politician----------

---

Table: Population of the Selected Students

Zone	School	No. of students used
Kaduna	- Queen Amina College, Kaduna	28
Zonal	- Rimi College, Kaduna	28
Education	- Government College, Kaduna	28
Area	- Sardauna Memorial College, Kaduna	28
	- Government Girls Secondary School, Kawo, Kaduna	
	- Government Secondary School, Kawo, Kaduna	28
	- Government Girls Secondary School, Tudun Wada, Kaduna	28
	- Government Secondary School, Kurmin Mashi, Kaduna	28
	- Government Girls Secondary School, Barnawa, Kaduna	28
	- Government Secondary School Kakuri, Kaduna	28
Lere	- Government Secondary School Lere	10
Zonal	- Government Secondary School Saminaka	10
Education	- Government Secondary School, Yarkassuwa	10
Area		
	- Arabic Secondary School, Karau-Karau	28
Zaria	- Barewa College, Zaria	28
Zonal	- Government Girls Secondary School, Giwa	28
Education Area	- Government Secondary School, Chindit, Barracks	28
	- Women Teachers' College,	28
Total	Eighteen (18) Schools	450

AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA.

DEPARTMENT OF EDUCATION

Vice-Chancellor: Professor Daniel I. Saror,
B.Sc., DVM (KSU), M.Sc. (Minnesota) Ph.D. (ABU.)

Head of Department: Dr. I.U. Jahun, B.Ed (ABU) M.Ed. Ph.D (ABU)

Our Ref:.....

Your Ref:.....

Telephone: 069/51357
Telegrams: UNIBELLO ZARIA

Date:..... 19.....

_____

_____

_____

_____

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for M.ED. to complete a research Thesis. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

TITLE: POLITICAL SOCIALIZATION OF JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE

Yours sincerely,

DR. E.N. DANLADI
Research Coordinator

cc: Adviser

SAMPLE OF AGBOOLA (1985) QUESTIONNAIRE

PARENTS/GUARDIANS OCCUPATION:

1. Teacher (Secondary)_____
2. Teacher(Primary)_____
3. Clerk _____
4. Policeman _____
5. Military(Officer)_____
6. (Soldier)_____
7. Messenger _____
8. Trader (Businessman) Big_____
9. Trader (Small) _____
10. Contractor(Big)_____
11. Contractor(Small)_____
12. Farmer _____
13. Traditional Official _____
14. Religious Worker(Pastor/Imam etc,_____
15. Manager/Director_____
16. Others (please specify)_____

_____

Section B

Please read the following statements or questions carefully and write the appropriate answers in the space provided.

1. Who is Head of State of Nigeria?_____
2. Mention one duty (work) of the Head of State _____.
3. Who is the Miliary Governor of your State _____
4. State one duty (work) of the military Governor of your state _____
5. Who is the Traditional ruler or chief or the town or village where your school is?_____

6. Mention one duty (work) of a traditional ruler or chief _____

7. Name one member of the Council of States _____

8. Mention one duty (work) of a member of the Council of States _____

9. Name of one member of the State Executive Council of your State _____

10. Mention one duty (work) of a member of a State Executive Council _____

11. Name one member of the Supereme Military Council _____

12. Mention one duty (work) of a member of the Supreme Military Council _____

13. The following are some common terms or expressions with which you may be familiar. Put a tick ( ) against one term that you understand the meaning:

1. Democracy
2. Election
3. Political Party
4. Representative
5. Politics
6. Military Government
7. Coup.

14. Explain the meaning of the term you have chosen in (13) overleaf:

_____

_____

_____

Section C.

MINISTRY OF EDUCATION, KADUNA STATE, PLANNING, RESEARCH AND STATISTICS DIVISION, POST-PRIMARY SCHOOLS ENROLMENT BY CLASSES, SEX AND BY ZONES (1993/1994 SESSION)

S/No.	SUMMARY	STREAMS PER CLASS						TOTAL NO. OF CLASS	TOTAL NO. OF SCHOOLS	NUMBER OF TEACHERS		JSS I		JSS II		JSS III		SS I		SS II		SS III		GRAND
	ZONES	JSS I	JSS II	JSS III	SS I	SS II	SS III			TOTAL M&F	FEM. ONLY	TOL M&F	FEM ONLY	TOL M&F	FEM ONLY	TOL M&F	FEM ONLY	TOL M&F	FEM ONLY	TOL M&F	FEM ONLY	TOL M&F	FEM ONLY	TOTA M&F
1.	ANCHAU	39	34	28	36	36	31	204	20	302	19	1651	437	1432	463	1223	381	1615	352	1534	335	1344	244	8836
2.	KADUNA	204	120	102	151	152	153	1042	42	1057	928	10579	5014	10571	4725	10048	4472	8537	3203	8802	3705	7228	3042	56887
3.	LERE	30	35	32	18	18	13	142	15	340	34	1603	445	1427	430	1309	396	928	169	704	188	452	127	5630
4.	KAFANCHAN	110	126	95	90	92	66	584	30	1315	379	6185	2717	6400	2839	4209	1904	4535	2055	3314	1774	2803	1147	28037
5.	ZARIA	130	132	100	71	81	78	611	32	1102	205	6440	2391	6363	2744	5304	2751	3658	1493	3190	1510	3024	1521	29820
6.	ZONKWA	95	72	53	76	69	56	451	24	725	154	4358	2105	5143	2603	3613	1520	3604	1703	3224	1315	2484	1052	22431
		606	619	510	497	450	402	3051	170	5056	1710	30045	12222	31335	13504	25174	10303	22548	9549	21830	8703	17757	7033	

	V. Good	Good	Not Good	Don't Know
15 How well has the Head of State of Nigeria been doing his job.				
16 How well has the traditional ruler or chief of this town or village been doing his job.				
17 How well has the Military Governor of your State be doing his job.				
18 How well has the Council of State been doing its job.				
19 How well has your State Executive Council been doing its job.				
20. How well has the Supreme Military Council been doing its job.				
21. How well has the Federal Executive Council been doing its job.				

22. Please tick (✓) any one of the following occupations you think is the Most important to you.

1.	School Teacher	6.	Doctor
2.	Judge	7.	Politician
3.	Messenger	8.	Religious Leader
4.	Police Officer	9.	Farmer
5.	School Principal	10.	Military Officer.

23. Please tick (✓) any one of the following occupations which you think is of the LEAST importance to you.

1.	Judge	2.	Military Officer
3.	Doctor	4.	Messenger
5.	Relgious Leader	6.	School Teacher
7.	Farmer	8.	Politician
9.	Police Officer	10	School Principal.

Section C

		Yes	No	Don't Know
24.	- Nigerians are allowed to vot when they are 18 years old, would you vote when you are 18 years old?			
25.	Would you like to join a political party when you grow up?			
26.	Would you write about the government in the newspaper when you grow up?			
27.	Would you pay your taxes regularly when you are old enough to do so?			
28	When you are old enough, would you like to be asked to help make decisions in your state?			
29.	Would you like to take part in electing your class Monitor or prefects now?			
30	Would you report someone breaking your class or committing a crime to the police?			

31. Please tick (✓) any ONE of the following statements which you AGREE with.

1. As a good citizen I will, know about the traditions and Customs of my Country.
2. As a good citizen I will be helpful to others.
3. As a good citizen I will work hard
4. As a good citizen I will obey the laws of my country.
5. As a good citizen I will be religious
6. As a good citizen I will be well educated.

32. Please tick (✓) any ONE of the following statements which you DISAGREE with.

1. As a good citizen I will be religious.

2. As a good citizen I will work hard

3. As a good citizen I will be helpful to others

4. As a good citizen I will be well educated.

5. As a good citizen I will obey the laws of my country.

6. As a good citizen I will know about the traditions and customs of my country.

33. What type of a person would you want to be like when you grow up?

1. A person who is ready to help members of his ethnic group first.

2. A person who is ready to help members of his religious faith first.

3. A person who is ready to help his country first.

4. A person who is ready to help people from his own Local Government Area first.

5. A person who is ready to help himself first

6. A person who is ready to help his state first.

Social Studies

YEAR 1

Topics	*Objectives*	*Contents*	*Notes*	*Related Activities*
A. Social Environment	Students should be able: (i) To explain the subject Social Studies (ii) To differentiate the patterns of relationships and structure of various social organizations (iii) To distinguish the functions of different social organizations.	Social Studies Social Organizations (a) Primary (i) Types of family; (ii) Intra-family relationship. (b) Secondary groups.	(i) What is Social Studies? (ii) The family, kinship groups, age groups, etc. (iii) Emphasize structure and organization including roles and statuses. Types of family — nuclear, (monogamous, polygamous) and extended (including uncles, aunts, cousins, nephews, who may or may not live in the same compound). All these concepts should be explained in the context of immediate environment as well as other environments. Associations, clubs, voluntary organisations, etc. Focus on the effects of the features on man: including man-made lakes, canals, wells, and the sewage system, minerals, forest, soil or man.	(i) Organize group discussion on kinship relationships. Visual illustrations of these relationships. Use pictures of family.
B. Physical Environment	(i) To differentiate the physical features and explain their influences on the life of the individual within his local environment. (ii) To classify different patterns of life in urban and rural areas. (iii) To identify various natural resources and their uses.	(a) Physical features (i) What are the local physical features. (ii) The influences of physical features on patterns of life. — local economy — politics — religion — communication — settlement patterns	(i) Show variations of urban and rural settlements. (ii) Different designs from caves to skyscrappers. (iii) Different arrangement of houses and why. (iv) Life in the urban and rural areas pointing out similarities and differences. (v) Environmental sanitation.	(i) Visit wards and interview ward heads. (ii) Use maps to illustrate the classroom, school compound, the route a child takes to the school. (iii) Introduction to contour lines. (iv) Keeping the environment clean. (v) Excursions.

Topics	*Objectives*	*Contents*	*Notes*	*Related Activities*
		(b) Settlement Patterns -types: rural and urban — house types — local arrangement (c) Natural Resources What are the natural resources? Relationship between natural resources and physical environment. — Influence of various natural resources on man with reference to local and wider context. — How man utilizes the natural resources.		
C. Co-operation and Conflict	(i) To explain the importance of co-operation between individuals and States in the country. (ii) To outline the consequences of non-cooperation. (iii) To accept the need for moral and social responsibility.	(a) Co-operation and conflict (b) Moral and Social Responsibility	Discuss the various dimensions of Social Studies. Objectives and methodology of Social Studies. Concepts to be presented in a meaningful and relevant way in relation to the teaching materials. The role of co-operation and Social responsibility in keeping society going.	Group activities like (i) Scrubbing of classroom, washing plates, keeping the environment tidy. (ii) Visit to law courts, markets, dialogues, role playing, playlets, dramatization, stories, etc., to illustrate the concepts.
D. Institutions	To identify the structure and functions of marriage, health and religious institutions.	(a) Forms of marriage (i) customary (ii) religious — christian, islamic, etc. (iii) ordinance (b) Religious Institutions (c) Health Institutions	The structure and functions of these institutions to be studied.	(i) Excursions to health centres. (ii) Observing various forms of marriage ceremonies. (iii) Making use of resource persons.

Topics	Objectives	Contents	Notes	Related Activities
E. Civic Rights and Responsibility	(i) To identify various civic rights and obligations. (ii) To develop the habit of performing these rights and obligations. (iii) To recognise the consequences of non-fulfilment of these rights and obligations. (iv) To distinguish the various civic functions of the voluntary organizations.	(a) Legal and civic obligations. (b) The role of the individual in the social institutions, obligations and responsibilities. (c) Unsolicited obligations. (d) Attitude to work (i) commitment and dedication to work (ii) punctuality (iii) efficiency (iv) leisure (v) civility (vi) service (e) Consequences of non-fulfilment of these obligations. (f) Voluntary Organizations.	(i) Focus on the basic rights of individual — right to vote and be voted for — free association — free movement — free expression — freedom to worship (ii) Understanding why we should obey the laws of the community including the family, school, village, etc. (iii) Paying taxes and settling bills, etc. (iv) Obeying traffic regulations. (v) Participating in political process. Stop running tap, saving casualties, helping the needy and old people. Having consideration for other road users. (i) Teachers to discuss meaning and effective use of leisure. (ii) Necessity for these attitudes to be developed. (i) Religious and other voluntary organizations e.g. YWCA, Boy Scouts, Red Cross Society, etc. (ii) Discuss their various functions.	(i) Discuss why they should ful their legal and civic obli tions. (ii) Collect information on traffic rules and regulations. (i) Students to organize voluntary activities. (ii) Demonstrations on road us (iii) Role playing — helping the needy and old. (iv) Giving instructions on First Aid. (i) Assigning responsibilities to pupils in groups and individually. (ii) Keeping records of late-comers. (iii) Rotating time-keeping among pupils. (iv) Encouraging meaningful use of leisure e.g. hobbies, clubs, etc.
F. Culture and Identity	(i) To identify the various aspects of culture. (ii) To explain the concept of identity. (iii) To explain the concept of integration.	(a) Culture (b) Identity (c) Integration	Understanding various aspects of culture including the following: religion, arts, language, literature, music and dances, dressing, technology, etc.	(i) Organizing traditional plays and dances. (ii) Visiting traditional rulers and chiefs. (iii) Building a museum.

Topics	Objectives	Contents	Notes	Related Activities
			Understanding the concept of identity and from what it derives e.g. common traits and features peculiar to the people. Understanding the meaning of integration when applied to peoples and the necessity for integrating a country's peoples.	(iv) Use of visual and audio-visual aids to illustrate various aspects of culture.
G. Nigerian Cultural Patterns and Their Historical Origins	(i) To identify the ethnic groups of the country and their cultural characteristics. (ii) To state the known historical origins of the various cultures.	(a) Peoples of Nigeria (i) Ethnic groups: their locations. (ii) Cultural behaviour e.g. songs, dances, arts, etc. (b) Historical Origins. (i) Legends and folklores. (ii) Expansion. (iii) Migration, Trade and Commerce.	(i) The location of the ethnic groups. (ii) Why some ethnic groups are more dispersed than others. (iii) Treat the ethnic groups within the State. (iv) Select from the following: Hausa, Yoruba, Igbo, Fulani, Ibibio/Efik, Annang, Tiv, Edo, Nupe, Urhobo/Isoko, Ijo, Jukun, Itsekiri, Chamba, Ogoni, Ekoi, Idoma, Igala. (v) Other ethnic groups found convenient.	(i) Display pictures, charts, and maps, etc. to be used. (ii) Collect information about your own and other ethnic groups. (iii) Choose pen-pals from other States. (iv) Exchange visits. (v) Games. (vi) Learn dances/music of other groups. (vii) In urban areas, find out neighbours and make friends with them. (i) Collect oral traditions, folklores, legends of their own people. (ii) Find out information about others especially their neighbours if they are from other areas. (iii) Resource persons can be invited to give talks.

Topics	Objectives	Contents	Notes	Related Activities
H. Common Heritage and National Symbols	(i) To appreciate the heritage of the various groups. (ii) To explain the unifying effect of the common traits. (iii) To identify & explain the national symbols. (iv) To honour all the Nigerian national symbols.	(a) Common traits (i) Traditional, Political and economic system. (ii) Common economic experience. (iii) Common social institutions. (iv) Common historical experience. (v) Citizenship. (b) National Symbols.	Leadership e.g. chieftaincy & functional heads, co-operatives in farming. e.g. gathering, farming & trade. The family, religion, age-groups, marriage, etc. The slave trade. Reference to different types of citizenship and the functions of the Nigerian passport. (i) The National Flag. (ii) The National Anthem. (iii) The National Coat of Arms. Brief explanation of the symbols emphasizing their importance for national unity and identity. (iv) The Pledge.	(i) Display of the symbols. (ii) Children to collect those of other countries. (iii) Drawing and painting of the symbols. (iv) Singing the anthem and reciting the pledge.

YEAR 2

Topics	Objectives	Contents	Notes	Related Activities
A. Physical environment	Students should be able to: (i) To identify the seasons of the year. (ii) Identify the influences of seasons on the human activities. (iii) To explain their influences on vegetation and human activities. (iv) To state the effects of landforms on weather conditions.	Climatic Conditions: (i) Seasons — wet & dry. (ii) Ocean influences. (iii) (a) Types of vegetation. (b) Relationship between vegetation and human occupations. (c) How man adapts himself to different vegetational conditions. (iv) Rainfall especially in arid areas. (v) Winds, cyclones, etc.	(i) Discuss rainfall, wind (including harmattan), temperature and their influence on vegetation, agriculture and other human activities. (ii) Human attempts to combat droughts, floods and other natural disasters. (iii) Discuss land and sea breezes, effects of tidal waves.	(i) Use relevant teaching aids for necessary illustration. (ii) Use charts. (iii) Construct rain gauges, wind vanes and keeping records of weather. (iv) Map-making. (v) Discussion. (vi) Visits to sea-shore, lakes, lagoons, dams, etc. (vii) Read newspapers for information. (viii) Use resource persons where possible.

lated Activities	Topics	Objectives	Contents	Notes	Related Activities
ay of the symbols. ren to collect those of ntries. ing and printing of ls. g the anthem and pledge.	B. Educational Institutions	To state the structure and functions of educational institutions.	Educational Institutions.	(i) Structure & functions of formal educational institutions. (ii) Structure & functions of informal educational institutions (also traditional educational institutions).	(i) Visits to various kinds of educational institutions.
	C. Leadership, followership & Consequences	(i) To identify the qualities and types of leadership. (ii) To make use of these qualities in the choice of leaders. (iii) To identify the qualities of followership. (i) To specify some of the consequences of (a) good leadership (b) good followership (c) their negation (ii) To recognize the rights of others to societal goods and services.	(a) Qualities of Leadership. (b) Types of Leadership. (c) Choice of leaders. (d) Qualities of followership. (e) Communication link between leadership and followership. (a) Social Order — Leadership and followership (b) Sharing	(i) Rulers should show discipline by respecting rules and regulations. (ii) The family, educational, religious, legal, health, political and economic institutions. (i) Processes of identification and choosing leaders. (ii) Membership and commitment in terms of loyalty, self-discipline and obedience. Attention of children to be drawn to contradictions in society between ideals and practice. Teacher to emphasize the role of co-operation and social responsibility in keeping society going. Leadership and followership to complement each other in preserving the norms, traditions, regulations and constitution as embodiment of the right of others to societal goods and services.	(i) Students to be encouraged to be members of school clubs and associations and to respect established authority. (ii) Discuss the need to respect these institutions. (iii) Using the power structure in the school to illustrate these principles. (i) Use of inquiry method. (i) Case studies. (ii) Biographies. Sharing the products of the school farm and other benefits.
Activities teaching aids stration. in gauges, eping records ore, lakes, ers for rsons	D. Development	(i) To explain the concept of development. (ii) To distinguish between different aspects of development.	(a) Development (b) Growth	(i) Development should cover all aspects of national life including political, social, economic & cultural.	(i) Discussion (ii) Use of simulation/games, playlets. (iii) Use of pictures for contrast.

Topics	*Objectives*	*Contents*	*Notes*	*Related Activities*
			(ii) Distinction should be made between development and growth.	
E. Societal Changes Over Time	(i) To identify various aspects of change. (a) Before 1861 (b) 1861–1960 (ii) To explain the factors responsible for societal changes.	(a) Before 1861 (i) Economic system during the period. (ii) Basic features of political organizations. (iii) Socio-cultural aspects. (b) 1861–1960 (i) Economic Development during this period (ii) Basic features of political organizations in the various parts of the country. (iii) Socio-cultural aspects.	Emphasis on (i) basic features of the various traditional economic systems. (ii) The various political systems in the area covered by the present day Nigeria. e.g. education, religion, art, fashion, architecture, etc. Reference to be made to the impacts of the western industrial countries on Nigerian economy. Emphasize the fact that Nigeria was essentially an exporter of raw materials and importer of manufactured goods. Effect of British political control. *Note*: Dress, religion, language, dietary and western education.	(i) Collecting information from documents of oral traditions. (ii) Visit to museum. (iii) Pupils should be encouraged to learn about the period from oral tradition. (iv) use of pictures.
F. Science, Technology and Society	(i) To explain the concepts: Science and Technology (ii) To explain the role of Science and Technology in development. (iii) To explain the importance of Science and Technology in the future of Nigeria and of the World.	(a) Concepts of Science, Technology and Society. (b) Science and Technology in traditional societies. (c) Science and Technology in Nigeria and the World today. (d) The importance of Science and Technology in the future of Mankind.	(i) What is Society? (ii) What is Science? What is Technology? What is the relation between the two? Explain the elementary methodology of both. (iii) Discuss Science and Technology in traditional Nigerian societies. (iv) Discuss the importance of Science and Techology in the present and future of Nigeria. (v) Discuss Science and Technology in the future of [illegible]	Pupils to relate science and technology to their work in labs and workshops. Those not doing science may observe the germination of beans or corn in good and poor soil. They should record and explain their observations.

	Objectives	Contents	Notes	Related Activities
				Pupils to note traditional items of technology, such as farm implements, canoe-carving, fishing methods, irrigation systems, blacksmithing, etc. as forms of traditional technology. Pottery: Ife and Benin. Pupils to visit a modern factory, waterworks, power station, hospital, etc, to see modern technology at work.
G. National Economic Life	(i) To state the various means of transport and communication. (ii) To outline the role of transport and communication in the national economic life.	Transport and Communication (i) Transport (ii) Communications — indigenous — modern. (iii) The role of transport and communication in the economic life of Nigeria.	Examine the different means of transport in Nigeria e.g. - railways, roads, air, water, etc. Identify all the different means of communications and discuss their functions and effects e.g. the mass media, TV, telephone, radio, talking drum, smoke signal, town criers, indigenous trumpet, etc.	(i) A map of Nigeria — rail lines and roads. (ii) Visits to railway stations, airports, harbours, etc. (iii) Building models of various types of transportation. (iv) Making of friezes.
H. Culture and Identity	To further explain aspects of culture and identity.	(a) Culture (b) Identity	Discuss various aspects of culture including the following: arts, language, literature, music and dances, dressing, technology, etc. The identity of a people derived from common traits and features peculiar to them.	

Topics	Objectives	Contents	Notes	Related Activities
A. The Origin of Man	(i) To examine the various explanations about the origin of man. (ii) To describe man as one species of living creatures. (iii) To describe man's uniqueness. (iv) To explain man as a generalized animal — his adaptiveness. (v) To identify the races of man. (vi) To list some features of racism and consequences. (vii) To describe the Universality of man	(a) The origin of man (i)Scientific — evolution. (ii) Belief — religious. (iii) Myths and Legends. (b) The beginning of Man in Africa. (c) The uniqueness of man in the animal world (i) Physical (ii) Behavioural (d) Man's capacity to adapt to different environments. His physical and cultural variations. (e) Races and Racism. (f) The universality of man.	(a) Recognition of the unity and diversity of man. (b) Appreciating the achievement of man in different environments. (c) The interdependence of man.	Reading and observing regarding the similarities and differences in the physical characteristics, cultures and behaviour of peoples belonging to different races.
B. Social Environment	(i) To explain the idea of a community. (ii) To identify the process of community development. (iii) To identify modes of social stratification. (iv) To explain inter-relationship of nations and community relationships.	The community (i) Relationship between the family and the community. (ii) Social stratification. (iii) Inter-community relationship.	Understanding what the community means. How a community develops: family migration, inter-marriages, need for survival. Extend to the national level to show how a nation evolves. The process could be voluntary or imposed by external forces. Mode of stratification: (both traditional and modern) (i) Political (ii) Economic (iii) Religious (i) Urban/rural relationship. (ii) Rural/rural relationships. (iii) Urban/urban relationships.	(i) Discussion. (ii) Collect stories of origins of communities. (iii) Role playing. (iv) Use of resource persons. (v) Use of films and film strips to illustrate the way of life of the various stratified social groups. (i) Pupils to find out examples of meaningful relationship in the economic, political and administrative realms. (ii) Discussion.

Topics	Objectives	Contents	Notes	Related Activities
C. Institutions	(i) To state the functions and explain the structure of legal, political and economic institutions.	(a) Legal institutions. (b) Political institutions. (c) Economic institutions. (d) Religious institutions. (e) Traditional institutions.	Structure and Functions.	(i) Visits to courts, assemblies, local governments, councils, markets, banks, etc. (ii) Collect information from newspapers, magazines, posters, etc. (iii) Use of visual and audio-visual aids.
D. Socialisation: Its Agencies and Processes	(i) To explain the process of socialization. (ii) To identify the agencies of socialization. (iii) To identify human rights and responsibilities of individuals in the society. (iv) To recognize patterns of group behaviour.	(i) Initiation of the individual into social institutions e.g. family, peer group, age-group. (ii) The role of the individual in the social institutions: obligations and responsibilities. (iii) Patterns of group behaviour.	The teacher to emphasize among others values like honesty, tolerance, self-discipline, teamwork, etc. Human rights to be emphasized. Similarities and differences in group behaviour. Identify moral values and emphasize them.	(i) Role playing. (ii) Pupils to find out from home the whys and hows of certain modes of behaviour/ conduct. (iii) Simulation games on tolerance.
E. Lack of Cooperation and its Effects	To explain the factors contributing to social instability.	Social Instability.	Discuss factors like crime, inefficiency, selfishness, etc., and how they contribute to instability.	(i) Students to visit courts, observe their proceedings and report. (ii) Visit the prisons. (iii) Discussion on traditional mode of punishment. e.g. taboos.
F. National Economic Life	(i) To list the sources of economic commodities. (ii) Appreciate the contribution of the economic commodities to societal development. (iii) To explain the role of human resources in economic development.	(a) Sources of basic economic commodities. (i) Agriculture. (ii) Mineral and Energy Resources. (iii) Manufacture. (iv) Imports.	Major agricultural sectors to be identified. These to be identified and located on the map of Nigeria. Identify the role of population and skilled manpower in economic development.	(i) Maps. (ii) Collecting information about countries of origin. (iii) Visits to markets and shops. (iv) Making a list of products both made in the country or brought from abroad.

Topics	*Objectives*	*Contents*	*Notes*	*Related Activities*
		(b) Human Resosurces. (i) Factors of population changes e.g. fertility, migration. (ii) Sources of population data e.g. census.		(v) Visits to industrial and agricultural enterprises, oil wells and mines. (vi) Projects. (i) Collect information on the types of skills that are required by various types of human activities.
G. The World and its People	(i) To identify the continents and countries of the world. (ii) Identify the people and resources of Africa. (iii) Identify the races and major cultures of the world. (iv) State the contributions of the black race to the world civilization.	(a) Continents and countries of the world. (b) The people and resources of Africa. (i) Agriculture. (ii) Minerals. (c) Races and Cultures (i) Location (a) Africa (b) World (ii) Physical characteristics. (iii) Cultural heritage. (d) Cultural co-operation. (e) International trade and economic co-operation.	Name and location of continents and countries in a continent to be covered. Some of the major islands to be covered. (i) People and resources of Africa to be studied in greater detail. Major food production plains and other areas to be studied. (ii) Agricultural features to be identified. (iii) Mineral resources to be covered. (i) The place of Black man in the world community, his contributions to world civilization. (ii) FESTAC—its meaning and message.	Use of audio-visual aids, films and filmstrips, map drawing, postcards and photographs. (i) Collect information on FESTAC, National and State Festivals.
H. World Transport and Communications	(i) To explain the world transportation systems and the role they play in commerce and communication.	*Transport System* (i) Railway systems. (ii) Water transport. (iii) Road transport. (iv) Air transport.	(i) Only major international arteries of commerce and communication are to be considered.	Collecting information on various means of communications.

Topics	Objectives	Contents	Notes	Related Activities
	(ii) To explain the world communication systems and the role they play in rapid communication and commerce. (iii) To explain the consequences of the lack of effective communication between nations.	*Communication System* (i) Telecommunication. (ii) Postal system. (iii) Mass media.	(ii) e.g. Telephones, telex, cable and satellites are to be studied as means of rapid communication. (iii) Cover Universal Postal Union. (iv) e.g. Radio, TV, newspapers and magazines.	Use of audio-visual aids. Making models. use of friezes, jack dolls.

(13)