

**IMPACT OF SOCIAL STUDIES EDUCATION ON VOTERS'  
EDUCATION AMONG NCE STUDENTS OF COLLEGES OF  
EDUCATION IN KADUNA STATE**

**BY**

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M.ED/EDUC/0059/2009-2010**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION  
FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY, ZARIA**

**MARCH, 2014**

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A THESIS SUBMITTED TO THE SCHOOL POST-GRADUATE STUDIES, AHMADU  
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DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, AHMADU BELLO  
UNIVERSITY, ZARIA.

MARCH, 2014

**Declaration**

I hereby declare that this thesis on “impact of Social Studies Education on Voters’ Education among NCE students of Colleges of Education in Kaduna State” was written by me in Social Studies section, under the supervision of Dr. M.C. Ubah and Dr. Raymond B. Bako. The information derived from series of literatures have been duly acknowledged in the text and the list of reference provided. This work to the best of my knowledge was not previously presented for the award of another degree or diploma at any institution.

\_\_\_\_\_  
Fatima Lawal

\_\_\_\_\_  
Date

**Certification**

This thesis entitled “impact of Social Studies Education on Voters’ Education among NCE students of Colleges of Education in Kaduna State” by Fatima Lawal has met the requirements for the award of Masters Degree in Education of Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge and literacy presentation.

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### **Dedication**

This research is dedicated to my parents, especially my mum late Mrs. M.O. Jimoh (May her soul rest in peace). It is also dedicated to my adored husband, His Majesty (Dr.) Olabode Abdulfattah Jimoh for his support and encouragement and my children, Prince Fazlullah and Fawwaz Lawal for their understanding during the course of this programme.

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## **Abstract**

*Election is a vital pre-requisite for peaceful and smooth change of government in a democratic dispensation. For elections to be successful there are certain procedures before during and after the election. Voters' Education is one important aspect of the pre-election preparation of eligible voters on the do and don'ts of the electoral process. It would be disheartening that since voter's education activities have been carried out in the country it has not achieved its desired result. These can be seen in the programmes organized by the Electoral Empire (INEC) and other non-governmental organizations in order to provide voters with quality education about their role in the electoral process. This is due to the number of voided votes in almost all categories of the last general elections in 2011. This research therefore examined the impact Social Studies Education as a school disciplined has on the Voters' Education of NCE students in some selected Colleges of Education in Kaduna State. The research design was the quasi-experimental design with a sample size of 234 students who were randomly selected. The data obtained was analyzed using the descriptive statistics while the hypotheses were tested using the independent sample t-test. The research findings revealed that if given the right atmosphere and other vital ingredients Social Studies Education has great potential for the promotion of efficient Voters' Education of eligible voters. Thus as the saying goes – Catch them young.*

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## **LIST OF ABBREVIATIONS**

ABUZ:	Ahmadu Bello University, Zaria
ASSESP:	African Social Studies Environmental Studies Programme
ATM:	Automated Teller Machine
CBOs:	Community-Based Organizations
CESAC:	Comparative Education Study and Adaptation Centre
CSGs:	Civil Society Groups
FCEZ:	Federal College of Education, Zaria
FEC:	Federal Electoral Commission
FEDECO:	Federal Electoral Commission
HIV/AIDS:	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
INEC:	Independent National Electoral Commission
KASCOE:	Kaduna State College of Education
LASIEC:	Lagos State Independent Electoral Commission
LGAs:	Local Government Areas
NEC:	National Electoral Commission
NECON:	National Electoral Commission
NERC:	Nigeria Educational Research Council
NGOs:	Non-Governmental Organizations
NNTEP:	Northern Nigeria Teachers Education Project
NOA:	National Orientation Agency
NTI:	National Teachers Institute
NYSC:	National Youth Service Corps
SOSAN:	Social Studies Association of Nigeria
UPE:	Universal Primary Education
USAID:	United States Agency for International Development
WACOL:	Women's Aid Collective

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Nigeria got independence in 1960 and adopted the Parliamentary system of government. This system of government entails representative government due to the large population of people inhabiting the country. Thus, the Parliamentary System of Government of the First Republic ushered in Dr. Nnamdi Azikwe as the Head of State and Sir Abubakar Tafawa Balewa as the Head of Government. Nigeria became a Republic in 1963 after which the 1964/65 general elections was conducted and contested by the two political parties formed from alliance i.e. the Nigerian National Alliance (NNA) and the United Progressive Grand Alliance (UPGA). Political activities was brought to an unceremonious halt when the military took over power on January 15, 1966.

Five registered political parties contested the general elections of 1979 in which Alhaji Shehu Shagari of the National Party of Nigeria (NPN) was elected president. This election ushered in the Second Republic as well as the Presidential system of government. In August 1983, Shagari and the NPN were returned to power in a landslide victory. However, the elections were marred by violence and allegations of widespread vote rigging and electoral malfeasance led to legal battles over the results. On December 31 1983, the military overthrew the Second Republic.

The 1993 general elections was contested by two government imposed political parties i.e. the National Republican Party (NRC) and the Social Democratic

Party (SDP). The Presidential election in which the SDP candidate, Chief M.K.O. Abiola won was annulled by General Babangida's regime. Political activities did not return until General Abdulsalam Abubakar in August 1998 appointed the Independent National Electoral Commission (INEC) to conduct elections for local government councils, state legislatures and governors, the national assembly, and president. This brought an era of Federalism and democratic principles. However, three registered political parties contested the 1999 elections i.e. the People's Democratic Party (PDP), the All People's Party (APP), and the predominantly Yoruba Alliance for Democracy (AD). Thirty political parties contested the 2003 general elections, which saw the re-election of Chief Olusegun Obasanjo for a second term as President. In the 2007 election over 50 political parties contested and Umaru Yar'adua was elected as the President. In February 2010, Goodluck Jonathan began serving as acting President in the absence of Yaradua. In May 2010, the Nigerian government learned of Yar'Adua's death and Goodluck Jonathan was sworn-in as substantive President. Goodluck Jonathan called for new elections and stood for re-election in April 2011. He won and is currently the president of Nigeria.

The 1959, 1979 and 1999 elections were held without systematic rigging because the three elections had one point in common; they were held in the presence of strong arbiters – the colonial state and the military, who were not themselves participants in elections and who desired free and fair elections at those instances (Jibril & Egwu, 2005). The 1964/1965 national election however, produced a major realignment of politics and a disputed result that set the country on the path to civil

war. In the vote, widespread electoral fraud was alleged and riots erupted; communities organized violent resistance to the theft of their mandate. In the 1983 general elections, there was massive level of popular mobilization of citizens determined to protect their votes and would not accept that their verdict be stolen. A clear example was Akin Omoboriowo who was purportedly declared winner as the governor of Ondo State, became a victim of violent attacks and was prevented from stealing the electoral mandate the state had given to Governor Ajasin (Ibrahim & Egwu, 2005). On June 11, 1994 Moshood Kashimawo Olawale Abiola declared himself president and went into hiding until his arrest on June 23. In response, petroleum workers called a strike demanding that Abacha release Abiola and hand over power to him. Other unions joined the strike, bringing economic life around Lagos and the southwest to a standstill. After calling off a threatened strike in July, the Nigeria Labour Congress (NLC) reconsidered a general strike in August after the government imposed conditions on Abiola's release. The 2003 and 2007 election was marred by electoral fraud, and denounced by other candidates and international observers (Ashby, 2007). This led to a determination by the Yar'adua's administration to institute an Electoral Body that will conduct a really free, fair and credible election.

Due to the importance of the electoral process in any country, the Nigerian government have at various times instituted an organ which is responsible for the conduct and supervision of elections based on an adopted electoral system. For instance, it was first called the Electoral Commission of Nigeria (1959), the Federal Electoral Commission (FEC: 1960), then the Federal Electoral Commission

(FEDECO: 1978), National Electoral Commission (NECON; 1995) and presently the Independent National Electoral Commission – INEC (1998 to date).

Social Studies Education is a discipline introduced into school curriculum as a result of the 1969 National Curriculum Conference, which consequently prescribed it into the National Policy on Education during. Social Studies was introduced in the Nigerian School Curriculum as part of the instrument for achieving national development. It was expected that it would help in addressing the various social vices with which the country was saddled. This was what informed its designation as part of the core curriculum at different levels of education in Nigeria. Social Studies experts have identified different purposes of Social Studies in the School Curriculum. These include cultural transmission, national integration, international understanding, citizenship education, Social Science education or structure, and reflective inquiry. Since its introduction, Social Studies through its integrative approach to problem solving has been able to solve a lot of problems that it was not originally designed to address. Examples are Family-Life Education, HIV/AIDS Education, Peace Education as well as Population Education. The teaching and learning of Social Studies have influenced various aspects of man's life (physical, political, economical, cultural, etc) through its various concepts and content. As such, its teaching and learning has positive impact on the electoral process and the proper education of eligible voters for an election.

It is quite unfortunate that many states in Nigeria including Kaduna State, have not been able to establish the necessary conditions for effective and efficient Voters' Education. To buttress this point is the mass cancellation of votes or the rate

of voided votes in the last general elections that took place in 2011. This implies that voters' education remains a very critical issue that needs to be addressed in the Nigeria's electoral process. It therefore becomes imperative for an examination of the impact of Social Studies Education on Voters' Education on the nation as a whole with the purpose of achieving the long-desired credible elections for the sustenance of our nascent democracy.

## **1.2 Statement of the Problem**

In the last general elections conducted in April 2011, there were concerted efforts by the Independent National Electoral Commission (INEC), Non-Governmental Organizations (NGOs), Community-Based Organizations (CBOs), and Civil Society Groups (CSGs), to educate voters on their rights and civic obligations. However, during and after the election, it was observed that many voters were ignorant of the provisions of the Electoral Act with respect to voting procedures. This level of ignorance accounted for the many numbers of cancelled and voided votes in many states. For example, Kano state recorded over 72, 228 voided votes, 34,256 votes in Kaduna State, 27,945 votes in Rivers State, 34,713 votes in Ogun State and 59, 072 votes in Jigawa State. On the whole, 1, 256,506 votes out of the 39, 469, 484 total votes cast at the presidential poll were officially declared invalid.

Some voters were not even aware of the various political parties that are in existence as well as their manifestoes, that is, what they have to offer to the electorates after being elected into office, so as to enable them vote as appropriate for the leader of their choice. Many eligible voters are not even aware of the current

procedures for conducting various elections during election years. For instance, the new procedure where all voters have to be duly registered before the commencement of voting in the just concluded 2011 elections is a clear example. This could be as a result of the fact that, most voters in Nigeria are not sufficiently aware and informed of various issues that are related to the election contest such as the protection of their mandates and the due exercise of their civic duties as stipulated in Section 10 and 11 (National Register of Voters and Voters' Registration) and Section 25 – 65 (Procedure at Elections) of the Electoral Act (2010). In some situations, the voters do not exercise their voting rights at all because they have lost faith in the electoral process as well as the government. Thus, a major reason why election results have been hotly contested by opposing parties and civil society groups during each election year. In some cases, electorates often vote for wrong reasons such as voting for the wrong political parties and their candidates. In addition to this, most eligible voters are unable to register and vote properly due to the late commencement of Voters' Education in Nigeria. This on the long – run will lead to the institution of poor or bad governance thereby worsening the poor socio-economic situation of the electorates, and later leads to signs of underdevelopment and suffering.

In the case of Kaduna State and other states in Nigeria, majority of the electorates were not adequately sensitized on the essential pre-requisites of the electoral process. The timing of the Voters' Education campaign has also become a serious issue because it is not commenced in record time for example before voter registration exercise.

It is against this backdrop that this research attempts to establish whether or not the impact of Social Studies Education as entrenched in the school curriculum as an effective instrument in promoting Voters' Education in Nigeria in general and Kaduna State in particular. This will assist in ascertaining the impact or otherwise of Social Studies Education on Voters' Education.

### **1.3 Objectives of the Study**

The main objective of this study is to bring to light the impact of Social Studies Education on Voters' Education among Social Studies students of Colleges of Education. However, the specific objectives of this study are as follows:

1. To find out whether Social Studies Education affects Voters' Education among Social Studies Education students of colleges of education.
2. To find out whether gender affects Voters' Education among Social Studies Education students of colleges of education.
3. To determine the extent of Voters' Education between Federal College of Education, Zaria and Kaduna State College of Education students of Social Studies.

### **1.4 Research Questions**

The following research questions have been advanced for this study:

1. What is the impact of Social Studies Education on Voters' Education of Social Studies Education students of colleges of education?
2. What is the extent of the impact of Social Studies Education on the Voters' Education of male and female Social Studies Education students?
3. What is the extent of Voters' Education among Federal College of Education Zaria and Kaduna State College of Education students of Social Studies Education?

## **1.5 Research Hypotheses**

Based on the research questions, the following null hypotheses are hereby formulated for this study:

1. There is no significant difference in the level of Voters' Education of Social Studies Education students taught concepts of Voters' Education and those not taught concepts of Voters' Education.
2. There is no significant difference between the Voters' Education of male and female Colleges of Education Social Studies Education students.
3. There is no significant difference between the Voters' Education of Federal College of Education Zaria and Kaduna State College of Education Social Studies Education students.

## **1.6 Significance of the Study**

The study will be of significance in the following ways:

It is envisaged that the outcome of the study will be of immense benefit to students as it will enlighten them about their enfranchisement as well as citizenship rights and duties in an electoral system. It will therefore awaken in them the need to develop a positive attitude towards electoral issues as they tend to understand better their roles in the electoral system and as future leaders of tomorrow.

In addition, the study will be useful to the electoral body (INEC) as it will help in identifying their areas of strengths and those vital areas of lapses that has hindered the entrenchment of a platform that is capable of promoting smooth running of electoral activities through effective, efficient and timely Voters' Education in Kaduna State.

In a similar vein, the study will also be of importance to NOA, NGOs, CBOs and CSGs as it will serve as a source of information on how far their efforts at educating voters have been successful and envisage ways through which these efforts can be sustained and intensified for the realization of better electoral conduct in Nigeria as a whole, with particular reference to Kaduna State.

Furthermore, the research will be useful to those who might want to embark on a similar research, as the study will expose and explain Social Studies Education as it helps in promoting Voters' Education. Finally, the study will also be of importance to others who might want to broaden their knowledge on the relevance of Social Studies Education as it encourages Voters' Education in Nigeria as a whole, with particular reference to Kaduna State.

### **1.7 Scope of the study**

Since the focus of this study is Kaduna State, the study did not consider other states of the Federation; hence restricting the study to Kaduna State of Nigeria. As such, it was concerned with the impact of Social Studies Education on Voters' Education of students of selected colleges of education in Kaduna state. Within the study area, the study covered Jema'a (Kaduna State College of Education, Gidan-waya) and Zaria (Federal College of Education, Zaria) Local Government Areas. The research obtained its information from male and female students of Social Studies Education who fall within the population from the two Colleges of Education.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

In this chapter issues, concepts, ideas and generalizations relating to teaching and learning of Social Studies Education, Voters' Education as well as Free, Fair and Credible Elections will be discussed.

This chapter is therefore subdivided into the following sub-headings, namely:

- ❖ Social Studies Education – Concept of Social Studies Education, Objectives of Social Studies Education, History and Nature of Social Studies Education, the rationale for Social Studies Education, the role of Social Studies Education in the democratic process;
- ❖ Voters' Education – Concept of Voters' Education, Voters' Education in the democratic process;
- ❖ Salient issues on Voters' Education – Voting Rights, Voting Qualification, Voting Registration, Electoral Commission;
- ❖ Review of related empirical studies; and
- ❖ Summary.

#### **2.2 Concept of Social Studies Education**

Social Studies is called different names in different parts of the world. For example, some call it cultural studies, oriental studies, environmental education/studies or social science. This is due to the various ways people perceive the concept, which is as a result of varied objectives from place to place depending

on the needs, aspirations and desires of a people. For the same reasons, Social Studies varies in objectives from time to time and from place to place depending on the needs, aspirations and desires of a people. Hence, Social Studies does not have a universally accepted definition as different authors and writers defined Social Studies in varied ways.

Lowenstein (1963) define it as a subject, which deals with man's ways of living with his fellow men in the past, the present and the future. In 1916, the Social Studies Committee in America defined Social Studies as those whose subject matter relates directly to the organization and development of human society and to man as a member of social, historical, geographical and cultural context. In addition, Ajiboye (1999) simply puts it as the study of man in his society. Social Studies is not the study of man alone or the study of the society exclusively rather it studies man at home, at work, at worship, in politics, at play, in the village, in the nation and everywhere engaged in his busy programme of living (Barth &Dubey, 1998). With these definitions, Social Studies could be seen as the study of human behaviour and human institutions which aim at helping the individual understand the culture or society in which he lives.

Other authors look at Social Studies from a different perspective. Ogunsanya (1984) says that Social Studies is an integration of many of the subjects of the social sciences, arts and sciences. He further explained that it is a synthesis rather than a mixture of the relevant component subjects such as economics, political science, sociology, anthropology, history, archaeology, geography, religion, pure and applied science, health education etc.

Adedoyin (1990) defines Social Studies to reflect changes and a dynamism, which has kept it alive as a field of study, flexible, dynamic and responsive to changes in the society. Merit in Akanbi, Adekomi and Adeyanju (1993) said that Social Studies is the overall subject of instruction which stresses human relationships. Kissock as cited in Okojie (2007) depicts Social Studies as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves.

Tikumah (2009) conceives Social Studies as the type of learning that aims at creating a free society of responsible and responsive citizens by imbuing them with desirable attitudes and values as well as appropriate mental and physical skills and abilities for meaningful living and interaction. Another useful explanation of the concept as provided by the African Social Studies Environmental Studies Programme in Ololobou (2010) stated that Social Studies is the integration of social sciences and humanities concepts for the purpose of promoting and practicing effective problem-solving and decision making, citizenship skills on social, political and economic issues and problems.

To these authors, Social Studies draws its knowledge from different disciplines and integrate the knowledge to form its concepts and also aid easy adaptation to societal changes. It means the primary purpose of Social Studies Education is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally interdependent world. Fundamentally, in learning Social Studies there is a clarion call to

responsible citizenship. It is not only a study but a way of living by which learners translate acquired information and skills to affect and impact the environment in which they dwell positively.

In other words, Social Studies is the integrated study of man as he battles for survival in the environment both physical and social (Ololobou, 2010). She added that Social Studies promotes awareness, appreciation and understanding of the reciprocal relationship between man and the environment. To her, the essence of studying Social Studies is to make out of the learners, persons who are responsive and responsible citizens.

In summary, it could be deduced that Social Studies is the integration of interrelationships of different subjects aimed at inculcating national consciousness and national unity, imbibing the right type of values and attitudes for self and national survival, the acquisition of necessary skills, abilities and competences which individuals need to be able to contribute to national development.

### **2.2.1 Objectives of Social Studies Education**

Fadeiye (1981) and Ajiboye (1999) endorsed the following as objectives of Social Studies:

1. To develop a capacity to learn and acquire basic skills, including those of listening, speaking, reading, writing, calculation, together with those of observation, analysis and inference which are essential to the forming of sound socio-economic and political judgment.

2. To ensure the acquisition of that relevant body of knowledge and information, which is an essential prerequisite to personal development and to the making of a positive personal contribution to the betterment of the society as a whole.
3. To create an awareness and understanding of our evolving social and physical environment, its natural, man-made, cultural and spiritual resources together with the rational use and conservation of these resources for national development.
4. To develop a systematic appreciation of the diversity and inter-dependence of all members of the local community, and the wider national and international community.
5. To develop in students positive attitudes of togetherness, comradeship and towards a healthy nation, the inculcation of appropriate values of honesty, integrity, hardwork, fairness and justice at work and play as one's contribution to the development of the nation.

For better understanding of the objectives of Social Studies, Mansaray (1991) categorized the objectives into three broad categories:

- a. Knowledge: This means understanding the evolving social physical environment, acquiring basic facts and information about our environment.
- b. Skills: Acquiring such basic skills as listening, speaking, reading and writing, skills of observation, data-collection, analysis and inference, which are essential to the forming of sound judgment.
- c. Attitudes and values: Development of positive attitudes of togetherness, comradeship and cooperation, the inculcation of values of honesty, hardwork, fairness and justice.

A critical analytical consideration of these three groupings go to justify the strength possessed by the subject in human development and attainment of national goals on education as probably no other single subject on the school curriculum has the potentiality of bringing about a high quality (character) education, the understanding, tolerance, appreciation of various cultures and subcultures of component groups in Nigeria as Social Studies.

According to Ross &Genevois (2006) a high quality education will always reflect the dynamic nature of culture and languages, the value of the individual in relation to the larger context and the importance of living in a way that promotes equality in the present and foster a sustainable future.

From the foregoing, it could be inferred that the above stated objectives of Social Studies education are all relevant to the research problem in one way or the other.

## **2.2.2 History and Nature of Social Studies Education**

### **History of Social Studies Education**

According to the African Social and Environmental Studies Programme (ASESP, 1994), the purpose and content of Social Studies as a school subject are closely related to African traditional citizenship education. Viewed from this perspective, the developmental trend of Social Studies education in Nigeria can be traced through the African traditional education, colonial, post-colonial and the integrated approach.

African traditional education was basically citizenship education. Nigeria like other African nations had a system of education that integrated the young

members into the society through the inculcation of cultural practices, values and beliefs. The goal of this system of education was to make individuals functional and productive members of the society (Ololobou 2010). This agreed with the primary role of Social Studies education.

However, through the colonial experience formal type of education was introduced. Although traditional education existed side by side, its value was de-emphasized. Education became a tool of western imperialism as foreign cultures and values were taught as what constituted the social aspect of the curriculum. The discrete social sciences particularly History, Geography and Civics were taught to produce loyal and obedient British subjects to serve the interest of the colonial masters.

At the attainment of independence and subsequently afterwards, Nigeria began to take a close critical look at the curriculum in the schools to redirect focus. Indeed, the 1968 Mombassa conference formally and officially adopted Social Studies to achieve this purpose. This marked a new beginning of Social Studies in Nigeria.

Prior to the Mombassa Conference of 1968, there were some other efforts in Social Studies education. Perhaps, the early beginning of a truly indigenous Social Studies programme in Nigeria was the Aiyetoro experiment known as the “Ohio Project”, which was a programme of educational partnership between the government of the then Western Region of Nigeria and the University of Ohio in the United States of America (Makinde, 1979). This led to the teaching of Social Studies to teachers and the subsequent production of a Social Studies syllabus and a

textbook. In August 1963, at the Comprehensive High School, Aiyetoro, Egbado, the joint effort between the then Western Region and the United States Agency for International Development (USAID) saw the development of the first Nigerian Social Studies curriculum and its appearance as a school subject in the school curriculum.

Meanwhile, in the northern part of Nigeria, the Northern Nigeria Teachers Education Project (NNTEP) in 1964 encouraged the teaching of Social Studies and produced a textbook on Social Studies methodology for teachers. The Institute of Education, A.B.U. Zaria was very instrumental in organizing activities that promoted the teaching of the subject. It organized workshops that produced curriculum materials especially at primary level and sponsored frequent Social Studies in-service courses for teachers at all levels (Ololobou, 2010).

A major landmark in Social Studies education nationally was the 1969 national curriculum conference which sought to make education relevant to the needs of the child and the nation. Just before this conference in January 1969, the Social Studies Association of Nigeria (SOSAN) had been launched at the Cooperative College, Ibadan to promote the effective teaching of Social Studies in Nigeria. However, with the national curriculum conference on education, the Nigeria Educational Research Council (NERC) was formed in 1970. This agency with the Comparative Education Study and Adaptation Centre (CESAC) organized series of seminars and workshops, which led to the production of Social Studies curriculum materials for primary, junior secondary, secondary and teacher education programmes in Nigeria.

With the federal government's introduction of the UPE scheme in 1976 and the 6-3-3-4 system of education in 1982, Social Studies was made a core subject in primary and junior secondary schools. Curriculum materials were produced for Social Studies for these levels by NERC and CESAC.

Although the history of Social Studies appears short, it has continued to make tremendous strides and impact in the Nigerian educational scene. Social Studies is not only taught as a core subject in the primary and junior secondary schools, it has a pride of place in teacher education programmes in the country. At various universities, Social Studies can be studied from the first degree level to the doctoral level. In keeping with the dynamics of nature, Social Studies now has new themes e.g. infused into the curriculum to make it relevant to the needs and aspirations of the society and for preparing learners to become productive and functional members of the society. Social Studies has indeed come a long way and thus now have a place of respect and importance in Nigerian education today.

### **Nature of Social Studies Education**

The nature of Social Studies refers to the essential features or characteristics, which distinguish Social Studies from other subject areas. According to Ololobou (2010) some of the characteristics of Social Studies are as follows:

- i. It is a study of man as he interacts with the environment. Man is the central or core concern as he relates with the various aspects of the environment.
- ii. It is integrated knowledge and information drawn from a wide variety of sources used to study man comprehensively. Social Studies therefore portrays the oneness

and indivisibility of knowledge and the reality of man's interaction with the environment.

- iii. Social Studies is value based. All three domains of learning – cognitive, affective and psychomotor are emphasized. However, the affective aspect of learning is given prime importance because Social Studies is interested in modifying the behavior of learners to get integrated into their various cultural areas.
- iv. Social Studies is a problem-oriented area of study. It is a response to the problems of society with a view to seeking rational solutions to the identified problems.
- v. Inquiry is the core of all teaching approaches in Social Studies. Learners are expected to go into the environment to investigate, collect, analyze data to make inferences and conclusions on social issues and phenomenon.
- vi. Social Studies is citizenship education. It is a study that exposes learners to the basic tenets of citizenship, which emphasizes rights and obligations, human dignity and worth, dignity in labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens.

The National Council of the Social Studies (1994) in Kadiri et al (2007) noted that meaningful Social Studies programmes highlight these features. Learners in Social Studies focus themselves in understanding the world they live. They focus the problems around them; make inferences, conclusions and decisions based on the observations made in the light of societal values. Thus, Social studies is the great connection between school learning and living in the real world. Learners are prepared through Social Studies for active, meaningful and challenging citizenship in a democracy like Nigeria.

### **2.2.3 Rationale for Social Studies Education**

Social Studies is largely described as a response to the needs, aspirations and problems of the Nigerian society. Before and after independence in 1960, there were widespread cries about the inadequacies of the colonial system of education. The colonial system of education did not meet the needs of the Nigerian child and the society. It was an education designed to serve the interest of the colonial masters. It was an education of subjugation and alienation of the African person from the environment. As noted by Fafunwa (2004) instead of the educational system developing positive attitudes and values in the society in which the African lives, it tends to alienate him from his cultural environment. The non – functionality of the colonial education and the all pervading cry of the general public for curriculum reform led to various conferences, seminars and workshops.

At the continental level was the Mombassa Social Studies conference of 1968. This conference emphasized the need for education in Africa to relate to the African culture through Social Studies education. The conference provided a Social Studies curriculum, which all participating countries were to adapt to suit their individual needs.

At the national level, there were several national conferences and workshops like the 1969 curriculum conference organized to relate education to the needs of the child and the country. The national curriculum conference analyzed, discussed and made recommendations on the objectives of all levels of education and how education could be made to transform the country. Social Studies as a school subject was designed to satisfy this aspiration.

Apart from the dysfunctionality of the colonial education, Nigeria experienced a bitter and devastating Civil War between 1967 – 1970. The over 250 ethnic groups began to treat one another with suspicion and distrust. In addition, each ethnic group for fear of domination strived to preserve their own identities. This further created stress and confusion hence, challenging the efforts at nation building. Thus, the need for reconciliation, reconstruction and rehabilitation called for a curriculum area that will emphasize unity in diversity and the idea of one indivisible destiny.

Social Studies was a ready tool through which education would be directed at national integration, social and economic development. Also, the development of the right societal values was an important issue. The increasing level of crime, social vice, indiscipline and corruption, which have bedeviled national life, needed to be checked. It was believed that a society or nation is esteemed by virtue of the standards and values it upheld. Thus, value education that promoted citizenship rather than religious education that caused divisions and conflicts placed Social Studies in a unique class of its own to redirect efforts towards making learners responsive to the society. Social Studies teaches the interdependence of the various communities in Nigeria and emphasizes national interest above personal desires and interests.

Another vital reason for the justification of in Nigeria was the harm done to the minds of the youths through the compartmentalization of knowledge the teaching of the discrete social science subjects did not allow learners to transfer and apply knowledge to practical daily living. This is because they did not help learners

appreciate the indivisibility of knowledge and inter-relatedness of all school subjects. Thus, Social Studies came in as an integrated area of study to prepare learners to study for life and living. The integrated approach has been proven as the best approach to learning because man lives in the environment not in pockets but in an integrated manner. The activities that man engages in are influenced ones and at the same by all aspects of the environment (Ololobou, 2010).

#### **2.2.4 Social Studies Education in the Democratic Process**

Social studies is a problem-solving discipline. The United States National Council for Social Studies (NCSS) (1991) had declared that one of the anticipated outcome of Social Studies Education is “a sense of efficiency in analyzing and predicating in contemporary affairs, public policy matters and global issues” as well as “commitment to democratic values and ethical standards”. Based on this declaration, Social Studies, if well taught by the teacher and properly internalized by the learners has the potentials of solving the problems of democracy and voters’ education in Nigeria.

The philosophy of the Social Studies Education hinges in part on the idea that Nigerian schools should not only train individuals to be just and competent individuals, but to function as contributing and participatory members of a free constitutional democratic nation. This implies that students must rely on the knowledge, skills and awareness of the rights of minority and majority groups to coexist and worship freely; respect for law and order; and respect for public and

private property of Nigerians and non-Nigerians. This includes the awareness of the rights and obligations of citizens to government and society, and reciprocal government responsibility to citizens.

In addition, Social Studies education is seen as an agent of democracy, any nation aiming at socio-political development needs a sound and functional education. Pure and genuine democratic process cannot be realized without a sound education that develops critical and analytical thinking. It is an undoubted fact that democracy is the best form of government in the world. But unfortunately, Nigeria practice democracy in a questionable manner (Ayeeni, 2010).

Furthermore, the prevailing situation in Nigeria political scene is characterized by election malpractices. Such as rigging, thuggery, tribalism, bribery and corruption, annulment and legal tussle against elected position. According to Okam and Chukwu (2005) the numerous fundamental challenges facing Nigeria democracy include thuggery and rigging of election, non-acceptance of election results, post-election violence, deprivation of right and privileges of citizens and a host of others. These constitute a great concern that calls for attention of every lover of democracy, peace, security and progress. These various challenges were instrumental to the introduction and teaching of Social Studies education in all Nigerian schools, teacher training colleges and universities in the late 1970 and early 1980s.

Social Studies if effectively utilized will curtail some of these democratic challenges in Nigeria. This is because Social Studies Education has contributed immensely to the stability and development of many developed countries like the

United States of America, France and Britain just to mention a few. According to Danladi (2005) Social Studies Education is a tool for social change and stability, democratic attitudes, values and skills. This is supported by Okobiah in Uko & Okebe (2011) when he observed that the philosophy behind the introduction of social studies in the 70s was aimed at the mobilization of youths, students and learners for the purpose of helping them cultivate awareness and understanding that would transform them into citizens with skills, attitudes, competence, moral values and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society in which he/she lives. This is true because before you contribute anything to the system you have to know something about it, Social Studies Education therefore has all the ingredients to make an effective citizen.

### **2.3 Concept of Voters' Education**

Citizen-Voters' Education Campaign (2005-2009) opined that Voters' Education is the education, which deepens the understanding of the electorates about democracy and their participative role in its practice, and would ensure the broadest and effective participation in governance. It will also address the following electoral areas:

1. The perceived voter preference on the basis of popularity and glamour rather than on the basis of platform and program;
2. Rampant vote-buying;
3. Confusion, anomalies, and threats in the voting process;
4. Problem of popularizing the new modernized system of election;

5. Continuing problem of familiarization with the party-list system;
6. Participation of marginalized and underrepresented sectors in the electoral contest;
7. Problem of citizens monitoring of electoral process;
8. Problem of citizen participation in governance and continuing engagement with the elected government; and
9. Clarifying the role of citizens in a working democracy.

Waheed (2011) views Voters' Education as an enterprise to ensure that now voters are ready to participate in electoral process and to know who the best choice is beyond political, ethnic or other affiliations. He further explained that elections are always defining moments in the history of nations, so major stakeholders of elections i.e. voters should have sufficient education as to how, why, when and to whom the choice is made.

LASIEC (2011) described Voters' Education as those practicable strategies to raise the consciousness of the electorates on their socio-political tasks of internalizing universal electoral practices and acceptable voting procedure in the country. It added that this Voters' Education should have the following objectives:

1. Sensitize electorates generally on voting procedure, electoral processes and other civic obligations and duties.
2. Educate the electorates against election malpractices such as hooliganism, electoral violence, ballot boxes snuffing and snatching, multiple thumb-printing and falsification of result.

3. Educate members of political parties and other major stakeholders on relevant electoral guidelines, rules and regulations, constitutional provisions and acts guiding electoral practices;
4. To enlighten the voters on the benefits and effects of democratic governance and its features such as periodic elections, universal adult suffrage, free and fair elections, independent electoral bodies, inalienable human rights, independent judiciary, free and vibrant press, etc.

In essence, Voters' Education though sounds simple; its importance in the electoral process cannot be overlooked. Voters' Education in summary is the process of informing the public on their democratic rights, election procedures, candidates and the issues associated with the electoral process as well as free, fair and credible elections. For instance and individual can have huge impact on elections (especially local elections) by simply letting friends, neighbors, co-workers and others, know where candidates stand on issues that matter to them. For example, if one's passion is education, and candidate A has cut funding to schools, while Candidate B increased it, tell other people around is a part of Voters' Education.

### **2.3.1 Voters' Education in the Democratic Process**

Experience has shown that the true test of democracy is the ability to conduct free and fair election and this is partly premised on the competence of Election Managers charged with this responsibility. In addition, the roles of electorates in any given environment cannot be over-emphasized in view of their domineering number in the electoral process.

It has been widely posited that the quest for credible election in the country today could best be achieved through the attitudinal change of the electorates. Aside the capacity of the Electoral body to deliver, voters need to have positive perception and right orientation about the inalienable roles expected of them if democracy in Nigeria is to stabilize. This task can only be best achieved through thorough and apt Voters' Education (LASIEC, 2011).

The conduct of Voters' Education and relevant enlightenment campaign helps to raise the consciousness of the electorates on their socio-political tasks of internalizing universal electoral practices and acceptable voting procedure in the country for the enhancement of free, fair, transparent and credible elections (LASIEC, 2011).

Voters' Education promotes meaningful participation of citizens in the electoral and political processes, and in enhancing the credibility of the whole process {Citizen-Voters' Education Campaign (2005-2009)}. Voters' Education calls for the political culture and the political awareness of the political parties, candidates, and most importantly the electorates. The education of voters with an overhaul of electoral and political structures, processes, policies and mechanisms tends to evolve around the primacy of party platforms and programs rather than personalities, and enhances people's democratic participation in both the electoral process and in governance. In essence, it will lead to the development of a politically-mature and critical electorate conversant with the processes and requirements of a full-fledged democracy.

Uwais in Ayanruoh (2011) added that representative government can be effective in Nigeria if its citizenry can hold it accountable for its actions and by their obligation to participate in the fundamental processes of democracy, such as developing an understanding of how democratic government functions, going to the polls to vote and by being attentive to the public issues that have an impact on our national life through ample Voters' Education.

Voters' Education helps in enlightening the electorates through acquainting them with an electoral system that will offer voters a choice of candidates and parties rather than just a choice of party lists in elections (Uwais in Ayanruoh, 2011).

## **2.4 Salient Issues on Voters' Education**

### **2.4.1 Voting Rights (Franchise or Suffrage)**

According to Oyeneye, Onyenwenu and Olosunde (2002), Suffrage or franchise is the right of adult citizens of a nation to vote in an election. In every country, there is always an electoral law, which stipulates the qualification of electors and those to be elected. The process of enfranchisement is therefore the way each citizen fulfils the conditions or laws that make him/her eligible as a voter.

Voting rights are usually fought for, because they are not always extended to all citizens of a country. In Nigeria, the right to vote was developed from the colonial period during which elections in Lagos and Calabar were based on

property, educational qualifications and the social status of citizens (Oyeneye, Onyenwenu&Olosunde 2002). These criteria determined those who could vote and be voted for. Increasingly, the base for franchise was broadened to accommodate all qualified adult citizens i.e. universal franchise.

#### **2.4.2 Voting Qualification**

In Nigeria a voter in order to be eligible to vote is expected to fulfill the following conditions (Nwankwo, 2002) and (Anyaele, 2003):

1. Citizenship: only citizens who acquired their citizenship through birth, naturalization, etc are qualified and allowed to vote and be voted for.
2. Age: a citizen must attain the age of 18 years before that person will be allowed to vote.
3. Registration: only those qualified citizens who registered during the registration exercise are allowed to vote.
4. Residence: it is also required that the citizen must have lived in the area he is to exercise his franchise for a certain period of time to the election.
5. State of mind: only people of sound and sane minds are allowed to vote.
6. Social condition: those who have been declared bankrupt are not allowed to vote.
7. Legal status: only those who have not been found guilty of any criminal offence or sentenced to any form of imprisonment are allowed to vote.
8. Banned politicians: former politicians found guilty of certain forms of corruption and those who held certain categories of post in the second republic are banned from taking part in politics and election.

Oyeneye, Onyenwenu and Olosunde (2002) added that regulations may stipulate minimum educational qualifications for those seeking elective posts. Illiterates are thus usually barred from seeking high government posts.

The voting qualification into elective offices are as follows (WACOL, 2002):

A person shall be qualified for election to the office of the President of Nigeria if:

- a) she/he is a citizen of Nigeria by birth;
- b) she/he has attained the age of forty years;
- c) she/he is a member of a political party and is sponsored by that party; and
- d) she/he is educated up to at least school certificate level.

A person shall be qualified for election as a member of the National Assembly if:

- a) in the case of senate; she/he is a citizen of Nigeria and has attained the age of thirty five years
- b) she/he is educated up to at least school certificate level, and is a member of a political party
- c) same applies for election as a member of the House of Representatives except that the aspirant must have attained the age of thirty years (WACOL, 2002: pp 12).

A person shall be qualified for this election if:

- a) she/he is a citizen of Nigeria
- b) she/he has attained the age of thirty years
- c) she/he has been educated up to at least school certificate level
- d) she/he is a member of a political party and is sponsored by that party (WACOL, 2002: pp 13).

A person shall be qualified for election to the office of Governor of a State if:

- (a). she/he is a citizen of Nigeria by birth;
- (b). she/he has attained the age of thirty five years;
- (c). she/he is a member of a political party and is sponsored by that political party; and
- (d). she/he has been educated up to at least school certificate level (WACOL, 2002: pp 13).

Note: Certain conditions for disqualification from these elections are provided in the constitution. See Sections 66, 107, 137, 182.

For you to be qualified to contest for election into the Local Government Area/Council, you must be:

- (a). a Nigerian Citizen
- (b). a registered voter
- (c). attain the age of 25 years
- (d). educated up to at least school certificate level
- (e). a member of a Political Party, and is sponsored by the party
- (f). produces tax clearance for 3 years immediately before the year of election (WACOL, 2002: pp 14).

### **2.4.3 Voter Registration**

Voter registration establishes the eligibility of individuals to cast a ballot. As one of the more costly, time-consuming and complex aspects of the electoral process, it often accounts for a considerable portion of the budget, staff time and resources of an election authority. If conducted well, voter registration confers

legitimacy on the process. If the registration system is flawed, the entire process may be perceived as illegitimate.

Registration, in electoral systems, method usually used to identify voters who are qualified to participate in an election (Burke, 2009). The act of registration is not, in a strict legal sense, a qualification for voting in the way that age, residence, race, literacy, and religion have sometimes been. It is, rather, a technique for determining that prospective voters are properly qualified according to law. Voters commonly register by submitting proof to authorized officials that they have met the prescribed qualifications. The Constitution states that “the right to vote shall not be denied or abridged by Nigeria or by any state on account of race, color, or previous condition of servitude.”

- A. As a Nigerian Citizen, you have the constitutional right to vote and be voted for.
- B. To stand for election, you must be a party card carrying member.
- C. You can exercise your voting right only if you are a citizen of Nigeria of 18 years of age and above and you are duly registered and given a voters card during the voter’s registration exercise in your area.
- D. A person can only be registered in any of the following places:
  - 1. Place of Origin
  - 2. Place of Residence
  - 3. Where he/she works in gainful employment
- E. Where a voter’s card is lost or destroyed, the voter shall in not less than 7 days before the polling day, apply in person to the Electoral Officer and obtain a duplicate copy of the voter’s card.

- F. Any person who has more than one voter's card shall be fined N100,000.00 (One hundred thousand Naira) or serve a prison term of one year or less (Electoral Act, 2010: S. 13(1-3)).

#### **2.4.4 Voting Regulations**

- 1) A voter can only vote at an election in the polling area where he is registered.
- 2) It is an offence to register a fictitious name/person, and you may pay a fine of N100,000.00 (One Hundred Thousand Naira) or less, or serve to a year prison term.
- 3) If you deliberately make others not to register as voters, it is an offence, and you may be fined N200,000.00 (Two Hundred Thousand Naira) or serve two years in prison.
- 4) You should apply to the Electoral Officer for another voter's card in the event of a loss or destruction of the original card (Electoral Act, 2010).

The Procedure at Election includes the following:

- 1) On the day of any election, every person intending to vote must first be accredited and issued a ballot paper which he/she will use to vote.
- 2) Voter's Accreditation is the process whereby the presiding officer checks the voter's register to ensure that the voter's name is contained in it.
- 3) The voter makes a right thumb print on the ballot paper against the party and name of the candidate of his/her choice.
- 4) The voter now folds the ballot paper carefully and drops it in the ballot box
- 5) Voting at an election under the Act is by secret ballot (Electoral Act, 2010).

You have the constitutional right to vote at the polling station where you registered as a voter. All those awaiting trial (in Police custody) have the constitutional right to vote.

You shall be disqualified from contesting an election if you:

- a) do not have any of the qualifications required in the constitution
- b) are not registered as a voter in Nigeria
- c) have no tax clearance for the past 3 years preceding the elections
- d) give false information in order to be nominated (Electoral Act, 2010).

You shall not vote more than once in an election and shall not vote for another person if you have already voted for yourself.

If you make a mark on the Ballot paper, which identifies you as the person that handled that Ballot paper, your Ballot paper shall be rejected.

If you register as a voter, you can be arrested or detained by the Police if you are suspected to be below 18 years or an impersonator.

You may be forced to leave the polling station if you behave in a disorderly manner.

No person shall be admitted into the polling station after the poll has been declared closed.

You shall not be allowed to remain in the polling station after you have recorded your vote.

For a particular election, voting shall take place on the same day and at the same time throughout the Federation.

Disabled persons are allowed to be given assistance to the polling station and voting compartment in order to exercise their right (Electoral Act, 2010).

As a citizen of Nigeria, you are free to register as a member of a political party. However, the following are banned from joining political parties.

- a) Persons below 18 yrs.
- b) Traditional Rulers
- c) Security Agents and Paramilitary organs of Government
- d) Civil Servants

If you campaign for a candidate/party through the Radio, Television, distribution of flyers, going from house to house or person to person, within 24 hours before the election and on the day of election, you shall pay a fine of N100,000.00 (One hundred thousand Naira) or serve a prison term of 12 months (Electoral Act, 2010).

#### **2.4.5 Electoral Commission**

The electoral process is a beehive of issues and activities and as such, requires the law to create an independent body to carry out these responsibilities. The Nigerian governments have at various times established such body, which is responsible for the conduct and supervision of elections based on an adopted electoral system. For instance, it was first called the Electoral Commission of Nigeria (1959), the Federal Electoral Commission (FEC: 1960), the National Electoral Commission (NEC: 1978), then the Federal Electoral Commission (FEDECO: 1983), National Electoral Commission (NECON; 1995) and presently the Independent National Electoral Commission – INEC (1998).

The 1999 constitution of the Federal Republic of Nigeria, under Section 153(1) provides for the establishment of Independent National Electoral Commission (INEC). Meanwhile the Independent National Electoral Commission (INEC) was inaugurated on 11 August, 1998 by the then Head of State, General AbdulsalamAbubakar in pursuance of his administration's transition programme for return to civil democratic rule by 29 May, 1999.

The constitution stipulates as follows:

There shall be established for the federation the following bodies:

- a. Code of Conduct Bureau.
- b. Independent National Electoral Commission (INEC).

Also, in Section 145(1) of the 1999 constitution, the power to appoint the Chairman and members of the commission is vested in the President, whose action is subject to confirmation by the Senate. In exercising this power, the President is also required to consult the council of state (S. 154). The members of the commission are to be appointed by the President as stipulated in part one of the third schedule of the constitution as follows:

- a. Chairman, who shall be the Chief Electoral Commissioner and
- b. Twelve (12) other members to be known as National Electoral Commissioners, who shall be persons of unquestionable integrity and not less than forty (40) years of age respectively.

In addition, the same third schedule of the constitution provides that there shall be for each state of the Federation and the Federal Capital Territory, Abuja a Resident Electoral Commissioner who shall:

- a. Be appointed by the President.
- b. Be persons of unquestionable integrity.
- c. Not less than forty (40) years of age.

Other officials involved in carrying out electoral activities include:

1. Supervisory Presiding Officers (SPO): Each SPO is in-charge of a number of Polling Stations not exceeding ten in number. They make sure that electoral materials are available and on time too at each Polling Stations under their supervision. The custody of the election results from various Polling Stations to the Collation Centres is trusted in their hands.
2. Presiding Officers: They set up the Polling Stations and receive all necessary materials from the Supervisory Presiding Officers. They also have Charge over the Poll Clerks, Poll Orderlies and the Security Agents assigned to their Polling Stations. Before voting, the Presiding Officers are responsible for all accreditation of voters to identify qualified voters. Counting of votes and recording of results are also part of their duties in the electoral process.
3. Poll Clerks: They act as assistants to the Presiding Officers. They help in collection of materials, setting up of the Polling Stations and directing voters to follow the laid down procedures.
4. Poll Orderlies: They are entrusted with the maintenance of law and order in the Polling Station and to regulate the movement of voters within the Polling Station. Poll Orderlies usually stand behind the last voter in the queue at the close of accreditation to prevent non-accredited persons from joining the queue to vote.

5. Returning Officers: They are in-charge of election results returned by Presiding Officers from various Polling Stations. They are also to announce the number of votes scored by each candidate in every ward.
6. Party Agents: They are present at Polling Stations to protect the interest of their different political parties. This they do by monitoring the election procedures and signing the result forms on behalf of the Political Parties they represent.
7. Monitor/Observers: These are trained personnel who watch over polls and observe the processes in order to determine whether it is held in accordance with the due process, and whether it can produce a free and fair election.

However, the Independent National Electoral Commission (INEC) has the sole responsibility to organize, undertake and supervise all elections to the offices of the President and Vice President, the Governor and Deputy Governor of a state and to the membership of the Senate, the House of Representatives and the House of Assembly of each state of the Federation as enunciated in section 153 of the 1999 Constitution.

Concomitant to this constitutional empowerment is the latitude given the Commission to:

- ❖ Register political parties in accordance with the provisions of the Constitution of the Federal Republic of Nigeria (1999) and an Act of the National Assembly;
- ❖ Monitor the organization and operation of political parties;
- ❖ Arrange for the annual examination and audit of funds and accounts of all political parties, and publish a report on such examination and audit for public information;

- ❖ Arrange and conduct the registration of persons qualified to vote and prepare, maintain and revise the register of voters for the purpose of any election under the Constitution;
- ❖ Delimit and delineate constituencies;
- ❖ Monitor political campaigns and provide rules and regulations which shall govern the conduct of political parties;
- ❖ Ensure that all Electoral Commissioners, Electoral and Returning Officers take and subscribe to Oath of office prescribed by law;
- ❖ Delegate any of its powers to any Resident Electoral Commissioner; and
- ❖ Carry out such other functions as may be conferred upon it by an Act of the National Assembly.

In addition to the functions conferred on it by the 1999 Constitution, the Commission according to Section 2 (1) of the Electoral Act 2010 shall have power to:

- a) Conduct voter and civic education;
- b) Promote knowledge of sound democratic election processes;
- c) Conduct any referendum required to be conducted pursuant to the provision of the 1999 Constitution or any other law or Act of the National Assembly.

## **2.5 Review of related empirical Studies**

The researcher has not come across a significant amount of empirical studies on this topic of study. Most of the researches are on methodology at both secondary

and tertiary levels of education and also on perception of teachers and students towards Social Studies Education.

Ugbemuna (1999) conducted a research titled “political participation and voting behaviour of Anambra West Local Government Area”. The research made use of a population of 305 people from the local government area. Ugbemuna discerned that though registration of voters was smooth, it was characterized by a lot of lapses and loopholes such as artificial scarcity of cards, warehousing of cards, ghost registration as well as multiple registrations and subsequently voting, while some prospective voters could not find their names in the voters’ register. It was also realized that the people were more enthusiastic about the local government elections because of the people’s realization that they are nearer and aware of the people’s living condition than the national and state election candidates. As such he acclaimed that the people voted rationally for a candidate with passion and people-oriented programmes that would enable the people feel the impact of good governance.

Ugbemuna’s work is similar to this research because they are both academic-oriented and also seeks to address salient factors that can make or mar the success of the electoral system in Nigeria. The research was tailored towards the survey design format for the purpose of obtaining data for the study while making use of the questionnaire as an instrument for data gathering but the current research is the quasi experimental design. Another difference lies in the area each research is focused on. The former is concerned with the behaviour of voters during the

electoral process while the later deals with the quality of education available for the eligible voters in the periods of election, that is, before, during and after elections.

Shittu (1999) carried out a research titled “the Impact of Education on Voters’ Behavior: A Case Study of Housewives in BidaLocal Government Area of Niger State”. The target population was about 3,000 housewives out of which only 100 were randomly selected to form the sample by the use of simple random sampling technique. Five null hypotheses were stated using frequency and descriptive statistics, all five null hypotheses were accepted. The results showed that about 70% of the women in BidaLocal Government Area are denied of formal and semi-formal education and girls are encouraged into early marriage and as such affects their level of participation in political activities. Thus, where there exists high level of political participation, the average level of education is high and vice versa.

The present study is similar to the previous since all the researchers are interested on the education on Voters even though the two study differed in subject areas, the previous study was in the field of political science while the present study is on the “Impact of Social Studies Education on the Voters’ Education among NCE students of colleges of education in Kaduna State”. Three null hypotheses were tested stated in the present research study which was in all tested using the independentt-test statistics at 5% level of significance compared to the five null hypotheses stated in the past study. The present study is located in colleges of education in Kaduna State, Nigeria, while the previous study was conducted in Niger state, Nigeria.

## **Summary**

The importance of social studies cannot be over emphasized. Dubey & Barth in Ololobou (2010) described social studies as the investigation of human activities. It studies man at home, work, in politics, in the nation and everywhere he engages in his busy programme of living. Therefore, through social studies education, man is equipped with useful knowledge, skills, positive values and attitudes to be sufficiently informed to tackle societal problems.

This chapter had reviewed some relevant literatures that are concerned with the concept of Social Studies education. Efforts was made to extensively discuss the concept of Social Studies Education, the objectives of Social Studies Education, the history and nature of Social Studies Education as well the rationale for Social Studies Education in Nigeria. In addition the concept of Voters' Education was reviewed as well as important concepts that will enhance a better understanding of what election entails as well as the benefits of Voters' Education in the democratic process.

It brought into limelight issues that are concerned with the procedures of the electoral process in Nigeria. For example, the voting age stipulated in the Nigerian constitution as well as the voting procedures or guidelines were reviewed. It also gave a detailed explanation of the roles of INEC as the country's Electoral Empire. The various posts and duties expected of each of INEC official during elections were also explained for better comprehension by the reader.

From the above submissions therefore, the present study is advocating that Social Studies Education should be given its rightful position by the government

and the electoral empire (INEC), so that Voters' Education in the country can be given its required attention, which will in-turn put the electoral process of Nigeria on the right track. Everything being equal, the much desired free, fair and credible election will definitely become a reality.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology, that is, the operational blueprint, which the researcher employed in accomplishing the objectives of the study. These include the research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of instrument, method of data collection, and the statistical tools for data analysis.

#### **3.2 Research Design**

The research design used for this study is the Quasi-Experimental Research design for the purpose of achieving the objectives of the study. This enabled the researcher to find out the impact of Social Studies Education on students' Voters' Education. This is in line with the submission of Sambo (2005) that Quasi-Experimental Research is a design which the researcher uses outside laboratory setting in which the researcher finds himself. This design explores the opportunity of collecting data where nature has performed or is performing her own experiment. Sambo (2005) further added that what the researcher does is to select the best method of data collection which will allow him to deduce the cause and effect relationship over which he has very little control. In this, there was a control and experimental group of students. Their entry behavior was determined for equivalence in the two groups by a Pre-test, as advocated by Daramola (2006). The experimental groups of students were then taught for four (4) weeks on fundamental human rights and voting rights, democracy, elections and political parties. The last

phase saw the administration of the Voters' Education through Social Studies Education Achievement Questionnaire (VESSEAQ) to the experimental group to assess their performance after treatment. The scores of the Pre-test and Post-test of the control and experimental group was then analyzed and compared after treatment.

### 3.3 Population of the Study

The population of the study consists of all NCE II students of the Social Studies Education Department of the two (2) Colleges of Education for the 2011/2012 academic session with a population of 584. The reason for this purposive decision is because it is at this level that students are expected to be exposed to Social Studies Education concepts that promote Voters' Education according to the provisions of the curriculum.

**Table 3.1: Population of the study**

S/No.	Institution	Gender		Total
		Male	Female	
1.	COE Gidan-Waya	50	91	141
2.	FCE Zaria	235	208	443
	<b>Total</b>	<b>285</b>	<b>299</b>	<b>584</b>

Source: Academic Office and Examination Office of both institutions

This population was so considered due to the use of harmonized Social Studies curriculum in both colleges of Education.

### 3.4 Sample and Sampling Techniques

The researcher used two hundred and thirty – four (234) as the sample for this study based on a standardized sampling table (The Research Advisors, 2006).

This sample consisted of both males and females who are Social Studies Education students and they were categorized into control and experimental group. These two hundred and thirty – four (234) respondents were systematically selected using the simple random sampling technique, that is, the hat drawn method in order to ensure ample representation. The numbers were written on pieces of papers which were folded and put in a container. The container was shaken and pieces of papers randomly picked until the required number for the study was selected. The decision on which students should be used as control or experimental was done as the pieces of papers were picked, that is, if the first picked is control the next became experimental. The researcher decided to use this technique to obtain an unbiased desired sample.

**Table 3.2: Sample of the study**

S/No.	Institution	Gender		Total
		Male	Female	
1.	COE Gidan-Waya	20	37	57
2.	FCE Zaria	94	83	177
<b>Total</b>		<b>114</b>	<b>120</b>	<b>234</b>

### 3.5 Instrument for Data Collection

The instrument used for data collection was the Voters’ Education through Social Studies Education Achievement Questionnaire (VESSEAQ), which was designed by the researcher. In all, there were ten (10) test items, made-up of five (5) multiple choice test items and five (5) open-ended questions. The reason for using the multiple-choice test items was because it was suitable for measuring complex abilities as well as making objective scoring. Multiple choice questions have

content validity and high reliability of scoring which are preferred in most research questions (Sambo, 2005). While the reason for using the open-ended questions is because it afforded the learner the ability to select information, organize it and integrate ideas in writing the answers. The instrument was used for both the Pre-test and Post-test. The results were marked and scored (100%). The marking scheme was also designed for easy assessment.

### **3.5.1 Validity of Instrument**

In order to ascertain the validity of the instrument after development, the researcher consulted experts in Social Studies, Language specialists, educational researchers, statistician and supervisor to help establish the content validity of the instrument for the research by making constructive criticisms. This assisted in the modification and reframing of the items on the questionnaire. Having effected all the corrections and suggestions made, the instrument was adjudged to have face and content validity.

### **3.5.2 Reliability of instrument**

The pilot study was carried out on 20 NCE 3 students of Social studies Education in the Federal college of Education Zaria. The data collected from the pilot study were statistically analyzed to determine the reliability coefficient. The reliability of the instrument was analyzed using the spilt half reliability test and the correlation coefficient calculated. The computed r-value for the correlation coefficient reliability of the instrument was 0.76. This reliability coefficient was considered appreciable for the internal consistencies of the measuring instrument.

### **3.6 Procedure for Data Collection**

The data for this research was obtained through the administration of pre-test and post test to control and experimental group which made up the two hundred and thirty – four (234) respondents who were randomly selected. Although the number of questionnaire administered was two hundred and fifty in case of any casualty. This was done with the assistance of teachers from the two institutions. The researcher adopted this method because it guaranteed a very high return rate. Out the total number of questionnaires returned, the researcher selected the required sample size needed for the study.

### **3.7 Statistical Analysis Procedure**

The researcher analyzed the data and information gathered using simple descriptive statistics for easy presentation and interpretation. This means the information and figures obtained from the data were expressed in ordinary figures as collected from the respondents and explained by using the percentage formula in order to arrive at percentage. In addition, analyses of data presented on each table were interpreted for better understanding.

The hypotheses were tested using the independent samples t-test. The responses from the subjects on the hypotheses were considered for either acceptance or rejection. However, if the calculated value is greater than the critical value, the null hypothesis is rejected, while if the calculated value is less than the critical value, the null hypothesis is accepted.

**CHAPTER FOUR**  
**RESULTS AND DISCUSSIONS**

**4.1 Introduction**

This chapter deals extensively with the analysis and interpretation of the information gathered for this research. The data that were collected are presented in the form of descriptive statistics using tabulation and percentages. This chapter therefore focused on data presentation, analysis and interpretation, testing of research hypotheses and discussion of findings. The data collected were analyzed using tabulation, simple percentage formula (100%) and descriptive analysis.

**4.2 Data Presentation**

**4.2.1 Respondents' Personal Information**

The results of the study were presented according to the collected data in the table below:

**Table 4.1: Distribution of respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	114	48.7
Female	120	51.3
<b>Total</b>	<b>234</b>	<b>100</b>

The above table 4.2.1 shows that 48.7% of the respondents were males and 51.3% were females. This means that they both have almost equal representation of responses.

**Table 4.2: Distribution of respondents by institution**

<b>Institution</b>	<b>Frequency</b>	<b>Percentage (%)</b>
COE Gidan-Waya	57	24.4
FCE Zaria	177	75.6
<b>Total</b>	<b>234</b>	<b>100</b>

The table above shows that the respondents for COE Gidanwaya and FCE Zaria were 24.4% and 75.6% respectively. This shows that the respondents from FCE Zaria have the highest representation i.e. they constitute the majority.

**Table 4.3: Distribution of respondents by group**

<b>Group</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Control	116	49.6
Experimental	118	50.4
<b>Total</b>	<b>234</b>	<b>100</b>

The above table analysis shows that the respondents in the control group constitute 49.6% while the experimental group represents 50.4% of the sample for this study. This shows that both groups were almost equally represented.

#### 4.2.2 Research Questions

**Research question one: What is the impact of Social Studies Education on Voters' Education of Social Studies Education students of colleges of education?**

**Table 4.4: Showing comparison of the two groups N, Mean and Standard Deviation of impact of Social Studies Education on Voters' Education.**

<b>GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Std. Error</b>
Control	116	40.78	12.066	1.120
Experimental	118	64.65	11.173	1.029

Table 4.4 revealed that the experimental group had a higher mean of 64.65 compared to the control group mean of 40.78. This indicates that the experimental group performed better.

In answering the research question, the experimental group performed better than the control group on the impact of Social Studies Education concepts on Voters' Education. It is evident that those taught Social Studies Concepts that promotes Voters' Education performed better than those not taught.

**Research question two: What is the extent of the impact of Social Studies Education on the Voters' Education of male and female Social Studies Education students?**

**Table 4.5: Showing comparison of the two groups N, Mean and Standard Deviation of impact of Social Studies Education on Voters' Education on account of gender.**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Std. Error</b>
Male	57	65.58	11.937	1.581
Female	177	63.79	10.433	1.336

Table 4.5 shows that the male students had a higher mean of 65.58 compared to the female students mean of 63.79. This depicts that the male students performed better.

The above results showed that the male students performed better than the female students on the impact of Social Studies Education on Voters' Education.

**Research question three: What is the extent of Voters' Education among Federal College of Education Zaria and Kaduna State College of Education students of Social Studies Education?**

**Table 4.6: Showing comparison of the two groups N, Mean and Standard Deviation of impact of Social Studies Education on Voters' Education on account of institution.**

<b>Institution</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Std. Error</b>
COE Gidan-way	29	60.10	9.386	1.203
FCE Zaria	89	66.13	11.353	1.743

Table 4.6 shows that Social Studies students of FCE Zaria have a higher mean of 66.13 compared COE Gidan-way students' mean of 60.10. This shows that students of FCE Zaria had a better performance compared to the students of COE Gidan-way.

To answer research question three, the above results showed that the Social Studies Education students of FCE Zaria had a higher mean vale compared to that of students of COE Gidan-way. It is obvious that FCE Zaria students performed better than Students of COE Gidan-way.

### 4.3 Hypotheses Testing

In this section, the three hypotheses were tested using the independent t-test sample.

**Hypothesis One (Ho<sub>1</sub>): This null hypothesis states that there is no significant difference in the level of Voters' Education of Social Studies Education students taught concepts of Voters' Education and those not taught concepts of Voters' Education.**

**Table 4.7: Independent t-test sample statistics in the performance in Social Studies of Students taught concepts of Voters' Education and those not taught.**

Variable	Group	N	Mean	Std. Dev.	Std. Error	Df	t-cal	t-crit	Sig (p)
Performance score in Social Studies	Control Group	116	40.78	12.066	1.120	232	-15.705	1.960	.000
	Experimental Group	118	64.65	11.173	1.029				

Results of the independent t-test statistics on the performance of students who are exposed to concepts of Voters' Education in Social Studies and those not taught revealed significant difference between the two groups in the selected respondents. Reason being that the calculated p value of 0.000 is less than the 0.05 alpha level of significance while the t-calculated value of -15.705 is greater than the t-critical value of 1.96, at df 232. This implies that the null hypothesis which states that there is no significant difference in performance between students taught concepts of Voters' Education and those not taught is hereby rejected.

**Hypothesis Two (Ho<sub>2</sub>): This null hypothesis states that there is no significant difference between the Voters' Education level of male and female colleges of education Social Studies Education students exposed to concepts of Voters' Education.**

**Table 4.8: Independent t-test sample statistics in the performance in Social Studies of Students taught concepts of Voters' Education on account of gender.**

Variable	Gender	N	Mean	Std. Dev.	Std. Error	Df	t-cal	t-crit	Sig (p)
Performance score in Social Studies	Male	57	65.58	11.937	1.581	116	0.870	1.960	.386
	Female	61	63.79	10.433	1.336				

Results of the independent t-test statistics on the performance of male and female students who were exposed to concepts of Voters' Education and those not taught revealed no significant difference between the two groups. Reason being that the calculated p value of 0.386 is greater than the 0.05 alpha level of significance while the t-calculated value of 0.870 is less than the t-critical value of 1.96, at df 116. This implies that the null hypothesis which states that there is no significant difference between the Voters' Education level of male and female Colleges of Education Social Studies Education students exposed to concepts of Voters' Education is hereby accepted.

**Hypothesis Three (H<sub>03</sub>): This null hypothesis states that there is no significant difference between the Voters' Education level of Federal College of Education Zaria and Kaduna State College of Education, Gidan-way Social Studies Education students.**

**Table 4.9: Independent t-test sample statistics in the performance in Social Studies of Students of Federal College of Education Zaria and Kaduna State College of Education, Gidan-way.**

Variable	Institution	N	Mean	Std. Dev.	Std. Error	Df	t-cal	t-crit	Sig (p)
Performance score in Social Studies	FCE Zaria	29	60.10	9.386	1.203				
	COE Gidan-Waya	89	66.13	11.353	1.743	116	2.585	1.960	0.11

Results of the independent t-test statistics on the performance of FCE Zaria and COE Gidan-way students who were exposed to concepts of Voters' Education and those not taught revealed significant difference between the two groups. Reason being that the calculated p value of 0.11 is greater than the 0.05 alpha level of significance while the t-calculated value of 2.585 is greater than the t-critical value of 1.96, at df 116. This implies that the null hypothesis which states that there is no significant difference between the Voters' Education level of Federal College of Education Zaria and Kaduna State College of Education, Gidan-way Social Studies Education students exposed to concepts of Voters' Education is hereby rejected.

#### **4.4 Discussion of Findings**

The analysis of the data collected for this study provided insight into the main objectives of the study, which was to unearth the impact of Social Studies Education on Voters' Education among students of Colleges of Education in Kaduna State.

The result of research question revealed that most of the experimental group performed better in the test compared to the control group. On this ground, the null hypothesis one which states that there is no significant difference in the level of Voters' Education of Social Studies Education students taught concepts of Voters' Education and those not taught concepts of Voters' Education was rejected at 0.05 level of significance. This therefore, means that students that were taught concepts of Voters' Education performed better in issues of Voters' Education in Social Studies Education. This finding is in agreement with the views of Danladi (2005) who opined that Social Studies Education is a tool for social change and stability, democratic attitudes, values and skills. This is supported by Okobiah in Uko&Okebe (2011) when he observed that the philosophy behind the introduction of social studies in the 70s was aimed at the mobilization of youths, students and learners for the purpose of helping them cultivate awareness and understanding that would transform them into citizens with skills, attitudes, competence, moral values and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society in which he/she lives. This is true because before you contribute

anything to the system you have to know something about it; Social Studies Education therefore, has all the ingredients to make an effective citizen.

Research question two indicated that male students had a higher mean performance than the female students in the concepts of Voters' Education in Social Studies Education. However, the  $t$ -calculated is less than the  $t$ -critical. This implies that the null hypothesis which stated that there is no significant difference between the Voters' Education of male and female colleges of education Social Studies Education students is hereby accepted. This means that gender is not an impeding factor for the acquisition of Voters' Education by students of Social Studies Education. This is buttressed by the stand of Afolabi, Abidoeye and Afolabi (2012) that gender does not have a significant effect on political and civic education of students.

Furthermore, significant difference was established between the Voters' Education level of students of Federal College of Education Zaria and College of Education Gidan-way. Therefore, the null hypothesis which states that there is no significant difference between the Voters' Education level of Federal College of Education Zaria and Kaduna State College of Education Social Studies Education students was rejected at 0.05 level of significance.

In summary, two of the hypotheses (hypotheses 1 and 3) raised for this study were rejected at a significance level of 0.05 while hypothesis two was upheld.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

In this concluding chapter of this research work, it aims at presenting the summary of all major findings of this study, the conclusions drawn, and the recommendations as to which steps will be taken to better the situation was also given. Finally, further research indices were suggested for future research endeavours of this nature.

#### 5.2 Summary of Findings

After a thorough analysis of data obtained through the research instrument for this study, the researcher deduced the following:

1. There is significant difference in the level of Voters' Education of Social Studies Education students taught concepts of Voters' Education and those not taught concepts of Voters' Education.
2. There is no significant difference between the Voters' Education of male and female colleges of education Social Studies Education students.
3. There is significant difference between the Voters' Education level of Federal College of Education Zaria and Kaduna State College of Education Social Studies Education students.

As such it becomes imperative that the teaching and learning of Social Studies Education as a school discipline is an indispensable tool if effective Voters' Education must be augmented for the improvement of the electoral system in Nigeria. This means that Social Studies as a problem-solving and integrative school

discipline cannot be separated from the institutionalization of an effective Voters' Education in Nigeria.

### **5.3 Conclusion**

Social Studies Education is an all-pervading discipline that affects all aspects of human life. In the electoral system, teaching and learning of Social Studies Education serves as an effective and efficient instrument for the entrenchment of a beneficial Voters' Education machinery. It avails both Social Studies students to avail themselves with relevant information thereby promoting their knowledge of the electoral ethics of the country through its teaching and learning, since these processes and procedures change from time to time.

Since the primary concern of this study is to underscore the impact of Social Studies Education on Voters' Education among NCE students of Colleges of Education in Kaduna State, and to advance modalities that may enhance the tapping of its full benefits for the electoral system in the country as a whole. So far, there is desired success to be achieved in galvanizing the advantages of incorporating the teaching and learning of Social Studies Education into the activities of Voters' Education. It therefore becomes pertinent for the electoral body to understand the composition, structure and the socio-cultural orientation of every locality in the state as well as the country at large, for an effective link with the grassroots through the use of Social Studies Education as the most appropriate and most effective medium for the dissemination of Voters' Education messages to the electorates.

#### **5.4 Recommendations**

The following are hereby recommended for this study:

1. For Voters' Education in an electoral system to achieve its laudable goals and objectives in Kaduna State and Nigeria in general, there is need to devise means of incorporating Social Studies Education into its programmes.
2. Conscious efforts should be geared at uplifting the educational status of populace. They should be encouraged to acquire basic education (i.e. J.S.S. 3 according to the Universal Basic Education – UBE standard). This will promote better understanding of electoral processes and procedures and also lead to greater participation of electorates in future elections.
3. INEC should engage the services of experts in the field of Social Studies so that all the various ingredients needed for the successful conduct of Voters' Education would be done with much ease. In a similar vein, Social Studies experts can be contracted to give up-to-date training to INEC officials for the purpose of educating the masses on the pros and cons of elections in Nigeria.
4. The government and other stakeholders in the education sector should ensure that teachers employed to teach Social Studies in our schools are qualified and well grounded in the various techniques and strategies of making learning meaningful to the learners through positive change in attitude as a vital pre-requisite of securing the political future of the nation.
5. Social Studies experts should try as much as possible to put in their best and be committed to their jobs by diligently imparting the required and up-to-date knowledge of Voters' Education and other relevant happenings in the political scene

in the learners. This will help in grooming them for the task ahead as future political leaders.

6. INEC should not be left with the sole responsibility of providing Voters' Education for the electorates because the constitution and Electoral Act stipulates so. Other agencies such as the National Orientation Agency (NOA), Non-Governmental Organizations (NGOs), Community-Based Organizations (CBOs), and Civil Society Groups (CSGs) should intensify their efforts of assisting INEC in providing effective Voters' Education to the electorates.

### **5.5 Suggestion for Further Studies**

Research in the area of Social Studies Education and Voters' Education is an all-pervading phenomenon. Even though the outcome of the research shows a general positive opinion on the impact of Social Studies Education in promoting effective Voters' Education among NCE students of Colleges of Education in Kaduna State, one cannot give a blanket conclusion, whether the same situation is applicable to other states of the Federation, since Nigeria is currently made-up of thirty-six (36) states. It will therefore be interesting if similar studies are replicated in other states of the federation for the purpose of assessing the effectiveness or otherwise of Social Studies Education in ensuring effective Voters' Education in such states so that the relevant stakeholders concerned with electoral matters and Voters' Education can take note and put in efforts where necessary.

Other areas suggested for further research include the following:

1. An appraisal of the effects of Social Studies Education on Voters' behavior among students of selected institutions of higher learning in Nigeria.

2. Impact of Social Studies Education on the level of electoral awareness of Social Studies Education students in Junior Secondary Schools in some selected states.

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## APPENDIX I

### Voters' Education through Social Studies Education Questionnaire (VESSEQ)

Name of institution: .....

Sex: .....

Attempt all questions

#### Section A

**Instruction:** Choose the most appropriate options.

1. \_\_\_\_\_ is a system which gives periodic opportunities for the masses to choose their leaders.  
(a) Autocracy (b) Aristocracy (c) Democracy (d) Plutocracy
2. \_\_\_\_\_ refers to what people must enjoy as human beings.  
(a) Duties (b) Obligations (c) Responsibilities (d) Rights
3. The following are characteristics of democracy except \_\_\_\_\_.  
(a) Political liberty (b) Political Parties (c) Periodic elections (d) Political thuggery
4. \_\_\_\_\_ is not a type of election in Nigeria.  
(a) Direct election (b) Indirect election (c) Primary election (d) Secondary election
5. Match the following logos to the correct political party abbreviations.

Party Logo



Party abbreviation

**ACN**

**ALP**

**ANPP**

**APGA**

**CPC**

**FDP**

**LP**

**MDJ**

**PDP**



**Section B**

6. In your own words, define the concept of Voters' Education.
7. List five (5) fundamental human rights.
8. (a) Define democracy.  
(b) Identify five (5) basic principles necessary for the successful operation of democracy.
9. (a) Define election.  
(b) Enumerate five (5) functions of elections.
10. Write the full meaning for the abbreviations of the following political parties:
  - a) ACN: .....
  - b) ANPP: .....
  - c) APGA: .....
  - d) CPC: .....
  - e) DPP: .....
  - f) FDP: .....
  - g) LP:.....
  - h) PDP: .....
  - i) PPA: .....
  - j) PRP: .....

## **APPENDIX II**

### Required Sample Size<sup>†</sup>

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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