

**THE IMPACT OF SOCIAL STUDIES EDUCATION ON THE
POLITICAL AWARENESS OF SECONDARY SCHOOL
STUDENTS FOR CITIZENSHIP DEVELOPMENT IN
NIGERIA**

BY

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DECLARATION

I hereby declare that the research report presented in this dissertation has been written by me, that is, it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks and the sources of information are especially acknowledged by means of references

David Ngbede Abonu

Date

CERTIFICATION

This dissertation entitled “**The Impact of Social Studies Education on the Political Awareness of Secondary School Students for Citizenship Development in Nigeria**”, by **ABONU, David Ngbede** meets the regulations governing the award of the degree of Doctor of Philosophy in Social Studies of the Ahmadu Bello University, Zaria, and is approved for its contribution to the knowledge and literary presentation.

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DEDICATION

This work is dedicated to:

My late wife: Julie Omateyi Abonu

My children: Ada Abonu

Onyemowo Abonu

Abonu Adams Abonu

Ojeibi Abonu

Ochoechi Abonu

Ochohepo Abonu

Ocheola Abonu

Emmanuel Abonu

Rose-Mary Abonu (Late)

Oyinema Abonu (Late)

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ABSTRACT

The study investigated the impact of Social Studies education on the political awareness and political orientations of JSS III students for citizenship development in Nigeria. Six research hypotheses were raised to guide the study. The Test Instrument which provided the basis for data collection in the research was titled, "Political Awareness Test in Social Studies Education for JSS III students". This Test Instrument comprised of three main sections, namely: "Political Awareness Cognitive Test in Social Studies Education"; "Political Awareness Affective Test in Social Studies Education"; "Political Awareness Psychomotor Test in Social Studies Education". The data which accrued from these various components of the Test Instrument revealed significant difference in the average performance of these JSS III students from the six geo-political zones of the country. Also, the scores which accrued from the totality of this "Social Studies Test Instrument" bore significant relationship with the scores which were respectively derived from the three components (Cognitive Test Scores, Affective Test Scores, and Psychomotor Test Scores) of the "Test Instrument" employed in the study. It was only in connection with the scores derived for hypothesis 5 that significant difference in the average performance of male and female students in the regard to Social Studies Achievement Test" was not observed. The result of the finding which emanated from this study prompted the following recommendations from the investigator, namely: a provision of better learning facilities in all public schools so that students' performance in Social Studies education could be improved; a provision of in-service courses, workshop, conferences, seminars and induction courses for teachers of Social Studies education as a basis for their increased and improved performance in their subject; and a recognition of the need for inviting Nigerian legislators and other resource persons to talk to students on political issues from time to time.

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DEFINITION OF TERMS

The following concepts, used in the study are operationally defined as indicated below:

Political awareness means the level of understanding and responsiveness of students to political education which they acquired overtime, which determines or informs their responses to political issues and development.

Politics refers to the art and science of government as well as participation in decision making in public affairs.

Political Learning means those formal and informal experiences which promote the development of political knowledge and attitudes.

Political Knowledge refers to an index scored by the number of correct answers given to the cognitive questions.

Political Development means the extent of political growth or maturity of the subject, as depicted by pupil's performance on the political awareness in the cognitive, affective and psychomotor domains of political awareness tests.

Political Socialisation refers to the process through which the students acquire political knowledge, beliefs and values.

Democracy means that the government should rule according to the consent of the governed, that is, rule by the people.

Political Participation refers to a civic duty in the political life of ones community, through participation at local, state and national levels.

Election means the method through which citizens select their officials who rule over them, either through the secret ballot system or the open ballot system.

Political Attitude refers to the responses given and opinions expressed on the attitude test by pupils.

Curriculum means the planned learning experiences offered to the learner under the guidance of the school in order to prepare him (the child) to participate as an effective member of the society.

Junior Secondary School refers to the first three (3) years of the 6 years two – tier secondary school system.

Senior Secondary School refers to the last three (3) years of the 6 years two – tier secondary school system.

Public Schools are schools owned by government; they could be Federal, State or Local government.

ABBREVIATIONS

J.S.S.:	Junior Secondary School
N.P.E.:	National Policy On Education
MAMSER:	Mass Mobilisation For Social And Economic Reconstruction
CAPA:	Cognitive Aspect of Political Awareness Test
AAPA:	Affective Aspect of Political Awareness Test
PAPA:	Psychomotor Aspect of Political Awareness Test
UNICEF:	United Nations International Children Education Fund
UNESCO:	United Nations Education Scientific And Cultural Organisation.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

It is often assumed that the school serves as a potential agent of political socialization, which helps in influencing the formation of political norms, values and attitudes in children. On a purely theoretical level, it has been claimed that education is related to politics, because it promotes the creation of a sense of common citizenship. (Roach, 1976)

It is believed that education is an effective instrument for socializing the young children through the promotion of desirable socio-cultural values, creation of political awareness which prepares the youth to perform their functions to the nation effectively as they grow up as adults. DuBey (1972) emphasized that educational institutions in Nigeria are recognized as playing a very important role in socialization of the Nigerian school children. Jaros (1973) too claimed that schools are specifically designed to communicate political values to the children.

It is emphasized that education serves as a potent force in finding solution to social problems and for the development of the potentialities and aspirations of a nation. Briggs (1930:143) in Ukeje (1966) stressed that education is an investment by the society to make itself a better place in which to live and a better place in which to make a living.

Dewey (1916, 1938, 1952) and Conant (1959) in Okam (2004) endorsed that schools in a socio-political system must enable learners develop a

philosophy of life and a social outlook through genuine educative participation. Dewey (1916) in Okam (2004) irrevocably linked democracy and education. He forged the link between democracy, as a social process, and education as a democratic way to prepare citizens to make intelligent decisions about social change. Dewey (1916) saw democracy and education as part of the same process of growth. His reflection was that the new responsibility of education for democracy, particularly in such a social system as the United States of America, fell heavily on the school. He noticed that the basic problem of educators largely impinges on how schools would be geared at providing a distinct curriculum for each individual that would meet both personal and social goals. He endorsed that subjects should be included in the curriculum only if they had immediate value for the present needs and growth of a student.

The need for full participation of students in the national political life of Nigeria, being a democratic nation, is a desirable goal. Social Studies, as a curriculum instrument, is assigned a key role in the successful implementation of the nation's political goals. Adaralegbe (1980) and Mafuyai (1980) maintained that Social Studies can provide students with the necessary skills for articulate citizenship, preparation for future participation in democracy, political literacy and responsibility. DuBey and Barth (1989) and Okam (1998) contended that the basic goal of Social Studies is the preparation of the pupil for full responsible citizenship. Okam (1998) pointed out that Social Studies has to be seen as a modern attempt at an interdisciplinary study of a topic, a problem, an issue, a concern or an aspiration. In this function, it is a problem

approach discipline through which man studies and learns about problems of survival in his social environment. It is geared at fostering better understanding of the movements, events and personalities that have influenced the history of a given social setting. The ultimate objective of Social Studies programmes is the development and improvement of social living generally, not merely in the classroom, but in the community, and in the world as a whole. These programmes have to be seen in terms of the grooming and production of intelligent, responsible and self directing citizens. (Joof and Okam, 1998; Okam, 1998). The essence of Social Studies programmes, therefore, is expected to provide young learners with insight into the use of various knowledge structures and procedures that have relevance in modern civilization. (Okam, 2002).

The relevance of education to the social, economic, political and technological development of Nigeria is recognized by educators in this country. The National Policy on Education (1998) identifies education as a dynamic instrument of change and has expressed great faith in the ability of education to transform the society and lead it to quick transformation in the area of economic, political, social and human development. It is, therefore, the Government's desire that Nigeria should be a just, free and democratic society, one with full opportunities for its citizens, and one that is able to generate a dynamic economy. Nigeria is to be a society, strong, united and self-reliant. Education is the greatest force, according to Government, that can be used to realize these dreams of unity in Nigeria. To this end, Nigeria's philosophy of

education hinges on the integration of the individual into a sound and effective citizen, the provision of equal educational opportunities for all citizens. For this philosophy to be in harmony with Nigeria's national objectives, it has to be geared toward self-realization, better human relations, effective citizenship, national consciousness, national unity, as well as cultural, economic, political, scientific and technological progress.

The national educational aims and objectives to which the philosophy is linked are reflected as follows:

- i- the inculcation of national consciousness and national unity;
- ii- the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- iii- the training of the mind in understanding of the world around; and
- iv- the acquisition of appropriate skills, ability and competences, both mental and physical as equipment for the individual to live in and contribute to the development of his society.

In order to achieve these aims and objectives, the government emphasized that a conscious effort, should be made to teach the tenets of good citizenship at all levels of education. To this end, therefore, in section 3(14c), the National Policy on Education emphasizes the importance of citizenship education as a basis for an individual's effective participation in and contribution to the life of the society. In section 4(18e) and 4(18f), the Policy stressed that education should raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and

appreciate those values specified under our broad national aims and live as good citizens, foster Nigerian unity with emphasis on the common ties that unite us in our diversity. Thus the teaching and learning of Social Studies is pivotal to an understanding of the need for a cultivation of effective human relations. This perspective is geared at producing effective citizens and of forging a cohesive society that will support the notion of nation-building through the teaching and learning of Social Studies programmes in our colleges and schools. (Okam, 2002). Okam (1998) also stressed that an acquisition of the tenets of political socialization by learners or students in our various school setting should not be a chance affair. He emphasized that it has to be learnt and cultivated by way of the relevant educational processes associated with classroom instructions in Social Studies.

Social Studies educators such as Adaralegbe (1980), Okobiah (1984) and Udoh (1992) are of the opinion that Social Studies, if effectively taught, can be used as a tool for political awareness and for creating citizenry in children. Adaralegbe (1980) asserted that the teaching and learning of Social Studies should be concerned with preparing the learners for goals and purposes of responsible and effective citizenship. Okobiah (1984) noticed that Social Studies in Nigeria is aimed at organizing the youths, students and young learners for the purpose of helping them to cultivate an awareness and understanding that would transform them into citizens with skills, attitudes, competences and reasoned judgements to effectively interact and contribute positively to the economic, Social, political and cultural development of the

Nigerian society. Uche (1980) expressed that Social Studies is primarily concerned with the development of good citizens. Adeyoyin (1979) in Okam (1998) posited that the teaching and learning of Social Studies in our schools should produce Nigerians who are loyal to the central unit rather than the tribal groups. This implies that Social Studies should be used to develop the sense of patriotism in children.

Studies (Easton and Dennis, 1964; Stracey, 1978) which have bearing on the political awareness of children like those of educators also revealed that the school system is vital to the formation of useful citizens, particularly at the elementary school stage when habits are formed and attitudes are developed which invariably have far-reaching effects on the future physical, intellectual, emotional and moral life of the individual. Social and political attitudes are formed early in life and this is based on the orientations given to the child at home and at school. Stacey (1978) claimed that what children learned in their formative years cannot be easily disturbed later in life. He also emphasized an early exposure of children to political education during their training in school. This development is designed to engender their basic commitment to the nation, particularly for the majority of the children. Easton and Dennis (1964) reported that political awareness easily occurs relatively in a child's life and that it varies with factors such as age, gender, intelligence and socio-economic status. Almond and Verba (1965) stressed that manifest political education increases an individual's sense of political competences. They explained that the content the content of political education and how it is taught must be

culturally relevant to the children. Tapper (1976) emphasized that schools inculcate formal and appropriate forms of political behaviour in the children. Ukeje (1966) contended that the first role of education must be oriented to foster in the young a deep and enlightened love for the nation and it must generate in them a deep sense of public responsibility and a willingness to serve with honour and integrity. This implies that students should have a sense of patriotism derivable from citizenship education in order to be able to develop their sense of political awareness which will motivate them towards nation-building.

Another reason for the introduction of Social Studies in schools bears on the view that it has been accepted as the most important subject through which Nigerians develop a sense of unity, peace and a development of the country. In the same vein, Social Studies programmes can be used to develop political awareness and sense of political participation in the children. According to Smyth (1980) in Okam (1998), the idea of teaching Social Studies is to create an awareness through a variety of techniques and forms of guided self-analysis in which learners or students would become very highly informed and aware of their learned behaviour in schools. Greenstein (1965), Stacey (1978), Nwabuzo and Martha (1985) were of the opinion that political education should be started early in the life of a child because it has profound effect on adult political awareness and participation. The implication is that educational institutions in Nigeria can develop political awareness of the JS student via the

proper use of Social Studies programmes as presented in the curriculum of secondary schools, for an attainment of citizenship norms, virtues and goals.

Thus, a good deal of the curriculum features intrinsic in Social Studies education include “political participation”, “political culture”, “political socialization”, “citizenship” and “democracy”. These curriculum features embrace large portions of the cognitive affective and psychomotor domains of Bloom’s Taxonomy of Behavioural Objectives. An adequate provision and employment of these concepts in Social Studies programmes in Nigerian schools could constitute a major yardstick for the enhancement and promotion of not only political awareness but also citizenship norms amongst young learners.

Thus, Barr, Barth and Shermus (1978) contended that Social Studies is aimed at an integration of the Social Sciences and the Humanities for the purpose of instruction in citizenship education. This implies that the provision of Social Studies programmes in secondary school curriculum will go a long way to promote political awareness in the students not only for a development of citizenship norms but also for national development. The incorporation of the Social Sciences into Social Studies as concepts is to produce citizens who can evaluate, identify problems, analyse and come up with rational decisions. Thus Onifade (2002) stressed that the Social Sciences are seen as the basic foundations of Social Studies Education not only because the Social Sciences represent the primary source of data but they also form the foundation of curriculum planning in Social Studies. Social Studies is seen by Joof and

Awang (1987) in Onifade (2002) as Social Sciences the overlapping other disciplines. In relating Social Studies to the Social Sciences, Okam (1998) sees Social Studies as an applied field which attempts to fuse scientific knowledge with ethical, philosophical and social considerations which arise in the process of decision-making as practiced by the citizens. Du Bey and Barth (1980) explained further that what Social Studies Education does in essence, is to study human life so that children are given the opportunity to practice solving problems of crucial importance both for the individual and society. This, in essence, means that a provision of Social Studies programmes in the secondary school curriculum is designed to enable children practice solving political problems which will be geared towards an attainment of citizenship norms and the development of national unity. Okam (1998) in Adekeye (2002) pointed out that the differences one may identify in Social Studies and the Social Sciences are that, while the Social Sciences are concerned with the propagation of knowledge, the primary purpose of Social Studies is the utilization of knowledge for the purpose of socializing young children in schools. The aim is to improve the process by which citizens use knowledge from the Social Sciences to make decisions which concern their individual behaviour and questions of social and public policy. Adekeye (2000) emphasized that the scope of Social Studies is broader than the curriculum coverage in Social Studies. She explained that the objectives of Social Studies Education goes beyond the cognitive domain of Bloom's Taxonomy of Behavioural Objectives (1965).

It is important to reflect that Nigerian educators have accepted Social Studies education as a curriculum instrument par excellence not only for the development of political awareness but also for an acquisition of citizenship norms in schools (Du Bey and Barth, 1980; Adaralegbe, 1981; Okam, 1988; The National Policy On Education (NPE) 1998). The provision of Social Studies programmes in Secondary Schools is designed to enable Students acquire a good deal of the virtues intrinsic in the cognitive, affective and psychomotor domains of Bloom's Taxonomy of Behavioural Objectives (19 56). An acquisition of the curriculum content intrinsic in Social Studies education by students in our Junior Secondary Schools is meant to arm them with the necessary knowledge, attitudes, values and skills germane not only for developing political awareness but also for preparing them as affective citizens. It is expected that these citizens would contribute enormously to nation-building and national development in the country.

1.2 STATEMENT OF THE PROBLEM

Social Studies has been identified by the Nigerian government and experts as the subject through which political awareness and training in citizenship will be carried out in Nigerian Schools (NPE, 1981; Okobiah, 1984, Adeyoyin, 1993). Thus, it is expected that classroom instructions in political education and citizenship training would be executed through effective classroom pedagogy by way of Social Studies education. It is expected that this

task would be executed by teachers through a variety of measures including the following.

- (a) adoption of requisite pedagogical methods and resources for effective teaching of curriculum programmes;
- (b) selection and provision of adequate curriculum content for an attainment of objectives;
- (c) a provision and supply of qualified teachers for handling curriculum programmes;
- (d) encouragement of learners to develop interest in curriculum programmes in Social Studies irrespective of the location of their schools
- (e) Encouragement of communities to demonstrate interest in curriculum programmes in Social Studies education.
- (f) An encouragement, development and sustenance of political education and citizenship training in Secondary Schools, (Adaralegbe 1980 and Okam 2002).

It is, therefore, the belief of the investigator that there is a dire need for an employment and teaching of well-articulated Social Studies programmes in the Secondary Schools for the task of enabling students gain the necessary political awareness required for transforming them into effective citizens who are vitally needed for Nigeria's national development and nation-building. It is the contention of Stacey (1978), Nwabuzo (1985) and Adeyoyin (1993) that political loyalty in adulthood derives from its establishment in childhood through

meaningful classroom exposure to Social Studies programmes. Thus, this study is directed at an investigation into the impact of Social Studies education on the political awareness of Secondary School Students for citizenship development in Nigeria. In other words, the concern of this study is to find out to which extent the formal teaching of Social Studies as provided in schools has moulded the political awareness of the students in a bid to transform them into effective citizens who will be imbued with the idea of democracy for nation-building and national development.

1.3 RESEARCH QUESTIONS

The following research questions were formulated to guide the study.

1. Is there any significant difference in the average performance of JSS students from the geopolitical zones on Social Studies Achievement Tests (SSAT)?
2. Is there any significant difference in the average performance of JSS students from the geo-political zones on Cognitive aspect of political awareness for effective citizenship development?
3. Is there any significant difference in the average performance of JSS students from the geo-political zones on Affective aspect of political awareness for effective citizenship development?
4. Is there any significant difference in the average performance of JSS students from the geo-political zones on Psychomotor aspect of political awareness for effective citizenship development?

5. Is there any significant difference in the average performance of male and female students with regard to:
 - a- Social Studies achievement test for effective citizenship development?
 - b- Cognitive aspect of political awareness for effective citizenship development?
 - c- Affective aspect of political awareness for effective citizenship development?
 - d- Psychomotor aspect of political awareness for effective citizenship development?

6. Is there any significant relationship between the scores of the students with regard to:
 - (a) Social Studies achievement test and the performance at Cognitive aspect of political awareness for effective citizenship development?
 - (b) Social Studies achievement test and the performance at Affective aspect of political awareness for effective citizenship development?
 - (c) Social Studies achievement test and the performance at Psychomotor aspect of political awareness test for effective citizenship development?
 - (d) Performance at Cognitive and Affective aspects of political awareness?

- (e) Performance at Cognitive and Psychomotor domains of political awareness for effective citizenship development?
- (f) Performance at Affective and Psychomotor domains of political awareness for effective citizenship development.

1.4 HYPOTHESES

The following are the hypotheses generated from the research questions:

- 1- There is no significant difference in the average performance of JSS students from the geo-political zones on Social Studies achievement test for effective citizenship development.
- 2- There is no significant difference in the average performance of JSS students from the geo-political zones on Cognitive aspect of political awareness for effective citizenship development.
- 3- There is no significant difference in the average performance of JSS students from the geo-political zones on Affective aspect of political awareness for effective citizenship development.
- 4- There is no significant difference in the average performance of JSS students from the geo-political zones on psychomotor aspect of political awareness for effective citizenship development.
- 5- There is no significant difference between the average performance of male and female students with regard to :
 - a- Social Studies achievement test for effective citizenship development

- b- Cognitive aspect of political awareness for effective citizenship development
 - c- Affective aspect of political awareness for effective citizenship development
 - d- Psychomotor aspect of political awareness for effective citizenship development
- 6- There is no significant relationship between the scores of the students with regard to :
- a- Social Studies achievement test and the performance at Cognitive aspect of political awareness for effective citizenship development.
 - b- Social Studies achievement test and the performance at Affective aspect of political awareness for effective citizenship development.
 - c- Social Studies achievement test and the performance at Psychomotor aspect of political awareness for effective citizenship development.
 - d- Performance at Cognitive and Affective aspects of political awareness for effective citizenship development
 - e- Performance at Cognitive and Psychomotor aspects of political awareness for effective citizenship development.
 - f- Performance at Affective and Psychomotor aspects of political awareness for effective citizenship development.

1.5 GENERAL ASSUMPTIONS

This study is based on the following assumptions:

- 1- The schools operate on the same national curriculum;
- 2- They go at the same pace in curriculum delivery;
- 3- Social Studies was taught by Social Studies teachers.

1.6 OBJECTIVES OF THE STUDY

The study has the following objectives:

- 1- To establish the relationship between the average performance of students from the geo-political zones on Social Studies Achievement Test for effective citizenship development.
- 2- To find out if there is any significant difference in the average performance of students from the geo-political zones on the cognitive aspect of political awareness for effective citizenship development.
- 3- To find if there is any significant difference in the average performance of students from the geo-political zones on the affective aspect of political awareness for effective citizenship development.
- 4- To find if there is any significant difference in the average performance of students from the geo-political zones on the

psychomotor aspect of political awareness for effective citizenship development.

5- To compare the average performance of male and female students with regard to:

a- Social Studies Achievement Test for effective citizenship development;

b- Cognitive aspect of political awareness for effective citizenship development;

c- Affective aspect of political awareness for effective citizenship development;

d- Psychomotor aspect of political awareness for effective citizenship development.

6- To establish the relationship between the scores of the students with regard to :

a- Social Studies achievement test and the performance at Cognitive aspect of political awareness for effective citizenship development.

b- Social Studies achievement test and the performance at affective aspect of political awareness for effective citizenship development.

c- Social Studies achievement test and the performance at psychomotor aspect of political awareness for effective citizenship development.

- d- Performance at Cognitive and Affective aspects of political awareness for effective citizenship development.
- e- Performance at Cognitive and Psychomotor aspects of political awareness for effective citizenship development.
- f- Performance at Affective and Psychomotor aspects of political awareness for effective citizenship development.

1.7 SIGNIFICANCE OF THE STUDY

This study would be of particular importance to educators because it investigates the impact of Social Studies education on the political awareness of Junior Secondary School students for the citizenship development. In particular the study investigated the impact of Social Studies curriculum programmes amongst these students in respect of their cognitive, affective and psychomotor orientations regarding an acquisition of political awareness for citizenship development. This is because we need effective citizenship if Nigeria is to mature into nationhood for the purpose of positive and meaningful national development. As prospective and future leaders of Nigeria, it is worth while exposing students to features, issues and problems which have a bearing on the development of political awareness in order to prepare their minds for the significant role they could play, particularly in the political arena with regard to Nigeria's national development. Thus investigations (such as this one) which bear on the determination of students' orientations in respect of the values, attitudes, skills and the knowledge they hold on the sphere of political

awareness (as a result of exposure to Social Studies education) are very vital in Nigeria's present quest for meaningful and sustainable democracy. Thus, this study derives the basis of its strength from its concern for a determination of the extent to which JSS students' exposure to Social Studies programmes in their various school settings have enabled them acquire the necessary political awareness needed for their maturation into effective citizens that would contribute to nation-building and national development.

It is hoped that, whatever the difference in the political awareness of students from the six geo-political zones of the country are in respect of their preparedness for their future roles as effective citizens (regarding the task of nation-building and national development), the result would be a pointer to whether the country would be effectively served by one National Policy on Education. This development and line of thinking is informed by the highly diversified and vast human phenomena prevailing in Nigeria.

It is hoped that this study would create new forums for strengthening the Social Studies curriculum in Schools with a view to promoting political awareness, citizenship development and nation-building within the framework of the Nigerian society. It is envisaged that the findings accruing from the study would generate lots of meaning for teachers, parents, the government and politicians who believe that schools could function as training and preparatory grounds for students' participation in politics.

It is also envisaged that the study would have immense implication for policy-makers who are interested in designing programmes that would bring

about curriculum change and renewal in Nigerian schools. It is hoped that this “new” curriculum would exert the necessary impact on the populace and would create a disciplined citizenry amongst Nigerian Secondary School Students who would contribute to effective national development.

The findings accruing from the investigation would provide pedagogical feedback to lecturers from the Universities and Colleges of Education who are expected to establish a strong basis for the subject in Nigeria primary and secondary schools.

It is also thought that this research work would constitute a vital reference material and a source of empirical data for researchers and investigators who are interested in exploring the place of a variety of curriculum designs for the purpose of helping learners acquire citizenship norms which are vital for building the Nigerian nation.

1.8 THE SCOPE AND DELIMITATION OF THE STUDY

The target population of this study is J.S.S. III students in the country. An important aspect of the scope of this study involved subjecting the sampled population to a number of political awareness tests in Social Studies education including the following:

- (g) Cognitive Aspect of Political Awareness Test in Social Studies Education (CAPATSSE);
- (h) Affective Aspect of Political Awareness Test in Social Studies Education (AAPATSSE);

(i) Psychomotor Aspect of Political Awareness Test in Social Studies Education (PAPATSSE).

These tests were meant to determine the extent to which students' exposure to instructions in Social Studies education sufficiently generated in them an acquisition of political awareness for effective citizenship development. Students' acquisition of political awareness as taught in the various Nigerian Secondary Schools are based on the JSS Social Studies curriculum. In particular, the study essentially centred on whether students' acquisition of knowledge, attitudes and skills from Social Studies education sufficiently enhanced their political awareness for effective citizenship development. The study also considered whether such variables as "gender" and "school location" influenced students' performance in the tests used in the study.

The study did not cover the entire J.S.S. Social Studies curriculum but focussed on its political awareness aspect. This includes units or topics such as " leadership and followership ", "civic rights and responsibilities", "culture and identity", " political awareness", " national symbols", "democracy", "socialization", "unity in diversity," "institutions-structure and political institutions in Nigeria and their functions".

Though the scope of the study covered all Nigerian J.S.S students as the population of the study, time and limited resources did not permit the researcher to cover the entire population. The study, therefore, was delimited to a manageable sample in order to have an in-depth study of the problems being investigated. The study covered six (6) states in Nigeria. Six hundred and thirty

(630) J.S.S students from six (6) public secondary schools were involved in the study.

1.9 SUMMARY

This study investigated the impact of Social Studies education on the political awareness of J.S.S. 3 students for citizenship development in the six geopolitical regions of Nigeria. Six null hypotheses were postulated in order to investigate the influence that such variables as “gender” and “location of schools” have exerted on students’ acquisition of political awareness from Social Studies education for effective citizenship development.

Three tests were used in the study namely: Cognitive Aspect of Political Awareness Test in Social Studies Education (CAPATSSE); Affective Aspect of Political Awareness Test in Social Studies Education (AAPATSSE); and Psychomotor Aspect of Political Awareness Test in Social Studies Education (PAPATSSE). The responses which derive from the application of these test instruments on J.S.S 3 students furnished the data used in the study.

The major assumption made in this study hinges on the view that Social Studies education possesses the potential for preparing students not only to become politically conscious but also to use this development as a spring-board for maturing into effective citizens. This line of thinking is particularly tenable if Social Studies programmes are handled by professional teachers in the subject area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This study investigated the impact of Social Studies education on the political awareness of secondary school students for citizenship development in Nigeria. In this chapter, related literature on student's acquisition of political awareness for citizenship development are reviewed as well as instructions in Social Studies education.

The review is centred on an analysis of the components of political awareness such as "political culture", "political socialization", "political participation", an examination of the concept of "citizenship" and "democracy" and the "roles of the main agents of political Socialization in relation to political awareness among students". Certain specific empirical Studies on issues which have bearing on school children's political awareness development were also discussed.

Some details on the ontology of Social Studies education were included in the review while relevant empirical studies on the place of Social Studies education in the development of students' political awareness for an attainment of effective citizenship status were also reflected. The review ended with a summary of the major issues considered, including the contribution to knowledge advancement revealed in the study.

2.1 POLITICAL CULTURE

People are not born politically – oriented or disoriented. It is the society and political system that make them what they are. The individual's political culture is formed on the basis of political socialization. An individual assimilates society's political values and symbols and comes into contact with the activities of political parties, institutions and the state as a whole.

Eisinger, Dresang, Fowler, Grossan, Loomis and Merelman (1982) described political culture as “the bundle of habits, assumptions, beliefs, values and symbols of a group”. Almond and Powell (1966) made excellent pioneering contributions in the field of political culture. They described political culture as the totality of an individual's attitudes and orientations towards politics. The orientations are a form of three basic aspects of any political culture, namely:

- 1- Cognitive orientation, which involves knowledge of political objects and beliefs;
- 2- Affective orientations, which involves feelings of attachment, involvement and rejection of political objects.
- 3- Evaluative orientations, which involve the application of value standards to political events and objects.

Ball (1971) looked at political culture as composed of attitudes, beliefs, emotions and values of society that relate to the political system and political issues and explained that these attitudes may not be consciously held, but may be implicit in an individual or group relationship with the political system. In the opinion of Nwabuzor and Martha (1985), political culture is “political attitudes,

values, feelings, information and skills possessed by members of the community”.

Kavanagh (1979:110) provided a comprehensive definition and explanation of political culture as a shorthand expression to denote the emotional and attitudinal environment within which the political system operates. He explained further that it is the particular pattern of orientations in which every political system is embedded. Orientations are predispositions to political actions and are determined by such factors as traditions, historical memories, motive, norms, emotions and symbols.

Generally, political culture can be used to describe the knowledge, behaviour and attitude of the citizens of a nation to politics. The attitudes and behaviours could be cognitive, affective, evaluative or participatory. It is the total way of life of a people. In the cognitive component, one would want to determine how much knowledge the citizens of a nation have about their governmental system, those who govern and about their national political institutions. In the affective, one would want to determine the feelings of the citizens about different political objects (individual, social group, class, political party or organisation). Finally, in evaluative component, one would want to determine not only how the citizens assess the performance of the political objects but also how they have internalized their role as participants in the political system.

2.2 CLASSIFICATION OF POLITICAL CULTURE

If the contention that most classification schemes in the Social Sciences are arbitrary is generally valid (Ball, 1979), it is necessary to examine different ways in which writers have classified political culture, in order to see which of the classification schemes is suitable for or related to the problem examined in this study.

- i- Finer (1962) identified four levels (types) of political culture: (1) Mature level (2) Developed level (3) Low level (4) Minimal level.

Mature level: He explained that a nation is said to have a mature (high) level of political culture if there is an approved process of transforming power.

Developed level: Here, the public recognizes who and what constitutes the sovereign authority.

Low level: Here, the citizens of the nation are conscious of politics.

Minimal level: Here, citizens of the nation are politically unconscious or unaware. In this situation, there is political instability. Chaos, which manifests especially in form of military intervention (coup d' etat) in politics is highest in an area with minimal level of political culture. This classification scheme is not rigid because a nation can rise from the minimal to the mature level, depending on the frequency of military intervention in politics or period of stability in government.

Political culture can be classified according to whether members of society take an active role in the political process and expect benefits from

governmental activity, or whether there is a massive relationship in which individuals know very little about government activity, and do not expect to share in the decision – making.

ii- Almond and Verba (1965), in their comparative study of political cultures, have divided those as participatory political culture, subject political culture and parochial political culture.

1- Participatory Political Culture: A participant political culture is that which the citizens of a nation are assumed to be aware of and informed about the political system in both its governmental and political aspects. The citizens tend to be explicitly oriented to the system as a whole and to both the political and administrative structures and processes. Individual members of the participant polity may be favourably or unfavourably orientated to the various classes of political objects. They tend to be oriented toward an “activist” role of the self in the polity, though their feelings and evaluations of such a role may vary from acceptance to rejection. The citizens cognitive, affective and participative or evaluative orientations are positive.

2- Subject Political Culture: The subject political culture is that in which the citizens tend to be cognitively oriented primarily to the output side of the government: the executive, bureaucracy, and judiciary. The citizens are aware of specialized governmental authority; they are affectively oriented to it, perhaps, taking pride in

it, perhaps disliking it and evaluate it either as legitimate or as not. But the relationship is towards the system on the general level, and towards the output, administrative or “downward flow”, side of the political system. It is essentially a passive relationship, although there is a limited form of competence that is appropriate in a subject culture. The members of the nation are aware of politics, but they do not see themselves as having any role to play.

- 3- Parochial Political Culture: The parochial political culture is that in which the citizens of a nation tend to be unaware, or only dimly aware, of the political system in its aspects. Parochialism in more differentiated political systems is likely to be affective and normative rather than cognitive. That is to say, the remote tribesman in the country may be aware in a dim sort of way of the existence of a central political regime. But his feelings toward it are uncertain or negative; and he has not internalized any norms to regulate his relations to it.

Brown and Gray (1979) classified political culture into four, namely: unified, dominant, dichotomous and fragmented. This type of political culture is determined by the extent to which the citizens of a nation participate in the political process or the level of their awareness and participation. There is the unified political culture where the citizen's participation in politics is very high. Dominant political culture refers to where political participation is high. There is dichotomous political culture where participation in politics by citizens is low.

Where participation in politics by citizens is very low, there is fragmented political culture. These various culture types co-exist even within the same nation.

Ostheimer (1973:79) referred to the empirical work of Inkless and asserted that a layer of participant citizens who possess some of those characteristics identified by Almond and Verba (1965) existed in Nigeria, Argentina, Chile, East Pakistan, India and Israel. On the other hand, Ofiaja (1980:3) who wrote about the political culture and unity in Nigeria described Nigeria's political culture as *laissez faire*. This may be the same as Finer's (1962) minimal level of political culture or Almond's and Verba's (1965) parochial type or Brown's and Gray's (1979) fragmented political culture.

Though comparisons are feasible, it is important to note that no society has a rigid type of political culture. Almond and Verba (1965) affirmed that their classification did not imply homogeneity or uniformity of political cultures. Kavanagh (1972) commented on Almond's and Verba's classification and concluded that they are ideal types and that there are invariable mixes of those outlook within any political system and also within individuals.

The discussion in this section is important to this study in that it is possible for one to be able to categorize the students involved in the study as politically well informed or politically less informed citizens. One can also describe them as citizens with positive or negative political culture. After having discussed the importance of political culture to the political awareness of the students, it becomes necessary that research now focuses on the examination

of the concept of socialization as it is meant to effectively transmitting the political culture of the citizens from generation to generation.

2.3 POLITICAL SOCIALIZATION

Political socialization is the process of teaching and learning about all aspects of political system. The process of socialization involves the exposure of the members of a society to desirable attitudes, values, skills, knowledge, dispositions or actions which will make them effective and participant members of the society (Stacey, 1978).

Almond and Verba (1965:13) did extensive surveys in the area of political socialization. They defined political socialization as

“the process of induction into the political culture, its end product is a set of attitudes, cognition, value standards and feelings toward the political system, its various roles and role incumbent and feelings towards the inputs of demand and its authoritative outputs”.

Pynn (1984) defined political socialization as “the process through which persons acquire political orientations and patterns of behaviour.” Ball (1971) looked at political socialization as the establishment and development of attitudes to and beliefs about political system. Greenstein (1968:65) who worked on political socialization of children looked at it as “the deliberate inculcation of political information, values and practices and all political learning

formal, informal and unplanned, that take place at every stage of the life cycle, including not only explicitly political learning but also nominal non-political learning that affects political behaviour". Kavanagh (1972:28) defined political socialization as "the process whereby the individual learns about and develops orientations to politics". Easton and Dennis (1969) presented a restrictive but useful definition of political socialization. They defined it as "those developmental processes through which persons acquire political orientations and patterns of behaviour". Olisab and Nwabufo (1990:35) defined political socialization as "all aspects of one's upbringing which have a bearing on politics and government". It is clear from the different conceptions of political socialization by different scholars that the central focus in political socialization is the internalization of political knowledge, attitudes, values and norms and the transferral of same from older to younger generations.

2.4 FUNCTIONS OF POLITICAL SOCIALISATION

Ball (1979:68) indicated that the process of political socialisation may encourage loyalty to the nation, foster particular values and increase either support for or alienation from the system. That is, it promotes loyalty to the nation. Other functions are:

a- Teaching of Skill

Dada (1986) reported that various skills are learnt through political socialization processes. People often watch programmes on the screen at

cinema halls, from television sets or from videos. Some of these programmes are often educative and people learn the techniques and skills of participation.

b- Creation of Goals and Ambitions

Dada (1986) also pointed out that it is through political socialization processes that one learns his or her social rights and responsibilities as a good citizen.

c- Reducing Stress in the Political System

Easton and Dennis in (Dennis 1973) declared that political socialization helps to reduce stress in the political system, assures the system of the acceptance of decisions as binding, limits the volume and variety of demands; prepares members to understand roles that are relevant for converting inputs to binding outputs.

d- Promoting Political Stability

Stacey (1978) reported that inspite of the variations in the form and content of political socialization within and between societies overtime, at least since the age of Plato, there have been social analysts and power holders who have argued for an early start to political education for the purpose of promoting politico-socio stability through training in conformity.

From which ever perspective one looks at it, the knowledge and exposure of the children to effective political socialization for appropriate political awareness is of dual benefit for the individual and the nation.

2.5 AGENTS OF POLITICAL SOCIALIZATION

The literature on political education exhibits a common consensus on the potency of the agencies of political socialization in promoting the desired normative political attitudes, values, skills and knowledge that will enhance political awareness of children in any society whether modernized or modernizing. Different agencies of political socialization – the family, school, peer group, mass media and others are responsible for the promotion of the students' political awareness. It should be noted that the determinants of the development and establishment of these various attitudes and values about political system overlap between them; they cannot be examined in complete isolation. Moreover, all are affected, in varying degrees by other factors as Social and geographical mobility. The role of each agent is discussed below.

a- The Family

The family is the child's first contact with authority; it is here the first differences in the expectation between the sexes are implanted (Ball, 1976). It is from the family that the child first learns the appropriate behaviours and norms of the society to which the child's family belongs. Initial experience has an enduring impact on the physical, mental and personality development of the child. According to Dawson and Prewitt (1969:45)

“every piece of evidence indicates that the child's political world begins to take shape well before he even enters elementary school and that it

undergoes the most rapid change during these years”.

Nwabuzor and Martha (1985) in their own opinion contended that “the family is generally considered to be the primary agent of socialization because of the tenacity and intensity of political orientations which are required early in life”. Dowse and Hughes (1979) had a similar view about the beginning of child’s political consciousness in the family. According to them, “the primary stage of socialization in all societies normally takes place within the family. In this phase, the child begins to learn a language and set of rights and wrongs as defined by the culture and certain behavioural patterns pertaining mainly to age and sex roles. Little is learnt in the way of overt and manifest political socialization at this stage, but what he learned may well be transferred to the context of the political”.

Hyman’s (1959) in Renshon (1977) seminar review of early socialization literature concluded that, foremost among agents of socialization to politics is the family, though he recognized the importance of other agents. However, both exposure and receptivity do wane as the child matures and is exposed to other agencies such as school and peer group. He relies on both the direct and indirect and individual role of the family in shaping the basic orientations of the child whether the child is conscious or unaware of the impact either through role modelling process or overt transmission, whether the values are political and directly usable or non political but transferable.

Pynn (1984) agreed with other authors that the family is the most pervasive socializing agent and shapes the child's political orientation in fundamental ways. According to Eisinger et al. (1982), "the family is the living embodiment of the past impressing itself on the child's present, as it cannot help transmitting the political values of the past". However, he emphasized that families change and, as they do, they both register and create changes in the values and attitudes of the children in the area of their political awareness. On the contrary, Eisinger et al (1982) expressed that evidence about the family's lasting influence on children's later political behaviour is surprisingly limited.

In a study, Pynn (1984) found that the transmission of political values other than party identification from parent to child was far weaker. Only meagre parental influence was found in the comparison of political attitudes of parents and children on policy issues, political activity and political cynicism. He concluded that children were quite likely to be in disagreement with their parents on issues of governmental activity, voting, political efficacy and feelings about groups in the society.

It is argued also that in families where politics is discussed, it probably centres on more concrete political object such as parties and candidates, than on more abstract considerations of policy and ideology. In Nigeria, where there is minimal political participation (MAMSER, 1989), the parents are so preoccupied with trying to make the two ends meet and so have little time to discuss politics or civic matters.

Hess and Torney (1970) in Dennis (1973) questioned a family's overriding importance in a child's political socialization during the elementary years. They reported that "the public school is the most important and effective instrument of political socialization in the United States. They saw the family's influence as age specific and restricted in its scope. They concluded that if the family's influence is restricted to inculcating a few consensual attributes, it means that much of the socialization which results in individual differentiation in everyday politics and which affects changes in the functioning of the political system lies outside the casual nexus of the parent - child relationship.

b- The School

Here is the stage of child development, when the importance of the family begins to decline. For example, when a child attains the age of five or six in Nigeria, as in other countries the child spends most of his time at school. The school is recognized as an important agent of political socialization.

Education plays a significant role in the political awareness of children. In school, children learn the values of the political system: they memorize the pledge of allegiance, sing patriotic songs and learn about great leaders. In later grades, they receive formal instruction on civic education and democracy (Pynn 1984:230).

The school, because it embarks on a much more formal socialization process, has been described as a more effective agent than even the family in certain circumstances especially in developing countries. "Schools are not only new basis of shaping individuals in a society but also a more formal way of

shaping students towards statuses and roles for which they have never before been eligible” (Dubey 1973:13). It is therefore a direct rather than indirect agent and as such transmits its messages in an explicit fashion.

Jaros (1973) claimed that “unlike most other agents, schools are specifically designed to communicate political values to the young. Schools represent conscious attempts of society to socialize its young. Jaros (1973) viewed the school classroom as relatively susceptible to centralized control unlike other agents which do provide conservative influence and unorthodox political norms.

Nwabuzor and Martha (1985) contended that schooling is also important in the political socialization of children in that the education it provides has a profound effect on adult political awareness and participation.

Authorities such as Charles (1931), Prewitt (1971), Jaros (1973) and Oni, Ayanniyi, Ogunwale and Omolehiml (1999) are of the opinion that schools communicate political orientations in the following ways:

- 1- Inculcating in children through classroom practices and rituals, political values for political awareness. For instance, saluting the flag, singing patriotic songs, honouring national heroes and being exposed to patriotic symbols such as pictures and sayings of the leaders. Rules of political participation are learnt through classroom discussion, school club activities, student union activities, voting to elect their leaders, class prefects, and monitors that come through informal learning.

2- Curriculum content – According to Nwa-chil (1991), the school teaches the basic knowledge, skills, attitudes, norms and values which make the students effective citizens and contribute towards development of their country in the area of political, economic and technology.

c- The Peer Group

A peer group includes all play mates, usually the same age group either within the school or in any given environment. Most of the child's time is spent away from home apart from time spent at school. At school or outside the school, the child interacts with other children in extra curricular activities such as football, volley ball, debating societies and other social clubs. From each intensive and extensive interaction, intimate relationships develop and by these contacts, important attitudes and values are formed which are neither acquired at home and at times even at school. The child then interacts with other children who come from different levels of the social stratification or from different cultural and racial backgrounds. Therefore, it is not surprising that children are influenced by their peers.

Pynn (1984) indicated that children are politicised when friends of the same age group talk about politics. Pynn (1984), Dennis (1973) agree that peer group offers the most influential and most intriguing challenge to the political values taught in the family.

It is usually upon the normal attitudes and culture of the peer group that one's behaviour is ruled.

Jaros (1973) identified the following ways through which the peer group influences political socialization.

- 1- By developing new and distinctive sub-cultures of their own in the particular associated values;
- 2- By acting as agents through which the prevailing values are more effectively transmitted or reinforced;
- 3- By instilling values particular to a given segment of the population;
- 4- By promoting non-political features of group; for example their authority structures may affect members in ways that have consequences for political behaviour.

Pynn (1984) found that friendship has been a major component in peer group political socialization which promotes the political awareness of the group.

It should be noted that the only yardstick to this political socialization is effective education of the members of the group. If some of the members are politically matured due to their parents' high socio-economic status (SES) where the use of facilities available in the home makes it essentially possible for them to become politically conscious and pass the knowledge to the rest when they interact. It is the politically mature members of the group that socialize the junior members into politics. Berelson and Steiner (1954) agreed with the above. They found that older members of the group seem to be more politically conscious than the younger ones.

d- Mass Media

As our societies are becoming more complex, it becomes very difficult to socialize children politically. This is because our needs are very many. Large communities find it difficult to undertake political socialization without the use of mass media – (radio, television, newspaper, books, magazines, public announcement vans and cinemas). This is why in highly developed and industrialized countries extremely complicated systems of mass communication are developed.

The mass media attempt in the main to provide information and stimulate interest, education and entertainment. It is clear that exposure to, and some absorption of information and opinion of a political nature enters a developing child's life via the media well before there is opportunity for overt political behaviour. This particularly likely to be the case where television news and current affairs or political programmes are available and indeed, almost forcibly intruding into child's daily life.

Pynn (1984) contended that the child is clearly exposed to politics through the media, and television is the primary source of this exposure, that for younger children, television dominates; as the child grows older, newspapers come to be increasingly important source of information.

Almond and Powell (1966) expressed that, in addition to providing information about the specific immediate political events, the mass media act, over the long run, to shape the individual's basic cognitive map.

Hollander in Almond and Powell (1966), Chaffee (1970) and Pynn (1984) concluded that:

- 1- The mass media is labelled as the “new parent” in recognition of the role they play in transmitting political learning to the child.
- 2- The students rate the media as the most important source of opinion influence over parents, teachers and friends.
- 3- Mass communication has some direct effects on the developing adolescents.
- 4- The mass media constitute the principal source of political information for young people.
- 5- The newspaper and television are the dominant media in political awareness of children and their contribution varies with age, peer group and social economic status of the group. Media become most effective during electioneering campaigns.

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

The trends of political events in mass media during the first and second republics could be termed both positive and negative. But the situation changed during the transitional period of the third republic which started in 1986 and ended with the presidential election of 12th June, 1993 which was annulled on 23rd June, 1993.

During the transitional period, an atmosphere of political awareness was created by the content of the programmes sponsored by both government and individual on the television, radio and in newspaper. For instance, a network programme titled “political forum” which always appeared every Thursday night was to educate Nigerians on the political activities and personalities such as the new local government chairmen, the new counsellors, senators, governors and both presidential aspirants from the defunct parties (Social Democratic Party – SDP and National Republican Convention – NRC). With this development, children of about three years and above became so interested that they were singing political campaign songs. They were seen discussing freely about the then two political parties (SDP and NRC). Though the 1999 political campaign did not have the same effect due to the short campaign period and less use of media, however, political awareness of the citizens increased tremendously, Children were seen with party labels which they simply took from their parents.

However, some scholars have not seen the mass media as agent of political socialization. Schwartz (1973), Pynn (1984) and Adekeye (2002) outlined some reasons which limit the importance of mass media as Socializing agent as follows:

- i- The television only depicts the peculiarities, uniqueness and foibles of important social groups. Also, it stereotypes the same group by omission as by inclusion.

- ii- Despite apparent political changes in the status of women on television this group continue to play subsidiary and occasionally demeaning roles; they are depicted in unflattering ways.
- iii- The media tend to be merely transmitters, not originators of attitudes, values and information.
- iv- The media reinforce extant values rather than challenge such values.
- v- The media tend to be influenced by opinion leaders such as peer group leaders, organization leaders who interpret the media.

The press was probably the most influential agency for political awareness among the citizens. The elite used the press also as a weapon to attack the colonial administration. Another aim of the press at that point in time was to instil confidence in Nigerians on the basis of their achievements and the promotion of Africans throughout the world. Since then, the number of both electronic and print media increased. Newspapers, magazines in both English and Nigerian languages have grown tremendously.

In present day Nigeria, both the electronic and print media have grown considerably and they have really become agent of political socialization and political awareness for the secondary school students. In as much as has been said on the advantages of the media, they need orientation to be able to really enhance political learning for political awareness of the children. There should be balanced information not one sided information, and opinion in order to promote political awareness of children. This is because, in the course of time, these children will grow to become political change agents.

2.6 THE CONCEPT OF CITIZENSHIP

The constitution of the Federal Republic of Nigeria (FRN) (1999) clearly stipulates that the citizens of Nigeria are those who have attained or can attain that status by birth, registration or naturalization (FRN. 1999). However, it did not clearly define the concept of citizens.

The citizen, as used in this study, is any member who is prepared and able to partake in the administration and running of the political system. Such a person sees himself as capable of influencing decisions and the course of events (Almond and Verba, 1965).

Citizenship, according to Thompson (1970), is the present and future capacity for influencing politics and it involves active involvement in political life. It is more than those rights possessed by a passive subject by virtue of residing under a particular territorial jurisdiction; nor is it meant mainly to connote patriotism or loyalty to a nation or state.

Nigerian citizenship can be acquired in three ways. These are by birth, by registration and by naturalization. The Nigerian constitution (1999) stipulates conditions for each category of citizenship.

i- Citizenship by Birth

The constitution of the Federal Republic of Nigeria (1999) stipulates that the following persons are citizens of Nigeria by birth, namely:

- a- Every person born in Nigeria before the date of independence, either of whose parents or any of whose grand parents belongs or belonged to a

community indigenous to Nigeria. The constitution explained that, provided that a person shall not become a citizen of Nigeria by virtue of this section if neither of his parents nor any of his grand parents was born in Nigeria.

- b- Every person born in Nigeria after the date of independence either of his parents or any of whose parents is a citizen of Nigeria; and
- c- Every person born outside Nigeria either of whose parents is a citizen of Nigeria.

According to the constitution, the date of independence means 1st day of October 1960.

ii- Citizenship by Registration

Section 26(i) stipulates that subject to the provisions of section 28 of this constitution, a person to whom the provisions of this section apply may be registered as a citizen of Nigeria, if the president is satisfied that:

- a- He is a person of good character
- b- He has shown a clear intention of his desire to be domiciled in Nigeria; and
- c- He has taken the oath of allegiance prescribed in the seventh schedule of the constitution.

The provision of this section shall apply to:

- a- Any woman who is or has been married to a citizen of Nigeria; or
- b- Every person of full age and capacity born outside Nigeria; any of whose grand parents is a citizen of Nigeria.

iii- Citizenship by Naturalization

Section 27(i) stipulates that any person who is qualified in accordance with the provisions of the section may apply for the grant of a certificate of naturalization. But then places a condition that no person shall be qualified to apply for the grant of a certificate unless he satisfies the president that:

- a- He is a person of full age and capacity;
- b- He is a person of good character;
- c- He has shown a clear intention of his desire to be domiciled in Nigeria;
- d- He is, in the opinion of the Governor of the state where he is or he proposes to be resident, acceptable to the local community in which he is to live permanently, and has been assimilated into the way of life of Nigerians in that part of the Federation.
- e- He is a person who has made or is capable of making useful contribution to the advancement, progress and well being of Nigeria; and
- f- He has taken the Oath of Allegiance prescribed in the seventh schedule of the constitution.

According to Almond and Verba (1965) “any member who is prepared and able to partake in the administration or running of the political system, such

a person sees himself as capable of influencing decisions and the course of events in the nation is referred to as a citizen.”

Citizenship is a status or a relationship existing between a natural person and a political society known as a state to which the person owes allegiance and the state protection. A citizen then is a natural person who is endowed with full political and civil right in the body politics of the state. A citizen owes unqualified allegiance to his state and subject to certain limitations imposed by age, gender and other conditions. A citizen’s rights and duties are more extensive than those of other persons, aliens or foreigners, within the jurisdiction of the state.

Elcock (1976) identified three (3) major characteristics of a good citizen in a liberal democratic polity. These include:

- i- A knowledge of certain amount of politics and a recognition that such a knowledge is important.
- ii- A belief that the citizen can influence the course of political events.
- iii- A belief in the fact that the government will be fair in all her dealings.

The argument that is emphasized in this study is that the effective citizen could be made especially through a deliberate policy of designing the school curriculum for the purpose of developing children’s political awareness.

2.7 TYPES OF CITIZENS

Some writers such as Learner (1958) classified citizens of a nation into three (3): (a) modern, (b) transitional, (c) traditional. Deutsch (1961) classified

citizens of a nation into two, these are: (a) mobilized (b) immobilized. While Almond and Verba (1965) classified citizens into three; viz: (a) subject (b) parochial (c) participant.

All the classifications indicated above suggest that, within any nation, there are “active” and “passive” citizens in terms of their participation in the political process. The active citizens would be those whose participation is above average while the passive citizens would belong to the category of those whose participation in the political process is far below the average.

2.8 ROLE OF EDUCATION IN CITIZENSHIP DEVELOPMENT

There is evidence to suggest that education is an important variable that can radically transform “passive” citizens into “active” ones (Almond and Verba 1965). Segel (1979), Thompson (1970) and Oni et al (1999) had similar views which are summarized below:

- i- A better-educated person feels a strong sense of duty to participate in the political life of the nation than the less educated person.
- ii- Education increases citizens’ political awareness.
- iii- The better educated the citizen is, the more involved he will be in the political matters.
- iv- Educated citizens feel a greater sense of political efficacy.
- v- Acquisition of knowledge liberates the mind and permits it to see merits in a variety of contradictory suggestions. It increases its tolerance for the unfamiliar and unorthodox.

The importance of education in the development of citizenship has some implications for this study, which investigated the effects of Social Studies education in promoting political awareness of secondary school students. It therefore becomes imperative that the students internalise the aspects of citizenship: namely participation, discussion, voting and equality as identified by Thompson (1970). It is only the involvement of students in the above aspects that they could be Socialized into the culture of participating, discussion and voting in politics.

2.9 POLITICAL PARTICIPATION

It should now be obvious that people participate in politics in many different ways, with different degrees of emotional involvement and at different levels of the political system. Traditional democratic theory generally regards participation by individual in political activity as a virtue in its own right.

Palma (1970) looked at participation as a function of the individual's position in society and his or her attitudes towards policy. He contended that this explanation is by far the most widely established and documented in the American literature on participation, especially when United States is studied. Johnson et al. in Caron and Osaghae (1992) posited that "when we seek to change the basic rules of association (which specify who has authority over whom) in the family, in the school, in the university, in the state, or in the international sphere, then we are participating in politics". He explained, "It is the realm of struggle for just good environment".

In politics, people's fundamental rights and interests are safeguarded. Scarce resources are equitably distributed; here, one is guided by notions of equality and justice and ideas about what rights people should have.

Focusing on the role of social position and individual orientations towards politics, Palma (1970) saw participation as "the expression and product of a person's integration into system of social and political relations". Participation does not flourish unless the citizen, by reasons of his or her privileged position in society or of his or her trusting and effective relation to the polity, finds it easy or advantageous to work within the existing political framework.

According to Dowse and Hughes (1972) political participation has been seen as "a civic duty, as a sign of political health, as the best method of ensuring that one's private interests are not neglected and as a *sine qua non* of democracy". They explained that, generally, this perspective was predicted upon a Greek view of the private man as an animal, or an idiot, or the more calculative eighteenth century view of participation as being caused by a deliberate weighing of the alternatives to involvement – tyranny or oligarchy. In any event, an important factor in this view is that it implied and encouraged a high level of popular involvement in political participation and ensures political awareness for the citizens.

McClosky (1968) viewed how rulers in polity are selected either directly or indirectly, defined political participation as those voluntary activities by which members of a society share in the selection of rulers, and directly or indirectly, in the formation of public policy". At its widest, this definition includes casual

political conversations such as one might have in a club, and the intense activity of the member of the fringe political group.

Political participation, then, refers to the interests, activities and involvement of the people in the running of the government. The activities and involvement take place at different levels of government and in many different ways. Such activities can be classified into various categories.

2.10 CLASSIFICATION OF POLITICAL ACTIVITIES

Mibrath (1965) classified political activities into three, namely: (a) Gladiatorial activities (b) Transitional activities (c) Spectator activities. He explained:

- 1- Gladiatorial Activities as people:
 - a- Holding public and party office
 - b- Being a candidate for office
 - c- Soliciting party funds
 - d- Attending a caucus or strategy meeting
 - e- Contributing time in a campaign
- 2- Transitional Activities
 - a- Attending a political meeting or rally
 - b- Making a monetary contribution
 - c- Contacting a public official or political leader
- 3- Spectator Activities
 - a- Wearing a button or showing a sticker

- b- Attempting to influence another into voting in a certain way
- c- Initiating a political discussion
- d- Voting
- e- Exposing oneself to political stimuli.

According to Mibrath (1965), below any of the activities set out above, are the apathetic who, constitute about one third of the population and are unaware literally, of the political party of the world around them. Some 60 percent of the population play spectator roles and only about 1 to 3 percent are fully active, leaving about 7 to 9 percent in a transitional stage from which they may ascend to or descend. Mibrath (1965) suggested that his ordering involves a kind of internal logic, a natural progression of becoming involved in political activities and that persons involved at one level are also likely to involve themselves at 'lower' levels, but ascending the hierarchy involves increasing costs in terms of time, energy and resources.

According to Palma (1970) the items that are used to measure political participation concerning fundamental forms of political activity are as follows: voting, seeking information, discussing politics, belonging to a political organization, and being informal about political leaders and institutions of one's country.

In his own classification of political participation, Olanrewaju (2001) showed that political participation could be categorized to include: election, membership of a political party, holding of public office, sponsoring a political party, making constructive comments about government. The essence of these

concepts in the Social Studies curriculum is to make the students aware of what happens in their environment, if the curriculum is properly used to effect the purpose of the concepts on the students.

According to Palma (1970) participation is greater among the better educated, those with higher incomes or occupations, members of dominant ethnic groups, urban residents, men and people who, within other criteria, occupy a relatively high status in society. He showed that the reason for their high political participation is that these people have skills, motivations, and opportunities, and are exposed to group pressures that induce or help them to participate. He also showed that participation is higher among persons who feel close to the political system and who see their relation to it as rewarding and satisfactory. There include feelings of personal political competence, feelings of civic responsibility and feelings of trust and identification with politics. Such feelings favour participation. Cynicism and suspicion promote feelings that politics are remote, threatening, corrupt, or ineffective. This disposition leads to political apathy.

It is not only adults that participate in politics. Students in the various schools participate in politics of their school. According to Eisinger et al (1982) as early as elementary school, children vote for their favourite activities to elect class or club officers. They contended that voting is the only real political activity most children see their parents perform. They also informed that voting and the hoopla surrounding it have a dramatic quality capable of influencing

quite young children. That children see voting as a way for people to take part, in and affirm their loyalty to the system.

The students' participation creates an awareness of politics in them and, at the same time, prepares them for future democracy when they grow and become adults.

2.11 THE CONCEPT OF DEMOCRACY

Caron et al (1992) contended that the word democracy had its first historical appearance in the fifth century B.C. following its coinage by Herodotus, the great historian, which led to the genesis of democratic ideas in antiquity.

Democratic ideas in antiquity combined two Greek words, "demo" meaning the people, and "Kratein", meaning the rule. Thus, the original meaning of democracy was the rule of (by) the people. At this time, Herodotus included among its specific features, equality before the law and popular deliberations, (Akindele 1987) in Caron et al (1992).

Akindele (1987) expressed that subsequent Greek thinkers like Plato and Aristotle did not look with favour upon democracy. While Plato's attitude was decidedly hostile to democratic ideas, Aristotle accepted the ideas with severe qualifications. To Aristotle, democracy was mob rule and should be rated as an inferior system of government and to Plato, every individual cannot have equal voice, it is the rule of the few – aristocracy.

Ujo (1977) expressed that ancient democracy did not presuppose equality of all individuals: because of the prevalence of slavery, a minority of the populace had no political rights. In Athens, the population was divided into two: the freemen that is the citizens and minorities i.e. the slaves. “The slaves had no political rights. The freemen gathered together in a place to speak and vote on major matters of government. Athens, the greatest of the city democracies, limited franchise to the native born citizens.

Akindele (1987) in Caron et al (1992) informed that Greek discussion of democracy was followed by Rome’s contribution to democratic ideas and government in antiquity (the ancient past, especially of the Greeks and Romans). The hall mark of contribution was Rome’s development of the idea of constitutionalism and her emphasis on laws as a system of norms binding on the ruler as well as the ruled.

However, the civilization of antiquity collapsed after a while. This collapse, and the then increasing predominance of religion over all aspects of life, led to the evolution of medieval democratic ideas. More increasingly, the existence of the Christian religion, which emphasized the rights of the under privileged and equality of all men before God contributed to the development of democratic ideas in the medieval period. In addition, most of the Christian ideas stressed the notion of a moral law of nature and the quest for a universal society (Caron et al, 1992).

Rajai (1967) stressed that the medieval period was followed by the Renaissance, which furthered optimism with regards to the future of man

through its emphasis on the emancipation of man from medieval ties. The core of the Renaissance was the discovery of man, and the emphasis on individual self-expression, self-realization, glory and fame.

Caron et al (1992) expressed that after the Renaissance era came the 17th and 18th centuries when John Locke and Jean Jacques Rousseau in addition to Hobbes popularized theories about the democratic origin of states and civil government (Khan ,1972).

Even though many obstacles riddled the historical stages of democratic ideas, it gained ground in the 19th century when every important Western European monarch started to adopt a constitution limiting the power of the crown and giving a considerable share of power to its people (Funk and Wagnalls in (Canon et al (1992). This period, according to Canon et all (1992), witnessed the various elaboration of democratic theory by people like Abraham Lincoln, Thomas Jefferson, John Stuart Mill and Alexis de Tocqueville. In short, the historical background of democratic ideas, as outlined up to this point, is what set the stage for what is contemporaneously known and called democracy. This being the case, what actually is democracy?

It is by no means a simple task to give a coherent definition of democracy in view of the various and different forms of definitions. Many normative definitions has been given. The general focus of this democracy has been on values and norms of society.

The definition or conception of democracy was variously approached by philosophers like Thomas Hobbes, Jean – Jacques Rousseau, John Locke, Thomas Jefferson, Abraham Lincoln and John Stuart Mill.

Caron et al (1992) emphasized that due to the nature of their reasoning, Rousseau, and other theorists like Lincoln, mainly concerned with the welfare of the community as a whole, are classified as the collectivistic school of thought, while John Locke and John Stuart Mill are classified into the individualistic school of thought relative to the emergence of democratic system of government. Caron contended that, while the collectivistic school of thought stress the value of equality, common will and common good, the individualistic school of thought stress the values of individual freedom and liberty. He stressed that regardless of the difference in the emphasis of the collectivistic and individualistic schools of thought, the normative classical conception of democracy, actually falls within them. Many of the contemporary writers have variously employed the ideas of the normative schools of thought in their definitions of democracy. One of such definitions is that of Carl Cohen in Caron et al (1992): Democracy is that system of community government in which, by and large, the members of the community participate directly in the making of decisions which affect them all.

The definition assumes equal and direct participation as the core of democracy. But it is utopian, at best; utopian in the sense that it implicitly subscribes to the slogans of participatory democracy. Let the people make decisions that affect their lives, power to the people, community, country, and

so on (Cook and Morgan, 1974) which is not, in any way, symmetrical to the most important form (representative) of democracy that now characterized many polities both in the West and the Third World countries.

Olisa et al (1990) stressed that popular definition of democracy which is quite close to the Greek root of the concept was given by Abraham Lincoln, one of the former Presidents of the USA, who defined democracy as “government of the people, by the people, and for the people”. This definition contains all the basic elements of the modern democracy, namely: supremacy of the people, representation and popular participation. The early Greeks emphasized the participation of citizens in public affairs. The leaders of Athenians praised their civic and human virtues.

In modern democracies, evidences have shown that powerful groups of the elite monopolize political power of the time, free speech is curtailed by legislation or intimidation and distribution of wealth in many cases, especially in capitalist societies, does not favour the majority of the population.

Olisa et al (1990) observed that another way in which the democracy of Lincoln’s definition is imperfect in practice is that the political power of the masses is exercised effectively only once in a long period, that is, during elections. Once the elections are over and a set of rulers is installed in office, the power of the people is relegated to the background. Most of the times, thereafter, the people themselves are guided and manipulated by those whom they elected. This situation has been described by some people as “the illusion of democracy” meaning that popular participation or rule is more of the theory

than reality. They emphasized that control or censorship of elected rulers is supposed to be regularly exercised through public opinion and organized interest group politics, but this takes long to bear direct results. That occasional revolts or crises sometimes call leadership to order and impose the will of the people, but most of the time, it is not easy to organize popular action and that, in many cases, governments use political authority to frustrate such actions.

Caron et al (1992) expressed that participatory democracy as suggested by its advocates has never existed in perfect form in any country because many evidences, namely: inequality in status, wealth, opportunities, and intellect are characteristics of every society. In view of the above, therefore, representative democracy as opposed to participatory democracy is more useful for the understanding of the concept and, more so, as this is practiced by the students when they elect their leaders.

Representative democracy has been variously defined. In his book, "Democracy", Burns (1935) cited in Caron et al (1992) defined representative democracy as a system whereby all (i.e. people) elected a few to do for them what they could not do together. On the same token, Mill (1962) devoted a significant portion of his writing on representative democracy. While accepting the desirability of equal participation by everybody in the affairs of the government, he nevertheless claims that it cannot be realized. Instead, he argued that representative government is the perfect form of government.

But, Mill (1962) further argued that, for representative government to be democratic, it must be accompanied by universal free suffrage, free elections,

short terms in office, and individual liberty. Without these things, any government will, in Mill's view, cease to be democratic. This being the case, democracy could be defined as a system of government through which representatives are periodically elected by the qualified adult voters (electorates) into the seat of Government to be responsible for directing and deliberating on the affairs of the state on behalf of the electors.

Pynn (1984) defined representative democracy as a government in which the people select representative to make and enforce laws on their behalf. He explained that public officials are selected by the people to make public policy, that although not all public officials are elected, they are held accountable for the exercise of their power.

Nevertheless, a common strand in the numerous definitions of democracy is its strong association with the principle of rule of law. As Sagay (2002) has insisted: "there can be no democracy without the rule of law and vice versa. The concept of the rule of law was formulated by Dicey(Quoted in Carr, 1962) and expanded by other theorists to include the following principles:

- a- Supremacy of the law including judicial decisions over all persons and authorities in the state
- b- Supremacy of the constitution
- c- Independence of the judiciary
- d- The right to personal liberty
- e- The freedom of the press, thought and association and regular, free and fair elections.

According to Carr (1962), Bernstein (1962) and Aromoloran (1970) other major features of liberal democratic political dispensation include:

- a- Majority rule (i.e. government is constituted by the will of the people i.e. citizens of a country)
- b- Supremacy of majority will in political decision making
- c- Existence of and tolerance of political opposition
- d- Existence of multi-party system i.e. competitive political parties
- e- Respect for fundamental human rights.

The foregoing discussions indicate that democracy denotes a set of ideas, institutions and processes of governance that allows the broad mass of the people to choose their leaders and that guarantees them a broad range of civic rights. However, a major weakness of this notion of democracy is that it narrowly focuses only on formal political rights and processes to the exclusion of the economic well being of the people. Pynn (1984) contended that in actual democracies, poverty often inhibits the masses from actualising and enjoying their political and civic rights while the concentration of wealth in the hands of a few gives the economically privileged minority preponderant political influence. In this regard, Awa (2002) contended that any scheme of political ordering which vest in the poor, the ignorant, the diseased and those who live in squalor, the power to elect rulers, is delusionary at best. It, therefore, hardly needs to be stated that the ideals of democracy are yet to be fully realized in any state. Consequently, the goal of democratisation must be seen as an ongoing process and democrats every where are to be involved in the struggles to consolidate

and extend the realization of democratic principles, especially the rights of citizens. According to Obaseki (1991), human rights have been variously described as the rights of man or fundamental freedoms. They are claimed as those which should be or sometimes related to those which are legally recognised and protected to secure for each individual the fullest and freest development of personality and spiritual, moral and other inter dependence. They are conceived as rights inherent, in individuals as rational free willing creatures, not conferred by some positive law or capable of being abridged or abrogated by positive law.

This means that human rights are inalienable rights that belong to man by the virtue of his humanity. It is, therefore, not a gift from any government but something that must be recognized and protected by any government. The prevailing conception of human rights originated from the idea of natural law, which was expressed in terms of Social contract. Locke in Adefolarin (1984) argued that government was invented freely by man for the purpose of preserving their lives and properties which naturally belong to all men as human beings. Any government that fails to preserve these rights thereby ceases to serve the end for which it was created and that people have the right and are in fact under duty to rebel and overthrow it.

Locke's reflections have influenced the notions of human rights and led to a universal concern for human rights in the structure and process of democratic systems. The American Declaration of Independence re-echoes the very words

of Locke. According to Pynn (1984:51) the document begins with the following words:

We hold these to be self evident, that all men are created equal, that they are endowed by their creator with certain inalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness – that, to secure these rights, Governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new Government, laying its foundation on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness.

This proclamation inspired the United Nations Universal Declaration of Human Rights as well as the West African Charter of Human Rights which were signed by many states, including Nigeria.

According to Human Rights Monitor, Nigeria: Human Rights Situation Report: May 1999 – March 2002 include the following services:

- a- To defend freedom of thought and expression, due process and equal protection of the law.
- b- To provide free legal assistance to indigent victims of domestic violence.

- c- To educate labour unions, students and professional bodies on the laws governing their trades and professions.
- d- To empower Nigerian citizens to understand and defend their fundamental rights.
- e- To lobby and campaign for the promulgation of human rights and people oriented legislation.
- f- To promote the principles of accountability and transparency in the public and private sectors of the society.
- g- To engage in programmes that strengthens the legal system and a free and independent judiciary and other democratic institutions.
- h- To investigate human rights and abuses and issue reports on human rights situation especially on women, children, the Area Courts, the police and other Para military organs and institutions.

Democracy has the potential to facilitate development in Nigeria. A democratic environment guarantees political stability, and therefore has the potential to accelerate the pace of development by promoting popular participation and ensuring accountability in governance. More than any other form of government, democracy recognizes diversity and plurality within society, as well as equality of citizens and seeks to build consensus through debates, persuasion and compromise. It guarantees basic individual and group liberties and ensures governance according to law rather than arbitrariness.

It is important that Nigerian society struggle for the full realization of the tenet of democracy as this will pave way for the children to develop their political awareness to be able to build the Nigerian nation when they grow up.

2.12 ELECTORAL SYSTEM

Adefolarin (1984) contended that electoral system is a method by which all qualified citizens of any state practise their political obligation by voting the right people to represent them in the Legislative Assembly. That is, citizens of any state have to choose their representation by voting for them during elections.

How Electoral System Is Organized

a- Delimitation Of Constituencies

Ujo (1978) expressed that for the purpose of elections, a country is divided into a certain number of constituencies. In Nigeria, the country is delimited into both Federal and State constituencies by an independent body called Independent National Electoral Commission (INEC). Each is represented by one member of either the State House of Assembly or the National Assembly as the case may be.

b- Registration Of Votes

There must be proper and up – to – date register of voters to be used during elections. This again is the duty of INEC.

c- Appointment Of Electoral Officials

Electoral officials are appointed by INEC to take charge of elections. INEC is a body of persons. This body of persons is an independent body, which is free from interference of any governmental and non-governmental official. It is the duty of this body to declare the candidate with the highest number of votes after an election as a winner.

d- Independent Judiciary

There should be an independent judiciary in order to be able to settle disagreement that might arise between candidates and between political parties and political parties.

Qualification of Candidates

- a- Legally, in Nigeria, all persons who are 18 years and above are qualified to stand for election to any Legislative Assembly in the country.
- b- The person must be mentally sound and must not be a person of unruly behaviour.
- c- The candidate must pay his taxes regularly and must show the evidence through his certificate of tax clearance.
- d- The candidate must be a citizen of Nigeria.
- e- His name must be in the electoral register of voters.
- f- He must be free from any debt i.e. he must not be a bankrupt.

Residential Qualification

The person must have lived in the constituency where he / she is standing for an election for twelve calendar months in the case of Nigeria.

Qualification of Voters

In Nigerian all adults who are 18 years and above are given the franchise – the right to vote provided that their names are found in the register of voters of the constituencies in which they intend to cast their vote. But being a lunatic, a bankrupt, a person serving a prison sentence for a serious crime (felony) and unregistered person, disqualify him from exercising his franchise.

Elements That Are Said To Be Essential For Democratic Elections To Exist

Anderson (1977) and Pynn (1984) divided these elements into four (4).

a- Regular, Periodic Elections

Elections must be conducted at prescribed times and places and at regular and frequent intervals. All elected public officials are required to stand for election and re-election.

b- Political Competition

Citizens or groups must be free to organize and run candidates for office. The right to vote has little meaning when no alternative exists to serve as a choice or to criticize those in power. Voters have a right to alternative points of view, to all the information.

c- One Person, One Vote

There is the principle of one man, one vote. In the secrecy of ballot box, bank president, labourer, messenger, millionaire or unemployed, each casts but a single vote.

d- Majority Rule

Candidates receiving the most votes win whether we endow the majority with special powers or merely find it an expedient excuse for power, majority rules in democracy. Losing candidates are obligated to follow the will of the people and legitimacy is conferred as an expression of the governed.

Purposes and Functions of Elections

In making an electoral choice, the voter must decide whether to vote primarily for the party, the programme, or the candidate. In the same way, the candidate must choose to run basically in terms of a stand on issues, on personal qualities or as a member of a partisan team, a potential alternative government. The choice is reciprocal, both the candidates and the voters making assumptions about the role that elections play in the political process.

Carr (1962), Anderson (1977) and Adefolarin (1984) divided the purposes and functions of election into four (4) namely:

- a- Elections as providing alternative government
- b- It fosters democracy
- c- Education of the electorate
- d- Integration of various groups in political associations.

a- Elections as Providing Alternative Governments

From this point of view, the primary task of the voter is to evaluate the quality of government received in the last period. The decision is between the “ins” and the “outs”. If generally satisfied, the voter elects to retain the

incumbents. If not, the choice is to “throw the rascals out”. In a two party system, there is always an alternative government available.

The task of opposition is to oppose. Criticism of the party in power is the expected role of the minority, far more than maintaining a consistent ideology or philosophy.

Against this position, it might be argued that a simple “thumbs up” or thumbs down” decision is not sufficient. The elector is restricted to only two possibilities, while politics admits of a wide range of options. The idea that the essential electoral choice is between alternative governments tends to downgrade the voter’s role in choosing among specific candidates or policy proposals.

b- They Foster Democracy

Elections give the people opportunities to participate in the political affairs of the nation. Thus the people i.e. the citizens feel happy and contented that they have indicated their wishes and played their noble roles in National Policy. That is why, the citizens willingly accept the legal authority of the candidates they voted into the position of responsibilities.

c- Educating The Electorate

One of the functions and purposes of elections is to educate the electors on the system of casting their votes on any election. The art of voting and other systems connected with elections are explained to the voters before election time by the Independent National Electoral Commission through the press,

radio, television and other media of information and also through party rallies and election campaign.

d- Integration Of Various Groups Into Political Associations

For the purpose of elections, various associations join to form certain party or parties in order to form a formidable party so as to vote and win election and thereby control the government.

2.13 NATURE OF SOCIAL STUDIES

There are many definitions of Social Studies, but there is a general consensus that Social Studies is the study of man and his environments. This view was supported by Obemeata (1983) when he opined that various interpretations and views have been expressed as to the philosophical position of Social Studies by Social Studies educators. But he doubted any agreement among Social Studies educators on what Social Studies is or is expected to be. The National Council of Social Studies (1916) defined Social Studies as “a field of study which deals with man, his relations with other men and his environment”. The Mombasa Conference (1968) defined Social Studies as “the learning of man and his interactions with his environment”. The (1971) Committee on Primary Social Studies, Ibadan, defined Social Studies as “those common learning of man’s interaction with his Social and physical environment”. Adaralegbe (1980) described Social Studies as “a study of how man influences and in turn is influenced by his physical, Social, political, religious, economic, psychological, scientific and technological environments”.

DuBey and Barth (1980) expressed that Social Studies is the investigation of human activity. It Studies man at home, at work, at workshop, in politics, at play in the village, at church, at school, in the nation, every where man is engaged in his busy programme of living". Iloeje (1993) described Social Studies as the study of man; the people and things around him; how they affect his life and he affects them; how he lives peacefully with them and how he solves the problems some may create for him, using other things around him.

All the definitions of Social Studies have three things in common, namely – the man himself, his relationships or interactions with other people or persons and his interactions with the environment.

Social Studies, as a subject, includes and uses the knowledge of Geography, Political Science, Economics, Sociology, Anthropology, Psychology, Religion, History, Science, Literature, Art, Current Affairs and Music. That is to say that Social Studies selects and integrates relevant content material from other disciplines and relates them to man, society and his interactions with his environment. The Nigerian Education Research and Development Council NERC (1980) affirmed the nature of Social Studies as deriving its knowledge, values, skills and methods from the Social Sciences and Natural Sciences, Dubey (1980) explained that Social Studies is not an amalgamation of these subjects, however, he expressed that each discipline becomes a tool in the mastery of Social Studies education and in understanding and application of its method.

Barr et al (1978) expressed that Social Studies is aimed at integration of the Social Sciences and Humanities for the purpose of instruction in citizenship education. Okobiah (1984) observed that Social Studies is the modern attempt at an integrated study of a topic, a problem, an issue, a concern or an assumption. Social Studies is a subject through which man learns about problems of survival in his environment. While the total school programme contributes to education for citizenship, Social Studies, as a subject that has citizenship as its main goal, has a particular responsibility in this regard. Social Studies provides the necessary background knowledge for students for the study of Government, Economics, History and Geography at the senior secondary school.

Hann (1965) explained that the purpose of these Social Sciences has been to develop generalizations and build theories about the behaviour of man, but they do not integrate these into a wholistic curriculum for the child to understand. Social Studies is designed to employ the theories, ideas and principles developed in the Social Sciences, and meaningfully integrate and interpret them in an attempt to enable the child or learner study man in relationship to his environment comprehensively. Thus Social Studies education endorses the view that a child exists in a world in which he is surrounded by people, objects, institutions and events. All these environmental factors affect the child as he struggles to survive. Social Studies, therefore, draws its contents from the Social Science subjects and from the environment

in which the child exists and integrates them in order to help the child develop a complete knowledge and method of reflective thinking.

This is important because most of the life's decisions one may take as an individual have to do with events of the past (history), physical and cultural objects (geography), power struggle (political science); satisfaction of unlimited wants and needs with limited resources (economics) as well as understanding the values, customs and cultures of groups and relationships among men in general (sociology and anthropology). Social Studies, in this way, integrates and interrelates ideas of Social Science disciplines in order to help man solve his problems of national unity, ethnic tolerance, economic development and international understanding. It is an integrated Social subject. For it makes students use the concepts and methods of a variety of subjects in order to analyse and research into problems. In addition, students of Social Studies are encountered to examine and develop perspective, insights, understandings, values and skills necessary to the conduct of affairs in the society while at the same time, the contents of Social Science disciplines are studied at the junior secondary school in order to open the mind of students and give them awareness of what happens around them.

According to Onifade (2002), the formulation and examination of good curriculum content that can help to explain the knowledge, attitudes, values and skills that are expected to be acquired by Junior Secondary School students in Nigerian are:

- 1- **The Knowledge Category:** This has to do with the acquisition and understanding by the students of special facts, concepts, generalization and theories designed to bring specific behaviours in them.
- 2- **The Attitude Category:** This calls for a display of desirable intellectual and sociable behaviour by the learner, meant to equip him to cultivate such notions as those of awareness, interest, responsibility and involvement. Orlandi (1971) maintains that the notion of awareness, connotes the impression that a learner recognizes a prevalence of certain societal problems. He explains that it is the level of understanding and responses of the students to political education which they acquired overtime, which determines or informs their responses to political issues and development of the nation when they grow up as adults. A demonstration of interest by the individual refers to the degree of attention he displays in terms of certain societal issues or problems. An acceptance of responsibility by a person reflects that he has adopted attitudes as a desire to be well-informed about what goes on in the world before making a decision about political issues and public affairs and a willingness to function within the limitations of democratic procedures to further a given course. The notion of “involvement” refers to the extent to which a person is willing to act on the basis of his victions.

Okam (2002) looks at it as the objective which is meant to help the students to acquire, develop and accept vital beliefs, interest, outlooks and his dispositions.

3- **The Value Category:** Okam (2002) sees it as orientation given to the student in order to enable him acquire deeply held commitments which could be supported when necessary by accepted actions. Adeyoyin (1993) in Onifade (2002) views value as demands from individual, commitment to the values of democratic society. She explains that it includes such values as 'a belief in the dignity of every human being', 'personal freedom', 'equality and justice for all', 'peace and order among men', 'economic well being for all' and a sense of responsibility. She explains that the core of these include respect for certain governmental principles which include, the rule of law, equal rights before the law, due process of law and the idea of government by representation and consent.

4- **The Skill Category:** Okam (2002) expressed that it is geared toward assisting the student to develop certain abilities so that he could use the knowledge he acquired. The skill category calls for a development of a variety of skills including thinking, and academic skills.

Thinking skills include abilities such as describing, defining, classifying, hypothesizing, generalizing, predicting, comparing, contrasting and offering ideas.

Academic skills include the abilities such as reading, writing, speaking, listening, viewing, interpretation of maps, graphing, note taking and charting.

Authorities in Social Studies such as (Uche, 1980; Obemeata, 1983 and Okam, 2002) recognize these Social Studies constructs as a vehicle for promoting human relations which could come through a better understanding of others. These Social Studies constructs are provided in the programme of school in order to enhance the development of political awareness in children so that these students would become effective citizens who will develop the Nigerian nation.

2.14 OBJECTIVES OF SOCIAL STUDIES

Objectives of Social Studies in Nigeria, according to Du Bey and Barth (1980) can be divided into four (4) for effective teaching of the subject so as to enable the child to achieve the goal of citizenship education, namely:

- a- Gain knowledge about the human conditions which include past, present and future perspectives
- b- Acquire skills necessary to process information
- c- Develop skills to examine values and beliefs
- d- Encourage the application of knowledge for active participation in the society.

Uche (1980) also categorized the general objectives of Social Studies in Nigerian schools into four (4) areas, namely:

- a- Value education – that is, inculcating in the individual some societal expected behaviours and group activities, attitudes, values and feelings.

- b- Citizenship education – that is, preparing the child for Social responsibility.
- c- Humanistic education – that is, helping the child to comprehend life.
- d- Intellectual education – that is, introducing the child to the modes of thinking and inquiry of the Social science.

The Social Studies sub-committee of the Joint Consultative Committee (JCC) secondary education (1982) proposed the following as the broad aims and goals of Social Studies in Nigeria. A major aspiration of every country is the desire for rapid development which naturally depends on many factors. The development of the Nigerian society would depend among other things on the quality of leadership, followership, resource endowments and use of science and technology, rational utilization of our human and national resources, honesty and self discipline and above all unity and stability of the nation.

The committee suggested that a Social Studies curriculum for Nigerian secondary schools should consider the peculiar problems of the country. Probably the most serious problem facing Nigeria is the problem of unity, therefore a Social Studies programme should be planned in order to urge Nigerians to do things that would foster unity, peace and the development of the country. It also recognized, as a fundamental problem, how to integrate above factors into a coherent learning structure for younger generation. It was also the view of the committee that a sense of responsibility and effective citizenship among others be developed in the children and the experiences of the younger children from primary schools be considered.

2.15 OBJECTIVES OF THE SECONDARY SCHOOL SOCIAL STUDIES

By the end of the Junior Secondary School, students should be able to:

- 1- Create awareness and understanding of our physical environment and the evolving Social and cultural process
- 2- Develop a capacity to learn and acquire certain basic skills, including those of listening, speaking, reading and writing and of calculation together with those of observation, analysis and inference which are essential to the forming of sound judgement concerning social, economic and political issues.
- 3- Acquire a relevant body of knowledge, attitudes and skills necessary for personal development and contribution to the betterment of mankind.
- 4- Develop appreciation for the diverse nature and interdependence of the Nigerian communities and the wider national and international communities.
- 5- Develop positive attitudes towards the spirit of friendship and cooperation necessary for a healthy nation and to inculcate appropriate values of honesty, integrity, hard work, fairness and justice in everything one is engaged in for national development.

With the Social Studies objectives reflecting the needs of the society, one can easily understand the usefulness of Social Studies as a process of education which examines ways of working in the society in order to understanding Social problems and thereby seek solutions to them.

2.16 EMPIRICAL STUDIES THAT HAVE A BEARING ON THIS STUDY

This section presents a review of empirical studies on J.S.S. Social Studies curriculum and political awareness of children in school in different cultural settings namely; in the United States of America, Europe and Nigeria.

a- Review of Related Studies in USA / Europe

In a pioneering empirical survey of the political socialization of school children in New Haven, Greenstein (1965) sought to find out: what the New Haven children felt about political authority; how information about politics developed in children; how children of high and low socio-economic status differed in political development and finally how boys and girls differed in politics. 659 children in Grades Four to Eight were selected from different socio-economic backgrounds. He made use of questionnaires, tape recorded interviews and extensive formal contacts as the major methodology he used.

His findings were as follows: children became aware of national and local governments before understanding the state government; they were aware of and understood the executive before the legislature at each of these tiers of government. Children assessed political leaders favourably and held them in high esteem. Children from upper socio-economic background tended to be more politicized, presented a capacity and motivation for political participation. Boys were more politically informed and showed more interest in politics than girls. One of the observations was that orientations learnt by pupils at an early stage tended to have reciprocal effects on adult attitudes. He suggested that

political awareness occurs relatively early in a child's life and varies with factors such as age, intelligence and gender and that this could come through the political socialization of the children.

This study is borrowing from Greenstein's methodology in the use of questionnaire survey. But the test of this study is largely of achievement test, drawing from a wider geo-political spread, and larger population than that of New Haven. But his findings on students ratings of their leaders, and level of awareness among pupils of different background are of interest to this study.

Almond and Verba (1963) studied political awareness and information in five European and American countries United States, Great Britain, Germany, Italy and Mexico using sample of 5,000 respondents. Civics cognitive test was applied. Questionnaire was applied to the respondents in order to assess their political awareness and information. They reported the following findings: German women were generally as frequently well informed about politics as British women. At the level of secondary education, German women seemed better informed than American and British women. Italian women with secondary education almost reached the British frequency one that Mexican women equalled. They also reported that on low scores, German women were more frequently politically aware than the British, while the Italian women appeared to be the least frequently aware.

At the level of secondary education, the percentage of low scorers dropped in all countries that even then, German educated women had a higher frequency of political awareness than the British women of similar education.

Italian women even on and above the level of secondary education, continued to have an exceptionally high unaware frequency.

Almond's and Verba's work has a lot of bearing with the present study. Both are Studies on political awareness. But this study would rely on the use of Political Cognitive Test, and would compare political awareness of students across different locations in Nigeria.

The other usefulness of Almond and Verba is its comparative approach among countries focussing on women. This approach will be borne in mind while drawing comparison among geo-political zones regarding scores in achievement tests, and regarding the various domains.

Easton and Dennis (1969) carried out a developmental study in the U.S on political Socialization of children in Mid-West, Far-East, North-East and South-East by studying the year by year shift in their political orientation. The purpose was to find out when and under which circumstances children began to acquire political learning. They sampled 12,052 urban white children aged seven to fourteen. They made their selection from eight elementary schools (four large and four small). They used four geographical regions – the Mid – West, Far – East, North East and South East. They recorded the following findings: At the early years of primary school children had become aware of an external power that demands obedience and some respect. 73% of the children from second grade showed an understanding of the idea of government and have an overview of structure of government.

Children by the middle grades identified the Congress as the chief law-making body and as representative symbol of American government. Political maturity increased with age. Children's high affection for government increased with age as they had more knowledge about their political world. The President was identified as the best known political authority and was described as likeable, benevolent, trustworthy and powerful.

Their work has bearing with the present study in that; they used the children in four geo-political regions of the U.S. The present study used children in the present six geopolitical zones of Nigeria. They used large and small schools in the four geographical regions. The present study used six selected secondary schools from the six geo-political zones in Nigeria.

Their study takes note of the findings in relation to primary school children in the U.S. It would be interesting what this research would come out with, with regard to JSS children on the level of their awareness on government, leadership and issues in six geo-political zones of Nigeria.

2.17 REVIEW OF RELATED EMPIRICAL STUDIES IN NIGERIA

Tita (1991) carried out a study on evaluation of J.S.S. Social Studies programme in selected secondary schools in Plateau State. She took into consideration both the cognitive and affective domains which this study examined also.

The findings of the study revealed that:

- (a) The students performed poorly, that is below the achievement level as envisaged by the teacher;
- (b) The students performed equally in both cognitive and affective tests;
- (c) There was significant difference in performance as a result of urban or rural location as students performed better than the others both in cognitive and affective tests;
- (d) There was significant relationship between male and female students' performance in the cognitive;
- (e) There was a difference in performance by male and female in the affective tests in that the females performed better;
- (f) There was no significant difference in the performance of those taught by qualified and those taught by non qualified teachers, though there was a slight higher performance by students taught by qualified teachers;

Tita (1991) concluded by criticizing the J.S.S. Social Studies curriculum as being deficient but failed to point to the area that needed improvement nor did she recommend what should be done. The study has bearing on the present study in that, the student used JSS students to conduct his research, the present study is using JSS III students to find out the effects of Social Studies concepts on the political awareness of the students. He used students from different locations in Nigeria; the present study is using JSS III students from the six geo-political zones of Nigeria. His findings on the cognitive and

affective orientation of the students are of interest to this study. The present study is oriented towards a determination of the extent to which students' exposure to instructions in Social Studies education has exerted some impact on their cognitive affective orientations in terms of an acquisition of political awareness for a development into effective citizens.

Madubuike (1985) conducted a research on the role of Social Studies towards the development of citizenship education in post primary schools in the then Anambra State. To achieve that, questionnaire reflecting citizenship characteristics were designed and used. In the study, a total of one hundred and twenty (120) teachers of Social Studies and three hundred (300) post primary students were selected from thirty (30) post primary institutions in 15 local government areas in the then Anambra State were involved in the study.

The study revealed that, through Social Studies education students learned and demonstrated good citizenship characteristics in spite of the fact that some teachers were not trained in Social Studies. Madubuike's focus was on using Social Studies for citizenship training in respect of students. In the present study, the emphasis is on a determination of the extent to which students' exposure to Social Studies education improved their political awareness for development into effective citizens. Thus the investigator's expectation was that an effective classroom dispensation of Social Studies curriculum in Nigerian secondary schools by qualified teachers could bring about an increase in the level of political awareness and political consciousness amongst students so as to prepare them for effective citizenship development.

Madubuike's (1985) research on the role of Social Studies towards the development of citizenship education in post primary schools in the then Anambra State is also of interest to the present study. The present study is designed to determine the impact of Social Studies education on students from the six geo-political zones of the country with a view to ascertaining their levels of political awareness for citizenship development.

Okam's (1988) study focussed on using Social Studies as an instrument for Citizenship Education. It attempted to find out the extent to which students' exposure to Social Studies education had enabled them to cultivate patriotic feelings and attitudes compatible with the growth and development of Nigeria as a nation. He used 2,950 final year secondary school students from 59 Grade II Teachers' colleges randomly selected from seven states of the federation. The study employed a 30 – item questionnaire titled “students perception of the content of Social Studies” as its instrument. The findings revealed that varying proportions of students felt that teaching and learning of Social Studies had strong positive relevance to their concerns as citizens. However, most of the respondents perceived that Social Studies education was not effectively achieving the major objective of its introduction and teaching in schools and colleges, which is the inculcation of citizenship values amongst students.

Both studies have similarities in the area of citizenship education. The former study used students from seven states of the federation. The present study is using students from the six geo-political zones of Nigerian to collect

data. Okam (1988) investigated into the feelings and attitudes of the Grade II Teachers' College students toward the introduction and teaching of Social Studies in schools. The present study is also oriented towards a determination of students' attitudes to political awareness as a result of their classroom exposure to Social Studies education. The major difference in both studies is that Okam (1988) used final year students Grade II Teachers' Colleges while J.S.S III students are used in this study. Okam's (1988) emphasis was on using Social Studies Education as an instrument for citizenship to seek the feelings and attitudes of the final year Teachers' Grade II students in the federation.

Adekeye (2000) focused on the extent to which the formal teaching and learning of Social Studies in JSS has helped to shape the political orientations and attitudes of the students for the purpose of transforming them into enlightened loyal and patriotic citizens. The result of the study revealed that the JSS III students in Nigeria were positive in their political development as demonstrated by their performance in the political socialization cognitive and affective tests.

Adekeye's (2000) work has some bearing on the present study in some ways. Like her work, this study has also used J.S.S III students in the Federation. Again, like Adekeye's (2000) study, this study has also investigated the cognitive and affective orientation of the students to political awareness and political consciousness as a result of their classroom exposure to Social Studies education. However, Adekeye (2000) concentrated on the employment

of formal teaching and learning of Social Studies education to shape the political orientations and attitudes of students.

The point of departure of the present study when compared to Adekeye's (2000) study is its emphasis on the psychomotor orientations of students as a result of their classroom exposure to instructions in Social Studies education. In other words, this study is not only hinged on a determination of the extent to which students' cognitive and affective orientations to a development of political consciousness and political awareness have been enhanced as a result of classroom exposure to instructions in Social Studies education; the work also capitalizes on ascertaining the degree to which students' psychomotor (skills) orientations have also been enhanced through Social Studies education not only for an attainment of political awareness and political consciousness but also to be directed to determining the extent to which these learners are being prepared for their future roles as effective citizens who could contribute to nation-building and national development in this country. It is in this direction that this study is designed to make a contribution to knowledge advancement.

2.18 SUMMARY

This chapter has generally reviewed a number of relevant source of knowledge and information which derive from the works and studies of educationists and political scientists in the Western World and Africa. In the chapter, a number of empirical works and studies which bear relevance on the present study have also been cited. A number of empirical studies in Social Studies from the Nigerian situation and circumstances have also been reflected in this review. Indeed, it is the exploration of these Nigerian studies that created the basis for the need for a closure of the gaps in knowledge which this study is intended to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter described the methodology employed or adopted to justify the problem identified earlier on. The areas covered included the design of the study, population, sample and sampling procedure, instrumentation, validation of instruments, procedure for data collection and the procedure for data analysis.

3.1 RESEARCH METHOD AND DESIGN

This consists of an organized method of collecting the pertinent data. It also includes how the population sample for the study are drawn from the parent population, the methods used and the procedures adopted for the statistical analysis of data derived for the study.

Anderson (1977) emphasized that the survey method is the best and usual method to obtain relevant information about human population in the physical world rather than in the laboratory. He concluded that the survey research generally begins with explicit statement of the problem, the objectives of the study, the population of interest, the information to be obtained and the resources that are available to carry out the research.

In addition to the use of survey method, Schwartz (1975) was of the opinion that the use of questionnaire to be administered to students is the most common method being used to conduct research in politics especially in

political Socialization of children. That is to say that it can also be used to conduct research in political awareness of children. He also favoured the use of heterogeneous population.

This study measured the status of sampled groups of students (J.S.SIII) at a single-point in time regarding their level of attainment in political awareness and political consciousness for the purpose of citizenship development. Each selected groups of these students was exposed to three sets of tests, namely:(a) Cognitive Aspect of Political Awareness in Social Studies Education (CAPATSSE); (b) Affective Aspect of Political Awareness in Social Studies Education (AAPATSSE);and (c) Psychomotor Aspect of Political Awareness in Social Studies Education (PAPATSSE). The scores which emanated from these measures were used in a comparative analysis of the levels of political awareness and political consciousness for citizenship development, demonstrated by respondents as a result of their classroom exposure to Social Studies education.

3.2 POPULATION

The population for this study consisted of all J.S.S. III students in Nigeria. The study focused on the political awareness of the students. Social Studies is a core subject for J.S.S. III students. The teaching and learning of this subject terminates at the end of J.S.S. III. The respondents were made up of both sexes and these were male and female.

It was not possible to involve all J.S.S. III students in Nigeria in the study, the researcher therefore deemed it feasible to select 630 J.S.S III. students from six states based on the six geo-political zones. The zones are: North Eastern Zone: Bauchi, Gombe, Yobe, Borno, Taraba and Adamawa States; North Western Zone: Kaduna, Kano, Katsina, Sokoto, Zamfara, Kebbi and Jigawa States. North Central Zone: Benue, Kogi, Nassarawa, Plateau, Kwara States and Abuja. South Eastern Zone: Abia, Enugu, Imo, Anambra, Ebonyi States. South Western Zone: Oyo, Ondo, Ogun, Lagos, Ekiti, Osun States. South South Zone: Rivers, Bayelsa, Edo, Delta, Cross River, Akwa-Ibom States.

The six states were randomly selected. They are Kaduna, Bauchi, Benue, Oyo, Enugu and Rivers. The assumption here is that each of the states sampled is a typical representative of the other states in each geo-political region. One school from each of the states was randomly selected. Again, the assumption here is that each of these schools represented a typical example of the junior Secondary Schools existing in a given state.

3.3 SAMPLE AND SAMPLING PROCEDURE

A lot of care was taken in the selection of the sample for this study. Anderson et al (1975) emphasized that the selection of the elements from any given population must be done with care and should be designed to fit the specific circumstances as the kind of sample will determine many attributes of the resulting data.

Nworgu (1971) emphasized that in an educational research, it is not always possible to manipulate a whole population especially if the population is

very large. Kreycie and Morgan (1970) in Ayinde (1977) accepted a sample size. The population for this study consisted of all J.S.S. III students in Nigeria. It was, therefore, very large. In a research like this, there is the need to have a sample size that would constitute a true representative of the population and as was recommended by Kreycie and Morgan (1970). A total of 630 JSS 111 students were involved in the study. It was this population that wrote the three tests designed for this study; namely:(a) The Cognitive Aspect of Political Awareness Test in Social Studies Education(CAPATSSE);(b) The Affective Aspect of Political Awareness Test in Social Studies Education(AAPATSSE); and (c) The Psychomotor Aspect of Political Awareness Test in Social Studies Education(PAPATSSE).

The stratified random sampling procedure was employed to derive the population used in the study. Stratified random sampling involves the selection of a simple random sample from each of the stratum. The school sampled from each of the six geo-political regions used in the study constituted the population strata which were featured. When applied appropriately, the characteristics of the population can be estimated with greater precision than simple random sampling. The stratified random sampling was used in this study so as to ensure representative ness of the students as respondents. Bearing in mind the objectives of this study, a careful consideration was given in the selection of the subjects; and in this selection, the following variables, Geographical spread of the schools; i.e. school location: and gender: male and female were considered.

The six geo-political zones were adopted in order to have a representative sample to reflect the character of the nation. One state was selected from each zone by simple random sampling. The random sampling procedure allows every element of the population to have the same probability of being selected into the sample. In each state, one school was selected. The respondents were selected only from co-educational schools because gender is considered to be important in the study.

One hundred and five (105) students were selected from each of the selected secondary schools through the use of random sampling and the selection of the respondents in the class was by the use of simple random sampling technique. In using this, high quota was set in order to eliminate or reduce potential biases to a minimum level so as to obtain objective results.

**Table 3.01: SAMPLE OF SCHOOLS AND STUDENTS THAT
FEATURED IN THE STUDY**

3.4 INSTRUMENTATION

Three major test instruments were employed in the study. These included:(a) Cognitive Aspect of Political Awareness Test in Social Studies Education(CAPATSSE);(b) Affective Aspect of Political Awareness Test in Social Studies Education(AAPATSSE);and(c) Psychomotor Aspect of Political Awareness Test in Social Studies Education(PAPATSSE). The CAPATSSE is an achievement test constructed to find out how knowledgeable the students are about political education and public affairs. This contains 50 items. The second test, (AAPATSSE) is to assess the attitudes and values of the students towards the government, the leaders and politics as a whole. It contains 28 items. The third test, Psychomotor Aspect of Political Awareness Test in Social Studies Education is to test the students' knowledge and skills about politics and political issues. The tests are based on the content and objectives of the National J.S.S. Social Studies Curriculum.

From the extensive review of literature on political socialization and to political awareness of children, a lot of useful questions were derived. The works of Greenstein (1965). Adaralegbe (1980), Udoh (1992), Stacey (1978), Barr et al (1978) all who investigated political socialization and political awareness of children respectively were of great importance to the development of the instrument for this study. They provided useful guidelines. Though the items follow the patterns of some of the instruments, they were, however, modified in order to take into consideration Nigerian school children as well as the objectives

of the study. The Cognitive Aspect of Political Awareness Test in Social Studies Education (CAPATSSE) and the Affective Aspect of Political Awareness Test in Social Studies Education (AAPATSSE) were constructed by the investigator through an adaptation of the research studies of Agboola (1985) and Adekeye (2000). The items reflected in the Psychomotor Aspect of Political Awareness Test in Social Studies Education (PAPATSSE) were mainly designed by the investigator.

The Test Instrument consisted of four sections. Section A deals with biographic data of the students (respondents) such as gender, name of school and name of state. The purpose was to analyze the personal variables in order to find the significant differences, if any, of the political awareness of the respondents due to differences in gender and location of schools.

Section B contains Cognitive Aspect of Political Awareness Test in Social Studies Education (Paper 1). The 50 items were to test the respondents' political knowledge and information about Nigerian leaders and their roles, current and international affairs. Items 1 to 11 were simple recall questions. Items 12 to 21 were multiple choice questions with 5 options, while items 24 to 50 required the respondents to give short answers or choose answers from the alternatives. The information tested varies from specific to general.

Section C contained Affective Aspect of Political Awareness Test in Social Studies Education (Paper 11). This contained 28 items. Items 1 to 9 were designed along 5 point Likert scale. In items 10 to 14, the respondents were asked to make preferences or choose the items they mostly agreed with.

Items 15 to 25 were Yes or No type. Each of questions required the respondents to tick which of the statements they agreed with, while items 26 to 28 were open ended questions that required the respondents to express their feelings, opinions and make suggestions.

Section D contained Psychomotor Aspect of Political Awareness Test in Social Studies Education (Paper III). There are 20 items of multiple choice questions. The questions were spread over all the units and themes related to political education. The test items vary. They were constructed to reflect short answers. Some were of open ended questions and various types of objective tests such as multiple choices. Some were of Yes or No type while there were questions which required the students to fill in the blank spaces. Zigler et al (1972) expressed that the multiple choice items, which are mostly in the tests, are believed to reflect more accurate measures as the instruments offer extensive choices.

Table 3.02: Table of specifications for Political Awareness Cognitive Aspect of Political Awareness Test In Social Studies Education (CAPATSSE)

UNIT / CONTENT	TEST ITEM NUMBER	TOTAL NO. OF ITEMS
Culture and Identity	14, 44, 45	3
National Integration	15, 18, 22, 25, 27, 35, 49,	9

	50, 36	
Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 20, 21	15
Civil Rights	23, 24, 34, 39, 40, 41, 31, 32	8
Social Environment	26, 46, 47, 48	4
Social Change	16, 17, 18, 19	4
	TOTAL	50

Table 3.02 shows that all the 50 items were drawn from the J.S.S. III Social Studies curriculum.

Table 3.03: Table of specifications for Affective Aspect of Political Awareness Test In Social Studies Education (AAPATSSE)

UNIT / CONTENT	TEST ITEM NUMBER	TOTAL NO. OF ITEMS
Civil Rights	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 26	23
Leadership	13, 27, 28	3
National Integration	23, 25	2
	Total	28

Table 3.03 shows that all the 28 items were drawn from the contents and units of the J.S.S. III Social Studies curriculum.

Table 3.04: Table of specifications for Psychomotor Aspect of Political Awareness Test In Social Studies Education (PAPATSSE)

OBJECTIVES / CONTENT	TEST ITEM NUMBER	TOTAL NO. OF ITEMS
National Integration (Ethnic Groups)	4, 5, 6, 7, 16	5
Social Environment	1, 2, 20	3
Civil Rights / Democracy (Citizenship)	3, 12, 13, 14, 19	5
Institutions	8, 9, 10, 11	4
Lack of cooperation and its Effects	15, 17, 18	3
	TOTAL	20

Table 3.04 shows that all the 20 items were drawn from the J.S.S. III Social Studies curriculum.

3.5 VALIDATION OF INSTRUMENTS

The instruments used for this study were subjected to the following processes in order to make them both valid and reliable.

3.5.1 Content Validity

Content validity is a check to test efficiency and suitability of instrument, to measure what is expected so as to minimize errors and misinterpretations.

The following steps were therefore taken to ensure the content validity of the three tests: Cognitive Aspect of Political Awareness Test in Social Studies Education (CAPATSSE), Affective Aspect of Political Awareness Test in Social Studies Education (AAPATSSE), and Psychomotor Aspect of Political Awareness Test in Social Studies Education (PAPATSSE). All in units in the test instrument have a bearing not only on political education but also on the National JSS Social Studies Curriculum. Indeed the issues raised in the constitution of the Test Instrument essentially derived from these two sources: “Political Education” and the National JSS Social Studies Curriculum. See Tables 3.02, 3.03 and 3.04 for specifications of the three tests. Test experts and statistics lecturer (an expert in content validation) subjected the instrument to minute scrutiny. Horst (1966) as cited in Miri (1982) expressed that a psychological measure may be said to have content validity if it measures something of which some authority or group of authorities assert that it does measure. Anatasi (1968) endorsed consultation with subject matter experts who could serve as expert judges for content validation. The experts were made up of the statistics lecturer and the main supervisor of this work, both of them are in the Department of Education, Ahmadu Bello University, Zaria. Based on the comments of the experts, some items were reframed.

3.5.2 Face Validity

The contributions of the experts and the secondary school teachers were particularly valued. The secondary school teachers have been involved in the

teaching and testing of students at J.S.S. level. It is believed that their involvement in the teaching of Social Studies concepts gave them a good insight into the test items that were prepared for this study. The final test items of the questionnaire were selected after the scrutiny and approval of the experts. Ninety eight (98) items were therefore drawn up. These consisted of the Cognitive Aspect of Political Awareness Test in Social Studies Education, the Affective Aspect of Political Awareness Test in Social Studies Education and Psychomotor the Aspect of Political Awareness Test in Social Studies Education for J.S.S. III students.

The inputs of Social Studies teachers at J.S.S. level on the instrument, the modification of the items by the statistics lecturer and the pilot study item analysis authenticated the validity and reliability of the instrument used for this study.

3.5.3 The Pilot Study

The pilot study was carried out using the Test Instrument in order to ascertain the reliability co-efficient of the instrument. The pilot study was executed to enable the investigator have a feeling of some of the practical problems which might jeopardize the validity and reliability of the Test Instrument during the actual test so that they could be modified and rectified. It was also to acquaint the researcher with test administration procedures. It was also to assess the relevance and functionality of the hypotheses and possibly

assess and review the research methodology and data analysis techniques (Kerlinger et al 1973).

The field testing of the instrument was carried out in the Community Secondary School Awo in Kogi State. Thirty students were involved in the pilot study. The pilot study provided a useful insight to the study. As a result, some modifications were made by rewording the items that were misinterpreted after the test and some ambiguous terms were removed while others were modified. The result led to an updating some of the items of the Test Instrument used for the study. The pilot test was also carried out in order to determine the extent to which the instruments would yield the same result among the students if used in the main study.

3.5.4 Test for Reliability

In order to have assurance of the quality or state of the reliability of the Test Instrument its internal consistency was determined. Again, a co-efficient of reliable was computed directly from the extracted scores. Thus Cangelosi (1990) endorses that a determination of the internal consistency and the reliability co-efficient of a given Test Instrument can be computed using the formulae of the Pearson Product Moment Correlation Technique and Coefficient Alpha Technique. The analysis of variance and T-test statistical techniques were used to analyse the scores registered by respondents in the Test Instrument

The data from the three: section of the Test Instrument (the Cognitive Aspect of Political Awareness Test of Social Studies Education, Affective Aspect of Political Awareness Test of Social Studies Education and Psychomotor Aspect of Political Awareness Test of Social Studies Education) were used to test the internal consistency and reliability of the Test Instrument. The reason was to determine the extent to which the Instrument would yield the same or similar results when administered to similar groups of respondents on repeated trials.

The scores were subjected to the Statistical Package for the Social Sciences (SPSS) using the co-efficient alpha formula to compute the reliability co-efficient for the instrument. The items that were internally consistent at 0.05 level of significance were identified. Those that were not significant were rejected, revised or replaced.

The reliability co-efficient (alpha) of the Cognitive Aspect of Political Awareness Test in Social Studies Education(CAPATSSE) was .6934 while the reliability co-efficient of the Affective Aspect of Political Awareness Test in Social Studies Education(AAPATSSE) was .9774. The reliability co-efficient for the Psychomotor Aspect of Political Awareness Test in Social Studies Education (PAPATSSE) was .9884. The correlation co-efficient were quite satisfactory; it therefore implied that the sections of the Test Instrument used in the study were satisfactory.

3.5.5 Item Analysis

It is important to ascertain how well a test discriminates between high and low scores. High reliability and validity can be built into a test in advance through item analysis. It is the function of the item analysis to examine the quality of each item of the Test Instrument. Anatasi (1968), expressed a that Test Instrument can be improved through the selection, substitution, or revision of the items in that Test Instrument. The reliability of the test would tend to be enhanced by the items that correlate positively with the rest of the test.

The responses of the students to each item on the Social Studies score regarding the three sections of the Test Instrument were analysed using the computer. The summary of the item for each test is presented in Appendix III.

The researcher found out during item analysis that some questions were not suitable for the students either because they were too difficult, or too easy or ambiguous. On the basis of that result, some questions were reframed, some were rejected while others were retained. The item analysis helped to determine whether or not the items were discriminative or whether they measured the trait for which they were designed.

3.6 ADMINISTRATION OF INSTRUMENTS

The administration and collection of data was carried out personally. The researcher visited each of the schools himself despite his financial constraints. He obtained permission from the authority of the schools and with the assistance of some God touching principals, senior tutors especially in the

Social Studies sections, he was able to administer the instruments and collect them back at the end of the test.

3.7 DATA ANALYSIS

In analyzing the data, the completed questions were marked and scored by the researcher. A numerical value was assigned to each response. For the 50 item cognitive test, each correct response to the recall or short answer as well as the multiple choice items attracted 2 marks. The total marks assigned to the items was 100.

For the 28 item attitude test, each correct response for the Yes or No type and the multiple choice items attracted one mark. For the open ended questions, it was one mark for each correct statement. The total marks assigned to the items was 100.

The five points Likert Scale Scoring System were adopted for the Likert Scale items; for a favourable statement, five points were assigned to a “strongly agree” response; four points to an “agree” response; one point was design for “strongly disagree”. The reverse was the case for an unfavourable statement. That was five points for “strongly disagree” response ranging to one point for “strongly agree” response. Thus, the scoring pattern is displayed as follows:

For Positive Statements

Strongly agree or equivalent	=	5 points
Agree or equivalent	=	4 points
Undecided or equivalent	=	3 points

Disagree or equivalent = 2 points

Strongly disagree = 1 point.

For Negative Statements

Strongly agree or equivalent = 1 point

Agree or equivalent = 2 points

Undecided or equivalent = 3 points

Disagree or equivalent = 4 points

Strongly disagree or equivalent = 5 points.

For the 20 item psychomotor test, each correct response attracted 5 marks. The total marks assigned to the items was 100.

On the cognitive test, a score of 50% and above was considered positive while those who scored below 50% were considered to have negative political knowledge.

For the affective test, any score above the neutral region i.e. undecided, or 60% above was considered as positive political attitude.

For the psychomotor test, a score of 50% and above was considered positive political attitude while the score below 50% was considered negative political knowledge.

The researcher marked and scored the tests. The data for each political awareness test were tabulated reflecting each respondent's score on each of the tests. The researcher then entered each respondent's score into coding sheets for necessary treatment by computer.

The study used three statistical methods for analysing the data. These were ANOVA (Analysis of Variance), T – test and Pearson Product Moment Correlations Technique Table.

Analysis of Variance (ANOVA): This is a very powerful statistical method of testing for significant differences between means of two or more groups. It is particularly useful in testing the level of differences from sample groupings. ANOVA is found to be appropriate as the data is quantitative in nature and sample is heterogeneous. ANOVA was used to test hypotheses 1, 2, 3 and 4.

T – test: The T – test examines whether or not the mean performance of the two groups are significantly different. T – test is particularly useful for testing for equality or inequality of two groups of means that is it is appropriate for comparison of mean difference among groups. An advantage of this statistical method is that where the calculated t – value is large, the less the probability is. The differences between two means is a function of mere chance. The T – test was used to test hypothesis 5.

Pearson Product Correlations Technique: was used to test the degree of relationships in the average performance of the students on the political awareness test. That is, it was used to measure the degree of relationship between two or more variables.

3.8 SUMMARY

In this study, the impact of Social Studies education on the political awareness of Nigerian J.S.S. III students was investigated using six secondary

schools from six selected states, each one from each of the six geo-political zones of the country. A validated 50 item Cognitive Aspect of Political Awareness Test in Social Studies Education, a validated 28 item Affective Aspect of Political Awareness Test in Social Studies Education and a validated 20 item Psychomotor Aspect of Political Awareness Test in Social Studies Education were designed to assess the students' knowledge, attitudes and skills. Some measures such as validation of items of Test Instrument, determination of co-efficient of reliability of Test Instrument and pilot study have been carried out to ensure the stability and appropriateness of the Test Instrument used for the study.

Three statistical methods discussed were used for analyzing the data that were collected. These were; ANOVA, t – test and the Pearson Product Correlations Technique. ANOVA was used for analyzing the issues bearing on hypotheses 1, 2, 3 and 4, t – test was used in analyzing the issues which are relevant in hypothesis 5 while the Pearson Product Moment Correlation Technique was used for analyzing the issues raised in hypothesis 6.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

The aim of this study is to investigate the impact of Social Studies education on the political awareness of Junior Secondary School students for citizenship development in Nigeria. To this effect, therefore, this chapter contains the presentation, analysis and discussion of the data collected for the study. The presentations are in the following headings, questionnaire response rate, data analysis and discussion and test of hypotheses.

4.1 QUESTIONNAIRE RESPONSE RATE

Instruments to test the political awareness of the students were developed and these consisted of Social Studies Achievement Test, Cognitive, Affective and Psychomotor Aspects of Political Awareness Tests in Social Studies Education. Based on this, 630 J.S.S. III students were selected from six (6) schools in six (6) states, one each from the six (6) geo-political zones in Nigeria, to write the political awareness tests. Of the six hundred and thirty (630) questionnaire administered to the respondents by the researcher, five hundred and ninety nine (599) questionnaire were completed and returned to the researcher. This figure represents ninety five percent (95%) of the total number of the respondents. The high percentage of the completed and returned questionnaire was because the researcher got the assistance of some teachers who helped in the administration and collection of the Test Instrument.

4.2 DESCRIPTIVE ANALYSIS

The descriptive analysis provides information on the students' response to the test items provided on the questionnaire. It described the entire performance of the students in the tests.

Table 4.05: Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Affective	599	2.00	98.00	60.8381	22.93065
Social	599	5.00	99.00	56.7145	20.64302
Studies	599	4.00	99.00	54.3957	29.88778
Psychomotor	599	4.00	88.00	46.1352	18.15108
Cognitive	599				
Valid N (listwise)					

From the Table 4.05 it was discovered that the maximum score of the students in Social Studies Achievement Test was 99% while the minimum score was 5%. The mean of the students was 56.7145, while the standard deviation was 20.6402. In Cognitive Aspect of Political Awareness Test in Social Studies Education, the maximum performance was 88% while the minimum was 4% with the mean of 46.1352, while the standard deviation was 18.15108. In the Affective Aspect of Political Awareness Test of Social Studies Education, the maximum performance of the students was 98%, the minimum was 2%; the mean was 60.8381 while the standard deviation was 22.93065. In

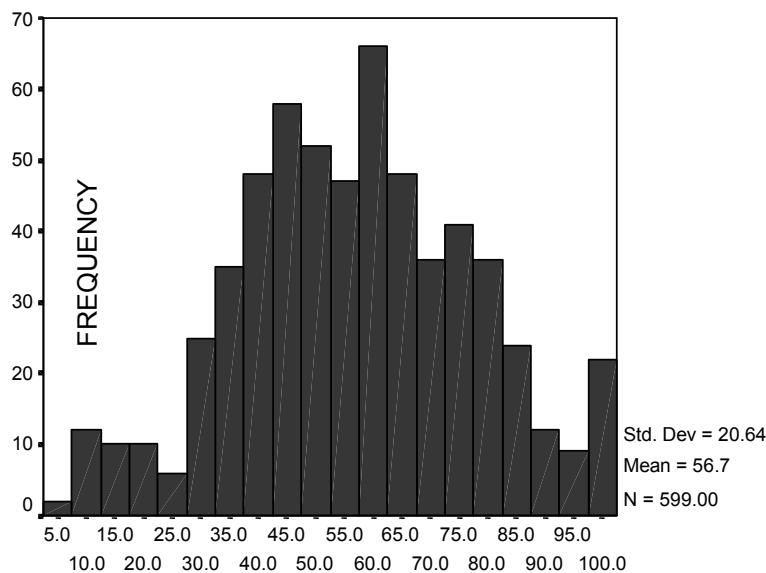
the Psychomotor Aspect of Political Awareness Test in Social Studies Education, the maximum performance was 99%, the minimum was 4%. The mean was 54.3957 and standard deviation of 29.8878.

The above descriptive analysis showed that the students performed highly in Social Studies Achievement Test and Psychomotor Aspect of Political Awareness Test in Social Studies Education.

4.3 PERFORMANCE ON SOCIAL STUDIES ACHIEVEMENT TEST

Figure 4.01 is a histogram. It showed the extent of the students' performance in the Social Studies Achievement Test in Social Studies Education.

Figure 4.01: Performance on Social Studies Achievement Test



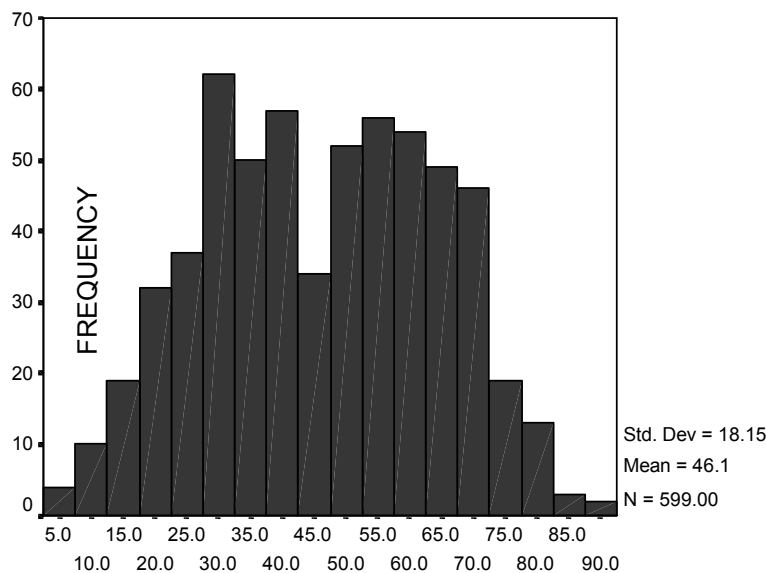
From the Figure 4.01, it was discovered that the highest scores in Social Studies Achievement Test were between 55% and 60%. It was also discovered

that the lowest scores were between 5% and 10%. The scores were fairly distributed with mean 56.7 and standard deviation 20.64.

4.4 PERFORMANCE ON COGNITIVE ASPECT OF POLITICAL AWARENESS TEST IN SOCIAL STUDIES EDUCATION

Figure 4.02 is a histogram and it showed the extent the students performed in the Cognitive Aspect of Political Awareness Test in Social Studies Education.

Figure 4.02: Performance on Cognitive Aspect of Political Awareness Test in Social Studies Education



From the Figure 4.02, it was discovered that the highest performance was between 25% and 35%, while the lowest were between 5% and 10%. The frequency distribution was between 60 and 65; it showed normal distribution with the mean of 46.1 and the standard deviation of 18.5.

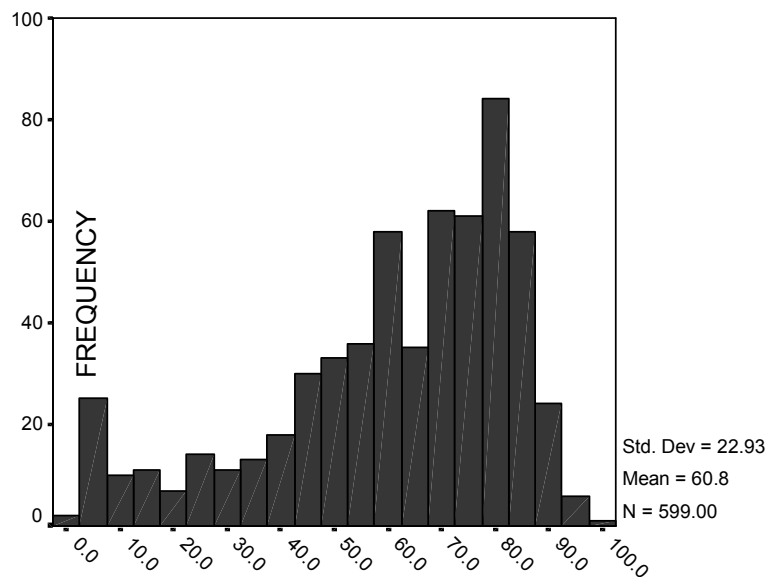
From the histogram, it could be said that the respondents did not perform well in the Cognitive Aspect of Political Awareness in Social Studies Education,

in comparison to Social Studies achievement test, Affective Aspect of Political Awareness in Social Studies Education and Psychomotor Aspect of Political Awareness in Social Studies Education.

4.5 PERFORMANCE ON AFFECTIVE ASPECT OF POLITICAL AWARENESS TEST IN SOCIAL STUDIES EDUCATION

Figure 4.03 is a histogram which is skewed to the left. It showed the extent the students performed in the Affective aspect of Political Awareness for citizenship. Test in Social Studies Education

Figure 4.03: Performance on Affective Aspect of Political Awareness Test in Social Studies Education



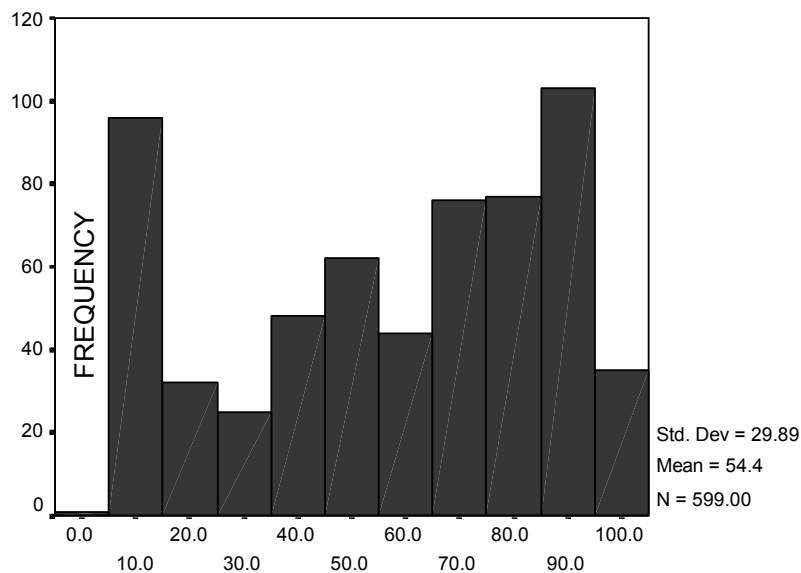
From the Figure 4.03, it was discovered that the highest score was 80% and the lowest scores were between 10% and 20%. It also showed that the mean score was 60.8 while the standard deviation was 22.93. The histogram indicated that the distribution is skewed to the left which could mean that many

respondents performed well in the Affective aspect of political awareness. Test in Social Studies Education.

4.6 PERFORMANCE ON PSYCHOMOTOR ASPECT OF POLITICAL AWARENESS TEST IN SOCIAL STUDIES EDUCATION

Figure 4.04 is a histogram. It is skewed to the left. It showed the extent the students performed in the Psychomotor aspect of Political Awareness Test in Social Studies Education.

Figure 4.04: Performance on Psychomotor Aspect of Political Awareness Test in Social Studies Education



From Figure 4.04, it was discovered that the highest score was 90% and lowest scores were between 30% and 40%. It was also discovered that the mean of the respondents score was 54.4 while the standard deviation was 29.9. The distribution is skewed to the left which could mean that the respondents performed very well in the Psychomotor aspect of Political Awareness Test in Social Studies Education.

4.7 HYPOTHESES TESTING

The data analysis in this section deals with the statistical technique used to test the significant differences among J.S.S. students in the six geo-political zones regarding their political awareness in the area of Social Studies Achievement Test, Cognitive, Affective and Psychomotor Aspects of Political Awareness Test in Social Studies Education.

Ho: 1 There is no significant difference in the average performance of J.S.S. students from the geo-political zones on Social Studies Achievement test.

$$(F = 8.899)$$

To test this hypothesis, one – way analysis of variance (F – test) was used. The summary of the computation is contained in Table 4.06.

Table 4.06: Summary of ANOVA (Social Studies)

Source	Sum of Squares	df	Mean square	F Calc	F Critical	Decision
Between groups	17785.622	5	3557.124	8.899	2.22	Sign
Within groups	237042.56	593	399.735			
Total	254828.18	598				

From the Table 4.06, the observed F – Value (F = 8.899) was found to be significant at 0.05. Hence, the null hypothesis was rejected. It then could be observed from the Table 4.06 that there is significant difference in the average performance of J.S.S. students from the six geo-political zones on Social Studies Achievement test at 0.05.

An Ad hoc test was conducted. The summary is contained in the Table 4.07.

Table 4.07: An Ad Hoc Test

(I) Location	(J) Location	Mean Difference (I – J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	-3.9618	2.83491	.855	-	5.5027
	3.00	12.6625*	2.82048	.001	13.4264	22.0789
	4.00	6.2725	2.82048	.424	3.2461	15.6889
	5.00	7.0928	2.82048	.278	-3.1439	16.5089
	6.00	8.0325	2.82048	.152	-2.3239	17.4489
2.00	1.00	3.9618	2.83491	.855	-5.5027	13.4264
	3.00	16.6243*	2.84188	.000	7.1365	26.1121
	4.00	10.2343*	2.84188	.025	.7465	19.7221
	5.00	11.0543*	2.84188	.010	1.5665	20.5421

	6.00	11.9943*	2.84188	.003	2.5065	21.4821
3.00	1.00	-12.6625*	2.82048	.001	-	-3.2461
	2.00	-16.6243*	2.82048	.000	22.0789	-7.1365
	4.00	-6.3900	2.82749	.404	-	3.0498
	5.00	-5.5700	2.82749	.567	26.1121	3.8698
	6.00	-4.6300	2.82749	.749	-	4.8098
						15.8298
					-	
					15.0098	
					-	
					14.0698	
4.00	1.00	-6.2725	2.82048	.424	-	3.1439
	2.00	-10.2343*	2.84188	.025	15.6889	-.7465
	3.00	6.3900	2.82749	.404	-	15.8298
	5.00	.8200	2.82749	1.000	19.7221	10.2598
	6.00	1.7600	2.82749	.996	-3.0498	11.1998
						-8.6198
					-7.6798	
5.00	1.00	-7.0925	2.82048	.278	-	2.3239
	2.00	-11.0543*	2.84188	.010	16.5089	-1.5665
	3.00	5.5700	2.82749	.567	-	15.0098
	4.00	-.8200	2.82749	1.000	20.5421	8.6198

	6.00	.9400	2.82749	1.000	-3.8698	10.3798
					-	
					10.2598	
					-8.4998	
6.00	1.00	-8.0325	2.82048	.152	-	1.3839
	2.00	-11.9943*	2.84188	.003	17.4489	-2.5065
	3.00	4.6300	2.82749	.749	-	14.0698
	4.00	-1.7600	2.82749	.996	21.4821	7.6798
	5.00	-.9400	2.82749	1.000	-4.8098	8.4998
					-	
					11.1998	
					-	
					10.3798	

Key: * = Asterisk - Significance

- Location:
- 1 – NW (NORTH WEST GEO-POLITICAL ZONE)
 - 2 – SW (SOUTH WEST GEO-POLITICAL ZONE)
 - 3 – NE (NORTH EAST GEO-POLITICAL ZONE)
 - 4 – SS (SOUTH-SOUTH GEO-POLITICAL ZONE)
 - 5 – SE (SOUTH EAST GEO-POLITICAL ZONE)
 - 6 – NC (NORTH CENTRAL GEO-POLITICAL ZONE)

Location 1: N.W. Zone

Between N.W. zone and S.W. zone, there is no significant difference in the average performance.

Between N.W. zone and N.E. zone, there is significant difference in their average performance.

Between N.W. zone and S.S. zone, there is no significant difference in their average performance.

Between N.W. zone and S.E. zone, there is no significant difference in their average performance.

Between N.W. zone and N.C. zone, there is no significant difference in the average performance.

Location 2: S.W. Zone

Between S.W. zone and N.W. zone, there is no significant difference in their average performance.

Between S.W. zone and N.E. zone, there is significant difference in their average performance.

Between S.W. zone and S.S. zone, there is significant difference in their average performance.

Between S.W. zone and S.E. zone, there is significant difference in their average performance.

Between S.W. zone and N.C. zone, there is significant difference in their average performance.

Location 3: N.E. Zone

Between N.E. zone and N.W. zone, there is significant difference in their average performance.

Between N.E. zone and S.W. zone there is significant difference in their average performance.

Between N.E. zone and S.S. zone, there is no significant difference in the average performance.

Between N.E. zone and S.W. zone, there is no significant difference in the average performance.

Between N.E. zone and N.C. zone, there is no significant difference in their average performance.

Location 4: S.S. Zone

Between S.S. zone and N.W. zone, there is no significant difference in their average performance.

Between S.S. zone and S.W. zone, there is significant difference in their average performance.

Between S.S. zone and N.E. zone, there is no significant difference in their average performance.

Between S.S. zone and S.W. zone, there is no significant different in their average performance.

Between S.S. zone and N.C. zone, there is no significant difference in their average performance.

Location 5: S.E. Zone

Between S.E. zone and N.W. zone, there is no significant difference in their average performance.

Between S.E. zone and S.W. zone, there is significant difference in their average performance.

Between S.E. zone and N.E. zone, there is no significant difference in their average performance.

Between S.E. zone and S.S. zone, there is no significant difference in their average performance.

Between S.E. zone and N.C. zone, there is no significant difference in their average performance.

Location 6: N.C. Zone

Between N.C. zone and N.W. zone, there is no significant difference in their performance.

Between N.C. zone and S.W. zone, there is significant difference in their average performance.

Between N.C. zone and N.E. zone, there is no significant difference in their average performance.

Between N.C. zone and S.S. zone, there is no significant difference in their average performance.

Between N.C. zone and S.W. zone, there is no significant difference in their average performance.

The research did not cover the area of differences but the possible explanations for the significant differences could be:

- (g) Lack of professionally trained teachers to handle Social Studies education as a vital curriculum instrument for enhancing students' political awareness for citizenship development.
- (h) Lack of teaching and learning materials. Some schools in some zones lack teaching and learning resources. For example, availability of textbooks in the hands of the teacher and students enhances teaching and learning process. These aid the students to acquire more knowledge in order to develop their cognitive, affective and psychomotor orientations in political awareness for citizenship development through instructions in Social Studies education. In some zones, teachers' guides are not available for use in the classrooms. Teachers' guides are of paramount important for both trained and non-trained teachers of Social Studies Education. Teachers' guide usually contains relevant content, suggested methods of teaching, objectives of the lesson, related activities and how to evaluate pedagogical procedures.
- (i) In some of the zones, libraries are not adequately provided to give information to the students regarding what happens in their environment. For example, they do not provide materials that are geared towards the promotion of political awareness. Pictures of political leaders are not displayed on the walls. Books containing National Anthem and the Pledge are not available for use.
- (j) In some schools, youth, especially boys, organize themselves into clubs and are allowed to elect their leaders. But in others, the authorities

restrict students political operations. This development is not conducive in enabling student display democracy in practical terms in their various school setting.

- (k) Language is a barrier to acquiring citizenship education. In some zones, students use their own mother tongue as the possible medium of communication while in others, English language for effectively communication with other students is used.

Ho: 2 There is no significant difference in the average performance of J.S.S. students from the geo-political zones in the Cognitive aspect of political awareness Test in Social Studies Education.

$$(F = 88.037)$$

To test this hypothesis, one way analysis of variance (F – test) was used.

The summary of the computation is contained in Table 4.08.

Table 4.08: Summary of ANOVA (Cognitive)

Source	Sum of Squares	df	Mean square	F Calc	F Critical	Decision
Between groups	83938.994	5	16787.799	88.037	2.22	Significant
Within groups	113079.05	593	190.690			
Total	197018.05	598				

From the Table 4.08, the observed F – Value (F = 88.037) was found to be significant at 0.05. Hence, the null hypothesis was rejected.

An Ad Hoc Test was conducted. The summary is contained in Table 4.09.

Table 4.09: An Ad Hoc Test

(I) Location	(J) Location	Mean Difference (I – J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	-15.3543*	1.95802	.000	-	-8.8173
	3.00	14.1143*	1.94805	.000	21.8913	20.6180
	4.00	-2.3157	1.94805	.923	7.6105	4.1880
	5.00	3.5343	1.94805	.655	-8.8195	10.0380
	6.00	-21.6157*	1.94805	.000	-2.9695	-
					-	15.1120
					28.1195	
2.00	1.00	15.3543*	1.95802	.000	8.8173	21.8913
	3.00	29.4686*	1.96283	.000	22.9155	36.0216
	4.00	13.0386*	1.96283	.000	6.4855	19.5916
	5.00	18.8886*	1.96283	.000	12.3355	25.4416
	6.00	-6.2641	1.96283	.072	-	.2916
					12.8145	

3.00	1.00	-14.1143*	1.94805	.000	-	-7.6105
	2.00	-29.4686*	1.96283	.000	20.6180	-
	4.00	-16.4300*	1.95289	.000	-	22.9155
	5.00	-10.5800*	1.95289	.000	36.0216	-9.9101
	6.00	-35.7300*	1.95289	.000	-	-4.0601
					22.9499	-
					-	29.2101
					17.0999	
					-	
					42.2499	
4.00	1.00	2.3157	1.94805	.923	-4.1880	8.8195
	2.00	-13.0386*	1.96283	.000	-	-6.4855
	3.00	16.4300	1.95289	.000	19.5916	22.9499
	5.00	5.8500	1.95289	.112	9.9101	12.3699
	6.00	-19.3000*	1.95289	.000	-.6699	-
					-	12.7801
				25.8199		
5.00	1.00	-3.5343	1.94805	.655	-	2.9695
	2.00	-18.886*	1.96283	.000	10.0380	-
	3.00	10.5800*	1.95289	.000	-	12.3355
	4.00	-5.8500	1.95289	.112	25.4416	17.0999
	6.00	-25.1500*	1.95289	.000	4.0601	.6699

					-	-
					12.3699	18.6301
					-	
					31.6699	
6.00	1.00	21.6157*	1.94805	.000	15.1120	28.1195
	2.00	6.2614	1.96283	.072	-.2916	12.8145
	3.00	35.7300*	1.95289	.000	29.2101	42.2499
	4.00	19.3000*	1.95289	.000	12.7801	25.8199
	5.00	25.1500*	1.95289	.000	18.6301	31.6699

Location 1: N.W. Zone

Between N.W. zone and S.W. zone, there is significant difference in their average performance.

Between N.W. zone and N.E. zone, there is significant difference in their average performance.

Between N.W. zone and S.S. zone, there is no significant difference in their average performance.

Between N.W. zone and S.E. zone, there is no significant difference in their average performance.

Between N.W. zone and N.C. zone, there is significant difference in their performance.

Location 2: S.W. Zone

Between S.W. zone and N.W. zone, there is significant difference in their average performance.

Between S.W. and N.E. zone, there is significant difference in their average performance.

Between S.W. zone and S.S. zone, there is significant difference in their performance.

Between S.W. zone and S.E. zone, there is significant difference in their average performance.

Between S.W. zone and N.C. zone, there is no significant difference in their performance.

Location 3: N.E. Zone

Between N.E. zone, and N.W. zone, there is significant difference in their average performance.

Between N.E. zone and S.W. zone, there is significant difference in their average performance.

Between N.E. zone and S.S. zone, there is significant difference in their average performance.

Between N.W. zone and S.E. zone, there is significant difference in their average performance.

Between N.W. zone and N.C. zone, there is significant difference in their average performance.

Location 4: S.S. Zone

Between S.S. zone and N.W. zone, there is no significant difference in their average performance.

Between S.S. zone and S.W. zone, there is significant difference in their average performance.

Between S.S. zone and N.E. zone, there is significant difference in their average performance.

Between S.S. zone and S.E. zone, there is no significant difference in the average performance.

Between S.S. zone and N.C. zone, there is significant difference in their average performance.

Location 5: S.E. Zone

Between S.E. zone and N.W. zone, there is no significant difference in their average performance.

Between S.E. zone and S.W. zone, there is significant difference in their average performance.

Between S.E. zone and N.E. zone, there is significant difference in their average performance.

Between S.E. zone and S.S. zone, there is no significant difference in their average performance.

Between S.E. zone, and N.C. zone, there is significant difference in their average performance.

Location 6: N.C. Zone

Between N.C. zone and N.W. zone, there is significant difference in their average performance.

Between N.C. zone and S.W. zone, there is no significant difference in their average performance.

Between N.C. zone and N.E. zone, there is significant difference in their average performance.

Between N.C. zone and S.S. zone, there is significant difference in their average performance.

Between N.C. zone and S.E. zone, there is significant difference in their average performance.

Some of the possible explanations for the differences in students' performance at the Cognitive Aspect of Political Awareness Test in Social Studies education are considered thus

- (l) The use of unqualified Social Studies teachers to handle Social Studies education for enhancing students' political awareness for citizenship development.
- (m) Lack of adequate material for teaching and learning of cognitive aspect of Social Studies Education for political education.
- (n) Language as the only medium of communication. The use of language makes communication easy between the teacher and the learner. Where the student has the problem of understanding and using English as the

only medium of effective communication, he then has a problem of learning.

- (o) Socio-economic background of the parents. The use of radio, TV and newspapers which are provided for use in the home, are designed to promote political education which enhances the political awareness of the children. On the other hand, where these materials are not available, the children may find it difficult to receive political education.
- (p) Related to the above is the level of education of the parents which could be explored to promote political education of the children. When students listen to their parents discussing politics, they become conscious of some of the affairs of government.

Ho: 3 There is no significant difference in the average performance of J.S.S. students from the geo-political zones on Affective aspect of political awareness test in Social Studies education.

$$(F = 51.494)$$

To test this hypothesis, one way analysis of variance (F – test) was used.

The summary of the computation is contained in Table 4.10.

Table 4.10: Summary of ANOVA (Affective)

Source	Sum of Squares	df	Mean square	F Calc	F Critical	Decision
Between groups	95192.502	5	19038.500	51.494	2.22	Significant

Within groups	21924479	593	369.721			
Total	314437.29	598				

From the Table 4.10, the observed F – Value (F = 51.494) was found to be significant at 0.05. Hence, the null hypothesis was rejected.

It then could be observed from the Table 4.10 that there is significant difference in the average performance of J.S.S. students from the six geopolitical zones on Affective aspect of political awareness Test in Social Studies Education at 0.05.

An Ad Hoc Test was conducted. The summary is contained in Table 4.11.

Table 4.11: An Ad Hoc Test

(I) Location	(J) Location	Mean Difference (I – J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	-10.9852*	2.72640	.007	-	-1.8829
	3.00	19.5615*	2.71253	.000	20.0876	28.6175
	4.00	-10.8685*	2.71253	.007	10.5055	-1.8125
	5.00	-6.9885	2.71253	.251	-	2.0675
	6.00	-20.8055*	2.71253	.000	19.9245	-

					-	11.7525
					16.0445	
					-	
					29.8645	
2.00	1.00	10.9852*	2.72640	.007	1.8829	20.0876
	3.00	30.5467*	2.73311	.000	21.4220	39.6714
	4.00	.1167	2.73311	1.000	-9.0080	9.2414
	5.00	3.9967	2.73311	.829	-5.1280	13.1214
	6.00	-9.8233*	2.73311	.025	-	-.6986
					18.9480	
3.00	1.00	-19.5615*	2.71253	.000	-	-
	2.00	-30.5467*	2.73311	.000	28.6175	10.5055
	4.00	-30.4300*	2.71927	.000	-	-
	5.00	-26.5500*	2.71927	.000	39.6714	21.4220
	6.00	-40.3700*	2.71927	.000	-	-
					39.5085	21.3515
					-	-
					35.6285	17.4715
					-	-
					49.4485	31.2915
4.00	1.00	10.8685*	2.72253	.007	1.8125	19.9245
	2.00	-.1167	2.73311	1.000	-9.2414	9.0080

	3.00	30.4300*	2.71927	.000	21.3515	39.5085
	5.00	3.8800	2.71927	.844	-5.1985	12.9585
	6.00	-9.9400*	2.71927	.021	-	-.8615
					19.0185	
5.00	1.00	6.9885	2.71253	.251	-2.0675	16.0445
	2.00	-3.9967	2.73311	.829	-	5.1280
	3.00	26.5500*	2.71927	.000	13.1214	35.6285
	4.00	-3.8800	2.71927	.844	17.4715	5.1985
	6.00	-13.8200*	2.71927	.000	-	-4.7415
					12.9585	
					-	
					22.8985	
6.00	1.00	20.8085*	2.71253	.000	11.7525	29.8645
	2.00	9.8233*	2.73311	.025	.6986	18.9480
	3.00	40.3700*	2.71927	.000	31.2915	49.4485
	4.00	9.9400*	2.71927	.021	.8615	19.0185
	5.00	13.8200*	2.71927	.000	4.7415	22.8985

Location 1: N.W. Zone

Between N.W. zone and S.W. zone, there is significant difference in their average performance.

Between N.W. zone and N.E. zone, there is significant difference in their average performance.

Between N.W. zone and S.S. zone, there is significant difference in their average performance.

Between N.W. zone and S.E. zone, there is no significant difference in their average performance.

Between N.W. zone and N.C. zone, there is significant difference in their performance.

Location 2: S.W. Zone

Between S.W. zone and N.W. zone, there is significant difference in their average performance.

Between S.W. and N.E. zone, there is significant difference in their average performance.

Between S.W. zone and S.S. zone, there is no significant difference in their performance.

Between S.W. zone and S.E. zone, there is no significant difference in their average performance.

Between S.W. zone and there is significant difference in their performance.

Location 3: N.E. Zone

Between N.E. zone, and N.W. zone, there is significant difference in their average performance.

Between N.E. zone and S.W. zone, there is significant difference in their average performance.

Between N.E. zone and S.S. zone, there is significant difference in their average performance.

Between N.W. zone and S.E. zone, there is significant difference in their average performance.

Between N.W. zone and N.C. zone, there is significant difference in their average performance.

Location 4: S.S. Zone

Between S.S. zone and N.W. zone, there is significant difference in their average performance.

Between S.S. zone and S.W. zone, there is no significant difference in their average performance.

Between S.S. zone and N.E. zone, there is significant difference in their average performance.

Between S.S. zone and S.E. zone, there is no significant difference in the average performance.

Between S.S. zone and N.C. zone, there is significant difference in their average performance.

Location 5: S.E. Zone

Between S.E. zone and N.W. zone, there is no significant difference in their average performance.

Between S.E. zone and S.W. zone, there is no significant difference in their average performance.

Between S.E. zone and N.E. zone, there is significant difference in their average performance.

Between S.E. zone and S.S. zone, there is no significant difference in their average performance.

Between S.E. zone and N.C. zone, there is significant difference in their average performance.

Location 6: N.C. Zone

Between N.C. zone and N.W. zone, there is significant difference in their average performance.

Between N.C. zone and S.W. zone, there is significant difference in their average performance.

Between N.C. zone and N.E. zone, there is significant difference in their average performance.

Between N.C. zone and S.S. zone, there is significant difference in their average performance.

Between N.C. zone and S.E. zone, there is significant difference in their average performance.

Some of the possible explanations for the differences in students' performance at the affective aspect of political awareness test in Social Studies education are considered thus:

- (q) Lack of exposure to such a factor as mass media. Some schools in some zones do not provide newspapers for the children to read in the libraries to get information regarding the affairs of government.
- (r) In some (schools) zones, students organize themselves into clubs, groups and associations in order to discuss together to exchange ideas – it could be politics, this enhances political awareness. In these circumstances students elect their officials and by doing this, they develop the idea of democracy among themselves.
- (s) Political rally in the form of campaign by politicians also enhances the political awareness of the students. But where the students are not exposed to such a rally, there may exist differences in their political awareness.

Ho: 4 There is no significant difference in average performance of J.S.S. students from the geo-political zones on Psychomotor aspect of political awareness test in Social Studies education.

$$(F = 59.231)$$

To test this hypothesis, one way analysis of variance (F – test) was used.

The summary of the computation is contained in Table 4.12.

Table 4.12: Summary of ANOVA (Psychomotor)

Source	Sum of Squares	df	Mean square	F Calc	F Critical	Decision
Between	177922.29	5	35584.458	59.231	2.22	Significant

groups						
Within groups	356258.94	593	600.774			
Total	534181.23	598				

From the Table 4.12, the observed F – Value ($F = 59.231$) was found to be significant at 0.05. Hence, the null hypothesis was rejected.

It could then be discovered from the Table 4.12 that there is significant difference in the average performance of J.S.S. students from the six geographical zones on Psychomotor aspect of political awareness test in Social Studies education at 0.05.

An Ad Hoc Test was conducted. The summary is contained in Table 4.13.

Table 4.13: An Ad Hoc Test

(I) Location	(J) Location	Mean Difference (I – J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound

1.00	2.00	-17.5432*	3.47543	.000	-	-5.9403
	3.00	23.8892*	3.45774	.000	29.1462	35.4332
	4.00	-13.2008*	3.45774	.013	12.3453	-1.6568
	5.00	-.1608	3.45774	1.000	-	11.3832
	6.00	-31.1708*	3.45774	.000	24.7447	-
						-
					11.7047	
					-	
					42.7147	
2.00	1.00	17.5432*	3.47543	.000	5.9403	29.1462
	3.00	41.4324*	3.48398	.000	29.8009	53.0640
	4.00	4.3424	3.48398	.907	-7.2891	15.9740
	5.00	17.3824*	3.48398	.000	5.7509	29.0140
	6.00	-13.6276*	3.48398	.010	-	-1.9960
						25.2591
3.00	1.00	-23.8892*	3.45774	.000	-	-
	2.00	-41.4324*	3.48398	.000	35.4332	12.3453
	4.00	-37.0900*	3.46634	.000	-	-
	5.00	-24.0500*	3.46634	.000	53.0640	29.8009
	6.00	-55.0600*	3.46634	.000	-	-
						48.6626
					-	-

					35.6226	12.4774
					-	-
					66.6326	43.4874
4.00	1.00	13.2008*	3.45774	.013	1.6568	24.7447
	2.00	-4.3424	3.48398	.907	-	7.2891
	3.00	37.0900*	3.46634	.000	15.9740	48.6626
	5.00	13.0400*	3.46634	.015	25.5174	24.6126
	6.00	-17.9700*	3.46634	.000	1.4674	-6.3974
					-	
					29.5426	
5.00	1.00	.1608	3.45774	1.000	-	11.7047
	2.00	-17.3824*	3.48398	.000	11.3832	-5.7509
	3.00	24.0500*	3.46634	.000	-	35.6226
	4.00	-13.0400*	3.46634	.015	29.0140	-1.4674
	6.00	-31.0100*	3.46634	.000	12.4774	-
					-	19.4374
					24.6126	
					-	
					42.5826	
6.00	1.00	31.1708*	3.45774	.000	19.6268	42.7147
	2.00	13.6276*	3.48398	.010	1.9960	25.2591
	3.00	55.0600*	3.46634	.000	43.4874	66.6326

	4.00	17.9700*	3.46634	.000	6.3974	29.5426
	5.00	31.0100*	3.46634	.000	19.4374	42.5826

Location 1: N.W. Zone

Between N.W. zone and S.W. zone, there is significant difference in their average performance.

Between N.W. zone and N.E. zone, there is significant difference in their average performance.

Between N.W. zone and S.S. zone, there is significant difference in their average performance.

Between N.W. zone and S.E. zone, there is no significant difference in their average performance.

Between N.W. zone and N.C. zone, there is significant difference in their performance.

Location 2: S.W. Zone

Between S.W. zone and N.W. zone, there is significant difference in their average performance.

Between S.W. and N.E. zone, there is significant difference in their average performance.

Between S.W. zone and S.S. zone, there is no significant difference in their performance.

Between S.W. zone and S.E. zone, there is significant difference in their average performance.

Between S.W. zone and N.C. there is significant difference in their performance.

Location 3: N.E. Zone

Between N.E. zone, and N.W. zone, there is significant difference in their average performance.

Between N.E. zone and S.W. zone, there is significant difference in their average performance.

Between N.E. zone and S.S. zone, there is significant difference in their average performance.

Between N.W. zone and S.E. zone, there is significant difference in their average performance.

Between N.W. zone and N.C. zone, there is significant difference in their average performance.

Location 4: S.S. Zone

Between S.S. zone and N.W. zone, there is significant difference in their average performance.

Between S.S. zone and S.W. zone, there is no significant difference in their average performance.

Between S.S. zone and N.E. zone, there is significant difference in their average performance.

Between S.S. zone and S.E. zone, there is significant difference in the average performance.

Between S.S. zone and N.C. zone, there is significant difference in their average performance.

Location 5: S.E. Zone

Between S.E. zone and N.W. zone, there is no significant difference in their average performance.

Between S.E. zone and S.W. zone, there is significant difference in their average performance.

Between S.E. zone and N.E. zone, there is significant difference in their average performance.

Between S.E. zone and S.S. zone, there is significant difference in their average performance.

Between S.E. zone, and N.C. zone, there is significant difference in their average performance.

Location 6: N.C. Zone

Between N.C. zone and Zaria, N.W. zone, there is significant difference in their average performance.

Between N.C. zone and S.W. zone, there is significant difference in their average performance.

Between N.C. zone and N.E. zone, there is significant difference in their average performance.

Between N.C. zone and S.S. zone, there is significant difference in their average performance.

Between N.C. zone and S.E. zone, there is significant difference in their average performance.

Some of the possible explanations for differences in students' the performance at the psychomotor aspect of political awareness test in Social Studies education are reflected thus:

- (t) Failure to read materials about conflicts and how they are resolved on the part of the students.
- (u) Failure to watch and listen to radios, TV sets so as to get information on how conflicts and other problems are resolved among people.
- (v) Curriculum does not provide adequately for citizenship education in the aspect of Social skills development.

Ho: 5 There is no significant difference between the average performance of male and female students with regard to:

- a- Social Studies Achievement test
- b- Cognitive aspect of political awareness test in Social Studies education;
- c- Affective aspect of political awareness test in Social Studies education;

d- Psychomotor aspect of political awareness test in Social Studies education.

To test this hypothesis, t – test was used.

Table 4.14 represents the summary of the computation.

Table 4.14: Summary of T – test Statistics

	Gender	Df	N	Mean	Std, Deviation	Std. Error Mean	T- Value	Critical T- Value	Significant or non significant
Social Stud	1.00	59	33	55.30	19.600	1.074	-1.868	1.96	NS
	2.00	9	3	93	16	08			
			26	58.47	21.788	1.335			
			6	37	37	93			
Cognitive	1.00	59	33	48.74	18.269	1.001	3.990	1.96	S
	2.00	9	3	77	14	14			
			26	42.86	17.492	1.072			
			6	47	98	56			
Affective	1.00	59	33	62.45	22.424	1.228	1.941	1.96	S
	2.00	9	3	95	49	85			
			26	58.80	23.433	1.436			
			6	83	34	79			
Psychom	1.00	59	33	56.54	29.625	1.623	1.992	1.96	S

otor	2.00	9	3	46	77	48			
			26	51.68	30.047	1.842			
			6	05	88	35			

- a- It was observed from the Table 4.14 ($t = - 1.868$) that no significant difference was found between the average performance of male and female students with regard to Social Studies Achievement test. Therefore, the null hypothesis was retained.
- b- It was observed from the Table 4.14 ($t = 3.990$) that significant difference was found between the average performance of male and female students with regard to Cognitive aspect of political awareness test in Social Studies Education. Hence, the null hypothesis was rejected.
- c- It was observed from the Table 4.14 ($t = 1.941$) that significant difference was found between the average performance of male and female students with regard to Affective aspect of political awareness test in Social Studies Education. Therefore, the null hypothesis was rejected.
- d- It was observed from the Table 4.14 ($t = 1.992$) that significant difference was found between the average performance of male and female students with regard to Psychomotor aspect of political awareness test in Social Studies Education. Hence, the null hypothesis was rejected.

Some of the possible explanations for the differences in students' performance at the psychomotor aspect of political awareness test in Social Studies Education are reflected thus:

- (w) Male students are more exposed to politics than female students. Male students form clubs, associations and they move in groups and discuss politics. Male students attend political rallies and campaigns and thereby improve their political awareness. On the other hand, females usually confined themselves in the house to run domestic affairs. In most cases, male students have more interest in politics than female students.

Ho: 6 There is no significant relationships between the scores of the students with regard to:

- a- Social Studies achievement test and the performance at cognitive domain of political awareness for citizenship development.
- b- Social Studies achievement test and the performance at affect domain of political awareness for citizenship development.
- c- Social Studies achievement test and the performance at psychomotor domain of political awareness for citizenship development.
- d- Performance at cognitive and affective domains of political awareness test in Social Studies Education.

- e- Performance at cognitive and psychomotor domains of political awareness test in Social Studies Education.
- f- Performance at affective and psychomotor domains of political awareness test in Social Studies Education.

To test this hypothesis, Pearson Product Moment Correlations Technique was used. Table 4.15 represented the summary of the computation.

Table 4.15: Summary of Pearson Product Moment Correlations Technique

		Social stud	Cognitive	Affective	Psychomotor
Social Studies	Pearson correlation Sig. (2 – tailed) N	1 .599	.373** .000 599	.298** .000 599	.284** .000 599
Cognitive	Pearson correlation Sig. (2 – tailed) N	.373** .000 599	1 .599	.607** .000 599	.605** .000 599
Affective	Pearson correlation Sig. (2 –	.298** .000 599	.607** .000 599	1 .599	.638** .000 599

	tailed) N				
Psychomotor	Pearson correlation	.284**	.605**	.638**	1
	Sig. (2 – tailed) N	.000 599	.000 599	.000 599	. 599

- a- It was observed from the Table 4.15 that significant relationships were found between the average performance of the students on Social Studies Achievement test and Cognitive aspect of political awareness test in Social Studies Education. Hence, the null hypothesis was rejected.
- b- It was observed from the Table 4.15 that significant relationships were found between students performance in Social Studies Achievement test and their performance at Affective aspect of political awareness test in Social Studies Education. Therefore, the null hypothesis was rejected.
- c- It was observed from the Table 4.15 that significant relationships were found between Social Studies Achievement test and their performance at Psychomotor aspect of political awareness test in Social Studies Education. Therefore, the null hypothesis was rejected.
- d- It was observed from the Table 4.15 that significant difference was found between the performance at Cognitive and Affective aspects of political awareness test in Social Studies Education. Therefore, the null hypothesis was rejected.

- e- It was observed from the Table 4.15 that significant relationships were found between students average performance on Cognitive and Psychomotor aspects of political awareness test in Social Studies Education. Hence, the null hypothesis was rejected.
- f- It was observed from the Table 4.15 that significant relationships were found between the performance at Affective and Psychomotor aspects of political awareness test in Social Studies Education. Hence, the null hypothesis was rejected.

Some of the possible explanations for the differences recorded in foregoing reflections are presented thus:

- (x) Questions set on the Social Studies Achievement test differ among the zones.
- (y) The use of unqualified Social Studies teachers to handle Social Studies education for an enhancement for political awareness is a point in the growth of political awareness for citizenship development amongst students represents a misnomer.
- (z) The use of English language as the only medium of communication is a problem to some students in some zones especially N.E. zone. Since many of this students hardly understand spoken English.
- (aa) The level of education of parents in the South enhances the political awareness of the students in the area.

Table 4.16: Summary of Pearson Product Moment Correlation Technique

	Calculated 'r'	Critical 'r'	Significant or non- Significant
Social Studies Vs Cognitive	0.373	0.195	S
Social Studies Vs Affective	0.298	0.195	S
Social Studies Vs Psychomotor	0.284	0.195	S
Cognitive Vs Affective	0.607	0.195	S
Cognitive Vs Psychomotor	0.605	0.195	S
Affective Vs Psychomotor	0.638	0.195	S

Table 4.16: Regression Equations of Social Studies, Psychomotor, Cognitive and Affective

Variables Entered / Removed^b

Model	Variables entered	Variables removed	Method
1	Affective Cognitive Psychomotor		Enter

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.385 ^a	.149	.144	19.09612

Anova^b

Model		Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	37854.452	3	12618.151	34.602	.000 ^a
	Residual	216973.73	595	364.662		
	Total	254828.18	598			

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	34.763	2.405		14.456	.000
	Psychomotor	3.734E-02	.036	.054	1.028	.304
	Cognitive	.02	.058	.284	5.582	.000
	Affective	.323	.047	.091	1.733	.084
		8.219E-02				

Variables Entered / Removed^b

Model	Variables entered	Variables removed	Method
1	Affective Cognitive Psychomotor		Enter

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.284 ^a	.081	.079	19.80679

Anova^b

Model		Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	20619.670	1	20619.670	52.560	.000 ^a
	Residual	234208.51	597	392.309		
	Total	2542818	598			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.027	1.682		27.370	.000
	Psychomotor	.196	0.27	.284	7.250	.000

Variables Entered / Removed^b

Model	Variables entered	Variables	Method
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		removed	
1	Affective Cognitive Psychomotor		. Enter

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.373 ^a	.139	.137	19.17337

Anova^b

Model		Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	35360.181	1	35360.181	96.187	.000 ^a
	Residual	219468.00	597	367.618		
	Total	25428.18	598			

Coefficients^a

	Unstandardized Coefficients	Standardized Coefficients		

Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	37.169	2.141		27.370	.000
	cognitive	.424	.043	.373	7.250	.000

Variables Entered / Removed^b

Model	Variables entered	Variables removed	Method
1	Affective Cognitive Psychomotor	.	Enter

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.289 ^a	.089	.088	19.71883

Anova^b

Model		Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	22695.294	1	22695.294	52.560	.000 ^a
	Residual	232132.89	597	388.832		

	Total	254828.18	598			
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Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	40.370	2.286		17.659	.000
	Affective	.269	.035	.298	7.640	.000

Y = 56.027 + 0.284X ₁ equation (1)
Y = 37.169 + 0.373X ₂ equation (2)
Y = 40.370 + 0.298X ₃ equation (3)
Y = 34.763 + 0.073X ₁ + 0.323X ₂ + 0.082X ₃ equation (4)

In addition, regression analysis was used to predict the performance of students on Social Studies Achievement Test from the results of Psychomotor Aspect of Political Awareness test in Social Studies Education (X₁); Cognitive Aspect of Political Awareness test in Social Studies Education (X₂) and Affective Aspect of Political Awareness test in Social Studies Education (X₃).

Table 4.16 displays a set of regression equations. In this perspective, there is an upward adjustment of the values on psychomotor scores/points (46.027) in order to reflect linear relationships on the following terms

- (a) scores-points in Social Studies Achievement tests and scores-points in Psychomotor aspect of political awareness;
- (b) scores-points in Social Studies Achievement tests and scores-points in Cognitive aspect of political awareness;
- (c) Scores-points in Social Studies Achievement tests and scores-points in Affective aspect of political awareness.

Similarly, the values on cognitive points (37.169) and Affective points (40.370) have been adjusted upwards in order to reflect linear relationships in terms of the following:

- a. scores-points in Social Studies Achievement tests and scores-points in Psychomotor aspect of political awareness;
- b. scores-points in Social Studies Achievement tests and scores-points in Cognitive aspect of political awareness
- c. scores-points in Social Studies Achievement tests and scores-points in Affective aspect of political awareness;

Equation 4 represents the overall regression equation with Social Studies education as independent variable while the cognitive, affective and psychomotor tests in political awareness in respect to Social Studies education constitute the dependent variables

4.8 DISCUSSION

The results of hypotheses 1, 2, 3, and 4 revealed that there were difference in the average performance of JSS III students from the six geo-political zones in terms of the following tests; the cognitive, Affective and Psychomotor Aspect of political Awareness tests in Social Studies education. This is to say that the average performance of the students regarding the variables used in the study differs in the six geo-political zones. The finding in this study is in line with those of Tita (1991) who reported that there was significant difference in the performance of JSS III students in Social Studies programmes in Plateau State. Almond and Verba (1963) in their study of political awareness and information in five European and American countries (United State, Great Britain, Germany, Italy and Mexico) reported that there were differences in the Civics Cognitive Test among children in the five countries (FGN / UNICEF / UNESCO, 1997). The study generally revealed higher levels of performance by primary school children in urban area with only very few exceptions. When compared to their colleagues from rural areas.

The findings of hypotheses 5a, 5b, 5c and 5d revealed that male and female J.S.S. students had significant differences, with only few exceptions, in their average performance. These findings (5b, 5c and 5d) are in line with those of Almond and Verba (1963) who reported significant differences in the Civics Cognitive Test conducted among the students in the Western World. The findings in 5a are in line in this regard with observations of Torney (1975)

who reported from his survey of ten (10) European countries that although there were few differences between the responses by boys and girls but that was not significant.

The results of hypothesis: 6a, 6b, 6c, 6d, 6e and 6f showed that there were differences that existed in the relationship between the scores of the students with regard to the following: Social Studies Achievement test and performance on Cognitive aspect of Political Awareness; Students' performance in Social Studies Achievement test and their performance in the Affective aspects of political awareness in Social Studies education; students' performance in Social Studies Achievement Test and their performance in the psychomotor Aspect of political awareness tests in Social Studies education. Students performance in both the cognitive and Affective aspects of political awareness tests in Social Studies education; students performance in both the cognitive and psychomotor aspects of political awareness tests in Social Studies education; students performance in both the psychomotor and Affective aspects of political awareness tests in Social Studies education. These differences were displayed earlier in this chapter where the following means in students test scores were displayed thus: 54.7145 for Social Studies achievement test; 46-1352 for cognitive aspect of political awareness test; and 54.3957 for psychomotor aspect of political awareness test

From the results and findings displayed above, significant differences existed in the average performance of JSS III students in the various tests

displayed. However, one is surprised why these differences existed in the average performance of students in these schools.

This is because these students were taught by qualified teachers, who, one might expect, handled their lessons very well. These are students of public (government) schools where facilities for teaching and learning are available. The schools used the same national J.S.S. Social Studies curriculum. It is expected that the same topic were taught by the teachers on Cognitive, Affective and Psychomotor aspects of Social Studies education and they moved at the same pace. In the light of the above, therefore, one would not expect any differences in the students' average performance in the political awareness tests. Perhaps other extraneous reason for this development might be advanced.

4.9 SUMMARY

This chapter reveals that almost all the six hypotheses raised in this study were rejected. It was only a sub-section of hypothesis five (Hypotheses 5a) that was accepted in the whole research study. Thus JSS III students in the six geo-political zones in the country were subjected to Political Awareness Tests in Social Studies Education to determine their levels of cognitive, affective and psychomotor orientations regarding an attainment of citizenship development for nation-building. That almost all the hypotheses raised in the study were rejected revealed a prevalence of significant difference in the cognitive, affective and psychomotor orientations of the respondents to political awareness for citizenship development. The implications of the finding

associated with this development are discussed. The arguments rendered are also supported with empirical evidence not only from African Sources but also from the Western World. However, many reasons have been adduced for a rejection of almost all the hypotheses used in the study.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

This study investigated political awareness of J.S.S. III students in Nigeria. The study focused on the extent to which the classroom exposure of JSS III students to Social Studies Education has helped to shape the political awareness for citizenship development. The factors that could contribute to the success or failure of political awareness development through Social Studies Education were identified and discussed. Ways that could lead to the development of political awareness of J.S.S. students through Social Studies Education were suggested.

The population of this study consisted of all J.S.S. III students in Nigeria. Stratified random sampling procedure was adopted and 630 J.S.S. III students were drawn for the study. Out of the 630 J.S.S. students, 105 students were randomly selected from each of the six states, one each from the six geopolitical zones. In each zone, one school was randomly selected and this consisted of male and female students.

The research method adopted for gathering data for the study was the survey research method. The research instrument was a questionnaire titled: "Political Awareness Test in Social Studies Education". The instrument consisted of four sections. Section 'A' was the students' background information. Section 'B' was the Cognitive Aspect of Political Awareness Test

in Social Studies Education. Section 'C' the Affective Aspect of Political Awareness Test in Social Studies Education while section 'D' was the Psychomotor Aspect of Political Awareness Test in Social Studies Education. Six hundred and thirty copies of this instrument were administered to the J.S.S. III students with the assistance of Social Studies tutors in each of the schools. Out of this number, 599 representing 95% of the total were completed and returned. The items were marked and scored. The data gathered were computed and analysed using the statistical package for Social Sciences (SPSS). This enabled the researcher to obtain frequencies, mean rating of responses in respect of Analysis of Variance (ANOVA), t – test and Pearson Product Moment Correlation Technique.

The one – way Analysis of Variance (ANOVA) (F – test) was used to test the degree of differences in the average performance of J.S.S. students from the six geo – political zones regarding their cognitive, affective and psychomotor orientations to political awareness for citizenship development as a result of their classroom exposure to Social Studies education.

T – test was used to test the degree of difference between the average performance of male and female students with regard to:

- a- Social Studies Achievement test in Social Studies Education
- b- Cognitive aspect of political awareness in Social Studies Education
- c- Affective aspect of political awareness in Social Studies Education
- d- Psychomotor aspect of political awareness in Social Studies Education.

Pearson Product Moment Correlations Technique were used to test the degree of relationships in the average performance of the students with regard to:

- a- Social Studies Achievement test and performance at Cognitive aspects of political awareness test in Social Studies Education.
- b- Social Studies Achievement test and the performance at Affective aspect of political awareness.
- c- Social Studies Achievement test and the performance at psychomotor aspects of political awareness test in Social Studies Education.
- d- Cognitive and Affective aspects of political awareness test in Social Studies Education.
- e- Cognitive and Psychomotor aspects of political awareness test in Social Studies Education.
- f- Affective and Psychomotor aspects of political awareness test in Social Studies Education.

In addition to Pearson Product Moment Correlations Technique, regression analysis was used to predict the performance of the students on Social Studies Achievement test from the results of Psychomotor Aspect of Political Awareness Test in Social Studies Education.

(X_1), Cognitive Aspect of Political Awareness Test in Social Studies Education (X_2) and Affective Aspect of Political Awareness Test in Social Studies Education(X_3).

5.2 THE HYPOTHESES

The following hypotheses were tested for the study.

- 1- There is no significant difference in the average performance of J.S.S. students from the geo-political zones on Social Studies Achievement test.
- 2- There is no significant difference in the average performance of J.S.S. students from the geo-political zones on Cognitive aspect of political awareness.
- 3- There is no significant difference in the average performance of J.S.S. students from the geo-political zones on Affective aspect of political awareness.
- 4- There is no significant difference in the average performance of J.S.S. students from the geo-political zones on Psychomotor aspect of political awareness.
- 5- There is no significant difference between the average performance of male and female students with regard to:
 - a- Social Studies Achievement test for citizenship development.
 - b- Cognitive aspect of political awareness for citizenship development.
 - c- Affective aspect of political awareness for citizenship development.
 - d- Psychomotor aspect of political awareness for citizenship development.
- 6- There is no significant difference between the scores of the students with regard to:

- a- Social Studies Achievement test and the performance at Cognitive aspect of political awareness for citizenship development.
- b- Social Studies Achievement test and the performance at Affective aspect of political awareness for citizenship development.
- c- Social Studies Achievement test and the performance at Psychomotor aspect of political awareness for citizenship development.
- d- Performance at Cognitive and Affective aspects of political awareness for citizenship development.
- e- Performance at Cognitive and Psychomotor aspects of political awareness.
- f- Performance at Affective and Psychomotor aspects of political awareness for citizenship development.

These hypotheses were tested at a 0.05 level of significance. The one – way analysis of variance (ANOVA) was used to test hypotheses 1, 2, 3 and 4, T – test was used to test hypothesis 5 while Pearson Product Moment Correlation Technique Table was used to test hypothesis 6. These statistical methods helped to reveal to the researcher the area where there was significant difference and where there was no significant difference in the average performance of students among the variables.

5.3 SUMMARY OF FINDINGS

The following were the major findings of the study.

- 1- The students performed well in the tests except in Cognitive aspect of political awareness test in Social Studies Education. The highest scores in Social Studies Achievement test were between 55% and 60% with the mean performance of 56.7. The highest scores in Cognitive, Affective and Psychomotor aspects of political awareness in Social Studies Education were between 25% and 35%, 70% and 80%, 75% and 90% with the mean of 46.1, 60.8, 54.4 respectively.
- 2- For comparison among the locations, South West zone and North Central zone, performed very well in these political awareness tests. North East zone did not perform well in these political awareness tests. South South zone, South East zone and North West zone performed well in the political awareness tests.
- 3- Significant difference was found in the average performance of J.S.S. students from the six geo-political zones on Social Studies Achievement test.
- 4- Significant difference was found in the average performance of J.S.S. students from the geo-political zone on Cognitive aspect of political awareness test in Social Studies Education.

- 5- Significant difference was found in the average performance of J.S.S. students from the geo-political zones on Affective aspect of political awareness test in Social Studies Education.
- 6- Significant difference existed in the average performance of J.S.S. students from the geo-political zones on Psychomotor aspect of political awareness test in Social Studies Education.
- 7- No significant difference was found between the average performance of male and female students with regard to:
 - a- Social Studies Achievement test
 - b- Significant difference was found between the average performance of male and female students with regard to Cognitive, Affective and Psychomotor aspects of political awareness test in Social Studies Education.
- 8- Significant relationships existed between the scores of the students with regard to:
 - a- Social Studies Achievement test and the performance at Cognitive aspect of political awareness test in Social Studies Education.
 - b- Social Studies Achievement test and the performance at Affective aspect of political awareness test in Social Studies Education.
 - c- Social Studies Achievement test and the performance at Psychomotor aspect of political awareness test in Social Studies Education.

- d- Performance at Cognitive and Affective aspects of political awareness test in Social Studies Education.
- e- Performance at Cognitive and Psychomotor aspects of political awareness test in Social Studies Education.
- f- Performance at Affective and Psychomotor aspects of political awareness test in Social Studies Education.

What can be derived from the study is the fact that most of these students performed extremely well in the political awareness tests. This means that they have positive political awareness. The positive political culture the students expressed is good for the Nigerian nation. The country is in need of a political culture that would bring about a lasting solution to the many political problems we are facing. If the students' current political culture and skills and interest are maintained, that could lead to a virle political culture and good leadership in future of the nation.

5.3.1 Implications for Social Studies Education

The possession of the prescribed textbooks by students for use both in the school and at home is extremely essential. Parents / guardians should endeavour to buy copies of the required material for their children. Availability of material in the hands of teachers and students facilitates adequate teaching and learning process. These aid the students to acquire more knowledge in order to develop their cognitive, affective and psychomotor orientation in citizenship development.

Classroom exercises are usually drawn from the textbooks. Students without textbooks cannot do their home work (assignment) effectively.

The availability of both pupils' textbooks and accompanying teachers' guides are of paramount important for the trained and non – teachers of Social Studies. Teachers' guide usually contains relevant content, suggested methods, objectives, related activities and evaluation procedures. For the students to acquire the required knowledge in Social Studies education, the teachers should endeavour to use the textbooks critically.

5.4 CONCLUSION

The following are the conclusions reached from this study.

- 1- The J.S.S. III students in Nigeria demonstrated high political awareness in terms of political knowledge, attitudes and skills on the basis of their mean performance on the political awareness tests in Social Studies education.
- 2- The objectives of political awareness in Nigeria are being achieved despite some constraints.
- 3- J.S.S. III students from South West zone and those from North Central zone showed higher positive political awareness than J.S.S. III students from other zones as demonstrated on the political awareness tests.
- 4- J.S.S. III students from South – South, South East and North West zones showed high positive political awareness.

- 5- J.S.S. III students from North East showed an extremely low political awareness as demonstrated on the political awareness tests.
- 6- Male students are more positively oriented towards politics than their female counterparts.
- 7- J.S.S. III students in most of the zones did not perform well on the Cognitive Aspect of Political Awareness Test in Social Studies education, while the N.E. zone showed an extremely low performance in this test.

5.5 RECOMMENDATIONS

The following are the recommendations of this study based on the findings and conclusion reached.

- 1- It is important for schools to take the issue of political awareness seriously since whatever that is needed in the society is included in the programme of schools. The success of citizenship and Social Studies education programmes in Europe, Asia and North America has been attributed to the political will and financial support by the government and people of these nations (Udoh, 1992). The priority concern of our government and people should be oriented at committing the youth into our political culture.
- 2- The public schools should be equipped by the Nigerian government so that teaching and learning can be carried on effectively. Resource persons such as legislators should be invited from time to time into the

schools to speak to the students in order to make them aware of that arms of government and their functions.

- 3- The youth can be organized to effectively participate in the community projects with older members of the community. The community could also involve the youth in participating and observing some public events, festivals, rallies and youth club activities where talks on political issues of national interest would be given. Children should be allowed to ask questions and seek answers about their observations. Youth club activities should be encouraged. The interactions engendered through these activities could pave way effective and meaningful political education.
- 4- In – service courses, workshops, conferences and seminars should be organized for teachers who teach the J.S.S. students Social Studies. No matter the quality of pre-service training a teacher has received, he needs in – service courses in order to keep abreast with the latest developments in the field in our ever changing society. This in – service training should be organized for teachers at local, state and national levels so that every teacher should benefit from it. The orientation courses should embrace all the domains. Audio – visual aids should be provided and used adequately in teaching.
- 5- Political education is not meant for the youth alone. Politicians, civil servants, adults need political education. It should, therefore, to be introduced at all levels of education including non-formal education.

Citizens should be made aware of their human rights and responsibilities. They should be acquainted with the knowledge of the Nigerian constitution. Teachers should endeavour to bring to the knowledge of the children their civic rights and responsibilities, duties of good citizens, etc. in order to acquaint them with the tenets political education.

- 6- Emphasis is to be placed on cognitive domain by teachers in their teaching as this was found to be a problem for the J.S.S. III students as demonstrated on the Cognitive Aspect of Social Studies education of Political Awareness Test in Social Studies Education. Teachers should use teaching aids, resources persons, supplementary books in order to aid the students in the area of political awareness.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Other areas that need further investigation include:

- 1- The study established that the average performance of the J.S.S. students on Cognitive Aspect of Political Awareness test in Social Studies Education was low. A study should be carried out to investigate what the problems are. Is it because the teachers did not emphasis on the cognitive domain during their teaching or the curriculum does not provide adequately for that aspect?
- 2- A study should be carried out to investigate why schools in some zones performed better in political awareness tests in Social Studies Education

than others as students in all the zones are exposed to the same curriculum and teachers and they move at the same pace.

- 3- A study should be carried out in primary schools in order to investigate how effective the primary school Social Studies curriculum is preparing the students for political awareness and democratic attitudes for effective citizenship development.
- 4- A study be carried out to investigate why male students performed better than their female counterparts in the political awareness tests in Social Studies education generally.

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APPENDIX I

APPENDIX II

APPENDIX III

POLITICAL AWARENESS TEST IN SOCIAL STUDIES EDUCATION. (FOR

JSS III STUDENTS)

TIME ALLOWED: 1 HOUR

SECTION A

Fill in the appropriate information.

1. Name of school:
2. State:
3. Gender: Male [] Female []

INSTRUCTION

Answer the questions in the space provided or tick [✓] where necessary.

Answer all questions.

SECTION B

Paper I: Political Awareness Cognitive Test in Social Studies Education

1. Who is the President of Nigeria?
2. Mention one duty (work) of the President.
3. Who is the Vice President of Nigeria?
4. Who is the President of the House of Senate?
5. Who is the Speaker of the House of Representative?
6. Who is the Minister of Education?
7. Who is the Governor of this State?
8. Who is the Chairman of your Local Government?

9. Write one important work of the Chairman.
10. The name of the Counsellor of my Ward is:
11. One important work of the Counsellor is:
12. Who is the Traditional Ruler: Oba / Emir / Village head of the Town where your school is located?
13. Mention one duty of the Traditional Ruler.
14. The Nigerian Motto is:
- a- Unity and Faith, Peace and Progress
- b- Unity and Progress, Development and Faith.
15. Nigeria became independent in:
- a- October 1961 b- October 1962 c- October 1960 d- October 1963
- e- October 2001
16. Nigeria was politically divided into: a- 2, b- 3, c- 4 regions before the creation of Mid-Western Region.
17. Nigeria was later politically divided into: a- 2, b- 3, c- 4 regions with the creation of Mid-Western region.
18. The Mid-Western Region was created in:
- a- 1963 b- 1973 c- 1960 d- 1983 e- 1993.
19. Nigeria is now politically divided into:
- a- 26 States b- 46 States c- 36 States
- d- 35 States e- 34 States.

20. The first Governor General of Nigeria was:
- a- Macpherson
 - b- Alhaji Shehu Shagari
 - c- Sir, Lord Lugard
 - d- Ibrahim Babangida
 - e- Author Richard.
21. The Last Military Head of State of Nigeria was:
- a- Abdulsalami Abubakar
 - b- Ibrahim Babangida
 - c- Yakubu Gowon
 - d- Sani Abacha
 - e- Olusegun Obasanjo.
22. The Amalgamation of Nigeria took place in:
- a- 1915
 - b- 1916
 - c- 1914
 - d- 1960
 - e- 1963
23. Franchise means:
- a- The right to vote in an election
 - b- Political party
 - c- Registration of voters
 - d- Rule of law
 - e- Majority rule
24. The popular definition of democracy is:
- a- The rule of the few
 - b- Rule by the use of force
 - c- Government by the will of the executive
 - d- Government of the people by the people and for the people
 - e- Government according to the wishes of the member of the House of Representatives
25. Which of this is a common heritage to all Nigerians?

- a- Christianity b- Islam c- National Dress
- d- National Territory e- National Food.

26. Nigeria was a former colony of:

- a- Japan b- American c- United Kingdom
- d- France e- Russai

27. Nigeria became a republic in:

- a- October 1963 b- October 1953 c- October 1983
- d- October 1983 e- October 1993

28. The Arm of Government that is responsible for interpreting the law and punishment of the offenders in Nigeria is called:

- a- Judiciary (courts) b- Legislature c- Executive

29. The Arm of Government that carries out the laws in Nigeria is called:

- a- Judiciary (courts) b- Legislature c- Executive

30. The Arm of Government that is responsible for law-making in Nigeria is called:

- a- Judiciary (courts) b- Legislature c- Executive

31. Laws, Principles and Regulations to which a country is governed is called:

- a- Constitution b- Edict c- Bye laws

32. The Constitution protects:

- a- Individual rights

b- Right to offend one another

c- The right to steal in the class

33. The Nigeria Civil Service is to cater for the welfare of:

a- The Civil Servants in Nigeria

b- The Local Government Workers

c- The Executives only.

34. Which of the following is not a civic responsibility?

a- Payment of taxes

b- Helping the law enforcement agency

c- Dedication to work

d- Reporting offenders to the principal

e- Corruption in the office.

35. The two (2) things that the National Anthem teaches me are to be:

a- Loyal and Obedient

b- Loyal and Disobedient

36. The Y in the Nigeria Coat of arm represents:

a- Rivers Niger and Benue

b- Rivers Oshun and Kaduna

37. The three (3) tiers of Government in Nigeria are:

a- Federal Government, State Government and Local Government

b- Federal Government, State Government and the World

38. The three arms of Government in Nigeria are:

a- The Executive, the Legislature and the Judiciary

b- The Executive, the Legislature and Local Government

39. Fundamental Human Rights includes:

a- Right to assembly b- Right to kill

40. One of the obligations of a good citizen includes:

a- Payment of taxes b- Stealing a book

41. From the list below, tick 5 qualities of a good citizen.

a- Power b- Honesty c- Wealth

d- Tolerance e- Obedience f- Strength

g- Cooperation h- Loyalty.

42. There are Political. Parties in Nigeria.

43. Three of them are:

a- b- c-

44. The three major ethnic groups in Nigeria are:

a- b- c-

45. The three major languages in Nigeria are:

a- b- c-

46. Name the states in which each of these are located:

Yenegoa Yola Ado-Ekiti

47. Enugu Bauchi Kaduna

48. Makurdi Ibadan Port Harcourt

49. The Federal Capital Territory of Nigeria is

50. was the capital of Nigeria.

SECTION C

Paper II: Political Awareness Affective Test in Social Studies Education

1. How often do you read about politics and public affairs in News papers and magazines
a- Never [] b- Almost [] c- Ten times a month []
d- Several times a week [] e- Daily []
2. How often do you hear your parents talk about politics and public affairs?
a- Never [] b- Almost [] c- Ten times a month []
d- Several times a week [] e- Daily []
3. How often do your teacher talk about politics and public affairs?
a- Never [] b- Almost [] c- Ten times a month []
d- Several times a week [] e- Daily []
4. How often do you listen to political news on Radio and watch political talk on TV?
a- Very much [] b- Much [] c- A little []
d- Not much [] e- None at all []
5. How much attention to you feel that government pays to the issue of corruption?
a- Very much [] b- Much [] c- A little []
d- Not much [] e- None at all []
6. How much attention do you feel that government pays to the issue of religious crisis in Nigeria?
a- Very much [] b- Much [] c- A little []
d- Not much [] e- None at all []

7. How much attention do you feel that the school authority pays to the complaints of the students?
- a- Very much [] b- Much [] c- A little []
d- Not much [] e- None at all []
8. Do you think it is likely you will write about government in future?
- a- Very likely [] b- Likely []
c- Can't Say [] d- Not likely []
e- Very unlikely []
9. How important is the provision of Human Rights in the Constitution?
- a- Very important [] b- Important []
c- Little important [] d- Not important []
e- Very unimportant []
10. How important is it to join politics in future?
- a- Very important [] b- Important []
c- Little important [] d- Not important []
e- Very unimportant []
11. Which concept of government do you prefer?
- a- Democracy b- Totalitarianism
12. Which person plays his civic responsibility?
- a- The person who registers his name and takes part in an election []
b- The person who registers his name but does not vote in an election []

13. Which of the person do you want to be in future? (Please tick one)

a- A person who is ready to help himself first []

b- A person who is ready to help his country first []

c- A person who is ready to help his state first []

d- A person who is ready to help the members of his religious faith first []

e- A person who is ready to help the members of ethnic group first []

14. Which of these statements do you agree with?

a- A man who works hard enough can improve his life, even if the government does not make conditions better []

b- It is difficult for a man to improve his life unless the government makes conditions better []

15. Tick one of the following statements which you mostly agree with.

a- As a good citizens, I will assist my people if I am elected as the Chairman of my Local Government Areas []

b- As a good citizen, I will use my education to help my people []

c- As a good citizen, I will be religious []

d- As a good citizen, I will obey laws of my country []

e- As a good citizen, I will know about customs, traditions and symbols of my country []

TICK THE ONE YOU AGREE WITH

	YES	NO
Would you like to join political party?		
Would you pay taxes regularly		
Would you like to take part in electing your class monitor or prefects?		
Would you like to vote when you are 18 years old?		
Would you like to elect the President of Nigeria come next general elections?		
Would you like to elect the Counsellor of your Ward?		
Would you write articles on the Newspapers in order to advise the government?		
Ethnic identity should be stronger than Nigeria identity?		
If some one believes a law is wrong, must he obey it?		
Would you like to work for government when you grow up?		

26- If government fails to do what it promised to do, what should the people do?

.....

27- List any two (2) things you want the Federal Government to do for you State:

1-

2-

28- list any two (2) things you want the State Government to do for your Local Government:

1-

2-

PAPER III

SECTION D: POLITICAL AWARENESS PSYCHOMOTOR TEST IN SOCIAL STUDIES EDUCATION

Tick the one you agree with.

1- If your mother and father are quarrelling, what would you do to solve the problem?

- a- I will take side with my father []
- b- I will take side with my mother []
- c- I will cry []
- d- I will laugh []
- e- I will speak to them to stop quarrelling []

2- If there is crisis in your school between the school authority and the students, what would you do to solve the problem?

- a- I will take side with other students []
- b- I will leave the school []
- c- I will sit down in my class and study []
- d- I will talk to the school authority []
- e- I will talk to both the school authority and the students []

3- If there is a problem of how to choose your class prefect should be made, what solution would you suggest?

- a- Appointment by the principal []
- b- Election by the members of the class []

- 4- Which of these would you recommend as the most appropriate solution to ethnic crisis in the country?
- a- Through the use of force []
 - b- Through proper education []
- 5- Which of these would you recommend to solve the problem of marginalisation of one ethnic group by the other?
- a- Through creating artificial boundary []
 - b- Through tolerance and understanding []
- 6- If one ethnic group claims superiority over the other, which of these should you suggest to solve the problem?
- a- I will suggest the use of force []
 - b- I will suggest they should appreciate each other's culture []
- 7- One other solution I will give to ethnic crisis is:
- a- Willingness to live together as a people []
 - b- Disloyal to the nation []
- 8- Some of the causes of religious crisis in the country are:
- a- Ignorance and lack of understanding []
 - b- Education and understanding []
- 9- Some of the effects of religious crisis in Nigeria are:
- a- Destruction of lives and properties []
 - b- Literacy and tolerance []
- 10- Which of these would you recommend to manage religious crisis in Nigeria?

- a- Forgive one another []
 - b- Intolerance []
- 11- Religious crisis could also be solved by one of these:
- a- Respect the dignity and religion of others []
 - b- Adhering to the ethnics of a particular religion []
- 12- Which of these class activities demonstrate responsibility and duties of Nigeria citizens?
- a- Writing test on citizenship education []
 - b- Role play and reading Newspapers, magazines []
- 13- One of the two (2) ways a foreigner can become a citizen of Nigeria is by:
- a- Registration or Naturalization []
 - b- Coming to study or work in Nigeria []
- 14- Which of these advice would you give to a citizen whose citizenship is being violated?
- a- Seek redress in the court []
 - b- Some body to advice him []
- 15- Our teacher can solve the problem of theft in the class by:
- a- Educating us on the disadvantages of stealing []
 - b- The teacher should not care []
- 16- I will solve the problem of identification of culture and identify by:
- a- Demonstrate how people dress and talk []

- b- Demonstrate how students write and answer questions []
- 17- Which of these would you suggest to solve the problem of Social instability in Nigeria?
 - a- War Against Indiscipline (WAI) []
 - b- People should be free to act as they like []
- 18- Which of these would you suggest to solve the problem of corruption in Nigeria?
 - a- Citizens should not be greedy []
 - b- Citizens should fear the unknown []
- 19- The choice of the President of Nigeria should be by:
 - a- Election []
 - b- Appointment
- 20- The problem of intra-family can be solved by:
 - a- Co-operating with each other []
 - b- Suspecting each other on everything []

APPENDIX VI

POLITICAL AWARENESS TEST IN SOCIAL STUDIES EDUCATION FOR JSS III STUDENTS (ANSWERS)

SECTION B: POLITICAL AWARENESS COGNITIVE TEST IN SOCIAL STUDIES EDUCATION.

- 1- Olusegun Obasanjo
- 2- Maintaining law and order – maintaining peace in the country
 - Ensuring justice
 - Being democratic
 - Effective communication
 - Mobilization for progress
- 3- Alhaji Atiku Abubakar
- 4- Adolphus Wabara
- 5- Alhaji Aminu Bello Masari
- 6- Professor Fabian Osuji
- 7- Kaduna State – Basawa Zaria
 - Kaduna: Alhaji Mohammed Makarfi
 - Chairman: Danbala Ibrahim
 - Traditional Ruler: Alhaji Adamu Bayaro.
- 8- Oyo State – Ibadan
 - Governor: Senator Rasheed Adewolu Ladoja
 - Chairman: Ademola Omotosho

Traditional Ruler: Olu Ibadan

9- Bauchi State – Bauchi

Governor: Alhaji Ahamed Adamu Mu'azu

Chairman: Alhaji Aminu Guru

Traditional Ruler: Alhaji Suleiman Adamu

10- Rivers State – Port Harcourt: Nkpolu Oroworukpo

Governor: Dr. Peter Odili

Chairman: Chief Luck Igbinedio

Traditional Ruler: Chief Wosu

11- Enugu State – Nsukka

Governor: Dr. Chimaroke Nnamani

Chairman: Miss Beatrice Ezeaku

Traditional Ruler: Chief Onah Fedelis

12- Benue State – Otobi

Governor: Mr. George Akume

Chairman: Chief Obla

Traditional Ruler: Chief Odaba Okereke

13- a- He makes sures that there is peace and unity in the community

b- He mobilizes people for progress in the community, etc.

14	A	15	c	16	b	17	c	18	A
19	C	20	a	21	a	22	c	23	a
24	D	25	d	26	c	27	a	28	a

29	C	30	b	31	a	32	a	33	a
34	E	35	a	36	a	37	a	38	a
39	A	40	a						

- 41- ii, iv, v, vii, viii
- 42- 30
- 43- Any three of the 30 political parties e.g. PDP, UNDP, ANPP, AD, etc
- 44- a- Hausa b- Yoruba c- Igbo
- 45- a- Hausa b- Yoruba c- Igbo
- 46- Bayelsa – Adamawa – Ekiti
- 47- Enugu – Bauchi – Kaduna
- 48- Benue – Oyo – Rivers
- 49- Abuja 50: Lagos

SECTION C: POLITICAL AWARENESS AFFECTIVE TEST IN SOCIAL STUDIES EDUCATION

For answers 1 – 10 Likert Scale Scoring system, Data Analysis on page refers.

11	a	12	A	13	b	14	a	15	d
16	Yes	17	Yes	18	Yes	19	Yes	20	Yes
21	Yes	22	Yes	23	Yes	24	No	25	Yes

- 26- The people would not vote for the party come next election or the people would press on the government to do what it promised to for the people.
- 27- Road and Education, school, etc
- 28- Electricity and water or road, education, etc.

SECTION D: POLITICAL AWARENESS PSYCHOMOTOR TEST IN SOCIAL STUDIES EDUCATION

1	e	2	E	3	b	4	b	5	b
6	b	7	A	8	a	9	a	10	a
11	a	12	B	13	a	14	a	15	a
16	a	17	A	18	a	19	a	20	a

APPENDIX V

THE SIX GEO-POLITICAL ZONES

APPENDIX VI

THE LIST OF OTHER BENEFACTORS DURING MY FIELD WORK

- 1- Ahaja S.F. Olopoenia, Methodist Grammar School, Bodija, Ibadan
- 2- Sunday Ebeje, Port Harcourt.
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- 4- Mallam Ahmed Adamu, G.S.S. Basawa Barracks, Zaria.
- 5- Principal, Mr. Naiyeju, Mr. VIR Ameh, Vice Principal Academic and Innocent Ugba – all of F.G.C. Otobi, Benue State.
- 6- Pastor Adefila, Deeper Life Bible Church, Ibadan.
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APPENDIX VII

AN ANALYSIS OF JSS SOCIAL STUDIES PROGRAMME

The following is an analysis of the course units that focus on the tenets of political awareness.

Culture and Identity (J.S.S. I: Unit F)

The meanings of culture and identity are given. The concept of culture and its aspects are emphasized. Those aspects of culture which we can see or touch, like clothing, food, works of art and musical instruments – material culture and those aspects which we cannot see or touch, but hear or understand, like religious beliefs, music, ways of doing or saying things, including the most important of them all – language – non material culture are emphasized. Also emphasis is laid on dynamism of culture and the differentiation of culture according to locations (places). Concept of identity and levels of identity such as at family level, beyond the family level i.e. age group, cultural group, state level and national level are discussed. Concepts of nationalism and integration are emphasized especially when applied to people and the necessity of integrating the people of the same country.

National Integration in Nigeria (J.S.S. I: Unit H)

The unit exposes the students to the various tribal groups – ethnic groups of the country and history of the coming together of the various groups into the present Nigeria. Emphasis is laid on Yoruba empires and other empires and the conquering of these empires by the Europeans. Amalgamation of Nigeria by Europeans is emphasized. A brief political history of the nation from the

integration period of independence in 1960, the binds that almost loosed between 1966 and 1970 which almost necessitated the falling apart owing to misunderstandings among the groups are emphasized. After the civil war to keep Nigeria one, the process of democratization is also emphasized. Adoption of wise educational programmes such as universal primary education scheme for the whole country in 1973, the adoption of the 6 – 3 – 3 – 4 system of education in 1993, the MAMSER scheme in 1987 to bring all Nigerians under common educational and public enlightenment programmes are emphasized.

The setting up of unity institutions as a way for mixing together, cooperate and integrate as a people is discussed. The setting up of the National Youth Service Scheme (NYSC) for development of sense of belonging is emphasized.

National symbols which are crated to preserve or develop national and local traits include national flag, the national anthem, the Nigerian coat of arms, the pledge, the Nigerian passport, the Nigerian currency, special stamps, models, register of heroes and heroines, national awards and national ceremonies are discussed and institutions such as marriage, chieftaincy, religion, common citizenship etc discussed.

The Cultural Groups and their Historical Origin (J.S.S. I: Unit G)

This unit exposes the learners to various ethnic groups (Hausa – Fulani, Yoruba and Igbo) of the country and their cultural characteristics, their historical origins, such as stories, legends and folklores, the languages, trade and other cultural behaviours such as songs, dances, arts and crafts.

The unit includes why some ethnic groups are larger and more dispersed than others. The objectives of the unit are to enable the students see their own cultural group as one of the very many in the country; find out the origins of these cultural groups and appreciate the rich culture and diverse Social life of the groups in order to appreciate the problems of the past and be able to take part in solving the existing ones.

Leadership, Followership And Consequences (J.S.S. II: Unit C)

This unit identifies the qualities and types of leadership and followership, the processes of identifying and choosing leaders – traditional leadership, charismatic leadership and organizational or constitutional leadership are identified. Functions of good leadership and followership and their negation are emphasized, consequences of good leadership and followership are emphasized. The teaching of loyalty, obedience, self discipline, the role of cooperation and Social responsibility under leadership and followership for the preservation of norms, attitudes and values in the society are emphasized.

Rights and Duties of Individual (J.S.S. I: Unit E)

In this unit, the concept of citizenship, types of citizenship, the process of becoming a citizen of Nigeria are discussed. The idea of fundamental human rights, limitations to these rights are emphasized.

Civic responsibilities (duties and obligations of citizens for national integration and development) are discussed. The concept of democracy, the meaning of democracy, conditions necessary for democracy, elections and functions of elections in a democracy are emphasized.

Institutions (J.S.S. III: Unit C)

This unit introduces the students to the functions of legal (courts and police) political (the 3 tiers of government – federal, state and local); the National Assembly – Senate and House of Representatives, and State Houses of Assembly – their functions and economic (markets, banks, factories) and religious institutions in the country. The curriculum recommends field trips to some of these places.

Social Environment (J.S.S. I: Unit A and J.S.S. III: Unit B)

The discussion of a community, processes of community development and relationship between the family and the community; inter community relationship, urban – rural relationship, urban – urban relationship, rural – rural relationship in economic, political and administrative realm are emphasized. Also to be emphasized are interrelationship of nations e.g. Nigeria and international communities such as ECOWAS, AU, etc.

Development (J.S.S. II: Unit D)

The concept and different aspects of development will be discussed. This area covers all aspects of national life – political, Social, economic and cultural. Differences between growth and development be emphasized.

Lack of Cooperation and its Effects (J.S.S. III: Unit E)

Here, factors contributing to Social and political instability, crime, inefficiency, indiscipline, bribery, corruption, selfishness, nepotism are identified and discussed.

Here, the curriculum uses most of the Social science concepts to discuss Social, economic and political education. Here, the curriculum exposes the children to civic rights and responsibilities, leadership and followership and their functions, national symbols and concepts such as loyalty, honesty, team work i.e. cooperation, citizenship, tolerance, group living and interdependence. The role of ethnic and religious conflicts in the national though not in the curriculum should be emphasized.

Socialization (J.S.S. III: Unit D)

The concept of Socialization, its agents and their functions are discussed. Agents – family, school, peer group and mass media values which Socialize students into political awareness are emphasized. The need for honesty, tolerance, self discipline, team work are also emphasized.

APPENDIX VIII

GOVERNMENT SECONDARY SCHOOL, BASAWA BARRACKS, KADUNA

STATE N.W. ZONE

ATTENDANCE SHEET

S/NO.	NAME OF STUDENT	SEX	SOS SCORE
1	David Onah	M	99
2	Jafaru Halliru	M	45
3	Umar Rabi	M	55
4	Buhari Umar	M	10
5	Nasi Jahir	M	10
6	Samuel Itodo	M	10
7	Mukailu Murtala	M	43
8	Kasimu Yusuf	M	10
9	Nnadum Remigius	M	43
10	Umar Abubakar	M	44
11	Suleiman Bukor	M	77
12	Nura Yukubu	M	10
13	Mosa Umar	M	42
14	Shuaibu A. Abubakar	M	60
15	Adamu Idris	M	45
16	Adam Ahmed	M	14
17	Hamza Sale	M	15

18	Ali Haaruna	M	98
19	Shamsu Abubakar	M	60
20	Nuhu Abdullahi	M	15
21	Yahaya Usman	M	40
22	Umar Sani	M	35
23	Zulkiflu Muktar	M	10
24	Sale Garba	M	10
25	Auwal Kabir	M	80
26	Anas Jibrin	M	46
27	Bala Mayaji	M	55
28	Abdullahi Tahir	M	75
29	Umar Rabi	M	67
30	Isimaila Abubakar	M	42
31	Jamila Yusufu	M	68
32	Ayuba A. Sani	M	33
33	Muritala Azeez	M	99
34	Urwato Abdullahi	M	10
35	Samson Bako	M	33
36	Adamu Abdullahi	M	99
37	Thanked God Abraham	M	90
38	Ezekiel Ishaya	M	53
39	Michael Hannah	M	10

40	Matthew Haruna	M	48
41	Yusufu Yakubu	M	30
42	Nasiru Yakubu	M	10
43	Saidu Musa	M	10
44	Yusufu Maham	M	55
45	Bashiru Jibrin	M	84
46	Sunday Thomas	M	100
47	Tsalha Ibrahim	M	49
48	Helen Paul	F	95
49	Emmanuel Ebele	M	100
50	Kabiru Isah	M	66
51	Victoria E. Victor	F	98
52	Jamila Abdullah	F	95
53	Sadat Mohammed	F	75
54	Aisha Hussaini	F	90
55	Maryam Tanimu	F	89
56	Patience Donatus	F	95
57	Tosin Akinlulo	F	82
58	Happiness Ibrahim	F	90
59	Joyce Sunday Korede	F	40
60	Rasheedat Ganiyu	F	55
61	Bilkisu Yakubu	F	82

62	Matina M. Sadau	F	66
63	Rachael Omema	F	100
64	Blessing Stephen	F	87
65	Comfort Sunday	F	100
66	Adamu Dahiru	F	80
67	Ladi Akun	F	100
68	Rifkatu Sani	F	95
69	Ifeoma Sunday	F	73
70	Aau Kuladuye	F	15
71	Josephine Abah	F	50
72	Judiah Lackson	F	46
73	Mary Joseph	F	67
74	Mercy Francis	F	98
75	Faith Anthony	F	87
76	Chikwa Ugwumba	F	83
77	Christiana Iwuchukwu	F	80
78	Aladi Ojonye	F	66
79	Roseline Idolor	F	99
80	Khadija Suleiman	F	49
81	Mary Matthew	F	45
82	Angela Anthony	F	79
83	Joy Eje	F	20

84	Agabi Dooyum	F	58
85	Ruth Ayuba	F	100
86	Helen Matuwa	F	80
87	Hauwa Ibrahim	F	66
88	Favour Samson	F	100
89	Hauwa Umar	F	67
90	Charity Audi	F	75
91	Peace Tanko	F	75
92	Aishatu Abdullahi	F	100
93	Naomi Owoicho	F	73
94	Victoria Mela	F	50
95	Talatu Aminu	F	58
96	Nana Usman	F	99
97	Zainab Aliyu	F	68
98	Hauwa Idris	F	15
99	Amina Salisu	F	

METHODIST GRAMMAR SCHOOL, BODIJA, IBADAN**ATTENDANCE SHEET**

S/NO.	NAME OF STUDENT	SEX	SOS SCORE
1	Ogundele Tolulope	F	45
2	Olagupo Jibola	F	46
3	Kosemani Anu	F	55
4	Akamolafe Oluwa Toyin	F	52
5	Olugbode Aminat	F	46
6	Adepetun Abisola	F	63
7	Onwubolu Joy	F	56
8	Udegbulem – Cerlett – Chikodi	F	65
9	Idowu Kemi	F	38
10	Adijat Moshood	F	31
11	Adebayo Ruhayat	F	47
12	Ajibayo – Serifat – Adenike	F	53
13	Adegboola Ganiyat – Abosede	F	31
14	Ade – Nike Popoola	F	60
15	Ojo Folake	F	59
16	Amoo Basola Seye	F	55
17	Dilibbe – Ann Chimenye	F	78
18	Akinboade Esther	F	82
19	Abolude – Oluwatomisin Deborah	F	73

20	Akinrujomu – Titilayo	F	51
21	Meshack Izachi	F	66
22	Keku Ayobami	F	54
23	Aboygi Joy	F	79
24	Adegbite Taiwo	F	42
25	Adayomi Olaleye Elijah	M	53
26	Salami Hameed	M	60
27	Rotimi Kehinde	M	45
28	Olaoluwa Adediji	M	43
29	Fadojutumi Oluwole	M	59
30	Shodeinde Shittu	M	42
31	Ibrahim Akintayo	M	60
32	Abioye Tolase	M	59
33	Adepoju Temitayo Emmanuel	M	43
34	Obalana Timileinin	M	61
35	Akinwale Rashedat Dammilola	F	49
36	Fashoyin – Yewande	F	60
37	Oluwabukunmi Fanawope	M	75
38	Agboola Aduragbemi	M	81
39	Osho Samuel	M	34
40	Peter Ogunniran	M	56
41	Mukaila – Akeem Adewale	M	58

42	Morakinyo – Babatunde	M	55
43	Arogundade Emmanuel	M	49
44	Oldiran Ibrahim	M	57
45	Oladiran Olanrewaju	M	59
46	Oshikoya Adeyemi Peter	M	50
47	Olaniyi Afolabi Yisa	M	46
48	Olarenwaju Fatima	F	55
49	Akinwumi Omowumi	F	49
50	Olatunji Olaitan	F	57
51	Ayobami Yusuff	M	80
52	Olasusi Simisola Elizabeth	F	74
53	Uzuegbu Chioma	F	72
54	Udofia Comfort	F	87
55	Adepoju Oluwakemi Toyin	F	88
56	Jessica Faith Osawe	F	88
57	Adesina Folasade	F	59
58	Salisu Aminat Folashad	F	73
59	Kemi Ojetola	F	55
60	Lamidi Kudirat	F	60
61	Serifat Folorunsho	F	67
62	Pleasure Ezekiel	F	41
63	Chinomososo Emelogu	F	50

64	Adepoju Damola	F	78
65	Monkhegbe Charles	M	67
66	Owolade Segun	M	54
67	Oyebamiji Adetoyese	M	74
68	Hamzat Jubril Babatunde	M	72
69	Mroakinyo A. Abiola	M	60
70	Ishola Azeez	M	80
71	Adedeji Quadri	M	71
72	Olaniyan Ibrahim	M	74
73	Adedoja Adedolapo Riwan	M	73
74	Agbede Oludayo	M	65
75	Segun Moshood	M	51
76	Layonu Funmilayo	F	68
77	Alao Taiwo	M	67
78	Damilare Owonle	M	59
79	Ike Ohaegbu	M	77
80	Opeyemi Adesina	M	70
81	Mufutau Abiola	M	60
82	Sadiq Olasunkanmi Isaka	M	74
83	Adeyemi Nmilehin	M	44
84	Ali Momodu	M	68
85	Kasali Bolaji Saheed	M	72

86	Ayandola Babatunde Akeem	M	53
87	Saheed Babatunde	M	52
88	Sule John	M	50
89	Sunkanmi Olapo	M	57
90	Adeyemo Olasunbo Aishat	F	70
91	Lawal Yetunde Busuyo	F	59
92	Oke Oluwakemi	F	67
93	Esther Boluwayi Ajayi	F	73
94	Julilaat Mustapha Onyinkasola	F	40
95	Ajayi Tobi	F	87
96	Opefemi Akinlati	F	51
97	Olaniran Tobi	F	67
98	Fakurede Nurudeen Bolaji	M	60
99	Balogun Funso	M	80
100	Akobi Femi Wood	M	55

GOVERNMENT COMPREHENSIVE DAY SECONDARY SCHOOL, BAUCHI

N.E. ZONE

ATTENDANCE SHEET

S/NO.	NAME OF STUDENT	SEX	SOS SCORE
1	Aisya Tanimu	F	50
2	Nasiba Aliyu	F	5
3	Lubabatu Suleh	F	21
4	Sakinatu Abubakar	F	81
5	Aishatu A. Tanko	F	28
6	Aishatu Idris	F	49
7	Zaharatu M. Maijama'a	F	65
8	Maryam Sani	F	17
9	Aishatu Abaullahi	F	31
10	Jummai Usman	F	80
11	Salamatu Sani	F	80
12	Esther Umar	F	74
13	Fatima Umar	F	79
14	Kaltume Kawu	F	60
15	Maimuna Sani Bauchi	F	50
16	Shamsiya Ismail	F	85
17	Shamsiya Yunusa	F	70
18	Murjanatu Yusuf	F	83

19	Zainab Suleiman	F	77
20	Sadiya Ya'u	F	15
21	Faiza Inuwa	F	35
22	Jammai Daniel	F	25
23	Aishatu Musa	F	41
24	Zaibal Ismail	F	30
25	Saudatu Abubakar	F	50
26	Khadija Usman	F	40
27	Nafisatu Sabo	F	30
28	Dorcas Yahaya	F	5
29	Rashida Adamu	F	40
30	Ochechukwu Virginia	F	85
31	Sade Suleiman	F	60
32	Ukamaka Oyoo	F	90
33	Nafisat Ummar	F	20
34	Maryam Bashir	F	63
35	Karimatu Ibrahim	F	63
36	Rukaiyya Ahmed	F	47
37	Aishatu Ibrahim	F	56
38	Zainab Muhammed	F	65
39	Hanwan Badamasi	F	30
40	Zainab Suleiman	F	77

41	Fatima A. Ummar	F	35
42	Karimatu Iliyasu	F	50
43	Buhari Yusuf	M	60
44	Ibrahim Saidu	M	40
45	Ahmed Zekeri	M	64
46	Abubakar Saidu	M	93
47	Ruwanu Idris	M	50
48	Aishatu Yunusa	M	41
49	Shafa'atu Muhammed	M	40
50	Blessing Innocent	M	20
51	Habiba Ya'u	M	35
52	Halima Saluhu	M	90
53	Zaibab Usman	M	58
54	Mustapha Muhammed	M	70
55	Dahiru Ibrahim	M	50
56	Ibrahim Ladan	M	40
57	Sale Ali	M	20
58	Sirajo Muhammed	M	75
59	Jibrin Hassan	M	48
60	Tijjani Adamu	M	48
61	Muhammed Nafia Garba	M	78
62	Muhammed Yusuf	M	40

63	Ana Saidu	M	50
64	Salifu Yusuf	M	36
65	Alize O. Edeh	M	67
66	Hashima Adamu	M	30
67	Sani Ahamed	M	35
68	Paul Ejim	M	45
69	Abdullahi Hassan	M	70
70	Usmmar Abdullahi	M	40
71	Hamisu Ali	M	85
72	Anas Umar	M	20
73	Hamza Jibrin	M	50
74	Mahmood Dahiru	M	65
75	Musa Haruna	M	40
76	Ibrahim Umar	M	35
77	Abubakar A. Musa	M	82
78	Nuru Muhammed	M	45
79	Aliyu Kabiru Kobi	M	18
80	Nafiu Aliyu	M	25
81	Zakariya Ummar	M	30
82	Ibrahim Abba	M	40
83	Abubakar Hassan	M	10
84	Faisal Kalip	M	48

85	Hasan Ibrahim	M	55
86	Suleiman Kawu	M	60
87	Kabir Yusuf	M	40
88	Zaidu Abubakar	M	60
89	Ishaqa Muhammed	M	65
90	Labiru Awual	M	45
91	Babangida Umar	M	10
92	Aliyu Muhammed	M	60
93	Ibrahim B. Salisu	M	59
94	Aminu Ahmadu	M	41
95	Salisu Abaullahi	M	60
96	Hamisu Ahmed	M	83
97	Abdullahi Idris	M	34
98	Abubakar Saleh	M	22
99	Sani Abubakar	M	50
100	Jumilda Yakubu	M	15

COMMUNITY SECONDARY SCHOOL, NKPOLU OROWORUKPO, PORT

HARCOURT SOUTH – SOUTH ZONE

ATTENDANCE SHEET

S/NO.	NAME OF STUDENT	SEX	SOS SCORE
1	Blessing Onyeodiziri	F	40
2	Precious Wonanne	M	78
3	Patience John	F	60
4	Itepu Augutina	F	45
5	God's Family Samson	M	75
6	Nnedy Edith	F	60
7	Dauthter D. Amida	F	60
8	Anyalebechi Kenechi	F	60
9	Precious Amaechi	F	55
10	Imoh Akam Peter	F	73
11	Joseph Ukpai Aguw	M	65
12	Akaninyeneye Monday Amos	M	25
13	Enyosi Chinelo	F	30
14	God's Time Nwaosu	M	87
15	Obomale Fyne Face	M	74
16	Akporodo Love	F	72
17	Julius Rowland	M	75
18	Maina Japaniya	M	85

19	Uch Kalu	M	33
20	Barikereup Zorbedom	M	40
21	Idorenyin Ekanem	M	75
22	Njsirin Queen	F	21
23	Igimigi Gift	M	55
24	Isaiah Emmanuel	M	85
25	Patrict Nwafor	M	60
26	Ozioma Nwosu	M	30
27	Saviour N. Friday	M	35
28	Ejiohuo Chukwuemeka	M	65
29	Ekwere Chokodi	F	70
30	Osidikiya Joe	M	78
31	Eleasius O. Ndiukwu	M	85
32	Barika Polba	M	35
33	Chetachi Ebere	M	64
34	Chinonso Nnadi	M	60
35	Mary K. Worlu	F	77
36	Chidinma Kamalu	F	30
37	Kingsley Oreva	M	71
38	Anyakwe Wali	F	35
39	Eric Nawafor	M	60
40	Osiobe Hope	F	40

41	Prince Gbaraka	M	30
42	Gift Achiwike	M	40
43	Ndidi Okpe	F	55
44	Linda Ofoha	F	35
45	Christopher Okpe	M	55
46	Buriledum Wuba	M	70
47	Chinedu Akalam	M	58
48	Osoruchi Okwudu	M	68
49	Confidence Ebadee	M	35
50	Sunny Ebikake	M	30
51	Daniel J. Amos	M	85
52	Alalibo Collins	M	45
53	Onyema Chioma	F	70
54	Eke Tina	F	33
55	Maduabuchi Njoku	M	80
56	Idorenyin Michael	M	60
57	Jecata Ezekwe	F	25
58	Esochhauka Lawrence	M	36
59	Justice G. Samuel	M	38
60	Abigail Emmanuel	F	30
61	Anayo Iwuamadi	M	35
62	Solomon Ebelebe	M	48

63	Bonaveture Izuegubulem	M	75
64	Innocent Amadi	M	45
65	Cynthia Opera	F	45
66	Chigemezu Hycenth	M	85
67	Charles Okorie	M	50
68	Christy E. Allen	F	35
69	Felix I. Charles	M	30
70	Omerebere Perpetual Okeoma	F	90
71	Nkechi Agwu	F	45
72	Zornuawura L. Azu	M	65
73	Buabee J. Yorimi	M	63
74	Taye Akinleye	F	78
75	Gaborho Bari B. Actor	M	65
76	Chinweike J. Ugo	M	75
77	Kehinde Akinjeife	F	45
78	Odmuko N. Okechukwu	M	55
79	Joshua Chijioke Onwuegbuehulam	M	50
80	Nsikalu Etun	F	45
81	Emmanuel Friday Jim	M	45
82	Deborah Edeth	F	70
83	George Bassey George	M	65
84	Victor Sunda	M	60

85	Chioma C. Anyanwu	F	55
86	Nzeh C. Glory	F	70
87	Uchenna Njemnobi	F	40
88	Nkechi Onwukwe	F	45
89	Glory L. Dominic	F	50
90	Chinasa Chibor	F	48
91	Wisdom Sunday	M	50
92	Amalachi Ikpa	F	63
93	Kingdom Elenwo	M	63
94	Ugochukwu Onyemaechi	M	70
95	Glory Ogugbuaja	F	68
96	Peace Uwaezuoke	F	40
97	Chizoma Eze Awujo	F	58
98	Pamiaaea Apuge	F	48
99	Alphunsus Ajokwu	M	40
100	Sunday Ukoha	M	40

MODEL SECONDARY SCHOOL, NSUKKA SOUTH – EAST ZONE

ATTENDANCE SHEET

S/NO.	NAME OF STUDENT	SEX	SOS SCORE
1	Asadu Aneujo A.	F	70
2	Ugwueze Scholastica	F	70
3	Ezeaku Daniel U.	M	58
4	Amos James	M	40
5	Odo Cosmas	M	88
6	Okoro Theresa	F	55
7	Otti Chibueze	M	71
8	Onah Nkechinyere	F	75
9	Odo Perpetua	F	55
10	Oforkansi Ifeoma	F	45
11	Agboeze Nnandi	M	65
12	Idu Gabriel O.	M	35
13	Muka Chukwuduben	M	45
14	Ugwoke Christopher C.	M	55
15	Okoroafor Uzoma J.	M	57
16	Okechi Ikema	M	53
17	Onyishi Harrison	M	56
18	Ossai Johnson C.	M	70
19	Agodo Uzodinwa	M	30

20	Eze Evelyn	F	56
21	Ezugwu Jude C.	M	45
22	Eze Chibuike S.	M	45
23	Ali Paschal A.	M	51
24	Omeje Matthew O.	M	45
25	Ezea Jonathan	M	33
26	Oziobo Malachy	M	53
27	Oliji James U.	M	55
28	Okoro James C.	M	61
29	Abonyi Sunday	M	78
30	Ugwoke Collins K.	M	80
31	Ekeh Hillary N.	M	80
32	Nworoko Samuel	M	85
33	Ngwu Benedette	F	60
34	Okafor Patricia	F	40
35	Anyasi Kasie	F	8
36	Ugwu Edith	F	67
37	Okoro Uchenna	F	60
38	Onah Patience U	F	70
39	Asogwa Christian S.	M	85
40	Ezema Onyebuchi C.	M	68
41	Ezugwu Caroline	F	61

42	Agbo Lorettaa	F	55
43	Ugwuanyi Innocent O.	M	60
44	Igwechukwu Emeka	M	74
45	Ayogu Fredrick	M	75
46	Agbo Harrison	M	45
47	Onyishi Blessing	F	70
48	Oluka Peter	M	85
49	Akpan Esther	F	90
50	Idoko Victor	M	58
51	Ugwoke Tochukwu	F	60
52	Ugwuika Chijoke	M	43
53	Ugwu Chinonso Jude	M	81
54	Okeje Mary	F	42
55	Ayogu Ifeanyi F	M	30
56	Onu Chidinma	F	35
57	Ogbuka Nneka	F	44
58	Ugwuanyi Ekono	M	45
59	Eze Romanus C.	M	52
60	Eze Ikechukwu	M	45
61	Ukwu Eze Christian	F	40
62	Enete Joy O.	F	45
63	Duru Chika	F	52

64	Ibeako Ihuoma	F	52
65	Nkwuere Chibuike	M	30
66	Onugwu Joseph	M	62
67	Dike Peter	M	60
68	Obinna Dike Omeye	M	62
69	Okpe Kenneth	M	35
70	Ekeh Ndubuisi Isaac	M	50
71	Igwe Chukwugoze C.	M	53
72	Digwoke Titus Onyebuchi	M	80
73	Ajibo Silas	M	45
74	Ugwu Nnedinso B.	F	60
75	Ekwealor Stanley W.	M	55
76	Ugwu Samuel C.	M	60
77	Umeugochukwu Angelis Chidin	F	60
78	Eze Janey	F	55
79	Ugwu Ifeoma	F	25
80	Odo Ijeoma	F	40
81	Ezema Angela	F	35
82	Lgbo Maureen U.	F	60
83	Uchendu Oluoma	F	50
84	Ugwu Jacinta	F	30
85	Ugwu Ezechinenye	F	30

86	Anyanwu Bright	M	46
87	Ugwuanyi Mabel O.	F	48
88	Elobuike Afamefuna U.	F	45
89	Ugwuanyi Eucheria N.	F	60
90	Oneje Christianan	M	60
91	Onyishi Christopher	M	50
92	Ugwueze Chigozie E.	F	30
93	Ndubuisi Ugwuowo	M	25
94	Okoye Reuben	M	60
95	Ukwueze Chigozie B.	F	40
96	Ayigbaa Ukamaka	F	50
97	Odo Abigail	F	45
98	Odo Basil	M	57
99	Ugwuanyi Maureen	F	33
100	Ayegba Moses	M	50

FEDERAL GOVERNMENT COLLEGE, OTOBI NORTH CENTRAL ZONE**ATTENDANCE SHEET**

S/NO.	NAME OF STUDENT	SEX	SOS SCORE
1	Alu Friday	M	47
2	Peter Agbo Edache	M	39
3	Agbo Emmanuel	M	81
4	Anison O. Darlington	M	78
5	Onyeche B. Idoga	F	45
6	Alice O. Okoh	F	38
7	Odumu Augustine	M	64
8	Benson Oplekwu	M	44
9	Anejo Mornecal Anejo	M	64
10	Akpa O. Victor	M	65
11	Jordye F. Terver	M	37
12	Okomayin Dennis	M	66
13	Kidaj Eme Agada	F	54
14	Joy Ene Agada	F	34
15	Faith O. Inyanda	F	36
16	Glory O. Awulu	F	16
17	Jennifer Ede Oduh	F	41
18	Alechenu Enenche	M	46
19	Patience O. Anefu	F	35

20	Oyifie Okon	F	46
21	Regina Ochulayi	F	41
22	Ikechukwu A. Obichukwu	M	42
23	Agada Samuel	M	60
24	Abawulu Uno Andrew	M	82
25	Adikwu S. Umoro	M	76
26	Obiabo Echono	M	51
27	Matthias O. Aba	M	57
28	Anefu O. Israel	M	56
29	Otumala Francis	M	40
30	Idoko Dominic Akor	M	80
31	Kanayo Bond Oji	M	55
32	Ukpi Ityoumbur	M	72
33	Abdulraliman Raji	M	46
34	Ode Johode John	M	67
35	Kochi G. Oji	M	40
36	Tolulope M. Bamidele	M	56
37	Ruth Eka Abakpa	F	49
38	Obinna Egwu	M	56
39	Ilo Ikemechukwu	M	43
40	Audu Oyiminu	F	63
41	Anche Arinze	M	67

42	Blessing Uloko	F	69
43	Okwori Simon	M	77
44	Linda Ajaegbu	F	30
45	Patience Ogbode	F	35
46	Adamu J. Godwin	M	54
47	Odoh Daniel Agada	M	72
48	Josephine E. Adanu	F	58
49	Onma O. Ola	F	46
50	Nwagbujeubid Chikwado	M	49
51	Grace A. Ngara	F	49
52	Omaiye Emmanuel Ameh	M	69
53	Stephen Ocheri	M	54
54	Agbo Akre	M	55
55	John Ayegba	M	43
56	Ogbaje Isaac Idoko	M	67
57	Chukwu Okechukwu	M	64
58	Anthony Chinedu	M	72
59	Odey Virginia Unaji	F	30
60	Blessing Amodu	F	63
61	Sara Ameh	F	60
62	Isaac Adejo Ogiri	M	64
63	Odo – Ominyi Wilfred	M	85

64	Godbless Osaji	M	64
65	Joel Ugbede Abdul	M	50
66	Jerry Onumah	M	66
67	Innocent Ogochukwu Rebort	M	53
68	Onah C. Chinwe	M	70
69	Eigege I. Jacob	M	63
70	Haliratu Isah Sule	F	43
71	Ajuma P. Ademu	F	49
72	Ada Acha	F	48
73	Onah Darlington Onah	M	70
74	Merchy Johodle Okwu	F	49
75	Ndefoh Gloria	F	47
76	Agi Joyce	F	48
77	Christopher Ene	F	50
78	Adamu A. Onyefu	M	29
79	Malachy Anaekwe	M	37
80	Ogechi Anisidike	F	39
81	Ukpoju Anna Ene	F	45
82	Noah Edidiong	M	73
83	Linda Abounu	F	61
84	Paul O. Odikwu	M	43
85	Assumpa Alome	M	62

86	Ochi Samuel	M	91
87	Sandra E. Ikpe	F	45
88	Pauline O. Idikwu	F	36
89	Izuchukwu Igboama	M	46
90	Mary O. Echu	F	44
91	Blessing O. Akogwu	F	31
92	Muogbalu Chijoke	M	51
93	Audu O'kwu	M	73
94	Oblezu Clement	M	63
95	Andrew Onogwu Akor	M	38
96	Ismaila Shaibu	M	65
97	Ogaga Ebiega	M	28
98	Obinna Nwatu	M	37
99	Eboh David Odafe	M	40
100	Mary Ayo	M	63

APPENDIX XI

MINISTRY OF EDUCATION, KADUNA STATE

LIST OF POST PRIMARY SCHOOLS

1. Government Secondary School, Pambegua
2. Government Secondary School, Makarfi
3. Government Secondary School, Mayere
4. Government Secondary School, Paki
5. Government Secondary School, Dutsen – Wai
6. Government Secondary School, Anchau
7. Government Secondary School, Damau
8. Government Junior Secondary School, Kubau
9. Government Secondary School, Basawa
10. Government Secondary School, Shika
11. Government Secondary School, Bomo
12. Government Secondary School, Hunkuyi
13. Government Secondary School, Kudan
14. Government Secondary School, Yakawada
15. Government Secondary School, Kwangila
16. Government Secondary School, B / Gwari
17. Government Secondary School, Kuyello
18. Government Secondary School, Randagi
19. Government Secondary School, Sabon Tasha (Junior)

20. Government Secondary School, Kakuri (Senior)
21. Government Secondary School, Kakuri (Junior)
22. Government Secondary School, Nassarawa
23. Government Junior Secondary School, Toron – Tsohuwa
24. Government Secondary School, Kujama
25. Government Junior Secondary School, Maro
26. Government Secondary School, Rigachikun
27. Government Secondary School, Jaji
28. Government Junior Secondary School, Birnin Yero
29. Government Junior Secondary School, Fara – Kwai
30. Government Junior Secondary School, Buruku
31. Government Junior Secondary School, Sabon – Afaka
32. Government Secondary School, Dandaura
33. Government Secondary School, Saminaka
34. Government Secondary School, Gure
35. Government Secondary School, Lere
36. Government Secondary School, Kono
37. Government Secondary School, Ramin Kura
38. Government Junior Secondary School, Kizakoro
39. Government College, Saminaka
40. Government Secondary School, Kafanchan
41. Government Secondary School, Manchok
42. Government Secondary School, Kagoro (Junior)

43. Government Secondary School, Fadan Kagoma
44. Government Secondary School, Ungwa Rimi Kaje
45. Government Secondary School, Nok
46. Government Secondary School, Makin Kogi Kaninko
47. Government Secondary School, Ungwan Fari
48. Government Secondary School, Ankung
49. Government Secondary School, Sab – Zuro Kwoi
50. Government College, Kagoro
51. Government Secondary School, Kawo (Junior)
52. Government Secondary School, Ung / Mua'zu
53. Government Secondary School, Doka
54. Sardauna Memorial College, Kaduna (Senior)
55. Government Secondary School, Rigasa
56. Rimi College, Kaduna (Senior)
57. Government College, Kaduna (Senior)
58. Government Secondary School, Jaban Kogo
59. Government Secondary School, Gumel
60. Government Secondary School, Sabon – Sarki
61. Government Junior Secondary School, Nasa Kachia
62. Government Secondary School, Kachia (Senior)
63. Government Secondary School, Asso
64. Government Secondary School, Godogodo
65. Government Junior Secondary School, Abu

66. Government Junior Secondary School, Sabon Gida
67. Government Junior Secondary School, Kagom River

MINISTRY OF EDUCATION, OYO STATE
LIST OF SOME POST – PRIMARY SCHOOLS

1. Adifasez High School, Apata
2. African Church Grammar School, Apata
3. Baptist Secondary Grammar School, Apata
4. Baptist Grammar School, Idi – Ishin
5. Celestial Church High School, Oke – Ado
6. Community Grammar School, Ring Road
7. A.U.D. High School, Oke – Ado
8. Government College, Ibadan
9. Ibadan Boys High School
10. Oluyeloe Extension High School
11. Oke Ado High School, Oke Ado
12. Oluyole High School, Ring Road
13. Urban Day Grammar School, Ring Road
14. Adekile Goodwill Grammar School
15. Adelagun Memorial Grammar School, Odinjo
16. Anglican Grammar School, Molete
17. Aperin Oniyere Community Grammar School
18. Community Grammar School, Kudeti
19. Ibadan City Academy
20. Ibadan Grammar School
21. Methodist Secondary School, Elekuro

22. St. David's High School
23. Eleyele Secondary School
24. Jericho High School
25. Urban Day Secondary School
26. Army Barrack's Grammar School, Iwo Road
27. Basorun High School, Bode Wasimi
28. Holy Trinity Grammar School, Agbala
29. Loyola College, Old Ife Road
30. Oke Badan High School
31. Olubadan High School, Orita Aperin
32. Abadina College, U.I.
33. Anglican Grammar School, Oritamefa
34. Basorun / Ojoo High School
35. Bishop Onabanjo High School
36. Community Grammar School, Mokola
37. Immanuel College, U.I.
38. Ikolaba Grammar School
39. Methodist Grammar School, Bodija
40. Mount Olivet Grammar School
41. Oba Akinbiyi School, Mokola
42. Oba Akinyele High School, Basorun
43. St. Gabriel's Grammar School, Mokola
44. St Louis Grammar School, Basorun

45. United Secondary School, Ijokodo

MINISTRY OF EDUCATION, BAUCHI STATE

LIST OF SOME POST – PRIMARY SCHOOLS

1. Government Comprehensive Secondary School, Bauchi
2. Government Day Secondary School (Far Idi), Bauchi
3. Government Day Secondary School (Barracks), Bauchi
4. Command Secondary School, Bauchi
5. Kofar Wambai Secondary School, Bauchi
6. Jahun J.S.S. Bauchi
7. General Hassan Secondary School, Bauchi
8. Unity Government Girls' Secondary School, Bauchi
9. G.D.S.S. Yelwa Tudun Bauchi
10. Bayara G.D.S.S. Bauchi
11. G.D.S.S. L / Katagun
12. J.S.S. Luda
13. G.D.S.S. Dass
14. G.D.S.S. Dass
15. G.G.S.S. T / Balewa
16. G.D.S.S. T / Balewa
17. V.T.C. Bauchi
18. V.T.C. T / Balewa
19. G.S.S. Bogoro
20. G.D.S.S. Boi
21. G.D.S.S. Lere

22. G.D.S.S. Boto
23. J.S.S. Dull
24. G.S.S. Darazo
25. G.G.S.S. Nabodo
26. G.S.S. Toro
27. G.D.S.S. T / Fulani
28. Government College (Special), Toro
29. G.D.S.S. Alkaleri
30. G.D.S.S. Alkaleri
31. G.D.S.S. Kurfi
32. J.S.S. Bara
33. J.S.S. Mainamaji
34. G.S.S. Ddgurri
35. J.S.S. Futuk
36. G.G.S.S. (Special) Kafuri
37. G.G.S.S. (Special) Madaki
38. G.G.S.S. Ningi
39. G.S.S. Ningi
40. G.D.S.S. Sooro
41. J.S.S.konkiyal / Gabaru
42. G.D.S.S. Sade
43. J.S.S. Lanzai
44. G.S.S. Misau

45. G.C.D.S.S. Misau
46. G.G.S.S. Yana
47. G.G.S.S. Chinade
48. J.S.S. Yana
49. J.S.S. Shira
50. G.D.S.S. Dambam
51. G.S.S. Daganda
52. J.S.S. Jalem
53. G.D.S.S. Gaida
54. G.C.D.S.S. Azare
55. G.G.S.S. Azere
56. G.D.S.S. Azare
57. G.S.S. (Special) Azere
58. G.S.S. Jamaiare
59. G.D.S.S. Jamaiare
60. V.T.C. Jamaiare
61. V.T.C. Azere
62. V.T.C. Banchi
63. V.T.C. Kafin Madaki
64. V.T.C. Gamawa
65. G.S.S. Katagun
66. G.D.S.S. Itas
67. G.S.S. Disina

68. Technical College Gadan
69. Technical College Gumau
70. J.S.S. Miya
71. Community Secondary School Sanya
72. Islamic Secondary School Gaman
73. Community Gori
74. Community Secondary School Gokaru
75. Community Secondary School Pali

MINISTRY OF EDUCATION

LIST OF SOME POST – PRIMARY SCHOOLS IN RIVERS STATE

1. Government Secondary School, Harbour Road, Port Harcourt
2. Baptist High School, Port Harcourt
3. Holy Rosary College, Port Harcourt
4. Community Secondary School Nkpolu Oroworukpo Port Harcourt
5. Okirika Grammar School Okrika
6. Community Grammar School, Ikware
7. Government Secondary School Borokin
8. G S S Comprehensive Secondary School Port Harcourt
9. Enitonna High School Port Harcourt
10. Kalabari National College, Buguma
11. Federal Government College Port Harcourt
12. Federal Government College Abuloma
13. Ojims College Port Harcourt
14. Community Secondary School Abuloma Port Harcourt
15. Victory Special Secondary Rumam Port Harcourt
16. Brained Secondary School Rumukoro Port Harcourt
17. Lake Wood International Secondary School Oyingbo Port Harcourt

MINISTRY OF EDUCATION, ENUGU STATE

LIST OF SOME SECONDARY SCHOOLS IN ENUGU STATE

1. Model Secondary School, Nsukka
2. St. Theresa's College, Nsukka
3. Nsukka High School, Nsukka
4. Queen Of The Rosary School, Nsukka
5. St. Cyprain's Special Science School, Nsukka
6. St. Cyprain's Girls' Secondary School, Nsukka
7. Urban Girls' Secondary School, Nsukka
8. Community Secondary School, Isienu, Nsukka
9. Government Technical College, Nsukka
10. Nru Boys Secondary School, Nsukka
11. Community Secondary School, Abbi – Ugbene
12. Community Secondary School, Nimbo
13. Nrobo High School, Nrobo
14. Community Secondary School, Adani
15. Community Secondary School Igga
16. Community Secondary School, Ogurugu
17. Attah Memorial Secondaryschool, Adaba
18. Community Secondary School, Adaba Nkpologu
19. Community Secondary School, Obukpa
20. Community Secondary School, Okpuje
21. Community Secondary School, Iheaka

22. Community Secondary School, Obollo – Afor
23. Queen Secondary School, Enugu
24. Boys Secondary School, Awkunaw, Enugu
25. Federal Government College, Enugu
26. Federal Government College, Lejja
27. G.T.C. Enugu
28. Girls Secondary School, Idaw River, Enugu
29. Boys Secondary School, Nike
30. Army Day Secondary School, Enugu
31. U.N.N. Secondary School, Nsukka
32. Orba Boys Secondary School, Orba
33. Umabo Secondary School, Eha Alumona
34. Opi High School, Opi

MINISTRY OF EDUCATION, BENUE STATE

LIST OF SOME POST – PRIMARY SCHOOLS

1. Government Secondary School, Otukpo
2. St. Francis College, Otukpo
3. Government Comprehensive Secondary School, Ugbokpo
4. Government Secondary School, Ulayi
5. Government Secondary School, Agila
6. Methodist High School, Igumale
7. Government Secondary School, Okpoga
8. Government Secondary School, Otukpa
9. Emmanuel Secondary School, Ugbokolo
10. Mt. St. Gabriel, Makurdi
11. Government College, Makurdi
12. Government Day Secondary School, Makurdi
13. Ogin – Oko Memorial College, Makurdi
14. Government Secondary School, Ikachi
15. Government Secondary School, Naka
16. Government Secondary School, Ikpayongo
17. St. Anne's Secondary School, Otukpo
18. Government Commercial Secondary School, Atilo
19. Holy Rosary College, Adoka
20. Government Secondary School, Obagaji
21. Jesus College, Otukpo

22. Edigwuiye Memorial College, Onokam
23. Massau Community Secondary School, Taraku
24. Mt. St. Michael Secondary School, Makurdi
25. Tilly Gyando Secondary School, Makurdi
26. Government College, Katsina – Ala
27. Queen’s College, Gboko
28. Government Secondary School, Gboko
29. Brisco Secondary School, Gboko
30. Government Secondary School, Wanune
31. St. Patrick Secondary School, Adikpo
32. Holy Rosary Secondary School, Gboko
33. Federal Girls’ College, Gboko
34. Ujor Memorial Secondary School, Otukpo
35. Community Secondary School, Otobi
36. Community Secondary School, Upu – Icho
37. St. Joseph’s Secondary School, Apa
38. Government Secondary School, Api
39. Mbanua Secondary School, Ihugh Vandeikiya
40. Government Day Secondary School, Otukpo
41. St. John’s Secondary School, Amoke
42. St. Monica’s College, Otukpo
43. Nichohilson Commercial Secondary School, Otukpo
44. St. Paul’s Secondary School, Otukpo

45. Federal Technical College, Otukpo
46. Federal Government College, Otobi
47. Methodist High School, Igah – Okpaya
48. Achema Memorial College, Igah – Okpaya
49. Wesley High School, Otukpo
50. Otukpo Community College, Otukpo
51. Government Secondary School, Tsar
52. N.K.S.T. Secondary School, Vandeikya
53. G.S.S. Lessel
54. G.S.S. Alu
55. G.S.S Ushongo
56. Adikpo Comprehensive College, Adikpo
57. N.K.S.T. Secondary School, Jato – Aka
58. Methodist High School, Oiji
59. St. Andrew’s Secondary School, Adikpo
60. Government Secondary School, Afia
61. N.K.S.T. Secondary School, Z / Biam
62. G.S.S. Korinya

APPENDIX X

LIST OF SOME SOCIAL STUDIES CONCEPTS

- i. Power
- ii. Authority
- iii. Influence
- iv. Democracy
- v. Political culture
- vi. Power Socialization
- vii. Political participation
- viii. Citizenship
- ix. Sovereignty
- x. Honesty
- xi. Loyalty.

SOCIAL STUDIES CONCEPTS

DEPENDENT VARIABLE A	INDEPENDENT VARIABLE B	
1. Political Awareness	Cognitive domain	Knowledge
Social Studies	Affective domain	Values / attitudes
Political culture	Psychomotor domain	Skills
Political Socialization		
Citizenship		

Political participation Democracy		
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