UNDERGRADUATE SOCIAL STUDIES STUDENTS'PERCEPTION OF POLITICAL SOCIALIZATION FOR MOBILIZATION AND PARTICIPATION IN DEMOCRATIC PROCESS IN NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY DEGREE IN SOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,

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ZARIA, NIGERIA.

DECEMBER, 2017

DECLARATION

I declare that the work in this Thesis entitled "UNDERGRADUATE SOCIAL STUDIES STUDENTS' PERCEPTIONOF POLITICAL SOCIALIZATION FOR MOBILIZATION AND PARTICIPATION IN DEMOCRATIC PROCESS IN NIGERIA" has been carried out by me in the Department of Arts and Social Science Education, Social Studies section, under the supervision of Dr H. I. Bayero, Dr. I. D Abubakar and Prof. S. Muhammed. The information derived from the literature has been duly acknowledged in the text and the list of references provided. No part of this thesis was previously presented for another degree in this or any other institution.

....

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CERTIFICATION

This thesis titled "UNDERGRADUATE SOCIAL STUDIES STUDENTS'PERCEPTIONOF POLITICAL SOCIALIZATION FOR MOBILIZATION AND PARTICIPATION IN DEMOCRATIC PROCESS IN NIGERIA" by IjeomaRoseangela PETER, meets the regulations governing the award of Doctorate Degree in Social Studies Education, of the Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my lovely mother Late Mrs. FideliaOkwuchukwuOgbuehi, and my academic father Late Prof. M. C. Ubah, may their gentle souls rest in perfect peace Amen.

ACKNOWLEDGEMENTS

In the course of this research work, I received great help from individuals and institutions who contributed to the success of this work. I sincerely express my profound gratitude to God Almighty for His guidance, protection, health of mind and body and sense of direction. His grace enhanced the successful completion of this work.

I sincerely express my appreciation to my dynamic, dedicated, committed and hardworking supervisors Dr H. I. Bayero, the chairman of my supervisory team, Dr. I. D. Abubakar and Prof. S. Muhammed as members of my supervisory team. They directed, advised and supervised the work to ensure its meaningfulness. I also wish to thank my lecturers in the Faculty of education, Prof. Raymond Bako, Prof. M Musa, Prof. (Mrs) R. Bello, Prof. N. Danladi and Prof. D. Oliagba.

To the authors whose books and materials aided me in bringing out the facts used in the study as literature review, I express my gratitude for making your works available and handy. I appreciate the Head of the following Departments, Department of Arts and Social Science Education, Faculty of Education, of University of Nigeria Nsukka (UNN) Enugu State,Department of Arts and Social Science Education Obafemi Awolowo University, Ile-Ife (OAU) Osun State andDepartment of Arts and Social Science Education Ahmadu Bello University, Zaria (ABU) Kaduna State, for permitting me to gather data from the students of their department for the accomplishment of this research. Very special thanks to my research assistants Mr. Chinedu Matthew Peter and Dr. J. Onuoha for their assistance in collecting data for this work. I also appreciate my statistician in the person of Mr. Bulus Averson and the typist Miss Uju.

Finally, I express my heartfelt gratitude to my beloved father, Evang. Peter N. Ogbuehi and my siblings: Ugochukwu, Chinedu, Amaka, Okwuchukwu, Chekwubechukwu, Ngozi, Ujunwa and my precious son Chukwuemeka God'swill Pascal for their spiritual, moral and financial support. Also I thank Prof, L. A. Dim, for his prayers, advice and financial support. May the Almighty God continue to bless you all in all ramifications of your lives. To my father, God will keep you to reap the fruits of your labour, Amen.

ABSTRACT

This study was designed to assess the undergraduate Social Studies students' perception of Political Socialization for mobilization and participation in democratic process in Nigeria. The study was focused on finding out the extent to which the knowledge of political socialization gained in social studies courses can enhance the mobilization of the undergraduate social studies students to effectively participate in democratic process in Nigeria. This is due to the fact that Nigeria democracy since its inception has not actually defined its real meaning and this can be attributed to ethno-religious differences. Five objectives were set to be achieved, five research questions were raised and five null hypotheses were equally formulated. Some related literature such as the liberal theory of democracy, social studies concepts, political socialization, mobilization and participation, democracy, political parties and some related empirical studies were reviewed. The study was a descriptive survey. Three Federal Universities were purposefully sampled from the Federal Universities in Nigeria, where 301 respondents, made up of 300 and 400 levels undergraduate social studies students, were randomly selected with the use of simple random sampling technique. A structured questionnaire was used for data collection. The instrument was divided into sections A, B, C, D, E, and F with a total of 55 items. Section A covers the bio data of respondents while the other sections cover items on political socialization in achieving mobilization and participation in democratic process. With the help of two research assistants, 301 copies of the questionnaire were retrieved, coded and analyzed using the descriptive statistics which involved frequencies and percentage for the bio-data and other variables, while the mean, standard deviation was used to answer research questions. The inferential statistics

involved the answering of research questions and testing of the null hypotheses. The analysis was done with the use of Statistical Package for Social Sciences (SPSS) in the analysis of data and testing of the hypotheses. Hypotheses i, iii and v were analyzed through the use of an independent t-test while hypotheses ii and iv were tested with one-way Analysis of Variance (ANOVA) at 0.05 level of significant. The result of the findings revealed that to a higher extent, political socialization enhances mobilization and participation in democratic process among the undergraduate Social Studies Students of Federal Universities in Nigeria. This implies that exposure to political socialization prompts the students to mobilization and participation in democratic process. In the light of the findings, recommendations were made among which are, Content areas of social studies curriculum that deals with the aspects of political socialization should be compacted into a unit to be taught as a course of its own and that Political socialization as a course should be made compulsory for all undergraduate students so that it will benefit those from other disciplines.

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LIST ABBREVIATIONS

NCSS: National Council for Social Studies

CESAC: Comparative Education and Adaptation Centre

ASSP African Social Studies Programmes

SOSSAN: Social Studies Association of Nigeria

NBA: Nigerian Bar Association

NMA: Nigerian Medical Association.

NLC: Nigerian Labour Congress

CDHR: Committee for the Defence of Human Rights.

CD: Campaign for Democracy.

ASUU: Academic Staff Union of Universities.

NAN: National Association of Nigerian Students.

NCNC: National Council of Nigeria and Cameroon.

CPP: Convention Peoples' Party.

TAKU: Tanganyikan African National Union.

KANU: Kenyan African Nationalist Union.

AG: Action Group.

NPC: Northern People's Congress.

NCSS: National Council for Social Studies.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Social Studies Education is a discipline which promotes political awareness, consciousness and participation of students through its curricular and co-curricular activities with the aim of creating effective and practical political culture. This will reduce the multitude of negative factors that have hitherto characterized the Nigerian society today, thereby giving a negative meaning to democracy. Social studies is a discipline that make us search, examine and observe how man is being influenced by the environment which designate as social, historical, physical, cultural, political and economic (Irikana andIbeh 2014). It could be summed up that social studies is a field of study that deals with the integration of knowledge, experience and effective use of resources for the purpose of citizenship education.

Furthermore,Irikanaand Ibeh (2014) see social studies as that aspect of learning which deals with how to get on (get along) with one's environment, physical as well as human, and how to develop these skills, knowledge, attitudes and values that characterizes a responsible citizen in a free society. Social studies education sees man as a political being. Man is a political animal who make laws and administers same for peaceful co-existence in his environment (Ebirim and Edi, 2014). They added that man is either a leader or a follower and this makes him enjoy maximum security and organization of his environment.

The meaning and objectives of social studies differs from one country to another. In Nigeria, the objectives of social studies are tied to the objectives and goals of the Nigerian

education system according to Danladi andJarimi (2011), among which are development of good citizenship, upliftment of moral character and the promotion of social understanding in the society. Akinola (2014) says that social studies curriculum is concerned with the production of responsible citizens at all areas of human endeavours and the civic education component of social studies aims at inculcating democratic values. Social studies have the tendency of political socialization which can bring about national consciousness and unity.

Political socialization is very important, especially in a country like Nigeria with multicultural and different religious groups. According to Adekeye (2000), Political Socialization involves the process of learning the acceptable political attitudes and behavior in both formal and informal settings. In the words of Odeemelam and Aisien (2013) political socialization is a process by which political ideas of any given society are internalized and transmitted from one generation to the other. In other words, political socialization is the vehicle through which political culture emerges. Political socialization can be acquired through the family, peer group, mass and social media, political parties, pressure group, religious groups and the school. The school is an important agent of socialization as it increases political awareness, interest and communication, which could determine the basis of effective and evaluation orientation to the society. The school provides experience skills, which in turn makes individual political self (Daniel, 2015).

There is a great need to politically socialize the citizens of Nigeria as it is a lifelong process and a variety of individuals and institutions contribute to its shaping effect. Political socialization should start during the child's early education which is the primary school to the higher education level. This is because politics is a continues activity in our society, so the children should be given that orientation so that in future as they get to the age of

participation, they will fit in very well. Olasupo (2015) stated that many political observers have traditionally concentrated on the family as the major socializing agent, finding that political discussion within the home, parental voter turnout, and political resources significantly impact political participation in young adulthood. He added that during adolescence citizens learn about their democratic responsibilities and also acquire political attitudes that translate into adult political behavior and opinions. The Nigerian society is made up of diverse ethnic and religious entity; our differences in culture have affected our ways of political socialization so badly. Culture could be seen as that complex which includes knowledge, beliefs, art, moral, law, customs and any other capabilities and habits acquired by man as a member of the society (Taylor, 2000). Marital status of citizens have also affected their political behaviour. According to Anyanwu (2013), marital status is important in development economics and demographic literature. This statement can equally be applied to politics, in most cases, marries people especially the women do not see the importance of participating in political activities. This could be due to their family responsibilities.

Nigeria is said to be the largest and most populated black race in the world. Nigeria consists of multi-religious groups which includes different traditional religions, Christianity and Islam. The above statement is in line with opinions of Akuma and Adigun (2006) in Onuora (2014) which stated that, "Nigeria is the most populous African state and one of the world most ethnically diverse societies, been made up of over 250 ethno-linguistic groups". Nigeria was created in 1914 by Fredrick Lord Lugard, when he amalgamated the protectorate of the Northern and Southern Nigeria. Nigeria as a name was derived from the river 'Niger area' and was proposed by Miss Flora Shaw in as article she had written as a

press correspondent to 'The Time' in January, 1897, fourteen years before the amalgamation (Onuora, 2014).Before the creation of Nigeria, there existed the various ethnic communities. According to Kadiri, Ololobou, Ahmed and Zuru (2012), in Northern part, we have the Hausa city states that were later forcefully merged together by the Jihad of Usman Danfodio to become Sokoto caliphate, there were also Brono empire headed by the El-Kanemi, Kwarrarrafa headed by the Aku-Uka of Wukari which was referred to by some historian as the Jukun kingdom, also a lot of chieftain like Atta of Igala, Etsu of Nupe, Ebira kingdom etc. Also in the Southern part of Nigeria, there exist well established settlements, for example, the Oyo Empire headed by the Alafin of Oyo, Benin kingdom headed by the Oba of Benin, the Niger Delta areas headed by the Amanyanabo. The Igbo leadership was headed by council of Elders and village assembles. There were so many reasons that led to the establishment of these communities both in the north and in the south. They are internal and external factors such as agricultural productivity, participation of internal and external trading activities for home both trans-Atlantic and trans Sahara slave trades and other commodities, the provision of security by the existing government, the traditional culture loyalty and the local communication (Kadiri, Ololobou, Ahmed and Zulu, 2012).

The various kingdoms and communities were well established and independent.Each culture with its ways of worship (religion). According to Onuora (2014), the Igbo race within the south-east was strictly under democratic rule, while Hausa/Fulani race was ruled by the system of Oligarchy. He asserts that these different ruling methods which were merged together created a lot of problems and the worse of it all was the merging of two competing religion (Islam and Christianity) inherently existing in different area with the already existing traditional religion, coupled with the multi-populous nature of

the country has made and continued to make both positive and negative impacts on the democratic governance of this great country Nigeria.

Democracy could be seen as the government of the people for the people and by the people. This means a government chosen by the people for the interest of the people. The people should actively and effectively participate in their own government through the establishment of democratic institutions (Omooba, Obi and Olabobe, 2008). Democracy is based on public assent. It started in Nigeria long before independence in 1960 so are its problems. In Nigeria, ethnicity, statism, personality clash, unpatriotic leadership and followership, unemployment, bribery, corruption and a host of other factors are essential expression of democratic challenges confronting the country (Ezegbe and Akubue, 2013).After independence in 1960, Nigeria had the intention to run a full democratic government, but military dictatorship unfortunately sprang up through coup and took more than 30 years of the country's 57 years of existence as an independent nation. Nevertheless, Nigeria today is considered a democratic nation, having held uninterrupted general elections for five republic of four years tenure each as thus: 1999 and 2003 with Chief Olusegun Obasanjo as president, 2007 with Late Dr. Umaru Musa Yar'adua as president, 2011 with Dr. GoodluckEbele Jonathan as president and 2015 with Muhammad Buhari emerging as president.

Democracy in Nigeria needs to be reformed, because the manners with which elections are conducted in our society are based on ethnic and religious sentiment. Almost every government in Nigeria after the civil war, being themselves products of some forms of ethnicity, have not been able to overcome the contradictions and build a meritocratic democratic system (Igwe, 2008 in Ezegbe and Akubue, 2013). They further stated that,

judging from the above assertion, one may rightly say that no true democracy can prevail in a nation where political actors or leaders are propelled and influenced by ethnic sentiment. Therefore, this research will find out whether the knowledge of political socialization offered at various levels of undergraduate social studies courses do mobilize citizens of Nigeria to participate in democratic process. This is because, social studies is a subject that is aimed at inculcating effectively, political culture, democratic values, social stability and equality, patriotism and practical knowledge of the rule of law. These are transmitted to social studies undergraduate students through courses like Nation building, Nigeria political life, Element of Government to mention but a few.

1.2 Statement of the problem

This research is to assess the undergraduate social studies students' perception of political socialization, and how the knowledge of political socialization from social studies can be used to mobilize the Nigerian citizens to participate without chaos in democratic process. In Nigerian society, political socialization is yet to reflect what is obtainable in Western advanced liberal democracies as typified by the United States of America and Britain. This is against the backdrop that political socialization by political parties, the media, pressure groups, peers, religious institutions, and even some educational progremmes have not encouraged public support for basic political structures, institutions and symbols of the political systems. It is obvious that appropriate political culture such as attitudes, beliefs, values, norm that are supportive of Nigeria's political power system is yet to be evolved. Most of these agents of political socialization in Nigerian society have "manifesto" that are not philosophically and ideologically tailored and this phenomena has

resulted to lack of sense of direction. Consequently, they are believed to be responsible for the problem of democracy.

True democracy can be obtained through credible, free and fair election, but in Nigeria elections are characterized by fraud, influenced by numerous unlawful actions by some politicians. Falade (2014) stated that Nigeria political activities and transition programmes have been marked with turbulence, uncertainties and violence. Right from the First Republic, the Nigerian politics has been characterized by greed, love of power, violence, assassination, thuggery and election rigging. The same political leaders who took an oath to protect the constitution of the country and to adhere to free and fair electoral process, turned against the country's moral values for the sake of staying in power. They organize some politically un-socialized youths as thugs for ballot snatching, stuffing of ballot boxes, voter's intimidation and bribery and violent during election. This is because the politicians desire to hold on to power so that political leaders and office bearers can accumulate wealth by mismanagement and abuse of power. They created violence and boosted unethical attitudes in the Nigerian electoral process, thereby contaminating the society. According to Okpi (2011), although the national assembly election held on Saturday, April 9, 2011 has been appraised by many as successful, some cases of malpractices and violence recorded across the country threaten to dim the light on democratic progress.

The problem of this research hinges on the fact that many socializing agents have been used by various Nigerian institutions in order to orient her citizen on the need to imbibe political culture for sustainable democracy. This has not really worked as Nigerian democracy still suffers a lot of crises. Therefore, there is the need for functional education

where these values can be inculcated to the citizens through Social Studies Education. The Social Studies objectives which stated the inculcation of social norms, promotion of civil awareness and provision of political learning assist in transformation of Nigeria political socialization. Also, Social Studies Education aimed towards achieving the cognitive, affective, and psychomotor domains of educational objectives. The researcher want to ascertain whether the undergraduate social studies students, who have been inculcated with the knowledge of political socialization through various social studies courses are in agreement or disagreement with whether this knowledge can help in the mobilization and participation of Nigerian citizens in democratic process.

1.3 Objectives of the study.

The study assessed the perception of the undergraduate Social Studies students of Federal Universities on political socialization for mobilization and participation in democratic process in Nigeria. More specifically, this study is out to achieve the following objectives, based on the perception of the undergraduate social studies students in Federal Universities.

i. To assess the undergraduate Social Studies students' perception of political socialization formobilization and participation in voter's registration in Nigeria.
ii. To assess the undergraduate Social Studies students' perception of political socialization for mobilization and participation incontesting for elective offices in Nigeria.
iii. To assess theundergraduate Social Studies students' perception of political socialization for mobilization and participation in actual voting process in Nigeria.

iv. To assess theundergraduate Social Studies students' perception of political socialization formobilization against involvement in electoral violations in Nigeria.

v. To assess theundergraduate Social Studies students' perception of political socialization for mobilization and participation in political campaign in Nigeria.

1.4 Research questions

The study intends to answer the following questions:

i. To what extent doespolitical socialization based on the perception of undergraduate Social Studies studentsof Federal Universities enhance mobilization and participation in voter's registration in Nigeria?

ii. Does the knowledge of political socialization from the perception of undergraduate Social Studies studentsof Federal Universitiesenhance citizens' preparation to contest for elective offices in Nigeria?

iii. To what extent does the knowledge of political socializationbased on the perception of undergraduate Social Studies studentsof Federal Universities enhance political mobilization and participation in actual voting process in Nigeria?

iv. Does the knowledge of political socialization based on the perception of undergraduate Social Studies Studentsof Federal Universities help in the mobilizationagainst involving in electoral violations in Nigeria?

v. Does the knowledge of political socializationbased on the perception of undergraduate Social Studies Students of Federal Universities enhance mobilization and participation in political campaign in Nigeria?

1.5 Research hypotheses

The study will test the following null hypotheses:

i. There is no significant difference between the opinion of male and female undergraduate Social Studies Students of Federal Universities that political socializationenhances mobilization and participation in voter's registration in Nigeria.

ii. There is no significant difference in the opinion ofundergraduate Social Studies Students of Federal Universities that political socialization enhances citizen's contesting for elective offices in Nigeria based on geopolitical zone.

iii. There is no significant difference between the opinion of 300 and 400 levels Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in actual voting process in Nigeria.

iv. There is no significant difference in the opinion ofundergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization against involving in electoral violations in Nigeria based on University.

v. There is no significant difference between the opinion of married and single undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in political campaign in Nigeria.

1.6 Significance of the study

This research work is of relevance to all citizens of Nigeria because everyone is affected by the poor democratic situation of our great nation. It will sensitize the citizens on

their fundamental rights one of which is the right to vote and be voted for. Also they will be aware of their civic responsibilities which includes obedience to the rules and law of the land, irrespective of your statue in the society. This work will enlighten the people on the need to participate actively in democratic process when they have attained 18 years. The democratic processes are registration of voters, voting for candidate of your choice, contesting for political office, engaging in peaceful election campaign etc. This work will expose the danger of allowing selfish politicians to use our youths for electoral thuggery. It will help in the revitalization of political socialization as a separate course in social studies curriculum.

The study will help the social studies teachers and planners of social studies curriculum to understand the epistemology of social studies better, this will enable them to be able to pass the rudiments of the subject to the student effectively. The study will make learners through social studies education make a good living, and also become effective and patriotic citizens who will see the need to participate in democratic processes without chaos. The study will equally be of relevance to the Independent National Electoral Commission (INEC), which is responsible for the conduct of elections in Nigeria. It will enlighten them on the importance of actually being an independent non-partisan body, and will enable them conduct a free and fair election without fear or favour of any party, tribal groups, religious groups or an individual. Department and students of political science will also benefit from this study, as it will help the department intensify effort on the political socialization course. It will also help them to take this knowledge to a higher level, not just acquiring the knowledge but also to develop that citizenship attitude that will enable the students to be mobilized for participation in democratic process. This study will serve as literature review

for researchers who intend to work on similar problem. It will equally assist researchers to work in other locations of the country.

And for the law enforcement agencies such as the Nigerian police, Nigerian civil defence the Army, this study will assist them in making sure that law and order are maintained during voter's registration, political campaign, rally and voting process. Also, it will expose them to the importance of being non-partisan so as to prosecute electoral offenders without fear or favour of group or individual and having in mind the progress of our dear country

The study will help the National Orientation Agency (NOA) whose mandate is to inform, educate and enlighten Nigerians on government policies and programmes, mobilize mass support for government and all its activities and re-orientate Nigerians' values that can engender national development. Through this study, the National Orientation Agency NOA will strive to sustain and deepen Nigeria's democracy through political education.

The research work will assist the ministry of youth development to perform its functions effectively, these functions include, to formulate, monitor and review the National Youth Policy, to articulate relevant programmes of action for youth development, to coordinate youth and monitor youth development activities at the three levels of government and collaborating partners, to collaborate with all stakeholders for the funding of youth activities, to create opportunities for the youth to be involved in decision making process in matters that affect them, the environment and the society, to inculcate in the youth, human rights values, social justice, equity, fairness and gender equality. These can

be achieved through its agencies which are National Youth Service Corps (NYSC) and Citizenship and Leadership Training Centre. This study will equally help the Federal Ministry of Information and Culture in Nigeria to provide Nigerian citizens with "credible and timely information on government activities, programmes and initiatives" and to create the technological environment for Nigeria's socio-economic development. It will also encourage the citizens to participate in democratic processes.

1.7 Scope of the study

This research is on the perception of undergraduate social studies student of federal universities on the extent to which political socialization enhances mobilization and participation in democratic process in Nigeria. Therefore, the study covered all the federal universities in Nigeria that offer social studies at undergraduate level. Three of these universities were purposively sampled. This is because the researcher intends to touch the Northern, Eastern and the Western parts of the country, due to the fact that the problem under study has to do with all the Nigerian citizen and the use of simple random sampling can leave out some groups.

The selected schools are located in geopolitical zones with the various ethnic groups, especially the Hausa, Igbo and Yoruba who are regarded as the major tribes in Nigeria and the most sensitive groups when it comes to Nigerian politics. The 300 and 400 level students of three sampled federal universities namely Ahmadu Bello University, Zaria, Obafemi Awolowo University, Ile-Ife, and University of Nigeria, Nsukka were used for the study, this is because they have undergone various courses in social studies that treat issues on political socialization and democratic process in the world, Africa and Nigeria in

particular. With this knowledge, they will be able to respond to the items on the instrument for data collection effectively.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

The review of related literature in this chapter will serve two purposes in the research report. The first is to set the theoretical base for the research report and secondly is to set the present research into perspectives so as to show how can be generalized. This section also surveyed the previous researches done on political socialization and democratic process in Nigeria and evaluate areas they have and have not treated and achieved in solving the problem currently under study. The chapter is discussed under the following themes:

- Theoretical frame work
- Concept of social studies
- History and justifications for the introduction of social studies education in Nigerian schools
- Philosophical background of social studies curriculum
- Objectives of social studies
- Nature and scope of social studies
- Political socialization
- Agents of political socialization
- Problems of political socialization in Nigeria
- Political culture
- Political mobilization

- Political participation
- The place of social studies in teaching and learning of political socialization
- Citizenship education
- Significance of citizenship education
- Concept of Democracy
- History of democracy in Nigeria
- Political parties
- Challenges of democracy in Nigeria
- Review of related empirical studies
- Summary

2.02 Theoretical frame work

This research work adopts "Liberal Theory of Democracy". The liberal theory of democracy emerged from the philosophical writing of John Locke, J.J. Rousseau, John Stuart Mill, Montesquieu and other Liberal writers whose theories advocate private liberty, natural rights, social justice, majority rule and private property. This is said to be common among capitalist and peripheral capitalist nations. This notion of democracy emerged when capitalism became the dominant mode of production in Europe and North America (Oddih, M.2007 in Kwasau, 2013). The basic features of liberal democratic theory are:

a. Acceptance of capitalism

b. Free, fair and periodic elections based on universal franchise.

c. Emphasis on civil liberties or individual rights such as freedom of speech, assembly, press and religion.

d. Competitive party system as oppose to one party system.

e. Pressure groups.

f. Rule of law.

g. Separation of powers and checks and balances.

h. Abhorrence of revolutionary approach to change the government.

The central idea of the liberal theory of democracy is how to design a political system which encourages individual participation and enhances moral development of citizens. Liberal democracies usually have universal suffrage, granting all adult citizens the right to vote regardless of race, gender or property ownership. Liberal democracy may take various constitutional forms: it may be a federal republic, as the United States, Brazil, India and Germany, or a constitutional monarchy such as the United Kingdom, Japan, or Spain. It may also be a presidential or a parliamentary system (Kwasau, 2013).

The Liberal theory of democracy can be used to install in the undergraduate social studies student the knowledge of political socialization which will help in the mobilization, also for them to participate actively in democratic process. This theory is justified for this study; it can help in the understanding of true democracy as it designs the systematic structure through which a democratic political system can effectively function. The values of Liberal theory of democracy lies in the fact that it exposes and explains the expectation of any political system, especially as it emphasizes the conduct credible elections and the need for every citizen who have attend 18 years, irrespective of one's tribe or religion, wealth, status, educational background to participate in democratic process.

2.03 Concept of Social Studies

Social studies is a field of study, which means different thing to different people based on their motives. It has no single universally accepted definition since its creation by the United States America in 1916. According to Akinola (2014) the following reasons are involved:

- Needs, aspiration and problems of one society is different from those of others;
- Subject matter on social studies does not seem at present to be enjoying the same uniformity of objectives;
- Most of the authorities in social studies have their education background in other social science subjects. Their definition of social studies tend to be area of specialization related;
- The dynamic nature of man and his/her culture and
- The dynamic nature of the society.

The earliest definition of social studies which paved way to the numerous definitions we have today according to Mhlauili (2010) was credited to Edgar Wesley, a renowned scholar and advocate of social studies sometimes referred to as 'the father of social studies' developed what some scholar have called the most enduring definition of all time. He defined social studies as the social sciences simplified for pedagogical purposes. He further explained that this definition led to social studies to be defined in terms of content as shown in the National Council for the Social Studies (NCSS) which state that social studies is used to include history, economics, sociology, civics, geography and all modification of subjects which content as well as aim is social (Barr, Barth and Shermis, 1977). They added another earliest definition of social studies as an integration of

experience and knowledge concerning human relations for the purpose of citizenship education. These definitions are based on the contents and purpose of social studies.

Man as a social creature is the main focus of social studies, than his interaction with the environment. Ogundare (2010) classified the various definitions of social studies into three groups namely, according to content, according to purpose, and according to method. Such definitions of social studies according to content are:

i. Social studies are those whose subject matters relates to directly in the organization and development of human society, and to man as a member of social group (1916 committee on secondary school, USA).
ii. Social studies consist of adaptation of knowledge from social sciences for teaching purposes at the elementary and secondary level of education (The Thesaurus of Eric Descriptors).
iii. Those common learning of man's interaction with his social and physical environment. It is not only a study but a way of life of how man influence and is influenced by his physical, political, economic, psychological and cultural environment (NERC 1980, Adaralegbe, 1981).
iv. The study of man and his physical and social environment (Aiyetoro, 1971).
v. Social studies is the study of people in relation to each other and to their world. It is an interdisciplinary subject that draws upon history, geography, economics, law, political science and other discipline, social studies focuses on people's relationship with their social, physical, spiritual, cultural, economic, political and technological environments (Western Canadian Protocol for Collaboration in Basic Education, 2002).

Ogundare explained these content definitions of social studies as conceived the subject matter of the academic disciplines somehow “simplified”, “adapted”, “modified” or selected for school instructions. Definitions according to purpose are:

a. Social studies is a set of goals which describe how the content of citizenship education is to be selected, organized and taught (Barth and Shermis, 1970).
b. Social studies is a programme of study which a society uses to install in student to knowledge, skills, attitude and actions it considers important concerning the relationships human beings have with each other, their world and themselves (Kissok, 1981).
c. Social studies is an integration of experience and knowledge concerning human relations, for the purpose of citizenship education (Barr, 1977).
d. It is a field of study that deals with the integration of knowledge, experiences and the effective use of the resources for the purpose of citizenship education (Onyabe, 1980).
e. It is a study of problems of survival in an environment and how to find solution to them (Ogundare, 2000).

These definitions according to purpose as stated by Ogundare (2010) have similarities of focusing on citizenship education, on common experiences of the society and on solving some societal problems. The following definitions of social studies focuses on method, they described social studies as it is being taught or ought to be taught. They include:

a. Social studies is concerned with processes of thinking, decision-making, value analysis and inquiry skill (Barr, 1970).

b. The investigation of human activities (DuBey, 1980).

c. Helping student increase the number of meaning they derive from their social environment and equipping them to judge the validity of their meaning according to the widely accepted canons of a scientific culture (cited by Ogunsanya 1984).

d. A discipline in which the teaching and learning of attitudes overshadow the acquisition of facts and information (cited by Ogunsanya 1984).

From the above definitions of social studies, it will be right to say that social studies is an academic field of study that focuses on knowledge acquisition (cognitive), behavioral and attitudinal change (affective) and participation on citizenship development (psychomotor).Mezieob, Fubara and Mezieobi (2013) are of the view that social studies is an integrative field of study which probe man's symbiotic relationship with his environment, endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society. Hustedde, Onuoha, Philip and Vincent II (2014) postulated that the primary purpose of social studies is to help young people to develop the ability to take informed and reasoned decisions for the benefit of the public as good citizens of a culturally diverse and democratic society in an independent world.

2.04 History and justification for the introduction of social studies education in Nigerian schools

Social studies originated from the United States of America in 1916. According to Akinola (2014), the first dream of introducing social studies in Nigeria came in 1956 as

"Ohio project" in northern part of the country could not produce any tangible result. It resurfaced in 1958 as cooperation between western region of Nigeria and University of Ohio USA. Social studies was taught then only in Teacher Training College. In 1963 the Ohio project established social studies as a project in Aiyetoro comprehensive high school, Egbado, presently Ogun state. The social studies teachers of the Ayietoro comprehensive high school and Comparative Education Studies and Adaptation Centre (CESAC) developed curriculum, syllabus, methodologies and textbooks on social studies based on the needs and aspirations of Nigerians.

The Social Studies Association of Nigeria (SOSAN) was established at a seminar held at Eleyele, Ibadan in 1969 with the emergence of Prof. Babs Fafunwa as the first president and Dr. M. A. Makinde as the first secretary. Many conferences were held both in Queens College Oxford and in Mombasa, Kenya in 1968 where it was unanimously agreed by all the participants considered the urgent need to introduce social studies in all the school in the continent of Africa. There was the formation of a new association African Social Studies Programme (ASSP) which was charged among others with the responsibility of correcting the problems of the colonial educational system. The 1969 National Curriculum Conference and the National Curriculum Workshop of 1971 introduced social studies as a subject into the national primary school curriculum. In 1973, the primary, secondary and teachers training college's curriculum was ready for the nation.

Social studies was embraced as a discipline in Nigeria after the Nigerian Civil War of 1967-1970 for reconstruction, rehabilitation and reconciliation of Nigerian citizens. The introduction of the subject suffered set back in the Eastern part of Nigeria because of the civil war but it spread its tentacles after the war. In 1977, the National Policy on Education

included social studies as one of the teaching subjects in the nation's primary, secondary school, with the aim of producing effective and useful citizens in Nigeria. Many Universities and Colleges of Education offered courses in social studies in 1980. Akinola stated that the subject is a core subject in the newly introduced 9 years Universal Basic Education in the country. It is also part of general studies and elective course for non-social studies students in tertiary institutions. Today, social studies is offered at Masters and Doctor of Philosophy level.

The introduction of social studies education in Nigerian schools was justified due to the fact that social studies programmes are developed based on the believe that formal education can be effective in influencing the child's social understanding and behavior (Isa,2011). The aim of social studies is to promote civic competence- the knowledge, intellectual processes and democratic disposition required of students to be active and engaged participants in public life. According to the National Council for Social Studies (2009) the civic mission of social studies demand the inclusion of all culture, linguistic and learning diversity that includes similarities and differences based on race, religion, language ethnicity, gender, sexual orientation, exceptional learning needs and other educational and personal significant characteristics of learners.

Okam (1998) stated that the ultimate objective of social studies is the development and improvement of living generally, not only in the class but also in the community, the country and in the world as a whole. In each topic or unit of instruction, social studies learners are confronted with one or more societal issues and problem to solve in the environment (Arisa, 2011). Therefore, social studies education was developed because of the urgent need for positive change in behavior of man towards his fellow man and the entre

environment. This will result to a common understanding, improved skills and attitude, which will bring about unity and development in our society.

2.05 Nature and scope of social studies

Eight conceptions that could be used to explain the nature of social studies were identified by Adeyoyin (1991) in Akinola (2014) as follows:

- Social studies as citizenship education;
- Social studies as skill development;
- Social studies as ecological studies;
- Social studies as social sciences;
- Social studies as cultural integration;
- Social studies as dynamic education;
- Social studies as education for living;
- Social studies as a discipline.

Ogundare (2010) explained the nature of social studies in the following ways:

- Social studies as a school subject tries to teach children the total summation of all experiences within their environment which they need to live in the world. They need to know their society, its nature, its problems and its prospects.
- Social studies is society oriented and culture-bound. This means that the skills and knowledge gained are first and foremost those that relate to, relevant to and useful for a particular society and a particular culture.
- Each country has her own particular purposes and objectives of social studies. Though in general, social studies may be seen as a tool for national

development, the fact of unequal stages of national development means variation in purpose and objectives.

- The subject is a dynamic one, meaning that the content and specific purpose of social studies changes within time, particularly according to changes in the area of value, technology, social problems and education of the country.
- Social studies is not a form of knowledge or discipline in the sense we think of some other subjects. It does not develop its own body of knowledge or a methodology for the purpose of creating new knowledge and pushing back the frontiers of understanding as are the role of social science disciplines. Rather, it is a vehicle for passing on the knowledge developed by the society and those scholarly disciplines to the young ones, for the purpose of making them understand and make use of it.
- The goal of social studies which is to develop a child's social understanding and behaviour can only be achieved if and when all other social institutions such as the family, peer group, government system, economic system, religious institutions, the mass media compliment the effort of the subject.
- Social studies education provides the only structured school focus for the preparation of citizens. A commitment to foster human dignity and national progress is the key to the structure of social studies curriculum.
- Many social studies experts have their initial training in the social sciences or history. They view social studies in different perspectives and proposed different purposes for the subject based on their initial training.

Akinola (2014) asserts that the nature of social studies in Nigeria aim to preparing an individual for the purposeful living through the development of values, attitude, skills and knowledge for the progress of the society. He added that human being's interaction with others and the environments and the outcome of such relationships is the central theme of social studies. According to Danladiand Jalimi(2011) social studies in Nigeria is perceived as that field of education or the common learning of man's interaction with his social, physical, economic and political environments which influences and brings about human improvement.

Scope of social studies refers to content or subject matter, skills, values, attitudes and beliefs that have being or can be included in the social studies programme (Mezieobi, Fuburaand Mezieobi, 2013). It is the areas of coverage in social studies syllabus, curriculum, programme and text books. According to Ogundare (2010) the dimensions of the Nigerian social studies programme (primary, secondary and tertiary) consist of the following key features:

- Man: uniqueness or that which is human about human beings; his origin and interdependence
- Aspects of social and physical environments.
- Ways in which man is coping with his environment.
- Ways in which man is governing himself.
- How man is providing for his basic needs and decision making process.
- The social control functions performed by groups.
- Major developments, major problems of man and solution techniques.
- The beliefs and values of man.

Ogundare (2010) added that another dimension of social studies can be inferred from the worksheet 10 of Kissock (1981) under social studies goals and objectives as:

a. Cognitive Scope: understanding of the relations between human beings and their social and physical environment in the past and present; understanding of the origin, interrelationships, and effects of believes, values and behaviour patterns, application of this knowledge to new situations.
b. Process Scope: competencies to acquire, organize, evaluate and report information for purposes of solving problems and clarifying issues.
c. Affective Scope: understanding positive self-concept, beliefs and values of individuals; beliefs and values of others.

The Comparative Education Study and Adaptation Centre (CESAC) provides four dimensions of social studies as man and his social environment, man and his physical environment, man science and technology and the interaction between the environment, science and technology. Akinola (2014) stated that social studies content covers a wide area because the subject deals with the totality of man, it presents knowledge as a whole rather them compartmentalizing it like other social sciences. He went further to state that the scope of social studies draws its contents, concepts, values, generalization, attitudes, skills and knowledge from various disciplines and activities such as Social Sciences; Arts and Humanities; Community activities and Emerging and contemporary issues. To crown it all, the scope of social studies encompasses all study contents that appeals to cognitive, affective and psychomotor domains of educational objectives.

2.06 Philosophical background of social studies curriculum

Social studies as a school curriculum is designed appropriately to achieve the following aim according to Akinola (2014).

- Social studies as it were are concerned with solving individual and national problems. Social studies have philosophical underpinnings that are relevant to the philosophy and objectives of Nigerian education.
- Human beings are dynamic in nature. Human society is equally dynamic. The integrated nature of social studies makes it capable of accommodating such changes without altering the ideological philosophy of the society.
- Social studies aim at making effective citizens through the acquisition of democratic values and attitude necessary for the good of all and sundry.
- Social studies has ideological and philosophy bearing with goals of Nigeria society. Since social studies depend on the needs and aspirations of the society using it. The objectives of social studies in Nigeria can never be separated from aspirations and needs of the society.
- School is an agent of socialization where learners are taught the values of the large society. Social studies is one of such school curriculum to teach philosophical and societal value.
- Social studies place much emphasis on human interaction and relationship. Human beings are responsible to manage the outcome of such relationships which is imperative to the realization of the objectives and goals of the larger society.

Social studies education is a core in nine (9) years basic education in Nigeria. The philosophy behind this is that before the child gets to the age of 15, he/she must have formed higher percentage of his/her values and habits in life. Social studies is expected to have inculcated right type of value in them up to upper basic level (Akinola 2014). The philosophy of social studies forms an integral part of the philosophy of education in Nigeria (Irikana and Ibeh, 2014). They further stated that the philosophy of social studies at the primary, secondary and tertiary levels is to help the student develop and nurture values that will enable them to determine for any situation what the right thing is and do it. The Nigerian National Policy on Education which emerged in the early 1980s has always stressed that the philosophy behind social studies as a curriculum should be geared towards equipping learners to cultivate values of effective citizenship and civic responsibility (Okam and Halilu, 2015). Anders (2010) asserts that Social Studies as a school discipline should help all individual members of a society develop the ability to adapt to their ever-changing environments and produce citizens who are well disciplined, loyal, obedient, honest, hardworking, dedicated, committed and painstaking. According to Osalusi (2014), these virtues are essential in making citizens capable of contributing to the "building of a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy and a land of bright and full opportunities for all citizens". Okam and Halilu, (2015) submitted the fact that the policy endorses that the emphasis behind all forms of instructions in social studies progremmes in our school is to be measured in term of their 'roles in producing citizens with skills, competencies, moral values and reasoned judgments to effectively live, interact, interrelate and contribute positively to economic, social, political and cultural development of the Nigerian society'.

2.07 Objectives of social studies

Social studies education in general sense according to Danladi and Jarimi (2011) is geared towards the production of citizens that are equipped with relevant knowledge about their society and how to take social actions to address issues and problems of the society. Kadiri, Ololobou, Ahmed and Zuru (2011) identified some objectives of social studies as follows:

i. The creation of awareness in the learners about their surroundings.
ii. The development of specific fundamental dispositions such as the attitudes, values and norms of the society.
iii. The promotion of effective and active citizens.
iv. The promotion of an understanding of the social problems of the locality and finding possible solutions to them.
v. Helping the learners to develop the right attitudes towards the leaders of the government.
vi. The creation of an understanding of their role during elections, especially of how to discharge their duties efficiently.
vii. The demonstration of flexibility and willingness to accept necessary charges within a system i.e education, government or law for the good of all.
viii. The appreciation of the rules and regulations that guide behaviours for mutual respect are very important, regardless of our differences.
ix. The creation of awareness that discipline is essential for an orderly society.
x. To give man adequate information and knowledge about his society and the wider world.

xi. To help man develop proper valued judgment and ability to criticize, analyze, select and evaluate issues and events in their proper perspectives.

xii. To help man develop valuable and social acceptable concepts, ideas and philosophies of life.

These objectives are in agreement with the objectives of social studies which were designed by DuBey and Barth (1980) as thus:

a. The development of good citizenship, the up lifting of moral character and the promotion of social understanding in the society.
b. The promotion of national unity and economic development.
c. Preparing students for the world of work and understanding of everyday problems that they may face as adults.
d. The development of critical thinking, problem-solving and decision-making for the survival and progress of the nation.
e. The enhancement of socialization and acculturation of citizens in the society.

The objectives of social studies obviously cover the three domains of educational objectives namely Cognitive, Affective and Psychomotor domains. This is the reason Danladi and Jarimi (2011) opined that in itemizing the aims and objectives of social studies, the three domains of educational objectives cognitive, affective and psychomotor must be recognized. They wrote that the selection of cognitive objective for social studies could be achieved by constructing hierarchy major and minor ideas by bringing together the generalization from the number of disciplines or by grouping generalization around them. The affective objective of social studies education are the ones that are capable of exposing the students to a wild variety of ideas, objectives and behavior from which they can select

and integrate the ones that would constitute their life philosophy. This means that the affective objectives assist the learners in recognizing the dignity and worth of individuals. The psychomotor objectives of social studies focuses on the development of some skills in the learners, such as those required for investigating social process as manipulative skills. The psychomotor domain deals with the application of knowledge, behaviour, observation, judgment and creativity. It is also known as manipulative and participation stills.

2.08 Political socialization

Political socialization is a process by which political ideas of any given society are internalized and transmitted from one generation to the other. In other words, political socialization is the vehicle through which political culture emerges (Odeemelam and Aisien, 2013).Political socialization ‘’is the process by which political culture are maintained and changed’’ through the performance of this functions, individuals are inducted into political culture and their orientation towards political objects one formed. In a broad sense it refers to the way the society transmit its political culture from a generation to generation. Political socialization is a lifelong process (Daniel, 2015). This is because politics is a continuous process and could begin from the family where a child gains his first knowledge, it continues as he/she goes out to the wider society up till death. The content of political socialization may be transmitted deliberately or non-deliberately, directly or indirectly. Political socialization is referred to as the process by which the citizens acquire political orientation about the government and state, political socialization is determined by the social-economic and cultural environment of the society in which the citizens lives and by their interaction of the experience and personality of the individual. Political socialization according to Okoye, Egboh and Ewuim (2012), should be inculcated in the

electorates to avoid anti-democratic electoral practices in the present political dispensation in Nigeria, one wonders whether what is practiced in the name of democracy is agreeable to these principles.

When a multi-ethnic country like Nigeria fails to politically socialize large numbers of citizens as members of a single community, the consequences are far-reaching. If there are multiple political cultures being perpetuated, members of the various sub-national communities will not be successfully integrated into the political system, and they will not share the norms, rules, and laws of the society (Jibrin, Alfa, and Abuh 2014). Through political socialization, citizens of a state are trained to be aware of their political system and they are also exposing to their respective roles in the political system. Therefore, there is a great need to intensify the political socialization of citizens; this will help to boost the democratic process of Nigeria.

2.09 Agents of political socialization

Socialization can take place through various means. Socialization maybe through indoctrination, teaching, propaganda, political communication and other deliberate effort of the state through the school, the mass media and political activities (Daniel, 2015).Jibrin, Alfa, and Abuh (2014) identified the following agents of political socialization.

a. **The family:** the family exerts the first and most important influence on the formation of individual values. The direct and indirect influence of the family, the first socialization source that an individual encounters is normally powerful and lasting. The family shapes future political attitudes by defining a social position for the child; establishing ethnic, linguistic, class, and religious ties, affirming cultural

values; and influencing job aspiration. In order to contribute meaningfully to democratic stability, the government should not be indifferent towards the family. In societies where governments support and nurture the family, the level of political consciousness is high. Nigeria is not known to support families and in homes where parents cannot cater for their children, the children are vulnerable to a lot of vices and abuses which are threats to democratic stability.

b. **Schools:** The role of schools in transmitting civic education cannot be over-emphasized. This entails the inculcation of fundamental values and beliefs of society to the young. Through public education, states seek to influence young people before their moral character is fully formed. As Magstadt (2009) asserts, "the ideal of liberal education fits easily into the scheme of constitutional democracies that protect the right to question authority. Simultaneously, higher levels of education seem most likely to encourage citizens to participate meaningfully in politics". Education also affects the political skills and resources of the public. Educated people are more aware of the impact of government on their lives and pay more attention to politics. The better educated have mental skills that improve their ability to manage the world of politics. They also have more information about political processes and participate in a wider range of political activities. To enhance greater democratic stability in Nigeria, the government must refrain from its present lacklustre approach towards the education sector and accord it the prime of place.

c. **Political Parties:** Political parties are essential and conspicuous features of liberal democracy. (Alfa, 2011) political parties normally play an important role in political socialization. In democratic systems, political parties attempt to mould issue

preferences, arouse the apathetic, and find new issues to mobilize support. However, an exploration of Nigerian Political parties today shows that they contribute to democratic deficits rather than democratic stability (Alfa, 2012). According toThe political parties have refused to learnlessons from the violent incidences so far.The desire of politicians to take hold on statepower continues to reproduce and reinforcethe phenomenon of electoral and politicalmismanagement.

d. **The Mass Media:** The mass media also play a significant role in the political socialization and continuing education of citizens. Most of the media houses in Nigeria are publicity owned and are used as the mouth-piece of the government.Thisnegates the principle of accountability in governance and negatively affects democratic stability.

Other agents of political socialization are:

i. **Religious Groups:** Religious groups teach and engage their members in political argument with a view of directing them on the political line of action to follow (Jibike, Egbuonu and Nzebunachi, 2007). The religious groups in Nigeria are the Christians, Muslims and other traditional religion. Onuora (2014) asserts that the common and the fundamental influence of religion on the Nigerian democracy is the building of conscience by the religious leaders. Therefore, religious leaders encourage its members to perform their citizenship obligations such as payment of tax, joining approved associations, seek political post, registration for vote and voting for the right people.

ii. **Pressure Group:** The term pressure group is used interchangeably with such terms as interest groups or organized interests. Adesoji (2002) defines pressure groups as

voluntary associations of individuals who band together for the defense of a particular interest. Interest in this sense is a conscious desire to have a public policy or the authoritative allocation of values, and to move in a particular, general or specific direction. They organizes conferences, seminars, symposia and lectures on the maintenance of democracy in the country with a view to sensitizing and mobilizing Nigerians, in extreme and serious cases it has also challenged government attempts to abort democracy or stifle the democratic process (Adesoji, 2002) . Example of pressure group are Nigerian Bar Association (NBA), Nigerian Medical Association (NMA), Nigerian Labour Congress (NLC), human rights organizations such as the Committee for the Defence of Human Rights (CDHR), as well as pro-democracy groups such as the Campaign for Democracy (CD), Academic Staff Union of Universities, (ASUU), National Association of Nigerian Students, and the Press.

iii. **Peer Group:** Peer group are likeminded people, making friends and hanging out together. It may seem like a teenager's life, each and every individual in society loves to have social contact. Peers have great impact on an individual's thoughts and line of thinking. An individual learns to behave in a manner that they think will be acceptable to their peers. Peer acceptance is an important part of socialization and can bring about political socialization of the group. They sometimes mobilize in other to participate in democratic process aside what they have learnt from other socializing agents. This is because they sometimes share the same voting pattern.

2.10 Problems of political socialization

The major problem of political socialization in Nigeria is the problem of intellectual and political dishonesty. Omooba, Obi and Olabode (2008) asserted that our children from early age are exposed to conflicting experience in our social and political behavior. This is because of the heterogeneous nature of our nation. The family, religious groups, peer group some time transmits negative ideal to their children about the other groups, as they grow up they began to act negatively towards the other group thereby causing problem. Also, some of our leaders do not practice what they preach. For example, children are taught to be good citizen of a united country where there is equal access to opportunities. They are taught that a sense of national identity should transcend parochial, ethnic, state and religion sentiments, while their experience in the society is affected and influenced by clear discrimination and open conflict on the basis of place of birth, tribe and religion (Omooba et al, 2008).

Musa (2015) identified some problems of political socialization in Nigeria as follows:

- **Poor Political and Intellectual Honesty:** A major problem of political socialization in Nigeria is the lack of intellectual and political honesty. Our children from very early ages are exposed to conflicting experiences in our social and political behaviour. Even though social studies teaches the values of honesty, the child is surrounded by corruption from the home, the school, the society at large and even the religious institutions are not left out of this problem.
- **In-Objectivity:** The leaders do not practice what they preach. For example, the child is taught that he is a citizen of a united country where there is equally of access and opportunity, he is taught, that sense of national identity should

transcend parochial, ethnic, state or religious sentiments while his experience in the society is affected and influenced by clear discrimination an open conflict on basis of place of birth, and religion.

- **Poor Political Orientation Among Politicians:** Dennis (2010) says most politician do not know what they represent, neither the people nor their interest. Every politician is expected to understand the concept of politician socialization in other to be able to represent his people and unity the nation the knowledge of the constitution and its proper interpretation. Most leaders do not understand the meaning of national unity; they rather fight for their religious and cultural interest, which has the nation high levels of disunity in Nigeria.
- **Poor Foundation of Social Studies Education:** Due to funds and negligence on the part of government, social studies education which service as a tool for sustainable development of political socialization in Nigeria has be relegated to the background with poor attention of government, teaching learning facilities, poor classroom for teaching and learning of social studies, inadequate teaching staff to implement its curriculum etc. has reduce the interest of people in social studies education.

Therefore, it is imperative for all agents of socialization to join hands in other to achieve the political socialization objectives in order to bring about active mobilization and participation in democratic processes in Nigeria. The education sector and social studies education in particular should intensify effort.

2.11 Political culture

Political culture refers to attitude, beliefs, values and affections that are consciously held or implicit in a society in relation to its political process. Political culture refers to a people's dominant orientation towards politics (Daniel 2015**)**.The orientation refers to the attitude, beliefs and values held in relation to seats, structures, the political authority, major politics and issues. The way the citizens related to the state in terms of level of participation, political activities and efficiency or lyricism, level of trust or mistrust of leadership, level of compliance loyalty allegiance, patriotism etc are all elements of and are governed by the political culture..McLean and McMillan (2009) defined political culture as the attitudes, beliefs and values, which underpin the operation of a particular political system. These were seen as including knowledge, and skill about the operation of the political system, positive and negative feelings towards it, and evaluative judgments about the system. In other words, political culture ethos what is acceptable to the people also, it prohibits and sanction the nation's political process. (Jibike, Egbuonu and Nzebunachi, 2007) are of the view that political culture include the development of political system, people's reaction to election and methods of electing representatives. They added that political culture also involves individual's attitude towards national objects and symbols. These objects and symbols are the National Anthem, National Pledge, National Flag, and Coat of Arm. According to Ugwu and Mgbo (2010), political culture per se does not account for political participation, but when this culture is transmitted through the process of socialization, it can then impact on political participation.

The Components of Political Culture comprises the knowledge, understanding and awareness of a state development institutions, role and characteristics of individuals. Daniel

(2015) identified two major elements of political culture. They are, Affective Element which is used to describe feeling or orientation of people towards political system. This particularly relates to the affection, attachment, trust, administration of the state. The second is Evaluative element; this refers to the people's opinion and judgment of the political system. It also depends on standard, knowledge and orientation of the citizenry.

Political Culture can be classified into different categories. (Daniel 2015) opined that Parochial political culture is characterized by disorientation from the central government and non-contribution and participation of people in the political process and also unawareness of the effect of government of little or nothing they make no or little demands, contributes nothing and they are no participative. He stated that two scholars known as Almond G and Varba in their studies 1950-60 and 1980 identified three types of political culture, subject political culture, participant political culture and civic political culture. This classification of political culture is based on whether members of the society play active role in the political process or whether they play passive role. They are explained as follows:

Subject Political Culture: This is characterized by subjecting the citizenry to the government rather than participant in other words they are aware of government but do not contribute or participate because such has no consequences in terms of influence on the political process. Jibike et al (2007) asserts that at this level, individuals are largely aware of the political system and their intended functions but lack strong development idea of the national institution.

The Participant Political Culture: It is characterized by a citizenry that participate in political process. In other words they are politically active and efficacious. Here, citizens

have very high political awareness and participate actively in politics, they respect the national objects and symbols and are also highly educated and knowledgeable (Jibike et al, 2007).

Civil Political Culture: It is the combination of subject, parochial and participant political culture. It is a common knowledge that the political culture of a state emanates from several developments such as the history and experiences relating to it. There the political culture of Nigeria stated with the amalgamation of the north and south in 1914. The nature of a nation's political culture can be determined by the degree to which the citizens are heterogeneous and homogenous.Falade (2007) concluded that the Nigerian political culture has not given room for the entrenchment and sustenance of true democracy. Fanaticism could accentuate parochialism and primordial values in a political system. However, new political culture could be fostered on existing culture in Nigeria as a result of some radical and ideological changes in the society.

2.12 Political mobilization

Political mobilization says Oji (1997) is a process by which programmes are designed and undertaken to create awareness in the people for understanding and support of governmental policies and actions, to inculcate in the masses positive values, habits, orientation without coercion, to create awareness of the resources at their disposal as well as their ability to transform their socio-economic, political and cultural lives. Mobilization is thus a potential tool for the achievement of desired objectives of a particular group or association.

Chukwuemeka, Okoye, Egboh, and Ewuim (2012) identified three political mobilization organs. They are the National Orientation Agency (formerly MAMSER)

established by the despotic Babangida military junta, the Press and the Ministry of Women Affairs (former Commission for Women). Yet another outfit of the Babangida's totalitarian and oligarchic regime.

- **National Orientation Agency:** The National Orientation Agency's mandate is to promote the cultivation of positive mental attitudes towards the National quest for economic recovery and development and inculcate in the people a new social and political order devoid of ethnicity (Ugwueze, 2005). He added that the National Orientation Agency organized workshops, seminars and rallies from time to time, all aimed at mobilizing the citizenry on positive political habits.
- **The Press**: The press as an agent of political mobilization is expected to explain national issues to the citizenry, present the feelings of the citizenry to such issues, and provide unbiased assessment of governmental sections and act as society's watch dog on national policies (Ogbenna, 1998). It is the duty of the press to inform the citizenry or sound an alarm when stated objectives or ideal political norms are deviated from.
- **Commission for Women:** The Organization was primarily charged with the responsibility of mobilizing the Nigerian women politically and the development of their individual and as well as collective capabilities. The Commission for Women which was in association with the Better Life for Rural Women had the responsibility of mobilizing women, especially the ones that are resided in the rural areas and may not have the opportunity to be mobilized through other means. The programme was expected to filtering into the grassroots to create awareness among the rural illiterate women.

The national orientation agency has not been successful with their campaign, as they have not been able to affect the political habit of Nigerians. This is the reason why the ethnic consciousness is still very high in Nigeria politics. Same can be applied to press who are supposed to be the mobilizers of politics has turned to be mouth piece of the despotic politicians and leaders, and are used for political sycophancy. The Better Life for Rural Women also lost its objectivity it was rather hijacked by wives of the governing elites who scarcely interacted with the rural poor and illiterate women. This ugly trend has left the rural populace especially women who are not in politics (Chukwuemeka et al, 2012).Other political mobilization organs are the agents of political socialization which includes family, school, religious bodies, the media, political parties, pressure groups and peer groups.

2.13 Political participation

The term political participation as defined by Daniel (2015) is referred to as those political activities of citizens, either as individuals or group intended or designed to influence the political process. It is the actual involvement of the citizenry to influence directly or indirectly the ways and method of governance or more specifically the output or outcomes of the political process. Political participation refers to the voluntary activities by which members of a political community share in leadership selection and policy formation. According to Daniel, political participation as activities of the citizens aimed at influencing the political processes, such participation could be either in an individual or group basis. He added that Milbrath and goal put it that political participation are those activities or actions by private individuals by which they seek to influence and support the government and politics. Okoro and Nwafor (2013) stated that political participation entails citizens' engagement in the discourse of socio-political and economic issues which serve as

yardsticks for choosing would be leaders. They said that it may also include assessing the capabilities of the incumbencies and advocating ways of ameliorating societal ills for a more prosperous country. Chatora (2012) sees political participation as the various mechanisms through which the public express their political views and, and/or exercise their influence on the political process. Political participation refers to those voluntary activities by which members of a society have a share in the selection of their rulers and directly or indirectly have a role in the formation of public policy so as to enhance proper democratic process. This is in agreement with Ikelegbe (1995) who sees political participation firstly as political activity, secondly, activity is directed as selecting rules influencing the decisions of government and the ways government governs, thirdly, characters of political participation which is voluntary.

Political participation include activities like political discourse, political campaigns, voter registration, the actual voting, writing and signing of petitions, attending of civil protests, joining interest groups that engage in lobbying, political advocacy, monitoring and reporting of cases of violation of the electoral process such as frauds, rigging, intimidation, violence, monetary inducements, underage voting, etc (Okoro and Nwafor, 2013).Political participation activities also includes seeking political information, discussing and propelling, attending meeting, contributing financially and communication with representative on the view, that active form of participation include formal enrolment in a party, speed writing and working in campaigns and also competing for public and party offices. Daniel (2015) asserts that Political participation as an ingredient of every polity whether large or small whether the society is an oligarchy or democracy someone must make political decision and appoint, uphold and move leaders. In the ultimate analysis,

political participation means a process of influencing the authoritative allocation of values for a society, which may not take place through governmental decision.

Political participation in modern democratic society like Nigeria should have well-established legal opportunities for political activities (Ikelegbe, 1995). These activities include the right to vote and be voted for in meaningful election, right to associate with and participate in political parties and other politically relevant groups, the right to petition government and the general auxiliary, right of freedom of speech and expression, freedom of assembly and freedom of press. Political participation has also been viewed as an educational device through which civic virtues are learnt. Thus, Ikelegbe points that, where the scope and intensity of voluntary participation is high, inputs into the highly participatory citizenry could vote out such government because alienated and resort to nonconventional models of participation. Political participation is underscored by the values which most political system, regime and ideologies place on it. In any liberal democracy wide spread participation is a prized value (Daniel, 2015).

The types of Political Participation as argued by Ikelebgbe in Daniel are classified into Election Related and Nonelection Related, the explanations goes thus:

Election related political participation: This involved the electoral process or activities which provided enormous opportunities for political participation to great number of the citizenry, electoral participation involves registration voting campaign meeting, party meeting, party funding and contest for elective office. In this view electoral relation effectively been carried out.

Non election related: This participatory activities include contacting political leaders, expressing politics, opinion and demands, community development activities. In a political society some individual involvement in political matters are autonomous while in others it could be induced.

Politics in many developing nation like Nigeria is usually mobilized or induced. In other society, political participation is usually autonomous. Autonomous participation refers to those action or activities that are generated by the actors themselves, which aimed to influence governmental action and authoritative allocation of values. Induced or mobilized participation are those activities or actions that are initiated by a different person or group of persons than the actors, which are aimed at influencing decisions of government. Alternatively, induced or mobilized participation are those activities that are initiated outside the person or group of persons that would actually act in order to influence government decisions.

Daniel explained two determination of political participation as thus: The psychological characteristics of individual and socio-economic characteristics of individual. He assert socio-economic characteristics of an individual assumption is that the better off economically and socially a man is the more likely he will possess the skills, opportunities and motivation necessary for an active movement in the political process in the society. He stated that participation tends to be higher among the best-educated members of the higher occupational and income groups, the middle aged, the dominant ethnic and religious group, men (as compared to women), urban dwellers and members of the voluntary association. Education offers high and reliable correlation with participation-party because it helps develop a sense of civic duty, political competence, interest and responsibility as well as

personality traits of self-confidence, articulateness and dominance. Daniel added that Political participation is purely determined by education, because political participation is closely related but conceptually different. This is to say that, the educated people generally have better and relevant knowledge and skills on politics which make them more conscious and interested in political issues. Education also makes them more confidence in their ability to participate or influence decision making. In many cases, poverty effect political participation. Daniel also stated that political participation is low among poor people in many countries; it creates a sort of apathy to politics. If people are pre-occupied with meeting their basic needs, of shelter and clothing, it is difficult to expect them to organize effectively for political action. People of lower class participate less than upper class. Therefore, Social status, education and wealth go a long way in determining the process in which political participation took place, thus their states facilities social and political interaction.

Psychological Factor has to do with the character of individual's participation survives by virtue of its capacity to provide for those who are engaged in it. Political observers have variously attributed man's political activities to his need to power competition, achievements, affiliation, aggression, money, prestige, status, recognitions, approval, manipulation sympathy and responsibility (Daniel, 2015). He stated that addition to active versus passive distinction, participation may be classified in terms of its goals, that is instrumental political activities are primarily oriented towards concrete goals such as party victory, enhancement of one's own state, influence or income on the other hand consummator rather than an instrumental act for those who are careless about the outcome of election. Personality tracts, which particularly influenced by social learning (such as

positively associated with political participation). It is possible to distinguish participant from non-participants by such cognitive variable as belief in an individual's own adequately and in the amenability of the social order to change. Therefore, the psychological variables accounted for political participation by individual in the society in psychological characteristics determined the level of participation.

In Nigeria because of the nature of political system, only a few numbers gave attention to or display interest while majority are indifferent none opining and not interested. Most of them may participate only in election, lapsing into activity in believing in election mostly because of non-proper education of the people politically and also lack of critical information on political issues not reached to the people and therefore little or no interest in many issues, only few proportion gives attention to or display interest while larger majority are apathy to political participation (Daniel, 2015). Majority of the citizenry are not effectively represented in terms of the contribution of their aspirations, demands, preference and orientations. This is because many of those in government do not keep to their promises; instead they are more interested on what to keep for themselves not the people. This is why Ojo (2014) stated that violence has become synonymous with Nigeria's political culture such that virtually all elections held so far in the country are violent-ridden.

Jibike, Egbuonu and Nzebunachi (2007) identified some importance of political participation as follows:

- It makes for political stability.
- It generates Legitimacy.

- It makes citizens to be well informed about government activities and programmes.
- It ensures public confidence in the works of government.
- It reduces the amount of force which the government has to use to obtain compliance from the citizens.

2.14 The place of social studies in teaching and learning of political socialization

The place of social studies in the production of good and effective citizens cannot be overemphasized. Social studies teacher learners how to preserve their cultural heritage and to live peacefully with other citizens, irrespective of their tribe or religion. According to Kadiri et al (2011), social studies is an instrument for moulding the character of young learners and install in the attitude and skills to make positive contribution to the well-being and advancement of the nation. They insist that social studies is an adequate subject in terms of its contents and scope for development of national consciousness and unity, it does not only help the young to understand the Nigerian society, people and their problem but also equipped them with knowledge, understanding and competences to assist in improving the society.

Okam (1998) postulated social studies as a unique area of study represent one of those modern curricula arrangements which capitalizes on the use of methods to sustain the reason for its existence as an important subject area. According to Musa (2014), for better understanding of political socialization, national and inter-national politic as well as inculcation of national unity in Nigeria, social studies education must be paid proper attention, since it is the most important organ through which relevantpolitical information can be transmitted to the pupils/studentsIn order to achieve the objectives of political

socialization through social studies education, emphasis must be laid on the employment of techniques of inquiry and discovery method, inductive and deductive approaches in teaching learning situation (Omooba, Obi and Olabode, 2008). Social studies education performs the following roles in political socialization of citizens as states by Omooba et al:

Training for citizenship: Social studies constitute one of the curricula arrangements, accepted for the purpose of laying strong foundation for the purpose of creating effective citizens. For example, students are taught qualities of a good leader, such as being democratically minded, obeying the laws of the land, willingness and prompt payment of taxes, casting of ballot thoughtfully and not abusing the freedom they have nor interfering with the enjoyment of the rights of others.

Inculcating of basic societal norms: the major task for formal political education in Nigeria rest in social studies, for instance, affective and cognitive orientations to politics and public affairs serve as focus in instruction in social studies. In Nigeria, there is emphasis on teaching of values and norms such as cooperation, tolerance, honesty, dignity of labour, obedience, integrity, respect for elders and constituted authorities and religious tolerance.

Promotion of comprehensive political education: Political learning in social studies covers the cognitive, affective and psychomotor domains. The cognitive include themes such as arms of government, legislative, executive and the judiciary, pressure groups, power and authority, leadership and followership, rights, obligations and responsibilities and the rule of law. The affective covers loyalty, respect for ethnic and religious diversity, cooperation, patriotism, respect for others and the government. The psychomotor covers participating in patriotic rituals such as sing the national anthem, reciting the pledge and

saluting the national flag, exercising your franchise, political mobilization. It also entails participating in community service such as sporting activities, clearing the roads, security services e.t.c.

Creation of political awareness: education in general and social studies in particular has become the most important organ through which relevant political information can be transmitted to students. In social studies class, current issues of national and international importance are discussed, for example, changes in leaderships of all levels of government, creation of new states, the various political offices and their functions, to mention but a few.

Promotion of civic awareness: The student in social studies classes learn their basic rights, obligations as stipulated in the constitution. This education helps then to be aware of their civic rights and privileges as well as their possible role as participating members of the society.

Provision of informal political education: informally, the observation of public holidays on Independence Day, democracy day, workers day, children day. Political socialization are also transmitted by teachers , principal, lecturers and other staffs in the school through their leadership style, political behavior, classroom procedure and attitudes towards learning . This means that our everyday experiences in a social studies class have latent political consequences that can overwhelm normal classroom lessons on political socialization.

Political socialization is taught in several courses at the Tertiary level of education, some of such courses include:

i. Citizenship education.
ii. Value education in social studies.
iii. Nigerians external relations.

iv. Civic education.

v. Man and his political life.

vi. Culture and national identity.

vii. Nigeria as a nation.

viii. Nigeria political life.

ix. Issues and problems of national development and modernization.

x. Law related education.

xi. Socialization process in social studies.

xii. Introduction to constitutional studies in Nigeria.

xiii. Social studies education and patterns of Nation Building.

xiv. Nigerian Historical patterns and Cultural Organization.

xv. Social studies education and global Issues.

2.15 Citizenship education

A citizen is a legal member of a state or a national who possesses legal and political rights, carries out his or her duties and own allegiance to the government and the state equally own him or her protection. Mezieobi (2012) mentioned some features of a citizen as:

i. One who is a full member of a sovereign state.

ii. He is entitled to all the fundamental right enjoyed by members of the given sovereign nation.

iii. Consequently on the rights he enjoys as a confide member of the sovereign state, he performs specific obligations associated with that membership and the rights he enjoys.

Therefore, citizenship according to Jibike, Egbuonu and Nzebunachi (2007) refers to right, privileges and statue conferred on an individual as an authentic member of a given society. Mezieobi sees it as a legal relationship of an individual to a political or governmental community.

Kadiri, Ololobou, Ahmen and Zuru (2011:1) define citizenship education as a form of socialization that enables the citizens of a country to adapt to their society through the provisions made by government. Onipe (2002) is of the view that citizenship education is the deliberate inculcation of social and cultural attitude, knowledge and skills that enables individuals to become socially and politically integrated within the society. Citizenship education is an educational process, formal and / or informal, through which the citizens get acquainted with the basic requirements of good citizenship. It behoves us to note that citizenship education is also referred to as political socialization (Jibril, Alfa and Abuh, 2014). According to Akinola (2014) it is seen as a process by which a country transmits in a morally acceptable way what the society consider worthwhile to her people. Within the African traditional context, citizenship education was seen as a type of education that was used to induct new members of the society through the transmission of their cultural heritage to the young, in order to develop a feeling of national pride in people (Mhlauli, 2010).To crown it all, citizenship education is a process of inculcating into citizens of a society political norms and value, spirit of patriotism, right attitude, civic rights and responsibilities so that they may become good and responsible citizens.

2.16 Significance of citizenship education.

Mezieobi (2012) identified the following as the significance of citizenship education:

i. One who is exposed to citizenship education with the correct curriculum content, implemented in an appropriate schooling environment, will understand the concept citizen and citizenship; he will also come to grips with his true position in his civic policy.

ii. It will make the beneficiary understand that he is not just a passive member, of a geo-polity, but one in an active participative legal symbiotic relationship with his nation political community.

iii. It equips the members of the society with the right which they must of necessity enjoy as a result of their full membership of a body politic.

iv. It makes its beneficiary to come to terms with the fact that their rights have correlate duties and responsibilities which expected of the citizens to perform.

v. It imbues the learner with the understanding of how to become a citizen in a geo-political setting and what the citizen expect from the government.

vi. It inculcates in its recipients citizens' socio-civic competences that will enable them be active participants in the ongoing citizen state relationship.

vii. It cultivates in the learners the value that will enable them become nationally conscious as well as inculcates in them the spirit of burning patriotism for nation building.

viii. One who studies citizenship education would have amply prepare oneself for global relationship, full understanding of international relationships and be equip

as a world citizen who is endowed with the citizenship qualities to show concern for world peace.

ix. Citizenship education gives a subtle but indirect training on partnership cooperation.

Form the significance of citizenship education mentioned above, it can be said that citizenship education is that training which produces the desirable values and virtues of the nation in learner and help to sharp their attitude towards making positive contribution to the building and development of the nation.

2.17 Concept of Democracy

The word "Democracy" was coined from Greek words, 'demos' (people) and 'kratos' (rule), meaning "people's rule" (Ushe, 2012). Democracy is a form of government in which the people govern themselves or elect representative to govern them. The Dictionary of politics defines „democracy" as a derivation from the Greek words „people and power" originally referring to the right of the citizens of the Greek City –states to participate directly in the act of governance. There is alliteration in form of a definition of democracy "the government of the people, for the people and by the people"(Okoye, Egboh and Ewuim, 2012). In a democracy according to Wihelm andKarsten (2011),every citizen can participate in this process – by freely acceding information about political issues, by openly expressing the own opinion on public affairs, by formulating expectations, proposals or requirements without fear of repression, by voting in elections, by engaging in civil society organisations or political parties, or by standing up as a candidate in democratic elections.

Democracy has been perceived and defined in various ways by different political scientists. Some of such definitions according to Okoye et al (2012) could be found in Umez (2002) who used the word „democracy“ to mean, a statement about 'sovereignty' and nothing else. He contends that sovereignty in the adult population is established and it is nurtured when a representative government permits and maintains certain basic principles. He identifies these principles as:

a. Universal political participation.
b. Political equality.
c. Majority rule (with substantive recognition of minority right(s).
d. Rule of law
e. Government responsiveness to public opinion.

Democracy is the basic freedom of speech, press, assembly, religion and organization (Uchechukwu, 2005). Essentially, this definition, full blown, has not ignored the important features of an ideal democracy.

The concept democracy was defined by Kwasau (2013) as a governmental system that involves the widest spectrum of participation, either through elections or through the administration of the accepted policies. He also sees it as a government founded on the principle of rule of law which is against arbitrariness, highhandedness, dictatorship and also antithesis to military regime.Ugo (2005) define democracy as the control by the vast majority of the inhabitants of a country or popular controls, the central theme in this definition is that democracy is rule of the people. However, democracy is the rule by the majority through representation; it involves popular participation and popular opinion.

Democracy in Nigeria falls short of it actually meaning, this is because of the various problems encountered since its inception. According to Okoye, Egboh and Ewuim (2012),Nigerian democracy‟ is synonymous with 'Marxian democracy'. They stated that disciples of Karl Marx see democracy as the governance by the minority, the privileged minority who ascend the reigns of governance and use power for the improvement of the living conditions of their supporters and sycophants. They added that the minority are always striving to create avenues for the acquisition and consolidation of more power at the expense of the majority. Democracy to them does not serve the interest of the masses. The oppressors merely seize state power to loot government treasury (Ndibe, 2009). To an extent democracy in praetorian polity like Nigeria is not far from this assumption (Okoye et al, 2012).The type of democracy practiced in Nigeria falls short of the following principles as enunciated by Jones (2006).

- Equality: equalitarian status for all persons in the polity
- Alternative choices: the masses should be able to decipher the type of political ideology, party or interest which suits their desires.
- Regular consultations: people should be consulted over debatable issues, to air their views and discuss with the elected representatives when necessary. Government should avoid taking decisions arbitrarily.
- Regular elections: ideal democracy should be devoid of absolutism, despotism and 'sit-tight' leadership/tenure elongation. Regular election should be held to elect new candidates from the masses. Even if the incumbents should continue on the demand of the majority, elections should be conducted to test their candidacy.

- Majority rule: ideal democracy should adopt populist programmes which should be in the interest of the masses.
- Enlightened electorates: citizenry ought to be educated and awareness created in the workings of government.

In the present political dispensation in Nigeria, there is hope that from civilian rule Nigeria may advance to democratic rule. It is a process. From colonialism to military rule, from military rule to civilian rule, from civilian rule to democratic rule. Jones (2006) stands out as a positive movement which elicits a feeling of acceptance from the generality of the people. It is the catalyst to political, economic, technological and social development and change which emphasizes majoritarian rule. There is no gainsaying that democracy is government by representation of a majority of the people for their mutual benefit (Okoye et al, 2012). Therefore, one will agree with Kwasau's view that the 2003 and 2007 general elections were adjudged to be worst elections in the history of fourth republic. This is because the elections were characterized by; massive rigging, monetization factor, assassination, political thuggery, sentiments, corrupt practices of electoral officers, judicial injustice, deliberate disfranchisement of the populace, discountenancing of the electorate's vote, outright disregard for the rule of law. What the above implies is that the legitimacy of democracy as the best form of governance has been defeated.

2.18 History of democracy in Nigeria

Cultural nationalism was the earliest form of nationalists' struggle pleading for acceptance by the colonizers as natural beings rather than as cultureless beasts (Odoemelam and Aisien, 2013). This was a struggle by African nationalist leaders to emancipate their various societies from the shackles of imperialism and colonialism. The second phase the

plaintive arose when the colonized thought that the colonizers were sure of their positions as cultural beings. It was at this point in time that the plea for cultural rights started.This was characterized by formation of cultural and religious organizations during the period of inter-war years (World wars). Radical nationalism followed suit and entailed radical strategies to end imperialism and colonialism in African societies. It was also a rejection of African inferiority and white superiority. Other instruments of nationalism included Pan-African nationalism, Neo-colonial struggle, ideological and integral nationalism and African non-alignment. Odoemelam and Aisien added that Nationalist leaders, within African context and Nigeria in-particular, were the indigenous political leaders who fought for the emancipation of their societies from imperialism and colonialism. The acquisition of Western form of education by the nationalist leaders equipped them to understand the dynamics of imperialism, colonialism and political power. This phenomenon provided the original initiative to agitate and demand for political freedom for African societies from the colonizers. To actualize the dream of freedom for African societies, nationalist parties were formed across the continent of Africa. Few examples of such nationalist leaders include Dr. Herbert Macaulay, Dr. NnamdiAzikiwe (Nigeria), Dr. Kwame Nkrumah (Ghana), Julius Nyerere (Tanzania) and JomoKenyetta (Kenya). Some of the nationalist parties were the National Council of Nigeria and Cameroon (NCNC), the Convention Peoples' Party (CPP), Tanganyikan African National Union (TANU), Kenyan African Nationalist Union (KANU), among others (Odoemelan and Asien, 2013).

The National Congress of Nigeria and Cameroon (NCNC) formed in 1944 was regarded as an Ibo Political Party. The Action Group (AG) formed in 1948 was an offshoot of the Yoruba cultural organization known as EgbeOmoOduduwa. The party's aim was

solely to fight for the interests of the Yoruba's. Similarly, the Northern People's Congress (NPC) was formed in 1951 and was also a political wing of cultural association called the IslamiyyaMutanenArewa – the association of the peoples of the North. Other later political parties also had ethnic affiliations despite attempts by government to create political parties with national outlook.

Okoye, Egboh and Ewuim (2012) posit that Nigeria gained her flag independence by October 1, 1960, and by 1963, she became a Republic. The first indigenous elections in 1964/65 were marred by bloody incidences and these torpedoed the civil rule by giving military the opportunity to execute a coup by January 15, 1966 (Anyanwu, 2003 in Okoye et al). Okoye et al added that it ended the Nigerian 1st Republic. The January 15, 1966 coup brought about counter coups, which eventually culminated in the 1967-1970 Nigerian civil war fought between Nigeria and Biafra. Biafra was primarily people of Igbo extractions. They fought to resist untoward reactions of their brothers of Northern extractions as depicted by the brutal murder of Igbos in the North (Okoye et al, 2012). The military continued in power up till May, 1999 because Nigeria was unable to nurture an enduring democracy. Nigeria's return to democracy on May 29, 1999 after a tortuous transition programme was greeted with monumental expectations on the part of the citizenry and attracted the attention of the international community and a legion of scholars. It should not pose any difficulty to a discerning mind to deduce that Nigeria's fledgling democracy is beset by a plethora of bottlenecks at the heart of which is the negative use of power and poor distribution of democracy dividends. The negative use of power of incumbency is yet another bottleneck. Literally, the incumbency factor refers to the unrestricted access that the current holder of a political office has to state machineries and resources which he can

deploy to his advantage and against his opponents. This has reared its ugly head in all the elections conducted in the country since the return to democracy, 2003, 2007 and 2011 (Okoye et al, 2012). The 2015 general election was also characterized by the above factor but seem a little better as the incumbent accepted defeat, thereby upholding true democracy in Nigeria.

In order to tackle political and electoral mismanagement in the near future Chukwu and Chidume (2014) recommend the following:

i. Government should strengthen judicial institutions to ensure free and fair elections, and those who violate the law should be prosecuted immediately.
ii. The National Assembly should enact special laws to deal political and electoral mismanagement.
iii. That election petition cases should be dispensed with before politicians are sworn in for positions.
iv. Government, civil societies and nongovernment organizations must monitor the electoral process to eradicate political corruption.
v. Security agencies should be non-partisan as per the public service rules and should not side with any political parties or candidates who run for office.
vi. Political parties as agents of political socialization should educate their members on ethics and good political behavior appropriate for election.

2.19 Political parties

Political party is defined by Odoemelam, and Aisien (2013) as an organized group of citizens of a state with similar views, ideas and ideology which they consider to be

fundamental to the political system and good governance. The main purpose of political party is to contest elective political offices with a view to form government. Political parties apart from carrying on the task of political socialization also perform the functions of:

- Interest articulation
- Interest aggregation
- Building political culture
- Political education
- Political leadership recruitment etc.

Ofoeze (2001), posit that political parties perform the role of interest articulation by identifying and selecting from innumerable and often conflicting and confused mass of problems, opinions, ideas and interests considered as more pressing, urgent and more critical, analyzing them, thinking and fashioning out solutions and presenting them in forms of policy options to the people for consideration. Political parties perform interest aggregation through the filtering of divergent views and opinion of the people and articulating them in such a manner that they can be presented for consideration as public policy. Political parties are traditionally the most significant intermediary organization in democratic society. According to Akubo and Yakubu (2014), Students of political parties have commonly associated them with democracy itself. Political parties, as "makers" of democracy, have been so romanticized that scholars claim that neither democracy nor democratic societies are thinkable without them (Omotola 2009). In other words, the existence of vibrant political parties is a sine qua non for democratic consolidation in any polity (Dode, 2010 in Akubo et al, 2014). Therefore, well-functioning political parties are

essential for the success of electoral democracy and overall political development of Nigeria.

Another important function of the political parties is the use of political socialization and education to build enduring political culture. In Western advanced democracies, political parties encourage positive orientations that generate norms, values, beliefs and attitudes that are supportive of the political power system. This is in line with the view of Akubo and Yakubu (2014) posit that parties are expected to participate in the political socialization of electorates, contribute to the accumulation of political power, facilitate recruitment of political leadership, and serve as a unifying force in a divided polity. Another crucial function of the political party is to build enduring political culture. In Western advanced democracies, political parties encourage positive orientations that generate norms, values, beliefs and attitudes that are supportive of the political power system. Another crucial function of the political parties those citizens possessing the relevant leadership abilities and who then are pointed into formal political governmental positions to exercise general political or governmental leadership. These and other functions of the political parties under normal situation, help to create a stable and enduring political system.

2.20 Challenges of democracy in Nigeria

The Nigerian democracy has faced a lot of problems which now pose challenges. According to Kwasau (2013), impediments to the nations unending desire for a true democracy seem to assume a more perilous proportion by the day. These challenges are:

Ethno-religious factor: Each ethnic nationality in Nigeria has its own faith, interest, culture, language and level of aspiration and these forces seems to affect the economic fate

of each group. In addition, they make the creation of a common identity problematic, thereby exacerbating the difficulty in attaining a true democracy in the society. Currently, Nigeria lacks the necessary democratic values civil and human abuse is rampant, freedom of speech and expression is hampered, lack of social security and distributive justice) hence the rampant social unrest in the polity.

The absence of true federalism: lack of true federal structure in Nigeria is a stumbling block to the nation's ongoing democratic enterprise. The federal government is very overbearing as it controls about 80% of the country's resources leaving state and local governments at its mercy. Where regions, states or geographical zones have the power to control their resources and to have access to the necessary funds for community development programs, democracy strives. 'In fact, it is only true federalism that can guarantee fairness and justice in the society. More importantly, it enables each locality to progress according to the aspiration of the people. A durable and enforceable people's constitution is an indispensable tool to make this feasible, as the constitution protects the people and determines socio-political activities in a society

Abject Poverty: continued poverty, reinforced by mass unemployment is a barrier to Nigeria's quest for consolidating her democracy.The present economic situation and unemployment further compound the implication of electoral violence. Terrorism in Nigeria has been the pastime of the energetic, able-bodied youth due to the cultural deprivation, unemployment, poverty, hunger and mad rush to get rich, instead of providing better jobs and future for the Nigerian youths, the political leaders show them the path of violence and bloodshed (Eke, 2011). A society of beggars, parasites and bandits cannot develop. It cannot know peace or stability and cannot be democratic (Ake, 1996). This

shows that any individual deprived of the basic wherewithal cannot participate effectively in a democratic process. According to Chatora (2012), a World Bank report of 2005 has it that 50.9% of the population in sub-Saharan Africa lives on less than $1.25 a day. Chatora argues that such financial constraint is capable of preventing citizens from engaging in political activities especially those that require financial investment. A poor person is therefore not a full-fledged social individual, as he/she lacks the basic freedom to engage in the life he/she enjoys. One can safely argue that poverty is a hindrance to democratic consolidation since economic chaos can topple democratic institutions. The problems of poverty and injustice are good part of Nigeria, and the citizens do not seem to understand what is in their culture preventing them from achieving a just, prosperous-dignified life and true democracy.

The Incumbency Factor: In political parlance, incumbency refers to holders of political office who enjoy certain privileges (such as wider media coverage and security) which are not available to other contestants in the electoral contest. These privileges create some electoral margin for the incumbent running for re-election leading to an incumbency abuse factor. In Nigeria, this factor promotes appointment of corrupt and or compromised electoral officers, manipulation of the electoral law and the constitution, manipulation of the electoral tribunals to protest stolen mandates, use of state security forces and apparatus to intimidate opposition parties, denial of access to state owned media houses etc to ensure they regain or elongate their tenure against popular will.

Lack of acceptance of defeat by electoral contestants: This is one great challenge to Nigeria's democracy. As a result of this the electoral Tribunal which is a special court set up to entertain cases relating to electoral matters in Nigeria has more than enough electoral

cases to disperse with (Odoh, 2014). This development not only delay justice but in some cases led to denial of justice of some individuals.

The politics of godfatherism: another great impediment to democratic consolidation in Nigeria is the phenomenon of godfatherism which has been dominating the political scene of the country. It is a game where political kingmakers and gladiators manipulate the political system to enthrone their crowned political stewards. Ogundiya (2010) asserts that godfatherism is both a symptom and a cause of the violence and corruption that together permeates the political process in Nigeria. Public officials who owe their positions to the efforts of a political godfather incur a debt that they are expected to repay without end throughout their tenure in office. They control state resources and policies not minding the corporate existence of the state. In fact their activities help frustrate the basic democratic values in society and block the democratic process by obstructing selection of good and qualified candidates for elective posts thereby making the rise of true democracy a hard nut.

Corruption: Corruption has reached a high crescendo such that an average Nigerian now possibly associates democracy with it. The consequences of political corruption are potently manifest: cyclical crisis of legitimacy, fragile party structure, institutional decay, chronic economic problem and unemployment, and above all general democratic volatility. Corruption in this country is generally characterized by Looting of funds and wealth kept secretly, i.e. capital flight; misappropriation and mismanagement of public funds; money laundering (acquiring money through fraudulent ways); drug and child trafficking; illegal arms deal; gratification which involves monetary, material or physical favor as a condition or reward for performing official duty, official abuse of office in which an official suppresses and violates an oath of office and nepotism which is granting underserved favors

to one's relations. The recent corruption scandal in the oil sector totalling N1.7 trillion from 1999-2011, Police Pension Fund of ₦18 billion as well as the James Ibori N450 billion corrupt case of money laundering in London is just the tip of an iceberg as far as corruption is concern in Nigeria.

Security question: from 1999-date, the country has been home with lots of ethno religious crises, sectarian mayhem, electoral violence etc. questioning and shaking the survival of democracy. Notable among them are, the Yoruba and Hausa/Fulani disturbance in Shagamu, Lagos State (1999-2000), the Urohbo/Ife Modakeke crisis (2000-2001), the Jukun/Tiv conflict (2000), incessant turbulence in Jos the erstwhile home of peace and tourism, the post-election violence in the Northern part of Nigeria (2011) and constant sectarian turmoil exemplified by the activities of Boko Haram. The x-ray of the above upheavals will indicate that, our democracy is surely under great challenge making Dauda and Avidime (2007) to argue that the current security situation in the country is a major obstacle to the consolidation of democracy. According to them, "the tense security situation in all parts of the country makes nonsense of whatever efforts has been made to justify the sustenance of our democratic experiment since the environment is not conducive for foreign investments and endangered by bad governance and political instability'. For list of selected cases of Ethno-religious conflicts in Nigeria by Odoh (2014) (please see Appendix I).

Odoh stated that the inter-tribal and inter-religious crisis did not only assisted to create severe problem to democracy but made the Federal Government to channel resource meant for development to controlling and preventing the destruction of lives and properties. These have contributed in setting our country backward politically, educationally, socially and so on.

2.21 Review of related empirical studies

The following are some related empirical studies carried out by researchers in order to improve in order to improve the teaching and learning of social studies for the development of the society:

Tsaku (2009) focused on the effect of social studies education on students' attitudes to nationalistic ideals about Nigeria in some selected junior secondary schools in Keffi educational zone of Nasarawa state. 300 JSS 3 students were used by randomly selecting 30 students from 10 schools. The research instrument was a 50 items questionnaire which consist of 6 sections was administered completed and returned. The data collected was analyzed using the chi-square (x^2) statistic to test the degree of relationship between the average performance of the student with regard to social studies education objective in cognitive, affective and psychomotor domains and the social studies educational delivery in the three domains. The study showed that there is need to intensify social studies teaching effort by recruiting qualified teachers and make adequate provision for instructional materials especially text books. Tsaku's research is related to the present in the study of social studies education as a tool for effective citizenship development so as to bring about national unity. They both used the questionnaire as instrument for collection of data. They differs in scope, while the former focused on JSS students, the present studied the undergraduate student. They also differ in statistical analysis procedure as the present will be using t-test, the former used chi-square and focused on nationalistic ideals.

Democratic attitudes of social studies pre-service teachers was a research work carried out by Yigt and Colak (2010). It was carried out with survey method and the attitude scale was used to fix democratic attitude of social studies student teachers. The research

group consist of 200 social studies student teachers who attended in four public universities in Turkey and sample was selected through easily accessible sampling method. The quantitative data was collected through standardized open-ended interview questions with 50 positive and negative propositions in Likert-type scale. The data collected were analyzed using t-test to examine if differences between democratic attitudes and sexuality of the student teachers existed, and one way ANOVA was used to analyze the other sub-aimed data. From the findings all of the participants thought that studying in the social studies department brought them good characteristic towards democracy and if they studied in another department they wouldn't got them. The findings in general suggested that school and family are the most important factors in bringing up democratic children. If we foster the relationship between school and family children will be more democratic than their current situation. This work is similar to the present in the study of how to achieve a democratic environment using social studies education, both were survey research. The two studies also used t-test and ANOVA as statistical tools for data analysis. The present differs from the former in scope, while the present focus on 300 and 400 levels social studies students, the former studied social studies student teachers. Also, they differ in instrument for data collection as the present use structured questionnaire, while the former used open-ended interview.

The research on "Impact of social studies education on the achievement of religious tolerance and peaceful coexistence among students of Colleges of Education in Kaduna state" was by Otuenu (2011). Respondents were drawn from NCE I and II social studies students of Federal College of Education, Zaria and College of Education, Gidan Waya in Kaduna state. The research was descriptive survey design where stratified sampling

technique was used to select 230 students as sample for the study. Data was collected using a researcher-designed questionnaire and were analyzed using the t-test for independent samples at 95% ($p< 0.05$) significant level. The findings highlighted the critical importance of using social studies education to solve present and future occurrences of religious conflict in Nigeria. She concluded that the more education is given priority in the nation, especially social studies, the less intolerant to religion people will become. The more tolerant teachers will be in face of divergent beliefs and religious practices, the more tolerant students will become in the face of diversity. Otuenu's work is related to the present as they both made use of descriptive survey design, questionnaire for data collection, and the t-test for data analysis. They differ in sample technique as the former used stratified sampling technique; the present used the simple random and purposive sampling techniques for sample size. Also, while the former studied the NCE I and II social studies students of FCE Zaria and COE GidanWaya, the present will study the 300 and 400 Levels undergraduate social studies students in federal universities in Nigeria.

A study on the effectiveness of social studies education in enhancing political socialization among social studies students in Colleges of education in Kano state was carried out by Ubah (2014). Three research questions were formulated to find out to what extend the federal and state NCE I and II, male and female social studies students differs in their political socialization knowledge. A survey research with a sample of 350 NCE I and II social studies students who were randomly selected through three digits table of random numbers. The study was carried out using a modified Likert four points scale questionnaire and a t-test statistics was used to test the hypotheses at 0.05 level of significance. One of the findings reveals that there is no significant difference on the political socialization between

social studies students of federal and state colleges of education in Kano state. Based on the findings, it was recommended that social studies education should be intensified, political data base should be organized among social studies students in our colleges of education. Ubah's work is related to the present in the study of social studies as a tool for political socialization, they both carried out a survey research and sample was randomly selected with four Liket point questionnaire as instrument for data collection. The two also make use of t-test as statistical analysis tool. While the formal focuses on NCE I and II students social studies students of colleges of education, the present is studying the 300 and 400 social studies undergraduate students of federal universities in Nigeria. The present want to find out how political socialization can enhance mobilization and participation in democratic process while the formal did not.

Comparative study on the role of social studies education in promoting cultural integration among undergraduate students of social studies in Kaduna state was a study carried out by Lawal (2014). The study compared the role of social studies education in promoting cultural integration between social studies students in Federal College of Education Zaria and Ahmadu Bello University Zaria. Four objectives, research questions and hypotheses were formulated and a survey research design was used. A sample of 240 was drawn from the population of 639 students with the use of simple random technique based on the recommendation of Wassu (2006) at 0.05% degree of accuracy and 95.0% degree of confidence. Data were collected with the use of questionnaire which permits to respondents to express their view and the data collected were subjected to both descriptive and statistical analysis using the chi-square test of independency. Based on the finding, the researcher recommended that the curriculum of social studies at all level should be

reflecting positive image of all people, through the teaching of cultural relativism at all levels of the educational system. Lawal's work and the present are related in design as they use survey with sample size which was selected with the use of simple random sampling technique. They both use the questionnaire for data collection and descriptive analysis was employed. They differ in scope, as the former makes use of the students of FCE and Abu Zaria, the present will use the Federal universities. The former employed chi-square for data analysis, while the present will use the t-test statistics to compare the means of independent variables.

Impact of social studies programme on students' attitudes on religious affiliation demands in relationship to citizenship education in Niger state was a research work by Bawa (2014). The study was aimed to answer some of the problems created by a multi-religious tribal society. It was a descriptive survey design using the questionnaire which was administered to 357 who were sampled based on the stratified random sampling through the popular pick and drop technique. Frequency, means and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the null hypotheses at confident level of 0.05. Result revealed that religious affiliation of students has a great influence on the attitude of JSS students towards citizenship education in Niger state. Based on that, the researcher recommended that all religious leaders should teach stability and good moral that demonstrates good citizenship and cohesion among people.Bawa's research is related to the present in terms of the descriptive survey design and the questionnaire as data collection instrument. They both talk about social studies as important tool in enhancing good and participating citizens. They differ as thus; the former used stratified random sampling

technique while the present used the purposive and simple random sampling techniques for sample selection. The former employed the PPMCC for data analysis, the present will use the t-test statistic.

Lawal (2014) worked on "Impact of social studies education on Voters education among NCE student of Colleges of Education in Kaduna state". The research was a Quasi-experimental design with a sample size of 234 students who were randomly selected. The data was analyzed using descriptive statistics while the hypotheses were tested using the independent sample t-test. The findings reveal that given the right atmosphere and other vital ingredients, social studies education has a great potential for promotion of efficient voter's education of eligible voters. Lawal's work with the present are related as they both focused on election, the simple random sampling technique was used and the t-test statistic for testing of the hypotheses. The differences are, the former's work was Quasi-experimental design while the present will be a survey design. Also while Lawal studied the NCE social studies students of colleges of education in Kaduna state, the present will study the undergraduate social studies students of the federal universities in Nigeria.

The research of Peter (2014) was on the effects of social studies education on national integration among teachers and students of upper basic education level in Zaria educational zone of Kaduna state. The study which was a survey research randomly sampled 358 respondents from six schools. The 4 point Likert-type scale questionnaire was used for data collection and the t-test statistics was used to analyze the data collected, to test the degree of relationship between the variables under study. The research suggested that there should be a periodic review of the social studies curriculum so as to meet the needs of the changing society. Also, the teacher should serve as a role model for the students to

emulate. Peter's work is related to the present because they both focus on how social studies teaching and learning can be improve so as to inculcate the right knowledge for good citizenship. The same instrument was used for data collection and t-test statistical tool was used for data analysis. They differ in scope, as the former studied students and teachers of upper basic education level, the present will study the 300 level undergraduate students. The former focuses on national integration while the present is on political socialization.

The work of Kudu (2015) was on "Assessment of Teachers' perception on social studies education in teaching Democratic values in junior secondary schools in Kwara state, Nigeria". The study was a survey research design, 392 Teachers representing 25% of the population was sampled out of which 372 were used. This was done through simple random and purposive sampling techniques. A questionnaire was used for data collection, and the data were statistically analyzed using independent t-test, mean and standard deviation. The study reveal that there were no significant difference on account of gender, location and qualification level of teachers in their perception on social studies education in teaching democratic values in JSS in Kwara state. The researcher therefore recommended that social studies curriculum for JSS should be subjected to periodic review in order to take care of the inadequacies and make it more relevant to the socio-political needs of contemporary as demanded by the National Policy on Education. The work of Kudu and the present are related as they both focused on democratic values and processes, they employed the survey research design, and they determined the sample through simple random and purposive sampling techniques. Also, they both use the questionnaire for collection of data and t-test as statistical analysis tool. They differ in scope as the former studies the junior secondary school, while the present will be studying the federal universities. Also the while the former

assessed teachers perception, the present intend to assess the undergraduate social studies students perception.

Muhammed (2015) carried out a research on "Views of undergraduate social studies students on the potency of social studies education in minimizing political violence in North-West Geo-political zone, Nigeria". The research was survey with three objectives, research question and hypotheses. Samples of 288 undergraduate social studies students were randomly selected and a questionnaire was used for data collection. An inferential statistics was used to analyze data, while hypotheses I and II were tested using two sample t-tests, hypothesis III was tested with one way Analysis of Variance (ANOVA). The study reveals that if given the right atmosphere in school with good political backing, social studies education can minimize or even eradicate the occurrence of political violence in Nigeria, which have negatively affected education in North- West Geo-political zone of Nigeria. He recommended among others that social studies education teachers should embark on some form of sensitization in conjunction with the respective school authorities on the needs for political harmony in the society. The former and present are related in scope as they both are studying the views of undergraduate social studies students on politically related issues. They employed the survey design and simple random sampling was used as sampling technique. Also, the questionnaire was used by both as instrument for data collection and they both have the t-test and ANOVA as statistical tool for data analysis. While the former focused on political violence, the present focuses on political socialization.

Summary

This chapter reviewed what other writers have written in relation to this research topic. The liberal theory of democracy which was said to have emerged from the philosophical writing of John Locke, J.J. Rousseau, John Stuart Mill, Montesquieu and other Liberal writers whose theories advocate private liberty, natural rights, social justice, majority rule and private property was used to discuss how the students' knowledge of political socialization can be used to motivate them in order to participate in democratic process in Nigeria. The concept of social studies which can be used for the enhancement of political socialization through socialization studies instruction was reviewed. As a unique area of study, social studies represent one of those modern curricular arrangements which capitalize on the use of method to sustain the reason for it existence as an important subject area. Political socialization refers to the process of induction into a political system and remains the engine room of political development and sustenance of democracy in Nigeria when people of all ages are put through the process of teaching and learning about all aspects of the political system. The review also include the concepts of political mobilization and participation, they are voters registration, contesting for electoral post, voting e.t.c. democracy which is commonly known as the government of the people for the people and by the people have being faced with challenges like ethno-religions sentiment, corruption, godfatherism, incumbency to mention but a few. Finally the study examined the view of other writers' on social studies as a tool for effective political socialization which is capable of mobilizing the citizens to participate in democratic process in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedure that was employed in the answering of the research questions and testing of the hypotheses of the study. The issues treated fall under the following sub-sections:

- Research design
- Population of the study
- Sample and sampling technique
- Instrumentation
- Validity of the instrument
- Reliability of the instrument
- Data collection procedure
- Statistical analysis procedure

3.2 Research design

Descriptive research design using survey method was adopted for this study. According to Ogundare (2013) survey research involves processes of gathering data on certain events, or object at a particular time, or over a designated period of time with the purpose of analyzing, in order to come to some generalized statements about the subject of study. The variable for the study includes the extent to which social studies education inculcate among undergraduate students the tenet of political socialization, how their knowledge of political socialization can serve as mobilization agent ,also how this

knowledge can enhance participation in democratic process among gender and school. The researcher adopted this design because according to Osuala (2001), survey research study both large and small population by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelations of sociological and psychological valuables. This means gathering information about a large number of people but seeking the response of few of them, and generalizes. This is because in attempting to assess the perception of undergraduate social studies students on whether or not their political socialization knowledge can be used to mobilization Nigerian citizen to participation in democratic process in their various schools. Survey research interprets synthesis, integrate data and point to implication and interrelationship. It does not make decisions for the research, but they can provide him with information on which to base sound judgment. Therefore, the researcher depended among other considerations, on the sampled opinion of a section of the population.

3.3 Population of the study

Population of the study is the number of the target individuals that the researcher wishes to study (Ekpo, Adindu and Alwell, 2010). The population of the study comprised of undergraduate Social Studies students in the federal universities in Nigeria. The 300 and 400 levels social studies students of the federal universities that offer social studies education at undergraduate level in Nigeria served as the population. The 300 and 400 levels students wereused because they have acquired relevant knowledge on political socialization based on the course they have studied so far. This enabled them answer the item on the research instrument without much stress. Only thirteen (13) out of the forty (40) federal universities in Nigeria offer social studies education at undergraduate level with

the total number of 1439 students, made up of 705 student in 300 level and 734 students in 400 level. Also, the population is made up of 735 male and 704 female students. The population of the study is represented on the Table in Appendix ii.

3.4 Sample and sampling technique

Sample is a smaller group of elements, drawn through a definite procedure from a specified population (Ogundare, 2013). While sampling technique is a plan showing how elements are drawn from the population. In order for the researcher to carry out an in-depth investigation of the problem and to have a true representation of the population, the study selected the 300 and 400 level social studies student from three (3) universities as the sample frame. The selected universities are Ahmadu Bello University, Zaria, Obafemi Awolowo University, Ile-Ife and University of Nigeria, Nsukka. The total number of 301 students who were made up of 152 (300 level) and 149 (400 level) were used for the study. Also, the students were made up of 157 males and 144 females. The sampled universitieswere drawn based on the recommendation of Krejice and Morgan (1970), whom are of the view that 301 could be utilized as sample size from the population of1439 respondents. The selection was made with the use of Purposive sampling technique; this was done in order for the Northern, Easternand western parts of Nigeria to participate in the study since the southern part was used as the pilot study. The researcher also selected the sample size through simple random sampling technique. The sample size is represented on Table 1.

Table 1: Sample distribution of undergraduate social studies 300 and 400 level students according to school.

S/n	States	Schools	300L Male	300L Female	400L Male	400L Female	Total
1	Kaduna	Ahamadu Bello University, Zaria.	38	39	39	38	154
2	Osun	Obafemi Awolowo University, Ile-Ife.	25	21	23	22	91
3	Enugu	University of Nigeria, Nsukka.	15	14	15	12	56
	Total		**79**	**73**	**78**	**71**	**301**

3.5 Instrumentation

Instrumentation deals with the tools used in data collection for the purpose of the study. The researcher chose to use the structured questionnaire. The instrument was close ended questions which the respondents were only limited or confined to options given by the researcher. The instrument was based on 4 point modified Likert-type scale which required the respondents to agree or disagree with the attitude statements. The questions were constructed to elicit relevant information pertaining to the research questions. This is in agreement to the modified 4 point scale proposal (1) as presented by Nworgu (1986) to force respondents to share their opinion on particular issues. The strongly agreed and agreed were merged to be agreed while disagreed and strongly disagreed were merged to be disagreed in the analysis. The instrument titled, "Social Studies Students perception of Political Socialization on the Mobilization and Participation in Democratic Process in Nigeria". The respondents were required to respond by simply ticking the appropriate column. The questionnaire contained 55 items which were divided into six sections of A, B, C, D, E and F. section A contains the personal information of the respondents known as

"Bio Data", while sections B, C, D, E and F seeks information on the opinion on the respondents opinion on their perception of political socialization, mobilization and participation in democratic process. The instrument was made up of five (5) Bio data, thirty (30) positive items and twenty (20) negative items. The responses were coded as, strongly agreed (4), agreed (3), disagreed (2), strongly disagreed (1).

3.5.1 Validation of the instrument

Validity of an instrument implies the degree to which an instrument can measure what it is intended to measure. In order to make sure that the final copy of the questionnaire is valid for the study, the researcher gave it to the supervisors, language specialist, experts in social studies, political science and statisticians during the construction of the questionnaire to make sure that the contents and language are appropriate and relevant to the study. Based on their input, the final version of the questionnaire was produced.

3.5.2 Reliability of the Instrument

Instrument reliability refers to the extent or degree of consistency between two measures of the same thing. To prove the reliability of the instrument, a pilot study was carried out using thirty (30) 300 and 400 level undergraduate social studies students of the University of Calabar. The data collected from the pilot study were statistically analyzed for purpose of reliability co-efficient. The Guttmann Option of the Split-half and Spearman – Brown reliability coefficient was used. Consequently, reliability co-efficient of alpha level of 0.941 and standard alpha level of 0.940 were obtained. These reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability according to Spiegel and Stephens (1999). According to them an instrument is considered reliable if it lies between 0 and 1, and that the closer the

calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work. The reason for pilot study was to forestall any problem that might arise during the actual study, it gives the researcher a pre-knowledge of the test administration procedure and the practical problems involved in carrying out the study. This is to rectify these problems and assess the relevance and functionality of the research questions and hypothesis.

3.6 Data collection procedure

The data for the study was collected through the administration of the instruments with the aid of two trained research assistants who were fully briefed and familiarized with the items of the instrument and all the information necessary for the administration of the instrument. Official permission was obtained from the head of Department of Social Studies and the vice Chancellors of the sampled schools. The trained research assistants therefore helped to administer the instruments by direct delivery technique and collect back the administered instruments from respondents of sampled schools. The instrument was administered during the 2nd semester of the 2015/2016 academic session.

3.7 Statistical analysis procedures

The analysis was carried out based on the research questions and null hypotheses. Both descriptive and inferential statistical techniques were used in the analysis of data. The descriptive statistics involved the use of frequencies and percentage for the bio-data and other variables, while the mean, standard deviation were used to answer research

questions.The inferential statistics involved the answering of research questions and testing of the postulated null hypotheses.

The analysis was done through the use of computer, using Statistical Package FOR Social Sciences (SPSS) in the analysis of data and testing of the hypotheses. Hypotheses i, iii and v were analyzed through the use of independent t-test because it allows for the comparism of the means of independent variables, it also helps to analyze the differences in opinion of respondents, while hypotheses ii and iv was tested with One-way Analysis of Variance (ANOVA) because of the multiple level of independent variables. The data analysis was thus presented in three main sections. Section one, for bio-data analysis, section two, for answering the research questions and section three, for testing the postulated null hypotheses. To uphold or reject the hypotheses advanced for the study, an Alpha of 0.05 level of significance was used.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter focuses on the analysis of the data collected for the study. The results are presented in four sections (4.2, 4.3, and 4.4). The result in section 4.2 focuses on the analysis of bio data followed by 4.3 the answering of research questions, then 4.4 null hypotheses testing. Summary of major findings is in section 4.5 and discussion of the findings of the study followed in 4.6.

4.2 Analysis of Bio data

Analysis of Bio data

The bio data as obtained in the study from the respondents is analysed using frequency and percentage as presented as follows.

Table 2: Distribution of Respondents by Gender

Gender	Frequency	Percent
Female	144	47.8
Male	157	52.2
Total	301	100.0

Data collected from the field

Table 2 shows the distribution of the respondents by their gender. Out of the total number of students involved in the study, 144 or 47.8% were female while 157 or 52.2% were male. In the distribution male respondents outnumbered their female counterparts.

Table 3: Distribution of Respondents byGeo-Political Zone

Geo-Political Zone	Frequency	Percent
North-East	37	12.3
North-West	44	14.6
South-South	47	15.6
South-East	51	16.9
South-West	68	22.6
North-Central	54	17.9
Total	301	100.0

Data collected from the field

Table 3 shows the distribution of respondents by Geo-Political Zone. Of the total number respondents (301) involved in the study, 37 representing 12.3% were from North Eastwhile 44 representing 14.6% were from North West. The table also, shows that 47 respondents representing 14.6% were from South South and those from South East were 51 representing 16.9%. In addition, the table shows that 68 respondents representing 22.6% were from the South West while 54 respondents representing 17.9 were from the North Central. Respondents from the South West (68) were the highest while those from the North East (37) are the lowest in the distribution.

Table 4: Distribution of Respondents by Level

Level of Respondents	Frequency	Percent
400	149	49.5
300	152	50.5
Total	301	100.0

Data collected from the field

Table 4shows the distribution of respondents by level. Of the total number (301) involved in the study, 149 representing 49.5% were in 400 level while 152 representing 50.5% were in 300 level. Respondents in 300 level outnumbered their 400 level counterparts

Table 5: Distribution of Respondents by University

University	Frequency	Percent
UNN	56	18.6
OAU	91	30.2
ABU	154	51.2
Total	301	100.0

Data collected from the field

Table 5 shows the distribution of respondents by respective Universities. Of the total number respondents (301) involved in the study, 56 representing 18.6% were from UNN while 91 representing 30.2% are from OAU and 154 representing 51.2% were from ABU. In the distribution, respondents from ABU (154) were the highest while respondents from OAU (91) are the lowest.

Table 6: Distribution of Respondents by Marital Status

Marital Status	Frequency	Percent
Single	235	78.1
Married	66	21.9
Total	301	100.0

Data collected from the field

Table 6 shows the distribution of respondents by marital status. Of the total number respondents (301) involved in the study, 235 representing 78.1% were single while 66 representing 21.9% were married. In the distribution, respondents who are single outnumbered their counterparts who are married.

4.3 Answering Research Questions

The five research questions that were raised in chapter one guides the study and the results were analysed using means and standard deviations. They were answered and discussed as follows:

Research Question 1:

To what extent does political socialization based on the perception of undergraduate Social Studies students' of Federal Universities enhance mobilization and participation in voter's registration in Nigeria?

In order to answer the research question, the mean rating score and standard deviation of responses of the respondents were computed which is presented in Table 7.

Table 7: Respondents Mean rating score and Standard Deviation on the extent political socialization enhance mobilization and participation in voter's registration

S/N	Items	Mean	Std.
6	Social studies is an agent of political socialization	3.8405	.38447
7	Citizens who are patriotic and responsible don't register to vote during election.	1.1595	.40966
8	Voter's registration is not a fundamental responsibility of Nigerian citizens.	1.1262	.33268
9	Registration of voter's can be made easier through political socialization	3.2425	.45933
10	Voter's registration is a form of mobilization for democratic process.	3.8605	.34708
11	Social studies help to create awareness for citizens to register so as to vote during elections.	3.3920	.51556
12	Voter's registration is not a form of participation in democratic process	1.6478	.49218
13	Citizens cannot cast their votes if they do not register.	3.9535	.21094
14	Political socialization is achieved if citizens register to vote during election.	3.7409	.45383
15	Knowledge of political socialization cannot increase democratic involvement of citizens in politics.	1.4518	.54330

Data collected from the field

Table 7 shows thatthe mean rating score on item: 6, 9, 10, 11, 13 and 14 are above the criterion mean of 2.5 which implies that the respondents agreed with the statement as true. On items: 7, 8, 12, and 14 the mean rating score are below the criterion mean of 2.5 which implies that the respondents did not agree with the statements. Therefore, the statement should be as follows: Citizens who are patriotic and responsible do register to vote during election; Voter's registration is a fundamental responsibility of Nigerian citizens;Voter's registration is a form of participation in democratic process; and Knowledge of political socialization can increase democratic involvement of citizens in politics. This finding means that political socialization predisposes the respondents to mobilization and participation in voter's registration. The implication of this finding is that,based on the

perception of undergraduate Social Studies students' of Federal Universitiespolitical socialization enhances mobilization and participation in voter's registration in Nigeria.

Research Question 2:

Does the knowledge of political socialization from the perception of undergraduate Social Studies students of Federal Universities enhance citizens' preparation to contest for elective offices in Nigeria?

In order to answer the research question, the mean rating score and standard deviation of responses of the respondents were computed and presented in Table 8

Table 8: Respondents Mean rating score and Standard Deviation on the extent political socialization enhance mobilization and participation in contest for elective offices

S/N	ITEMS	Mean	Std.
16	Political socialization can enhance citizenship mobilization for contesting in elections	3.8040	.39764
17	Mobilization can serve as a viable tool in achieving political objectives.	3.2126	.49123
18	Youths should be encouraged to contest for elective offices.	3.8904	.32343
19	To contest for election is not a form of political mobilization for democratic process.	1.7973	.53739
20	Contesting for elective offices is the right of every citizen who is 18 years and above.	3.9668	.17952
21	The poor also contest for elective offices in Nigeria.	1.1030	.35500
22	Political socialization encourages female citizens to also contest for election.	3.2193	.49507
23	Political parties have discouraged citizens from mobilization of electorate during election.	2.6246	.68939
24	Through political socialization, only men are mobilized to contest for elections in Nigeria.	1.3833	.56933
25	A cultural difference is a factor that affects citizenship mobilization for democratic process.	3.1561	.55875

Data collected from the field

Table 8shows that the mean rating scores on item: 16, 17, 18, 20, 23, and 25 are above the criterion mean of 2.5 which implies that the respondents agreed with the statement as true. On items: 19, 21 and 24 the mean rating scores are below the criterion mean of 2.5 which implies that the respondents did not agree with the statements. Therefore, the statement should be as follows: To contest for election is a form of political mobilization for democratic process, the poor does not contest for elective offices in Nigeria, and through political socialization both men and women are mobilized to contest for elections in Nigeria. This finding means that political socialization predisposes the respondents to mobilization and participation in contest for elective offices. The implication of this finding is that, political socialization from the perception of

undergraduate Social Studies students of Federal Universities enhance citizens' preparation to contest for elective offices in Nigeria.

Research Question 3:

To what extent does the knowledge of political socialization based on the perception of undergraduate Social Studies students of Federal Universities enhance political mobilization and participation in actual voting process in Nigeria?

In order to answer the research question, the mean rating score and standard deviation of responses of the respondents were computed and presented in Table 9.

Table 9: Respondents Mean rating score and Standard Deviation on the extent political socialization enhance mobilization and participation in actual voting process

S/N	ITEMS	Mean	Std.
26	People go out to vote during election because they were socialized politically.	3.3023	.54616
27	Election rigging is part of political participation in Nigeria.	1.9834	.51935
28	Religious differences influence voting process to a large extent in Nigeria.	3.2326	.63697
29	Casting of vote during election is a form of political participation in Nigeria.	3.9070	.29095
30	Citizens who are under 18 years but are married should be allowed to cast their vote during election.	1.4618	.61863
31	Political socialization enhances citizens to exercise their franchise.	3.8937	.30875
32	Political socialization is not a mobilizing agent for voter's	1.3256	.52311
33	Men and women do not have equal participation on democratic process in Nigeria.	3.4020	.49112
34	In some part of Nigeria, only men are allowed to vote.	1.9402	.45064
35	Political socialization cannot change people's perception of participating in actual voting process.	1.9003	.52602

Data collected from the field

Table 9 shows that the mean rating scores on item: 26, 28, 29, 31 and 33 are above the criterion mean of 2.5 which implies that the respondents agreed with the statement as true. On items: 27, 30, 32, 34 and 35 the mean rating scores are below the criterion mean of 2.5 which implies that the respondents did not agree with the statement. Therefore, the statement should be as follows: Election rigging is not part of political participation in Nigeria, citizens who are under 18 years but are married should not be allowed to cast their vote during election, political socialization is a mobilizing agent for voter's, in some parts of Nigeria, not only men are allowed to vote and political socialization can change people's perception of participating in actual voting process.

These findings mean that political socialization predisposes the respondents to mobilization and participation in actual voting process. The implication of this finding is that, to a higher extent, political socialization based on the perception of undergraduate Social Studies students of Federal Universities enhance political mobilization and participation in actual voting process in Nigeria.

Research Question 4:

Does the knowledge of political socialization based on the perception of undergraduate Social Studies Students of Federal Universities help in the mobilization against involving in electoral violations in Nigeria?

In order to answer the research question, the mean rating score and standard deviation of responses of the respondents were computed which is presented in Table 10.

Table 10: Respondents Mean rating score and Standard Deviation on the extent political socialization help in mobilization against involving in electoral violations

S/N	ITEMS	Mean	Std.
36	Political socialization discourages electoral violence.	3.5847	.50030
37	Jobless youths are mostly the one's involved in electoral violence.	3.9568	.20362
38	Voters who engage in electoral violations are regarded as good citizenships.	1.0233	.15097
39	Political socialization will not expose the evil and danger of involving in electoral violation.	1.0598	.23751
40	It's your fundamental duty as citizen to report any kind of electoral problem during election.	3.8472	.36042
41	Political parties encourages violent during elections especially when they are at the losing side.	3.9535	.21094
42	Electoral violent does not in any way affect the Country's economy negatively.	1.0864	.31493
43	Massive rigging, thurgery and disfranchisement are characteristics of Nigerian democracy.	3.1761	.42296
44	The poor masses are the most hit when electoral violations occur.	3.9701	.17060
45	The children of politicians also are involved in electoral violations	1.0465	.21094

Data collected from the field

Table 10 shows that the mean rating scores on item: 36, 37, 40, 41, 43 and 49 are above the criterion mean of 2.5 which implies that the respondents agreed with the statement as true. On items: 38, 39, 42, and 45 the mean rating scores are below the criterion mean of 2.5 which implies that the respondents did not agree with the statements.Therefore, the statement should be as follows: Voters who engage in electoral violations are regarded as unpatriotic citizenships, political socialization will expose the evil and danger of involving in electoral violation, electoral violent in every way affect the Country's economy negativelyand the children of politicians do not involve in electoral violations.This finding means that political socialization predisposes the respondents in mobilization against involving in electoral violations. The implication of this finding is that, to a higher extent,political socialization based on the perception of undergraduate

Social Studies Students of Federal Universities help in the mobilization against involving in electoral violations in Nigeria.

Research Question 5:

Does the knowledge of political socialization based on the perception of undergraduate Social Studies Students of Federal Universities enhance mobilization and participation in political campaign in Nigeria?

In order to answer the research question, the mean rating score and standard deviation of responses of the respondents were computed and presented in Table 11.

Table 11: Respondents Mean rating score and Standard Deviation on the extent political socialization enhance mobilization and participation in Political Campaign

S/N	Items	Mean	Std.
46	Political socialization discourages citizens' awareness of the importance of campaigning for a candidate.	1.0831	.28823
47	Political socialization helps to mobilize citizens to campaign for candidate of their choice.	3.9336	.24947
48	Democracy in Nigeria falls short of its actual meaning since its inception.	3.6611	.53365
49	Mostly political campaigns in Nigeria are poorly organized.	3.0033	.39580
50	Political campaign in Nigeria always results to violent.	2.9169	.36934
51	Ethno-religious factor is not a problem of political campaign in Nigeria.	1.9801	.46145
52	Political campaign is not mobilization for democratic process.	1.6445	.58584
53	Political campaign is a form of political participation.	3.817	.3871
54	Married women should not be allowed to participate in political campaigns.	1.6678	.68987
55	Democracy is the best form of government if well practiced.	3.8771	.32890

Data collected from the field

Table 13 shows that the mean rating scores on item: 47, 48, 49, 50, 53, and 55 are above the criterion mean of 2.5 which implies that the respondents agreed with the statement as true. On items: 46, 51, 52 and 54 the mean rating scores are below the criterion mean of

2.5 which implies that the respondents did not agree with the statements. Therefore, the statement should be as follows: Political socialization encourages citizens' awareness of the importance of campaigning for a candidate, ethno-religious factor is a problem of political campaign in Nigeria,political campaign is a form of mobilization for democratic process and married women should be encouraged to participate in political campaigns of the candidate of their choice. This finding means that political socialization is a strong factor for the mobilization and participation in Political Campaign. The implication of this finding is that, to a higher extent, political socialization according to the undergraduate Social Studies Students of Federal Universities enhance mobilization and participation in political campaign in Nigeria.

4.4 Null Hypotheses Testing

Hypothesis one: There is no significant difference between the opinion of male and female undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in voter's registration in Nigeria.

In order to test the hypothesis the mean opinion score of the male and female respondents were subjected to independent sample t-test analysis and the result presented in Table 12.

Table 12: Summary of t-test Analysis for the Mean perception scores of Males and Females respondents

Gender of Respondents	N	Mean	T	Df	P
FEMALE	144	27.4792			
			.776	299	.439
MALE	157	27.3567			

The result in Table 12 shows that t-test = .776, p = .439 > 0.05, when df=299. This indicates that the probability value (p) is greater than the alpha level of significance (p > 0.05).

Therefore, since the p value is greater than the alpha value, the null hypothesis is retained**.** This implies there was no significant difference between the opinion of male and female undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in voter's registration in Nigeria.

Hypothesis Two: There is no significant difference in the opinion of undergraduate Social Studies Students of Federal Universities that political socialization enhances citizen's contesting for elective offices in Nigeria based on geopolitical zone.

In order to test the above hypothesis the mean opinion score the respondents were subjected ANOVA statistics analysis and the result presented in Table 13.

Table 13: Summary of ANOVA for the Mean Opinion Scores of Respondents based on Geopolitical Zone

	Sum of Squares	Df	Mean Square	F	P
Between Groups	13.422	5	2.684	1.032	.399
Within Groups	767.548	295	2.602		
Total	780.970	300			

Table 14 illustrates that the analysis of variance: $F_{cal}(5, 295)= 1.032, p = .399 > 0.05$. This indicates that the probability value (p) is greater than the alpha level of significance ($p > 0.05$). Therefore, since the p value is greater than the alpha level, the null hypothesis is retained**.** This implies that there was no significant difference in the opinion of undergraduate Social Studies Students of Federal Universities that political socialization enhances citizen's contesting for elective offices in Nigeria based on geopolitical zone

Hypothesis Three: There is no significant difference between the opinion of 300 and 400 levels Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in actual voting process in Nigeria.

In order to test the above hypothesis, the mean opinion score of 300 and 400 respondents were subjected to independent sample t-test statistics and the result of the analysis presented in Table 14.

Table 14: Summary of t-test Analysis for the Mean Opinion Scores of 300 and 400 level Respondents

Level of Respondents	N	Mean	T	Df	P
400	149	26.6107			
			2.740	299	.007
300	152	26.0921			

The result in table 14 shows that t–test = 2.740, p = .007 < 0.05, when df=299. This indicates that the probability value (p) is lower than the alpha level of significance (p < 0.05). Therefore, since the p value is lower than the alpha level, the null hypothesis is rejected. This implies that there was a significant difference between the opinion of 300 and 400 levels Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in actual voting process in Nigeria.

Hypotheses Four: There is no significant difference in the opinion of undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization against involving in electoral violations in Nigeria based on University.

In order to test the above hypothesis the mean opinion score the respondents were subjected ANOVA statistics and the result of the analysis presented in Table 15a, b, c, and d.

Table 15: Summary of ANOVA for the Mean Opinion Scores of Respondents based on University

	Sum of Squares	Df	Mean Square	F	P
Between Groups	6.885	2	3.443	4.543	.011
Within Groups	225.799	298	.758		
Total	232.684	300			

Table 15 illustrates the analysis of variance: $F_{cal}(2, 298)=4.543, p = .011 < 0.05$. This indicates that the probability value (p) is lower than the alpha level of significance ($p < 0.05$). Therefore, since the p value is lower than the alpha level, the null hypothesis is rejected**.** This implies that, there was a significant difference in the opinion of undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization against involving in electoral violations in Nigeria based on University.

Table 16:Descriptive Statistics

University	N	Mean	Std. Deviation	Std. Error
UNN	56	26.6071	.90812	.12135
OAU	91	26.9341	.82734	.08673
ABU	154	26.6039	.88132	.07102
Total	301	26.7043	.88069	.05076

The descriptive statistics as presented in Table 16 shows the difference in the mean opinion scores of respondents as: ABU 26.6039, UNN 26.6071 and OAU 26.9341. This means that there was a difference in their mean opinion score which implies that, there was a significant difference among the opinion of ABU and OAU respondents on political socialization and mobilization against involving in electoral violations among undergraduate Social Studies Students of Federal Universities in Nigeria based on University.

Table 17:Scheffe`sPost Hoc tests of Multiple Comparisons

(I) University of Respondents	(J) University of Respondents	Mean Difference (I-J)	Sig.	Lower Bound	Upper Bound
UNN	OAU	-.32692	.088	-.6906	.0368
	ABU	.00325	1.000	-.3309	.3374
OAU	UNN	.32692	.088	-.0368	.6906
	ABU	.33017*	.017	.0470	.6133
ABU	UNN	-.00325	1.000	-.3374	.3309
	OAU	-.33017*	.017	-.6133	-.0470

To establish which of the group (University) is responsible for the significant difference, post hoc scheffe`s test for multiple comparison was applied on the means of the groups as presented in table 17. Scheffe's test was employed by the researcher because Scheffes's procedure corrects alpha for all pair-wise or sample comparisons of means, but also for all complex comparisons of means as well, which involves contrasts of more than two means at a time (Landu, &Everitt, 2004). The result reveals that significant difference exists between OAU and ABU therefore, $p = .017 < 0.05$.

Table 18:Means for Groups in Homogeneous Subsets

University of Respondents	N	Subset for alpha = 0.05	
		1	2
ABU	154	26.6039	
UNN	56	26.6071	26.6071
OAU	91		26.9341
Sig.		1.000	.052

Means for groups in homogeneous subsets are displayed.

The post hoc scheffe homogeneous subset further confirms this out come as the means of the respondents were put in different subset, indicating that they have different

level of mean response score.The mean response score of OAU (26.9341) is significantly higher than that of ABU (26.6039).

Hypotheses Five: There is no significant difference between the opinion of married and single undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in political campaign in Nigeria.

. In order to test the hypothesis the mean opinion score of the male and female respondents were subjected to independent sample t-test analysis and the result presented in Table 16.

Table 19: Summary of t-test Analysis for the Mean Opinion Scores of Single and Married Respondents

Marital Status of Respondents	N	Mean	T	Df	P
Single	235	27.5872			
			0.59	299	.953
Married	66	27.5758			

The result in table 16 shows that t-test= 0.59, p = .953 > 0.05, when df=299. This indicates that the probability value (p) is greater than the alpha level of significance (p > 0.05). Therefore, since the p value is greater than the alpha level, the null hypothesis is retained. This implies thatthere was no significant difference between the opinion of married and single undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in political campaign in Nigeria.

4.5 Summary of Major Findings

Based on the data collected and analysed, the findings that emerged from this study are summarised as follows:

i. There was no significant difference between the opinion of male and female undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in voter's registration in Nigeria ($p = .439 > 0.05$). Therefore, political socialization enhances mobilization and participation in voter's registration according to the undergraduate Social Studies Students of Federal Universities in Nigeria.

ii. There was no significant difference in the opinion of undergraduate Social Studies Students of Federal Universities that political socialization enhances citizen's contesting for elective offices in Nigeria based on geopolitical zone ($p = .399 > 0.05$). This means that political socialization enhances mobilization and participation in contest for elective offices according to the undergraduate Social Studies Students of Federal Universities in Nigeria, irrespective of their geographical zone.

iii. Therewas a significant difference between the opinion of 300 and 400 levels Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in actual voting process inNigeria ($p = .007 < 0.05$). This implies that 400 level students hold stronger opinion that political socialization enhances political mobilization and participation in actual voting process in Nigeria.

iv. There was a significant difference in the opinion of undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilizationagainst involving in electoral violations in Nigeria based on University ($p = .0.11 < 0.05$). Therefore, students from the three universities held different levels of opinion that political socialization enhances mobilization against involving in electoral violations.

v. There was no significant difference between the opinion of married and single undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in political campaign in Nigeria ($p = .953 > 0.05$). This means that political socialization enhances mobilization and participation in Political Campaign according to the married and single undergraduate Social Studies Students of Federal Universities in Nigeria.

4.6 Discussion of Findings

This study carried out an assessment of the opinion of undergraduate social studies students on political socialization as a factor that enhances the mobilization and participation in democratic process in Nigeria. Findings that emanated from this study are discussed in the order of research questions that guided the study and the hypotheses tested.

Research question one sought the extent to which political socialization enhance mobilization and participation in voter's registration based on the perception of Social Studies Students. The mean rating score of all the items on voter`s registration shows that the students demonstrates acceptance to it. The study found that to a higher extent political socialization enhances mobilization and participation in voter's registration according to the

undergraduate Social Studies Students. This finding suggests that the knowledge of political socialization may predispose the students to mobilization and participation in voter's registration. This supports the statement of Ugwu and Mgbo (2010), that political culture per se does not account for political participation, but when this culture is transmitted through the process of socialization, it can then impact on political participation among which is voter's registration. Voter`s registration is crucial in democratic process of any nation that practices democracy. Non participation of citizens in voter's registration will give way to corrupt practices in the democratic process. The implication of this study is that exposing citizens with the knowledge of political socialization is crucial to ensuring mobilization and participation in voter`s registration.

On the test of hypothesis one, this study found no significant difference in the opinion that political socialization enhance mobilization and participation in voter's registration among male and female undergraduate Social Studies Students, $t = .776$, $df = 299$, $p = .439 > 0.05$. This indicates that the perception of the students did not differ on the influence of political socialization on mobilization and participation in voter's registration among male and female undergraduate Social Studies Students. As revealed in the finding of research question one in this study the students perceived that to a higher extent the knowledge of political socialization enhances their mobilization and participation in voter's registration. This implies that gender is not a factor influencing the students` opinion on participation in voter's registration. The implication of this finding is that if students are exposed to the knowledge of political socialization both men and women will participate in voter's registration. This finding could be attributed to the fact that male and female students were exposed to knowledge of political socialization

without discrimination based on gender. The finding of this study lends credence to recent study (Mustapha, 2015) who found no difference between the perception of male and female students ($t = 0.410$, $df = 478$, $p = .682 > 0.05$).

Research question two sought to find out the extent to which political socialization enhances mobilization and participation to contest for elective offices among undergraduate Social Studies Students. The mean rating score of all the items on contest for elective offices by students demonstrates acceptance to it.It was found that to a higher extent, political socialization enhances mobilization and participation in contest for elective offices among the undergraduate Social Studies Students of Federal Universities in Nigeria. This implies that exposure to political socialization prompt the students to be involving in contest for elective position. The implication of this finding is that participation of students in elective position is dependent on the extent to which they are exposed to the knowledge of political socialization.

On the test of hypothesis two, this study found no significant difference on the perception students on knowledge of political socialization in mobilization and participation of citizen's in contesting for elective offices among undergraduate Social Studies Students of Federal Universities in Nigeria based on geopolitical zone, $F_{cal} = 1.032$, $df = 5, 295$, $p = .399 > 0.05$. This indicates that the perception of theundergraduate Social Studies Students of Federal Universities did not differon the influence of political socialization for mobilization and participation of citizen's in contesting for elective offices in Nigeria based on geopolitical zone. This implies that geopolitical zone is not a factor influencing the students` participation in contesting for elective offices. The implication ofthis finding is that it is only when students are exposed to the knowledge of

political socialization that geopolitical zone they belong to will not matter when it comes to participation for elective offices.This finding could be attributed to the fact that students were exposed to knowledge of political socialization without discrimination based geopolitical zone. Moreover, due to increase in political awareness in Nigeria most families across the country transmit knowledge of political socialization to the younger generation which could be responsible for this finding.

Research question three sought theextent to which the knowledge of political socialization based on the perception of undergraduate Social Studies students of Federal Universities enhance political mobilization and participation in actual voting process in Nigeria. The mean rating score of all the items on contest for voting process by students demonstrates acceptance to it. The finding of this study reveals that to a higher extent, political socialization enhances mobilization and participation in actual voting process among the undergraduate Social Studies Students of Federal Universities in Nigeria. This implies that exposure to political socialization prompts the students to mobilization and participation in actual voting process. This is in line with the opinion of Omooba, Obi and Olabode (2008) which stated that political socialization through social studies education develops psychomotor domain, this covers participating in patriotic rituals, among which is exercising your franchise and political mobilization. The implication of this finding is that participation of students in actual voting process is dependent on the extent to which they are exposed to the knowledge of political socialization.

In hypothesis threea significant difference was found betweenthe 400 and 300 levels Social Studies Students of Federal Universities in Nigeria, $t = 2.740$, $df = 299$, $p = .007 < 0.05$. The descriptive statistics indicate that 400 level students had a mean rating

score of 26.6105 and 300 level students had 26.0921. This implies that a slight difference exists between the perception mean rating scoreof 400 level students and their 300 counterparts in favour of 400 level students. However, both categories of students demonstrates to a higher extent participation in actual voting process

Research question four sought the extent to whichpolitical socialization based on the perception of undergraduate Social Studies Studentsof Federal Universities help in the mobilization against involving in electoral violations in Nigeria. The students demonstrate acceptance to the items on electoral violence as indicated by the responses mean rating score. It was found that to a higher extent, political socialization help in mobilization and participation of undergraduate Social Studies Students of Federal Universities in Nigeria against involving in electoral violations. This implies that exposure to political socialization prompts the students to mobilization against participating in electoral violence. Conflict is particularly rampant in many developing countries, including Nigeria, where conflicts and violence have become part of the political process (Anifowose, 2011).Political socialization according to Okoye, Egboh and Ewuim (2012), should be inculcated in the electorates to avoid anti-democratic electoral practices in the present political dispensation in Nigeria. The implication of this finding is that mobilization of students against electoral violence depends on the extent to which they are exposed to the knowledge of political socialization through social studies education; these will equally encourage them to educate others on the danger of involving in violent during election.

On the test of hypothesis four a significant difference was found on the opinion of undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization against involving in electoral violations in Nigeria based on

University, F_{cal} = 4.543, df = 2, 298, p = .0.11 < 0.05.The descriptive statistics shows the mean response score as: ABU 26.6039, UNN 26.6071 and OAU 26.9341. This indicates a slight difference in their mean response score. To establish which of the group (University) is responsible or direction of the significant difference, post hoc scheffe`s test for multiple comparison was applied on the means of the groups which reveals ABU (26.6039) and OAU (26.9341) p = 0.17 < 0.05. This implies that ABU respondents' perception on electoral violence is slightly lower than that of their OAU counterparts. The possible reason for this finding may be the previous experiences of the violence after the general election of 2011. However, all respondents demonstrate that to a higher extent, political socialization help in mobilization and participation of undergraduate Social Studies Students of Federal Universities in Nigeria against involving in electoral violations.

Research question five find out extent the knowledge of political socialization based on the perception of undergraduate Social Studies Students of Federal Universities enhance mobilization and participation in political campaign in Nigeria. The respondents demonstrate acceptance to the items political campaign as depicted on their mean rating score. It was found that to a higher extent, political socialization enhances mobilization and participation in Political Campaign according to the undergraduate Social Studies Students of Federal Universities in Nigeria. This implies that both the married and single undergraduate social studies students are of the opinion that exposure to political socialization may predispose the students to mobilization and participation inPolitical Campaign. The implication of this finding is that participation of students inPolitical Campaign dependent on the extent to which they are exposed to the knowledge of political socialization.

On hypothesis five; this study found no significant difference on students perception on influence political socialization onmobilization and participation in political campaign between single and married undergraduate Social Studies Students of federal universities, t-test = 0.59, df = 299, p = .953 > 0.05. This indicates that the perception of the students did not differ on influence of political socialization on mobilization and participation in political campaign based on marital status.This indicates that the perception of the students did not differ between single and married respondents on the influence of political socialization on mobilization and participation in political campaign. The implication of this finding is that if both married and single students are evenly exposed to knowledge of political socialisation they will equally participate in political campaign. This finding could be attributed to the fact that students were exposed to knowledge of political socialization without discrimination on marital status.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the findings from the data collected from responses of the undergraduate social studies students of ABU Zaria, OAU Ile-Ife and UNN Nsukka. The chapter also contains the conclusions of the study, contributions to knowledge, some recommendations and suggestions for further study.

5.2 Summary

This study "undergraduate social studies students' perception of political socialization for mobilization and participation in democratic process in Nigeria", seeks to assess the opinion undergraduate social studies students' on political socialization, acquired from social studies educationas a factor for mobilization of the Nigerian citizens, so as to participate peacefully in democratic process. This is due to the fact that Nigerian democracy since its inception has not actually defined its real meaning and this can be attributed to ethno-religious differences among the citizens. The study achieved five objectives which include, assessing the extent to which political socialization among the undergraduate Social Studies Students of Federal Universities enhances mobilization and participation in voter's registration in Nigeria and to assess the extent to which the knowledge of political socialization among undergraduate Social Studies Students of Federal Universities can enhance citizens contesting for elective offices in Nigeria. Five research questions raised are,to what extent does the knowledge of political socialization based on the perception of undergraduate Social Studies students of Federal Universities

enhance political mobilization and participation in actual voting process in Nigeria? Does the knowledge of political socialization based on the perception of undergraduate Social Studies Students of Federal Universities help in the mobilization against involving in electoral violations in Nigeria?Among the five hypotheses include, there is no significant difference between the opinion of male and female undergraduate Social Studies Students of Federal Universities that political socialization enhances mobilization and participation in voter's registration in Nigeria and there is no significant difference in the opinion of undergraduate Social Studies Students of Federal Universities that political socialization enhances citizen's contesting for elective offices in Nigeria based on geopolitical zone.

There were review of some relates literatures such as the liberal theory of democracy, social studies concepts, political socialization, mobilization and participation, democracy, political parties and some related empirical studies. A descriptive research design of survey type was adopted for this study. Three Federal Universities were purposively sampled with 301 respondents made up of 300 and 400 level undergraduate social studies students were randomly selected. A structured questionnaire was used for data collection. The instrument was divided into sections A, B, C, D, E, and F with a total of 55 items. Section A covers the bio data of respondents while the other sections cover items on political socialization in achieving mobilization and participation in democratic process.The instrument has reliability co-efficient 0.941. With the help of two research assistants, 320 questionnaires were administered while 301 questionnaires werecoded and analyzed using the descriptive statistics which involved frequencies and percentage for the bio-data and other variables, while the mean, standard deviation were used to answer research questions. The inferential statistics involve the answering of research questions

and testing of the null hypothesis. The analysis was done with the use of Statistical Package for Social Sciences (SPSS) in the analysis of data and testing of the hypotheses. Hypotheses i, iii and v were analyzed through the use of an independent t-test while hypotheses ii and iv were tested with one-way Analysis of Variance (ANOVA) because of the multiple level of independent variables at 0.05 level of significant.

The findings arising from the study are,political socialization enhances mobilization and participation in voter's registration according to the undergraduate Social Studies Students of Federal Universities in Nigeria; political socialization enhances mobilization and participation in contest for elective offices according to the undergraduate Social Studies Students of Federal Universities in Nigeria, irrespective of their geographical zone; political socialization enhances political mobilization and participation in actual voting process in Nigeria;students from the three universities held different levels of opinion that political socialization enhances mobilization against involving in electoral violations; political socialization enhances mobilization and participation in Political Campaign according to the married and single undergraduate Social Studies Students of Federal Universities in Nigeria.

The findings revealed that to a high extent, political socialization enhances mobilization and participation in democratic process. This implies that exposure to political socialization prompts the students to perceive that mobilization and participation in democratic processes are promoted by political socialization.

5.3 Conclusions

Emanating from the findings of this study, the following conclusions are drawn:

i. Knowledge of political socialization to a great extent enhance mobilization and participation in voter's registration according to the undergraduate Social Studies Students of Federal Universities in Nigeria.This is because Undergraduate Social Studies Students of Federal Universities in Nigeria did not differ in their perception on influence of knowledge of political socialization in mobilization and participation in voter's registration between male and female students.

ii. Knowledge of political socialization to a great extent enhances mobilization and participation in contest for elective offices based on the perception of undergraduate Social Studies Students of Federal Universities in Nigeria. This was resulted from the fact thatUndergraduate Social Studies Students of Federal Universities in Nigeria did not differ in their perception on influence political socialization and citizen's contesting for elective offices based on geopolitical zone.

iii. Knowledge of political socialization may or may not enhance political mobilization and participation in actual voting process based on the perception of undergraduate Social Studies Students of Federal Universities in Nigeria. This is because Undergraduate Social Studies Students of Federal Universities in Nigeria differ in their perception of the influence political socialization on mobilization and participation in actual voting process between 300 and 400 level students.

iv. Knowledge of political socialization may enhance mobilization and participation against involving in electoral violations because Undergraduate Social Studies

Students of Federal Universities in Nigeria differ in their perception on influencepolitical socialization and mobilization against involving in electoral violations based on University.

v. Knowledge of political socialization to a great extent enhances mobilization and participation in political campaign. This is because Undergraduate Social Studies Students of Federal Universities in Nigeria did not differ in their perception on influence political socialization and mobilization and participation in political campaign based on marital status.

5.4 Contribution to Knowledge

i. This study found that Knowledge of political socialization is a key to mobilization and participation in democratic process as perceived by the students. This implies that there can be no successful democracy in the absence of political socialization which is a contribution this study has made.

ii. This study found that exposure to knowledge of political socialization predisposes students irrespective of gender to participating in voter`s registration. This would serve as a medium through which women who normally do not involve in electoral process to be mobilised and participate in it.

iii. This study found that knowledge of political socialization predisposes students to mobilization against involving in electoral violence. This reveals that democratic process free of violence can be achieved through political socialization, which is a contribution to the stake holders in democratic process and the nation in taking measures against electoral violence.

5.5 Recommendations

Emanating from the findings of this study, the following recommendations are offered:

i. Content areas of social studies curriculum that deals with aspects of political socialization should be compacted into a unit which will be taught as a course.

ii. Political socialization as a course unit should be made compulsory for all students so that it will benefit those for other discipline.

iii. Teachers should ensure that innovative teaching methods are employed so as to enable the students properly understand the concepts of political socialization which will enable them participate in democratic process.

iv. Seminar and workshop should be organised for teachers and undergraduates students as well so as to keep them abreast with prevailing issues in democratic process.

v. Learning facilities related to democratic process such as historical books; voting materials; campaign manifestos script; and adverts against political violence should serve as instructional materials. This will enhance students understanding of the knowledge of political socialization.

5.6 Suggestion for Further Study

This study focused on undergraduate students, therefore there is the need to replicate the study to cover students in other higher institution of learning:

i. This study focused on undergraduate students of Federal Universities in Nigeria, therefore there is the need to replicate the study to cover students in other higher

institution of learning such as the State and private Universities, Federal, State and private Colleges of Education, Polytechnics, and the Teachers Training Institutes.

ii. This study was carried out in three Federal Universities located in North Central, South-West and South-East. Similar study should be carried out in the North-East, North-West and South-South.

iii. This study discovered a slight difference in the perception of 300 and 400 Undergraduate Social Studies Students of Federal Universities in Nigeria on influence of political socialization on the mobilization and participation in actual voting process. Also, the Universities differ in their perception on influence of political socialization on mobilization against involving in electoral violations. Based on these, studies should be carried out to find out the level of differences and reasons for these differences in perception.

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APPENDIX I

Selected Cases of Ethno-religious conflicts in Nigeria

S/N	Date	Location	Principal Actors
1	Thursday, July 22, 1999	Kano Reprisal Killing	Hausa/Fulani youth took vengeance on the killing of their Kith and Kin in Sagamu. Their target was the Yoruba community.
2.	February 28, 2000	Kaduna Mayhem (Kaduna State)	Kaduna city exploded in violence as Muslim and Christian extremists and other hoodlums clashed
3.	Friday, April 14, 2000	Agyragu Crisis (Nasarawa State)	Communal clash that started with a protest again the location of Local Government Headquarters. The militant youth group started the riot and later took to the streets, killing and destroying.
4.	July 2000	Tsagari Crisis (Kwara)	Clash between Tsagari and Share communities of Kwara State which claimed several lives
5.	September 8, 2000	Kaltungo religious (Gombe State)	A religious violence that was sparked off by the presence of the state's Sharia implementation committee.
6.	October 17, 2000	OPC-Hausa/Fulani (Kwara)	A face off between the militant members of OPC and Hausa/Funlani community over supremacy of Emirate system in the state.
7.	Saturday, October 27, 2000	Minna reprisal (Niger)	Violent ethnic crisis erupted after the OPC assaults in Kwara and Lagos States.
8.	Saturday, December 02, 2000	Hadejia Crisis (Jigawa)	A sectarian disturbance that was caused by a debate between Muslim and Christians in Hadeja (Jigawa). There was wanton destruction of worship places
9.	Thursday, June, 28,2001	Azara crisis (Nasarawa)	An ethnic conflict between the Tiv and the Azaraindigenes. It started with gruesome killing of an Azara traditional leader, and later spread to the Tiv village, with the Tiv community on the defense.
10.	Friday, September 07, 2001	Jos crisis	A violent ethnic/religious crisis between the Muslim/Hausa Fulani and Christian/Indigences. The subject of discoved between the Jasawa Development Association and Plateau Youth council was over political appointment in Jos North.
11.	October 12, 2001	Kano Riot	A peaceful anti-American protest over the bombing of Afghanistan turned violent, taking ethnic and religious dimension, it degenerated into uncontrollable violence which claimed lives and damaged properties and places of worship.
12.	Monday, October, 29, 2003	Tiv-Jukun/Fulani Conflict	An ethnic clash between Tivs and Jukwun/Fulani which was an extension of the May 2001 clash and could be linked to the protracted dispute between both sides. *Newswatch*reported that 16 soldiers were killed which later led to the gruesome revenge on the Tives, by the Nigerian Army.
13.	Friday, November	Gwantu crisis	A clash that started on a political ground (over the

	02, 2001		relocation of LG Headquarters) later took on ethno-religious dimension in which places of worship were destroyed
14.	Sunday, December 30, 2001	Vwag crisis	A violent communal conflict in Vwang district between the indigenes and non indigenes exploded in the backdrop of the September 7 Jos crisis. It started when an illegal group of 40 men attacked the district Head of vwang. It also had religious colouring.
15.	January 18, 2002	Awe crisis	A renewed communal clash between two indigenous communities in Awe Local Government of Nasarawa State. The cause was not certain but two people were killed and several others injured.
16.	May 2, 2000	Jos Mayhem	Another mayhem that followed PDP congress but later took an ethno-religious colour
17.	May 2, 2002	Fulani-Irigwe crisis	An ethnic clash between the Hausa/Fulani and the Irigweindigenes in Basa, Plateau which was said to be a reprisal attack.
18.	Saturday, June 01, 2002	Yelwa-Shendam Mayhem (Plateau)	A religious-cum ethnic fracas between the native people (predominantly Christians) and Hausa settlers (predominantly Muslims). This violence extended to about four Local Government councils in Southern Plateau.
19.	Monday, July 01, 2002	Wase (Plateau)	The Yelwa-Shendam riots spilled over to Wase
20.	Tuesday, July 01, 2003	Edo/Kogi	Communal clashes between border communities in Edo and Kogi States Ekepedo and Ogori over ladn ownerships.
21	Thursday, January 1, 2004	Ganye, Adamawa	Clash between Fulani herdsmen and farmers over grazing lands.
22	Thursday, January 1, 2004	Yobe	Militant Islamic group operating under the name of *Muhajiran*launched a Taliban-like attack on police. Men of the Nigerian Army killed five and arrested several others.
23.	Sunday; February 1, 2004	Wase/Kanam (Plateau)	Violent clash between Mavo and Taroh communities, which claimed II lives. Suspected Taroh youth were alleged to have raided Mavo villages.
24.	Saturday, February 1, 2004	Wase/Kanam (Plateau)	Communal clash over land ownership between Minda and Kparev groups. Several lives were lost.
25.	Saturday, April 3, 2004	Makarfi, Kaduna	Religious protest in Makarfitown over the desecration of the Quran by a Christian teenager.
26.	Sunday; April 11, 2004	Lantang South, Plateau	Continued clashes that led to the sacking of Taroh villages in Lantang South LGC by suspected Hausa-Fulani insurgents.
27.	Monday, April 26, 2004	BakinChiyawa Plateau	Renewed hostilities launched by suspected displaced Fulani herdsmen. The conflict was believed to be spill over of the ethno religious crisis that has been bedevil ling southern Plateau Local Government of Langtang

			South and North, Wase, Kanam and Shendam.
28.	Saturday, May 1, 2004	YelwaShendam, Plateau State	A fresh ethno religious mayhem that claimed over 650 lives and over 250 women abducted by suspected Taroh militia.

Source: News watch Magazine November 2, 2009 (this information is an extract from the entire data. Therefore, the serial number is correct)

APPENDIX II

Population of the 300 and 400 level undergraduate social studies students of the federal universities in Nigeria.

S/no	State	School	300L Male	300L Female	400L Male	400L Female	Total
1	Kaduna	Ahmadu Bello University, Zaria.	57	53	60	57	227
2	Anamba	Nnamdi Azikiwe University, Awka.	30	23	25	22	100
3	Osun	Obafemi Awolowo University, Ile-Ife.	28	30	32	29	119
4	Abuja	University of Abuja, Gwagwalada.	30	24	27	29	110
5	Edo	University of Benin.	22	24	28	26	100
6	Cross River	University of Calabar.	24	22	25	29	100
7	Oyo	University of Ibadan.	28	25	26	27	106
8	Kwara	University of Ilorin.	31	25	26	28	110
9	Lagos	University of Lagos.	22	24	28	26	100
10	Enugu	University of Nigeria, Nsukka.	16	14	17	13	60
11	Rivers	University of Port Harcourt.	25	26	27	24	102
12	AkwaIbom	University of Uyo.	30	27	28	30	115
13	Plateau	University of Jos.	22	23	21	24	90
	Total		**365**	**340**	**370**	**364**	**1439**

Source: Internet and the offices of the Head of Departments Arts and Social Science Education of the stated Universities.

APPENDIX III

Department of Arts and Social Science Education,
Ahmadu Bello University, Zaria,
Kaduna State.
20th June, 2016.

Student's perception of Political Socialization on the Mobilization and Participation in Democratic Process in Nigeria

In fulfilment of the requirement for the award of Doctor of Philosophy Degree (Ph.D) Social studies education, I am conducting a study on **"assessment of political socialization among undergraduate social studies students on the mobilization and participation in democratic process in Nigeria"**. Please kindly express your view as honest as possible on the items below, thank you.

Yours Faithfully,

Ijeoma Roseangela, PETER

P14EDAS9012.

SECTION A: BIO DATA

Please tick the appropriate box.

01. Gender: Male [ ] Female [ ]
02. Geopolitical zone: North-Central [ ] South-West [ ] South-East [ ]
South-South [ ] North-West [ ] North- East [ ]
03. Level: 300 [ ] 400 [ ]
04. University: ABU [ ] OAU [ ] UNN [ ]
05. Marital status: Married [ ] Single [ ]

Please, state to what extent you agree with the following statement by ticking any of the as relevant to your case. SA-Strongly Agreed, A- Agree, D- Disagree, SD- Strongly Disagree.

SECTION B: Political socialization for mobilization and participation in voter's registration.

		SA	A	D	SD
06	Social studies is an agent of political socialization				
07	Citizens who are patriotic and responsible don't register to vote during election.				
08	Voter's registration is not a fundamental responsibility of Nigerian citizens.				
09	Registration of voter's can be made easier through political socialization				
10	Voter's registration is a form of mobilization for democratic process.				
11	Social studies help to create awareness for citizens to register so as to vote during elections.				
12	Voter's registration is not a form of participation in democratic process				
13	Citizens cannot cast their votes if they do not register.				
14	Political socialization is achieved if citizens register to vote during election.				
15	Knowledge of political socialization cannot increase democratic involvement of citizens in politics.				

SECTION C: Political socialization for enhancement of citizens to contest for elective offices in Nigeria

		SA	A	D	SD
16	Political socialization can enhance citizenship mobilization for contesting in elections				
17	Mobilization can serve as a viable tool in achieving political objectives.				
18	Youths should be encouraged to contest for elective offices.				
19	To contest for election is not a form of political mobilization for democratic process.				
20	Contesting for elective offices is the right of every citizen who is 18 years and above.				
21	The poor also contest for elective offices in Nigeria.				
22	Political socialization encourages female citizens to also contest for election.				
23	Political parties have discouraged citizens from mobilization of electorate during election.				
24	Through political socialization, only men are mobilized to contest for				

	elections in Nigeria.				
25	A cultural difference is a factor that affects citizenship mobilization for democratic process.				

SECTION D: Political socialization for mobilization and participation in actual voting process in Nigeria.

		SA	A	D	SD
26	People go out to vote during election because they were socialized politically.				
27	Election rigging is part of political participation in Nigeria.				
28	Religious differences influence voting process to a large extent in Nigeria.				
29	Casting of vote during election is a form of political participation in Nigeria.				
30	Citizens who are under 18 years but are married should be allowed to cast their vote during election.				
31	Political socialization enhances citizens to exercise their franchise.				
32	Political socialization is not a mobilizing agent for voter's				
33	Men and women do not have equal participation on democratic process in Nigeria.				
34	In some part of Nigeria, only men are allowed to vote.				
35	Political socialization cannot change people's perception of participating in actual voting process.				

SECTION E: Political socialization for mobilization against involving in electoral violations

		SA	A	D	SD
36	Political socialization discourages electoral violence.				
37	Jobless youths are mostly the one's involved in electoral violence.				
38	Voters who engage in electoral violations are regarded as good citizenship.				
39	Political socialization will not expose the evil and danger of involving in electoral violation.				
40	It's your fundamental duty as citizen to report any kind of electoral problem during election.				
41	Political parties encourages violent during elections especially when they are at the losing side.				
42	Electoral violent does not in any way affect the Country's economy negatively.				
43	Massive rigging, thurgery and disfranchisement are characteristics of Nigerian democracy.				
44	The poor masses are the most hit when electoral violations occur.				
45	The children of politicians also are involved in electoral violations				

SECTION F: Political socialization for mobilization and participation in political campaign in Nigeria.

		SA	A	D	SD
46	Political socialization discourages citizens' awareness of the importance of campaigning for a candidate.				
47	Political socialization helps to mobilize citizens to campaign for candidate of their choice.				
48	Democracy in Nigeria falls short of its actual meaning since its inception.				
49	Mostly political campaigns in Nigeria are poorly organized.				
50	Political campaign in Nigeria always results to violent.				
51	Ethno-religious factor is not a problem of political campaign in Nigeria.				
52	Political campaign is not mobilization for democratic process.				
53	Political campaign is a form of political participation.				
54	Married women should not be allowed to participate in political campaigns.				
55	Democracy is the best form of government if well practiced.				

APPENDIX IV

KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLE FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	18	240	150	1400	300
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	160	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	369
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

APPENDIX V

OUTPUT OF DATA ANALYSIS

Frequency Table- BIO-DATA

Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	144	47.8	47.8	47.8
	Male	157	52.2	52.2	100.0
	Total	301	100.0	100.0	

Geo-Political Zone of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	North-East	37	12.3	12.3	12.3
	North-West	44	14.6	14.6	26.9
	South-South	47	15.6	15.6	42.5
	South-East	51	16.9	16.9	59.5
	South-West	68	22.6	22.6	82.1
	North-Central	54	17.9	17.9	100.0
	Total	301	100.0	100.0	

Level of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	400	149	49.5	49.5	49.5
	300	152	50.5	50.5	100.0
	Total	301	100.0	100.0	

University of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNN	56	18.6	18.6	18.6
	OAU	91	30.2	30.2	48.8
	ABU	154	51.2	51.2	100.0
	Total	301	100.0	100.0	

Marital Status of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	235	78.1	78.1	78.1
	Married	66	21.9	21.9	100.0
	Total	301	100.0	100.0	

RESEARCH QUESTION ONE

Descriptive Statistics

	N	Mean	Std. Deviation
Social studies is an agent of political socialization	301	3.8405	.38447
Citizens who are patriotic and responsible don't register to vote during election.	301	1.1595	.40966
Voter's registration is not a fundamental responsibility of Nigerian citizens.	301	1.1262	.33268
Registration of voter's can be made easier through political socialization	301	3.2425	.45933
Voter's registration is a form of mobilization for democratic process.	301	3.8605	.34708
Social studies help to create awareness for citizens to register so as to vote during elections.	301	3.3920	.51556
Voter's registration is not a form of participation in democratic process	301	1.6478	.49218
Citizens cannot cast their votes if they do not register.	301	3.9535	.21094
Political socialization is achieved if citizens register to vote during election.	301	3.7409	.45383
Knowledge of political socialization cannot increase democratic involvement of citizens in politics.	301	1.4518	.54330
Valid N (listwise)	301		

RESEARCH QUESTION TWO

Descriptive Statistics

	N	Mean	Std. Deviation
Political socialization can enhance citizenship mobilization for contesting in elections	301	3.8040	.39764
Mobilization can serve as a viable tool in achieving political objectives.	301	3.2126	.49123
Youths should be encouraged to contest for elective offices.	301	3.8904	.32343
To contest for election is not a form of political mobilization for democratic process.	301	1.7973	.53739
Contesting for elective offices is the right of every citizen who is 18 years and above.	301	3.9668	.17952
The poor also contest for elective offices in Nigeria.	301	1.1030	.35500
Political socialization encourages female citizens to also contest for election.	301	3.2193	.49507
Political parties have discouraged citizens from mobilization of electorate during election.	301	2.6246	.68939
Through political socialization, only men are mobilized to contest for elections in Nigeria.	300	1.3833	.56933
A cultural difference is a factor that affects citizenship mobilization for democratic process.	301	3.1561	.55875
Valid N (listwise)	300		

RESEARCH QUESTION THREE

Descriptive Statistics

	N	Mean	Std. Deviation
People go out to vote during election because they were socialized politically.	301	3.3023	.54616
Election rigging is part of political participation in Nigeria.	301	1.9834	.51935
Religious differences influence voting process to a large extent in Nigeria.	301	3.2326	.63697
Casting of vote during election is a form of political participation in Nigeria.	301	3.9070	.29095
Citizens who are under 18 years but are married should be allowed to cast their vote during election.	301	1.4618	.61863
Political socialization enhances citizens to exercise their franchise.	301	3.8937	.30875
Political socialization is not a mobilizing agent for voter's	301	1.3256	.52311
Men and women do not have equal participation on democratic process in Nigeria.	301	3.4020	.49112
In some part of Nigeria, only men are allowed to vote.	301	1.9402	.45064
Political socialization cannot change people's perception of participating in actual voting process.	301	1.9003	.52602
Valid N (listwise)	301		

RESEARCH QUESTION FOUR

Descriptive Statistics

	N	Mean	Std. Deviation
Political socialization discourages electoral violence.	301	3.5847	.50030
Jobless youths are mostly the one's involved in electoral violence.	301	3.9568	.20362
Voters who engage in electoral violations are regarded as good citizenship.	301	1.0233	.15097
Political socialization will not expose the evil and danger of involving in electoral violation.	301	1.0598	.23751
It's your fundamental duty as citizen to report any kind of electoral problem during election.	301	3.8472	.36042
Political parties encourages violent during elections especially when they are at the losing side.	301	3.9535	.21094
Electoral violent does not in any way affect the Country's economy negatively.	301	1.0864	.31493
Massive rigging, thurgery and disfranchisement are characteristics of Nigerian democracy.	301	3.1761	.42296
The poor masses are the most hit when electoral violations occur.	301	3.9701	.17060
The children of politicians also are involved in electoral violations	301	1.0465	.21094
Valid N (list wise)	301		

RESEARCH QUESTION FIVE

Descriptive Statistics

	N	Mean	Std. Deviation
Political socialization discourages citizens' awareness of the importance of campaigning for a candidate.	301	1.0831	.28823
Political socialization helps to mobilize citizens to campaign for candidate of their choice.	301	3.9336	.24947
Democracy in Nigeria falls short of its actual meaning since its inception.	301	3.6611	.53365
Mostly political campaigns in Nigeria are poorly organized.	301	3.0033	.39580
Political campaign in Nigeria always results to violent.	301	2.9169	.36934
Ethno-religious factor is not a problem of political campaign in Nigeria.	301	1.9801	.46145
Political campaign is not mobilization for democratic process.	301	1.6445	.58584
Political campaign is a form of political participation.	301	3.817	.3871
Married women should not be allowed to participate in political campaigns.	301	1.6678	.68987
Democracy is the best form of government if well practiced.	301	3.8771	.32890
Valid N (listwise)	301		

HYPOTHESIS ONE

Group Statistics

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Respondents Opinion on Political socialization for mobilization and participation in voter's registration.	Female	144	27.4792	1.35341	.11278
	Male	157	27.3567	1.38218	.11031

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Respondents Opinion on Political socialization for mobilization and participation in voter's registration.	Equal variances assumed	.028	.868	.776	299	.439	.12248	.15791	-.18827	.43322
	Equal variances not assumed			.776	297.714	.438	.12248	.15776	-.18799	.43295

HYPOTHESIS TWO

ANOVA

Respondents Opinion on Political socialization for enhancement of citizens to contest for elective offices in Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13.422	5	2.684	1.032	.399
Within Groups	767.548	295	2.602		
Total	780.970	300			

HYPOTHESIS THREE

Group Statistics

	Level of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Respondents Opinion on Political socialization for mobilization and participation in actual voting process in Nigeria	400	149	26.6107	1.56702	.12838
	300	152	26.0921	1.71227	.13888

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Respondents Opinion on Political socialization for mobilization and participation in actual voting process in Nigeria	Equal variances assumed	.837	.361	2.740	299	.007	.51863	.18929	.14612	.89115
	Equal variances not assumed			2.742	297.604	.006	.51863	.18913	.14644	.89083

HYPOTHESIS FOUR

Descriptive

Respondents Opinion on Political socialization for mobilization against involving in electoral violations

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
UNN	56	26.6071	.90812	.12135	26.3639	26.8503	25.00	29.00
OAU	91	26.9341	.82734	.08673	26.7618	27.1064	25.00	29.00
ABU	154	26.6039	.88132	.07102	26.4636	26.7442	24.00	29.00
Total	301	26.7043	.88069	.05076	26.6044	26.8042	24.00	29.00

ANOVA

Respondents Opinion on Political socialization for mobilization against involving in electoral violations

			Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)		6.885	2	3.443	4.543	.011
	Linear Term	Unweighted	.000	1	.000	.001	.981
		Weighted	.564	1	.564	.744	.389
		Deviation	6.321	1	6.321	8.342	.004
Within Groups			225.799	298	.758		
Total			232.684	300			

Post Hoc Tests

Multiple Comparisons

Respondents Opinion on Political socialization for mobilization against involving in electoral violations

Scheffe

(I) University of Respondents	(J) University of Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
UNN	OAU	-.32692	.14784	.088	-.6906	.0368
	ABU	.00325	.13583	1.000	-.3309	.3374
OAU	UNN	.32692	.14784	.088	-.0368	.6906
	ABU	.33017*	.11509	.017	.0470	.6133
ABU	UNN	-.00325	.13583	1.000	-.3374	.3309
	OAU	-.33017*	.11509	.017	-.6133	-.0470

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Respondents Opinion on Political socialization for mobilization against involving in electoral violations

Scheffe

University of Respondents	N	Subset for alpha = 0.05	
		1	2
ABU	154	26.6039	
UNN	56	26.6071	26.6071
OAU	91		26.9341
Sig.		1.000	.052

Means for groups in homogeneous subsets are displayed.

HYPOTHESIS FIVE

Group Statistics

	Marital Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Respondents Opinion on Political socialization for mobilization and participation in political campaign in Nigeria.	Single	235	27.5872	1.38823	.09056
	Married	66	27.5758	1.46823	.18073

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Respondents Opinion on Political socialization for mobilization and participation in political campaign in Nigeria.	Equal variances assumed	.183	.669	.059	299	.953	.01148	.19587	-.37398	.39693
	Equal variances not assumed			.057	99.987	.955	.01148	.20215	-.38958	.41253

APPENDIX VI