A COMPARISON OF CONSTITUTIONAL AWARENESS OF THE JUNIOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS IN KATSINA STATE

BY

UMAR SAIDU

M.ED. CURRICULUM & INSTRUCTION (SOCIAL STUDIES)

DEPARTMENT OF EDUCATION AHMADU BELLO UNIVERSITY

ZARIA

J U N E , 1 9 9 5

DECLARATION

I hereby declare that this Thesis has been produced by me. Its topic has not been presented on any previous application for higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of references.

UMAR, Saidu

CERTIFICATION

This Thesis report entitled "A COMPARISION OF CONSTITUTION AWARENESS OF THE JUNIOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS IN KATSINA STATE" by UMAR, Sa'idu meets the regulations governing the award of Master of Education in Curriculum and Instruction (Social Studies) of the Ahmadu Bello University, and it is approved for its contribution to knowledge and literary presentation.

Dr. A.Y. Abdulkareem / Date
Chairman, Supervisory Committee.

Dr. B.N. Danladi Date
Member, Supervisory Committee

Dr. M. Musa Date
Member, Supervisory Committee

Dr. I. U. Jahun Date
Head of Department.

Dean, Postgraduate School Date

DEDICATION

Dedicated to Mallam Umar Obagaofin and Madam Mariat Umar who struggled to sacrifice for my education. And to Mrs. Rizzykat Umar for morally and financially supporting what I am today.

To Abdul-Rahman, Maryam, Yusuf and Abubakar whom I wish a better future.

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ABSTRACT

There was need to find out the level of performance of social studies in constitutional matters, in the area of the extent of coverage of the national constitution in the social studies curriculum and the understanding of the students. This was answer to the call of the former President of the Federal Republic of Nigeria, General Ibrahim Babangida for the establishment of another school subject to be called citizenship education in the school system. The new subject has objectives very close to those of social studies and the researcher believes could be incorporated into the social studies curriculum.

The study reviewed both the social studies curriculum and the constitution of the Federal Republic of Nigeria to see the extent the former covers the latter. It was, however, discovered that the coverage was not much. Considered studies by Gross (1977), Henning (1973) and Naylor (1977) have all agreed on the importance of constitutional and law focused studios in the secondary schools.

The studies used the Katsina State Social Studies students of Junior Secondary Three, both in the rural boarding and urban boarding school settings. The study used a sample size of 637 students, 412 urban and 225 rural students.

A validated teacher-made check-list test was the sole instrument of the study. Five null hypotheses were tested using t-test and chi-square statistical techniques. It was found that the general awareness level of Nigerian constitutional

matters by junior secondary school students was encouraging. All the five postulated null hypotheses were rejected as the mean score difference was found to be statistically significant at the probability level of P .05, But the junior secondary school social studies students at the urban boarding schools performed better than the rural boarding schools.

The study concluded with a call for an immediate review of the Social Studies Curriculum at the Junior Secondary School level and serious attention is paid to the rural schools to equalize then with the urban schools to give the students equal educational opportunity.

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ABBREVIATIONS AND DEFINITION OF TERMS

Abbreviation

ATC	-	Arabic Teachers' College.
GGSS	-	Government Girls' Secondary School.
GRBSS	-	Government Rural Boarding School.
GSS	-	Government Secondary School.
JSS	-	Junior Secondary School.
KTC	-	Katsina Teachers' College.
NPE	-	National Policy on Education.
NTI	-	National Teachers' Institute.
TANU	-	Tanganyika African National Union.
TC	-	Teachers' College.
USA	-	United States of America.
WATC	-	Women Arabic Teachers' College.
WTC	-	Women Teachers' College.

Definition of Terms

Citizenship: In this study, citizenship refers to the inhabitant of a State that is actively involved in political life.

Constitutional Awareness: This is used to describe the knowledge acquired by citizens in their society about their fixed customs, traditions and rules.

Constitution: In this study, constitution means a code of rules which govern the allocations of functions powers and duties among the various governmental agencies and their citizens.

Democracy: Government which encourages and allows rights of citizenship such as freedom, of speech, opinion and association. (Hornby: 229)

Political Orientation: This is used here to mean the political perception, through which students relate with political objects.

Rural Area: A rural area is described in this study as a predominantly agricultural population with low population density and lacking in the basic amminities and infrastructures.

Social Studies Curriculum: The definition of social studies curriculum as used in this study embraces the total content of social studies that are offered to learners underthe control of a school

Urban Area: Refers to cities and other densely settled areas with Social amenities like electricity, pipe borne water, hospital, post office and educational facilities.

Chapter 1

THE PROBLEM

1.1 Introduction

The emphasis of social studies in Nigeria is the production of informed, rational, participative, reflective and functional actors who would view their world from a compartmentalized frame of reference. Therefore, social studies education has a role to play in getting Nigerian constitutional contents imparted to the citizens right from their young age. It is a common knowledge that one of the most important objectives of social studies is to create an awareness and an understanding of the evolving social and physical environment as a whole. Also social studies is to ensure the acquisition of relevant knowledge which can be an essential pre-requiaite to personal development as well as to positive personal contribution to the betterment of a society.

From the above statements, it is prominent to place more emphasis on the need to include the constitutional contents in the social studies curriculum at the JSS level and the consequent effective teaching of the constitutional matters. A well equipped professional social studies teacher will adequately inform the learners of their civic rights and responsibilities, as well as their corresponding duties to the nation. The learner in social studies should understand that for a society to survive, its members must be problem solving and innovation minded individuals. This points to the fact that social studies seeks to influence the behaviour of the citizens to the advantage of the society.

These, being the expectations of social studies, are obvious that when it is properly and effectively imparted into the learners, the subject is capable of erasing fear and suspicion from the minds of the learners. This, in turn, will go along way to bring about harmonious living in the Nigerian society and resulting in a more stable constitution. Moreover, if members of the society become aware of their constitutional rights and duties, and are prepared to defend such principles, they would be able to play the game of politics according to the rules and thus allaying the fear of domination.

In other words, social studies has every potential to integrate the various groups in the country with the resultant stable constitution as well as the Nigerian society in general. Because citizenship education remains a major purpose of schools, and social studies has a unique responsibility for helping schools satisfy this purpose. The 6-3-3-4- system of education made this view more popular with the emergence National Policy on Education (1981), which stated that the need to prepare the future generation of Nigerians for democracy since early 1980s and the inclusion of theme like "Civic Right and Responsibility" and "Human Right Education" in the Junior Secondary School social studies curriculum vindicates this claim (CESAC, 1985).

Similarly, when citizens are better informed and are prepared to defend their rights, unreasonable military intervention and selfish changes in the constitution will surely be resisted with the resultant stable constitution. Well informed citizens will

always want to block all loop holes and flaws in the constitution and this will aid any constitution to be stable. If we can effectively inculcate positive attitudes and appropriate values of honesty, integrity, hardwork, fairness, justice, and togetherness for the development of our nation as intended in social studies, there would be no need for constitutional manipulation calling for constant revision and change.

Despite the role of social studies education towards understanding of constitutional matters, there is no normal Nigerian citizen who would not place unquantifiable value on the constitutional awareness which essentially enable citizens to enjoy a desired social order. And it is well-know that social studies education appreciates desirable and socially approved values such as right to life. The right type of Nigerians we desire and deserve, are those who will protect, enhance, and defend the constitutional objectives for the survival, well being of the citizens and the nation at large.

The need for people knowing their fundamental rights in a rapidly democratizing milieu cannot be underscored. The constitution of the Federal Republic of Nigeria 1989, chapter II section 15 and sub-section (1 and 2) state thus:

> The Federal Republic of Nigeria shall be a state based on the principles of democracy and social justice. Sovereignty belongs to the people of Nigeria from whom government through this constitution derives all its power and authority; the security and welfare of the people shall be the primary purpose and responsibility of the government,

the participation by people in the government shall be ensured in accordance with the provision of this constitution.

The entrenchment of such powerful statements as the fundamental objectives and directive principles of the state policy in the constitution equally butresses the need to educate the citizens on the fundamental constitutional issues to as much as (95 to 99 percent) mastery levels in the secondary schools.

Therefore, social studies education through its objectives helps individuals to look for ways of solving his problems. Some of the problems and vices which prompted its introduction into our educational system include the problem of unity, peaceful co-existence among the different ethnic and religious groups, national consciousness, self-awareness, self-discipline, self-reliance, dishonesty, sectionalism, bribery, corruption, stealing, arm robbery, assassination, kidnapping and many others. These problems are seen in relation to the goals the society has set for itself.

A report in The Guardian, (1992:9) showed that Nigerian citizens are not matured politically. They rig election by ways of writing ghost names on the voters' list, names of people long dead as well as real people who were corruptly induced to stand by as members of the qualified voters. It is also on record that most elections lead to looting and destruction of property and life. The truism is that Nigerians, nationally speaking, are predominantly illiterate, poor and ignorant with the result that their constitutional rights are enchroached upon. Fafunwa (1991), rightly put it that "the younger generation and most Nigerians are indisciplined, and unaware of their rights and obligations under the constitution". It is in realization of the above that

democracy which is the bedrock of Nigeria constitution should be achieved through the provision of educational opportunities for the wise utilization of human and material resources for national development.

Ostheiner (1973) wrote that the development of Nigerian constitution was hindered by educational decentralization. The educational gap that ensued determined the pace of development in Nigeria. Schools have not tried enough to even teach citizenship education. There is probably the assumption that constitutional awareness of the students would be achieved by mere anticipatory role playing in structural activities instead of formal and manifest teaching content. This situation disregards the fact that the school curriculum is effective in transmitting constitutional awareness and that classroom climate, students participation in school activities and the general school organizational climate promote the development of political attitudes. Almond and Verba (1965) in their work indicated the fact that manifest constitutional education increases an individual's sense of political competence, although this would depend on the content of the curriculum.

By implication, one can argue that Nigerian school system can be used as a bedrock of the process of developing a virile Nigerian political culture and national consciousness through the process of politial socialization. This also suggests that other variables, such as evolution of a constitutional conscious elite, the evolution and impact of new ideas from within and without the nation, political growth either of an evolutionary or a revolutionary nature, the effort of the various Nigerian governments and other socio-historical forces within the Nigerian society are important in helping to create and to develop a virile constitutional awareness of the Nigerian school children. It is

this motivating factors that has led to this present study of comparing the constitutional awareness of the Junior Secondary School social studies students in Katsina State of Nigeria.

1.2 Statement of the Problem

This study will compare the constitutional awareness of schbol children at JSS level of education. Particularly the study will try to address the following questions:

(1) Do male students have constitutional awareness than female students in Katsina State?

(2) Do students in urban centres have constitutional awareness than rural students in Katsina State?

(3) Do male students in urban centres have constitutional awareness than male students in rural areas?

(4) Do female students in urban centres have constitutional awareness than female student in rural areas?

1.3. Hypothesis

HQ_1 There is no significant difference between the constitutional awareness of students of urban and rural areas.

HQ_2 There is no significant difference between the constitutional awareness of male and female students.

HQ_3 There is no significant difference between the constitutional awareness of male students in urban centres and male students in rural areas.

HQ There is no significant differeence between the constitutional awareness of female students in urban centres and female students in rural areas.

HQ There is no significant difference between the observed constitutional awareness and that of what is expected.

1.4 Assumptions

The study will be based on the following assumptions:

1. That students have the knowledge of the constitution through social studies education.
2. That the Nigerian school system serves as a potent agent of constitutional awareness.
3. That the statement in the questionnaire are worded in such away that student will objectively respond to them.

1.5 Purpose of the Study

The purpose of this study is to address the following issues:

1. To find out the awareness of Junior Secondary School Students in constitutional matters, in the areas of the extent of coverage of the national constitution in the JSS social studies curriculum.
2. To identify some of the fundamental constitutional issues that require special attention in the social studies curriculum at the JSS level.

3. To suggest practical ways of assisting students at JSS level toward achieving constitutional awareness as spelt out in the National Policy on Education objectives.

1.6 Significance of the Study

This is an exploratory study that will compare the constitutional awareness of Nigerian school children at the JSS level of education in Katsina State. This reason alone could make the study a useful one to Nigerian educators who have been concerned with promoting good citizenship among school children. Apart from this, the study is also of particular importance because of the children whose constitutional awareness and political development were being compared. These children will obviously grow to become the youths and future leaders of the Nigerian society. A comparison of level of constitutional awareness, knowledge, feelings, judgement and growth should be of particular benefit to the Nigerian political system. This is so because these children might, in the course of time, become the instrument of political development and political change.

At the same time, the present study will be useful in helping one to measure the constitutional awareness and political position of Nigerian school children in the cognitive domain, since this is relevant to the adult political behaviour of these children.

It is significant that education today needs to be properly appraised in order to enable the individual partake in the social, economic and political activities going on in his or her society with any undue reference to educational disparity. Also, the ability of the child to

achieve the constitutional awareness in the school is of immense importance to both the individual and the society in general.

Finally, there are other variables that exert some degree of influence on the students' achievement of national consciousness beyond the location and gender which the teacher must handle. And it must be mentioned that this study has a good deal of curricular and political implications which makes it important to policy makers and educational administrators in Nigeria. This study will also review both the social studies curriculum and constitution of the Federal Republic of Nigeria to see the extent the former covers the latter.

1.7 The Scope and Limitation of the Study

The statement of the problem of this study has implied its scope. It is intended to compare the [illegible] constitutional awareness of the Junior Secondary School social studies students in Katsina State.

Also the scope of this research work covers the following areas of investigation:

(i) Urban and rural boarding secondary school students who offer social studies as a subject in JSS III level of education.

(ii) Males and female students in the above described schools.

(iii) The influence of school location and sex difference on students' constitutional awareness.

(iv) Six hundred and thirty-seven social studies students in this study were selected through stratified random sampling.

This research work is limited to the following Educational Zones: (Daura, Dutsin-Ma, Katsina and Malumfashi) of Katsina State. The

geographical location, political and other educational factors are responsible for this limitation.

Besides, inadequate funds and time, to cover the present thirty (30) State that make up Nigeria are also limiting factors.

1.8 Summary

This chapter has stated the problem of this study. The central problem of this study is to compare the constitutional awareness of the Junior Scondary School students in Katsina State of Nigeria.

The major null hypothesis for the study is that there is no significant difference between the constitutional awareness of student of urban and rural areas comprising males and females in Katsina State. The variables identified for the study have location and gender influence on constitutional awareness through the learning of social studies.

The significance of this study lies in the fact that the children whose constitutional awareness were being compared will obviously grow to become the youths and future leaders of the Nigerian society.

It is expected that the finding derived from this study would contribute toward the development of the students' national consciousness. Furthermore, it is expected that the findings obtained from this study will contribute towards improving social studies curriculum at the Junior Secondary School level of education.

Finally, it will serve as an addition to the knowledge already acquired from the study of students' constitutional awareness in the Junior Secondary Schools in the other parts of Nigeria. And the scope is limited to twenty-eight rural and urban boarding schools in four educational zones of Katsina State because of inadequate funds.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this study, related literature in Nigeria and elsewhere were reviewed. The first phase of this chapter attempted to review the theoretical studies which include studies on the meaning, nature and scope of social studies. It also included review of the meaning of constitution. Furthermore, this chapter attempted to review what others say about constitutional studies and comparative studies of constitutional development in some selected countries and Nigeria. In the last parts, the review of social studies and the constitution and the review of the national consciousness. And finally, the review of empirical studies on constitutional development in Nigeria and elsewhere was carried out.

2.2 What is Social Studies

Many have wondered what social studies really is, but like the concept of the philosophy of education itself, social studies is an interdisciplinary approach to the study of human beings in group inter-relation with both their social and physical environment.

Okobiah (1984) sees social studies as the study of human relationship which aims at producing citizens with skills, competences, morals, values and reasoned judgement to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society.

The National Policy on Education (1981 pp. 5, 7 and 8) stated that the philosophy of Nigerian education which agreed with social studies concept has to be geared towards "selfrealization, better human

relationship, individual and national efficiency, effective citizenships, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress". From the above analysis, it can be drawn that in any society of the world, the controlling instrument of interactions and inter-relations of man is the constitution written or unwritten.

DuBey et. al. (1977) define social studies as a process of education which utilizes the study of human life for the purpose of giving children and adult the opportunity to practise solving individual and societal problems. This includes the transmission of attitudes, knowledge, and skills which will enable students to have the right perception of themselves and the society in general. This will further help them to make rational decisions and become responsible citizens.

The Nigeria Educational Research and Development Council (N.E.R.D.C.) asserts that social studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education. This assertion is based on the fact that the overriding purpose of social studies is citizenship education and has the basic objective to achieve good citizenship through knowledge, skills, values, beliefs and social participations. It further states that it helps the students to examine and understand his physical and human environment in order to behave as a responsible student.

The scope of social studies which can vary from one level to another, covers the study of man and all environmental attributes including Nigeria's relations and interaction with other countries of the world.

Social studies programmes include knowledge, concepts, attitudes and values drawn from history, geography, sociology, anthropology, among others. Therefore, according to Onyabe (1979:1) for a social studies programme to be effective, it must be geared towards achieving four main objectives:

(a) Knowledge: This will concern the past, present and future condition of man.

(b) Basic Skills: These are those skills necessary to gather and process information,

(c) Values and beliefs.

(d) Social Participation: This involves the application of knowledge through active participation.

It can be inferred from the fore-going discussion that the major objectives of social studies are to develop in the students the ability to make meaningful rational decisions geared towards solving individual and societal problems and to participate intelligently in social actions. But it will be important to note that the students intelligent participation in social actions depends to a large extent on his openess to the study of social studies.

In the light of these laudable and eluminating definitions of social studies, the researcher defines social studies from the point of view of the goals and purpose of social studies education. To this end, the subject is seen as a citizenship education. This is because social studies prepares the students for responsible citizenship by equipping them with the necessary knowledge and understanding, values,

attitudes and skills that will not only aid them in understanding their environment but also in taking rational decisions.

Given these various definitions and stated objectives of social studies, what remains is to determine to what extent the social studies covers the constitutional awareness of the Junior Secondary school students. This makes this study very relevant because it is a kind of comparison of level of constitutional awareness of the social studies students.

2.3 The Meaning of Constitution

According to the Oxford Advanced Learners' Dictionary of Current English, constitution is defined as "system of government, law and principles according to which a state is governed" (Hornby, 1981). In 1792, Arthur Young mentioned with contempt the French notion of a constitution, which he says, "is a new term they have adopted; and which they use as if a constitution was a pudding to be made by a receipt". To Thomas Paine, writing at the same time, the recent American written constitutions are "to liberty, what a grammar is to language'. In another place, speaking of constitution in general, he says, "A constitution is not the act of a government but of a people constituting a government, and a government without a constitution is power without right" (Paine, 1947:302-303).

Bolingbroke (1733) said, "By constitution, it refers to the assemblage of laws, institutions, and customs derived from certain fixed principles of reason, directed to certain fixed objects of public good, that compose the general system, according to which the community has agreed to be governed".

And according to Encyclopaedia Britanica, "Constitution is a body of rules governing the affairs of an organized group" (vol. 5, p.84). Invariably, by definition, the rules spelt out in the constitution are considered to be basic, in the sense that all other rules must conform with its provision.

Aristotle (384-322 B.C.) recognised various kinds of constitution. He classified them "as good or perverted depending upon the ability of any particular system to achieve justice through rule, in the common interest by person chosen for their ability". And to Nwabueze (1973), "a constitution is a formal document having the force of law, by which a society organizes a government for itself, defines and limits its powers, and prescribes the relations of its various organs inter se, and with the citizen".

In the light of the above laudable definitions of constitution, the researcher sees constitution as the basic law and fundamental charter of the land. Also a country's structure of government, which prescribe the norms and procedure of political activity and lay down the form for enforcing and revising the provisions within it. In other word constitution are the set of laws and customs which determine how government shall function and providing for the rights and duties of the citizens of the country.

2.3.1 History of Constitutional Development in Britain

Stewart (1975:25-26) defined the British constitution as the set of laws and customs which determine how the government of Britain shall be chosen and changed, what persons shall carry out the various duties of government, and what their power shall be. The main feature of the British constitution is that parliament is sovereign. Whereas, Nigeria definition of constitution stated that "it is a document setting out the laws which control the workings of a government while at the same time providing for the rights and duties of the citizens" Oyeneye (1986, p.3). From the above, definitions, both countries view the concept of constitution from the same angle. While the constitution of Nigeria focuses on presidential system of government, the British constitution follows parliamentary system.

It is commonly said that Great Britain has no written constitution. This is not completely true, for parts of the British constitution are written. "It is more correct to say that the British constitution does not consist of a single document but is rather a centuries-old collection of common law, historic charters, acts passed by parliament, and, most importantly, just plain custom". (Michael, 1986). While the historical constitutional development of Nigeria has evolved written form far back to 1922, standard written constitution adopted in Nigeria started in 1960 and substantial modification had been on up till 1989 version. In comparison with the eclectic quality of the British constitution, Nigeria constitution is the centre of government functioning, law and right of the citizens. Whereas the British constitution is flexible, with no

single written document to refer to, and so nothing can be declared, "unconstitutional". For instance, parliament or, the House of Common can pass any law it likes. So this makes the British political system grow and change over time without suffering a systematic crisis.

Restraints or limitations on government power have been a feature of British politics for some time. Effective restraints an political power are synonymous with the concept of constitutionalism. For Britain, long has been said to have an unwritten constitution. Since Nigeria has written constitution, restraint can only be enforced through legal authority.

From the above historical development of British constitution, the major features of the constitutions are compared with what are obtainable in Nigerian constitution, as follows:

(a) Liberty of the Citizen: The rule of law prevails in Britain. This means that the government is not above the law. All citizens are equal before the law. This feature is equally stated in the Nigerian constitution. Therefore, the British constitution and Nigerian reflect the same rule of law.

(b) Democracy: The British constitution is concerned not so much with seeing that citizens' right to fair treatment is not transgressed, as it is with providing an opportunity for them to participate in authoritative decision making. Nigerian constitution is also based on equal right for all citizens irrespective of sex, or place of birth.

(b) Parliamentary Supremacy: The ultimate legal authority in Britain is parliament since parliament can alter the constitution at will, its action never can be declared unconstitutional by any court in the land. All acts of parliament are legally valid. Whereas the constitution of Nigeria vested power on the legislative executive and judicial arms of the government. So there is division of power.

(c) Constitutional Monarchy: The British constitution does not create room for autocractic system. The British monarchy is constitutionally restrained. Since the rule of law prevails and parliament holds final power. Whereas the Nigerian constitution does not recognise monarchy and so the presidential system has no room for monarchical rule. The power is based in the National Assembly for ratification.

(e) Unitary Government: Britain which operates parliamentary system of government is not a federal system. The local government units owe their power and existence to parliament, which can alter them at will. Whereas, Nigeria operates presidential system of government with federal system. The constitution empowers three tiers of government which operates independent of other. The local government, the state and the federal at the centre.

(f) Parliamentary Government/Cabinet Government: Britain has a fusion, rather than a separation of powers. The executive structure are not separated from the legislature, but in their origin and maintenance are interwined with it. Parliamentary supremacy implies the existence of a dependent rather than an autonomous executive.

The cabinet has served as something of a buffer or mediator between the ruler and those political leaders empowered to make authoritative rules for the society. Compared with Nigerian system, where the power is separated between the executive, legislative and the judiciary. This shows that any clause in the constitution is explained by the judiciary. The legislative makes law and the executive signs the law into power.

(g) Party Government: The life of British cabinet was much more tenuous since political groups were based on personal attachment rather than party loyalty. This is the same with Nigeria situation.

In the light of the above laudable constitutional comparison between Britain and Nigeria, both has some constitutional similarities among which are liberty of the citizens, democracy, and party government. And in some cases, there are differences in areas of parliamentary supremacy, unitary government, constitutional monarchy among others. This is because the system of government adopted by Britain is parliamentary and Nigeria goes presidential.

2.3.2 History of Constitutional Development in America

According to Levine and Cornwell, Jn. (1975:1) the Unite States' constitution is the core of the overall America political system, for constitution lays out the basic structural and functional arrangement that determine the operations of the executive, legislative and the judiciary branches. They analysed that the constitutional system provides the frame-work within which the operations of government have

their being. Today the constitution of Nigeria has many similarities with that of United States, because the Nigerian constitution is almost a carbon copy of American constitution. This is so, because when parliamentary system enforced on Nigeria by the British government failed, Nigerians decided to opt for presidential system of government.

Through history, the American constitution represented a giant leap forward in humanity's effort to create a political structure that would be sufficiently stable to serve society while having safeguards to preclude the individual's domination by government. In conformity, Nigerian constitution is also structured to create political stability and serve society and at the same time safeguard individual's domination by government. For instance in 1787, United States saw the needs of society at the convention far different from the manner they are today. American politicians rather than thinking in the terms of what government could do for the people, as in contemporary society, the framers of the constitution were more concerned with protecting property rights against mob action or the excesses of existing government.

It has often been asserted that the United States has a written constitution, this is true only in the sense that in United States, there is a formal document called the constitution, whereas there is also formal document in Nigeria, only that it is not functioning as in America since military ruling dominates the government. But many important aspects of the American constitution are wholly unwritten.

Americans believe that one of the most important ways of ensuring that government will remain limited and nontyrannical is to separate the power of government into three branches - executive, legislative and

judiciary. The American constitution requires that no person can be in more than one branch at the same time. Furthermore, each branch in theory is coequal with the others and performs specific functions within the confines of its own jurisdiction. In comparison with the constitutional separation of power, Nigeria also separates power into executive, legislative and judicial. But each one functions independent of the other and their power are stipulated constitutionally according to their hierachy. This shows that Nigeria and America are practising the same system of government and having identical frame of constitution.

In comparison, Americans used to having a formal constitution with a Bill of Rights, the Nigerian constitution in practice may not seem to offer much protection for basic liberties. Because the Nigerian constitution which is the guide of National Assembly, can amend the constitution at will the same way as it passes any regular legislation. In Nigeria, the political culture long has provided support for favouring fair play and justice.

In summary, the American political system is an interlocking network of stresses and strains, centripetal and centrifugal forces, traditional and radical cultures. The constitution holds this complicated web together. The American people look to the constitution for their source of authority. It is by no mere chance that today's proponents and opponents of minority and radical groups both point to the constitution to substantiate their claims. While the constitution of Nigeria has long been mixed with decrees in the running of government. Therefore, the Nigerian constitution is handicapped in the day-to-day functions of the government.

2.3.3 History of Constitutional Development in Russia

In 1900, Russia was a stronghold of absolutism. By contrast, the evolution of Nigeria as a nation started with the democratic system in different issolated ethnic groups. From record, it is a common knowledge that the existing various groups were interacting with one another through trades, religious practices and inter-marriage. The end result was that some groups had learnt the language of other groups paving ways for an emerging nation.

Through history, the Russia and Nigeria has different governmental system. This might be due to socio-cultural set-up of each country. Nigeria which grew to a nationhood as a result of British colonization. Whereas Russia has been struggling among the countries who made impact in the world political system.

Thus, according to Dragnish and Rasmussen (1978), the political activities among Russian citizens were limited in 1900, a political ferment was in the making. The political movements which could function openly, and which, therefore, were not regarded as a threat to the government, were few. There was an intelligentsia-led revolutionary group that sought to enlist the support of the peasantry by going to the people. This movement started in 1870. And much to their dismay, they could not arouse the people's pent-up revolution.

These failures tended to turn many of the youthful revolutionaries toward more and more direct action. The result was a spilt, out of which two rival organizations emerged, the terroristic Navodnaya Volya (the people's will) and the anti-terrorist Chernyi Peredal (the black partition), a defender of the Navodniki tradition. One of

the great movers in the Chernyi Peredal was George Plekhanov, who was to become one of the leading Russian Marxist theoreticians. By 1900, the Chernyi Peredel was a respectable organization.

A number of other political organizations were formed in secret and continued to function under-ground. Among these were: the agrarian social revolutionaries, whose ideas were a conbiuati n of Marxist and the teaching of the Utopian Socialists; the Kadet (constitutional democrats), made up primarily of the liberal and moderate intelligentia, which desired the gradual and peaceful displacement of autocracy by a constitutional form of government; and the social democrats, who were the Russian exponents of Marxism.

The Russian Marxists emerged from the under-ground revolutionary ferment in the 1880s. The political ferment which flourished in the years around the turn of the century was given a considerable impetus by the evils stemming industrialization. And in 1905s, a revolution was consequences of the Russia - Japanese war (1904 - 5). Previously, the protest against autocracy was, in the main, by individuals and small groups (Dragmish & Rasmussen, 1978).

In November, 1904, the first all-Russian Congress of Zemstvos met in St. Pertersburg. It puts forward a number of demands, including the recognition and guarantee of civil liberties, the elimination of class and racial discrimination and the establishment of representative assembly with real legislative powers. There was a disturbance, culminating in a general strike in October. In the face of these conditions, Nicholas gave in. Although martial law was the tsar's reply to the revolution, he simultaneously proclaim

a moderate constitution, providing for a national legislature, the Duma, which was to be elected on the basis of universal manhood suffrage. It was to have legislative initiative and the right to pass on projects submitted by the tsar.

A bill of rights guaranteed the freedom of speech, assembly and conscience. A cabinet of Ministers was made responsible to the Duma. The proclamation embodying these concessions by Nicholas came to be known as the October Manifesto. Count Whitte, who had considerable hand in convincing the tsar to grant the constitution, was made the first responsible Prime Minister. Russian, at least in theory, become a constitutional monarchy.

With the new development, the pre-1905 secret society blossomed forth into political parties. The most active of this were the Social Revolutionaries, the Kadets and the Russian Social Democrats, who about this time had spilt into the Bolshevik and Mershevik Wings. All of these parties sponsored and exceptionally active discussion of current political, social and economic problems. They held meetings published newspapers and political tracts and in other ways, sought to propagate their programmes and points of view. Russian's political experience under the constitutional monarchy is not easy to evaluate. The legislative beginnings were not auspicious, partly because of lack of experience on the part of the participants. More importantly, is the fact that a number of the tsar's act were clearly in violation of the constitution.

The first Duma convened in 1906 but was dismissed after a brief period of less than three months, most of which time had been

spent in conflict with the government. It was dominated by the Kadets, who devouted their full energy to expounding the indignization and disappointment experienced by the country at large at the inadequate reform and demanding a constitution on the English and the American pattern.

The second, and newly elected, Duma was convened in 1907. It contained a strong group of social democrats, who had boycotted the first elections, and who accounted, in part, for its hostile and revolutionary attitude. It existed less than four months. It achieved nothing in a parliamentary or legislative sense. It was dissolved.

A third Duma was elected in the same year (1907), but only after the electoral law had been changed without even consulting the Duma, as the constitution provided. The revised electoral law did away with universal manhood suffrage. Some of the non-Russian nationalists were disfranchised and severe limitations were put on the electoral rights of the peasantry. The whole electoral procedure was involved and complex. Thus, by a clever manipulations, the government was able to manage the election of a conservative Duma, dominated by the propertial classes and the large landholders. It served its full time.

During the period of the third Duma, the Government [illegible] two significant reforms. One was the law calling for a gradual introduction of compulsory education for all children in primary grades. The second important law introduced the stolypin land reform (1906 - 10); the completion of which was prevented by the

outbreak of the war. This led to the fourth Duma in 1912, it was conservative and docile.

It can be inferred from the above discussion that the period of the Duma (1906 - 17) represent a significant step toward democratic government. The tsar, as discussed above, was far from being a constitutional monarch. Not only did he from time to time exercised real political power, but in addition, he violated the constitutional rights of the Duma. Also he elevated the State Council and administrative body, to the position of an Upper House. Compared to the constitutional development and system of government, Russia and Nigeria has no similarity which is uniquely showed their relationship. The feature of Russia system of government was based on constitutional monarch and later socialism while Nigeria is adopting executive presidential system. Most constitutional power is wrest in the hand of the tsar in Russia while the constitutional power is divided among the three arms of government visa vis the executive, legislative and the judiciary.

2.3.4 History of Constitutional Development in Canada

Unlike Nigeria, Canada does not posses one compact document which can be considered as its constitution. The constituiona of Canada has its most important expression in the British North America Act which was passed by the parliament of Great Britain in 1867. For example, the British North America Act, which has often been referred to as Canada's constitution, is a statute of the British parliament which set down guidelines for creation of the confederation and was never intended to be considered as

constitution. Whereas Nigeria borrowed a leaf from the American Constitution to adopt presidential system of government.

In many respects, the Canadian political system is patterned after Great Britain's. While Nigerian political system is patterned after America's. The British have no written constitution per se, but have traditionally depended on certain key statutes, court decisions, customs and common law practices in order to safeguard the rights of the people and to guarantee the orderly functioning of government. Whereas Nigeria has written constitution which clearly specify the functions and limitation of the government. Also the duties, obligations and rights of her citizens.

The Canadian system also has several statutes and customs which represent its "Constitution". In the mid 1960s, a major Canadian forum was assembled to study the state of constitutionalism in the country. This forum identified Canadian constitution at that time as consisting of:

(1) BNA Acts, 1867 - 1964;

(2) Manitoba Act of 1870;

(3) Parliament of Canada Act of 1905;

(4) Canadian Speaker Act of 1895;

(5) Alberta Act of 1905;

(6) Saskatchewan Act of 1905; and,

(7) Statute of Westminister of 1931.

Other constitutional authorities have also included the Bill of Rights and the War Measures Act of 1970 as part of the constitution.

During the past 10 years, the government sought to bring about constitutional changes. The constitutional conferences from 1968 to 1971 were a major investment of time and energy by all concerned in an effort to reach agreement. The government put up forward a series of white papers on various aspects of the constitution, including the prinaiple publication, "The constitution and the people of Canada". This work led to the development of the Victoria Charter in 1971 which would have provided important protection for the rights and freedoms of Canadians, a more secure basis for Supreme Court.

Whereas, the constitutional changes from 1960 to 1989 in Nigeria has led to more improvement in the running of the government. The major problem with it is that the operators differ in socio-cultural background and political affliation which usually break down the civilian government any time. But nevertheless, the written constitution still serve as a reference even by the military government to substantiate and back their regulations.

In 1975, the Prime Minister of Canada invited the provincial premier to take part in further attempt to bring control over the British North America Act from Great Britain to Canada, and to agree on a new system for amending the Act, once it was brought home. The premier responded in October, 1976, by suggesting that additional questions be added for discussion, and a further set of federal proposals was sent to them in January, 1977. Even as those proposals were being sent, however, it had become clear that events in Quebec were making the task of constitutional renewal more important and more urgent than ever.

During the 1977, the government reached the conclusion that its best source was to encourage the growing debate among Canadians about national unity, and that the premature disclosure of its own proporals could have the effect of checking off discussion. The British North America Act was not passed by Canadian and was not even intended to be a constitutional document. On the other hand, the provinces were not provided with a much more uniform constitional frame work than the Nigerian States.

Even though Canadian constitutionalism is less precise than its Nigerian counterpart, Canada has enjoyed an orderly system of government and has been able to avoid the bitter constitutional struggle between central and regional governments which helped provoke the tumultuous Nigerian Civil War.

In summary, current constitutional problems, Canada undoubtedly finds itself in a much more precurious comparison, Nigeria has not faced such a serious constitutional challenges, since 1979. There is no guarantee that any new constitutional formular will keep Quebec, in confederation, but a meaningful dialogue between Quebec, Ottawa, and the other nine provinces on possible constitutional revision would seem to be a good starting point for the maintenance of Canada together. In essence, Canadian constitution is more of British than Nigeria in style. To Canadians, some features of British North America Act have become obsolete and some very important facets of contemporary Canadian government are not even mentioned in Act. In addition, the strong attachment to Great Britain which is alluded to the Act has undoubtedly waned somewhat in years as Canada has asserted its independence.

2.3.5 History of Constitutional Development in Tanzania

The Republic of Tanzania comprises two parts - Tanganyika on the East Africa mainland and the neighbouring island of Zanzibar. Both were British colonies until the early 1960s. Tanganyika became independent in December, 1961 and Zanzibar in December, 1963. Tanganyika entered independence under the leadership of a nationally popular party, the Tanganyika African National Union (TANU) led by Julius Nyerere. On 22 April, 1964, Tanganyika and Zanzibar United under the new name of Tanzania. This shows that both Nigeria and Tanzania were British colonies, but Tanzania was a British trusteeship.

With independence achieved, the government and the party proceeded with single-minded resolve to initiate change and progress in all aspects of the national life. Within one year, local government and administration had been reorganized and Africanised. In the place of the colonial provinces and districts, the country was divided into new regions and areas. This is one of the major features which was peculiar to Nigeria after her independence in 1960.

The new government of Tanzania and Nigeria in their early stage laid emphasis on regional politics. Both countries had three major parties with only one popular and which dominates others. This was caused by ethnic population which was used as a democratic yardstick to vote party into power. At first, the system showed weakness, owing to the very low level of education of the country at independence.

Tanzania introduced in the local government system, the institution of an elected council for each district and the abolition of chiefs as local government functionaries. This was also adopted

in Nigeria, but the system continued without inter-ruption. Even though many advocated for a new constitutional conference which will unite the whole country. Because none of the Regions, was a homogeneous entity. Each was made up of one large ethnic group and a number of small ethnic groups, and between the major groups and the small groups, there was intensive rivalry and hostility.

Through constitutional development, Tanzania used the popular TANU party to enforce one-party system and later enforce lingua franca which was to contribute to the growth of national unity and national consciousness. Also Tanzania unlike Nigeria, witnessed less military intervention. Compared with Nigeria which graduated from parliamentary system to presidential system through history, could not attained her national unity because of major ethnic disparity.

At last Nigeria adopted capitalist/socialist economy, but in practice capitalist in nature. The major economic sector is controlled by the Federal Government and private organizations. This system did not allow equal development and opportunity of the country. And individual invest at the disadvantage of the masses, who form the nucleus of the society, while Nyerere who was leading Tanzania declared policy of a true socialist state. In which all people are workers and in which neither capitalism nor feudalism exist. Nyerere pursued more seriously and more successfully than the Nigerian leaders' policies aimed at achieving a society of equal opportunities for all.

In summary, both countries had been struggling for democratic government and as a result many constitutional changes had been going on. But Tanzania had worked seriously for socialist system of government while Nigeria had been mixing socialist and capitalist system together. The reason for both countries constitutional changes has been to ensure that the people participate fully in the planning and execution of development programmes. Lastly Tanzania had been practising one-party system while Nigeria has been a multi-party state.

2.3.6 History of Constitutional Development in Nigeria

The evolution of Nigeria as a nation started long before the advent of the British rule. Through history, Nigerians lived in isolation as different ethnic groups with different unwritten constitutions. There was nothing known as Nigeria or Nigerian. But it is a common knowledge that the existing various groups were interacting with one another through trades, religious practices, warfare and inter-marriages. The end result was that some groups had learnt the languages of other groups paving ways for an emerging nation. Fortunately or unfortunately the British annexed Nigeria with resultant amalgamation in 1914.

When the Europeans came to Nigeria, they found that some groups had well defined system of government. For instance, there were powerful Emirs in the North with Emirates or Empires. There were chiefs operating on the advise of a council of elders among the Yorubas. The members of the council, according to Dare and Oyewole

(1981:72) were chosen from particular lineages so that all the ethnic groups and clans, other than strangers could be represented. Among the Ibos and other Eastern groups were a perfect democracy in operation. Dare and Oyewole (1981:74) narrated that government in Iboland involved participation by all the male adults.

When Lord Lugard amalgamated the country in 1914, he introduced Indirect Rule in the North. He also established what was known as the Nigerian council consisting of 36 members. The Nigerians on this council were nominated by the governor and they were unofficial. The decision of the council was advisory and the governor was not bound to accept it. This state of affairs forced the National Congress of British West Africa to protest and demand for direct representation in the legislative council.

This pressure of the National Congress led to abolition of the Nigerian Council. This was replaced by a new legislative and executive councils in 1922. Again, of the 46 members, 27 of them were officials and 19 unofficials. 15 of the unofficials were nominated by the governor and only 4 of them were elected. 3 of these 4 elected representatives came from Lagos alone and 1 from Calabar. The apparent exclusion motherness from the legislative council could be understood. The council could legislate on matters affecting the Southern Nigeria, only while the governor continued to rule the North by proclamation despite the fact that there was only one annual budget for the whole country (Dare and Oyewole, 1981:104).

Based on the unrealistic provision of this constitution, another constitution was drafted for Nigeria in 1939. The constitution granted more concessions for participatory government by Nigerians. For the first time, Nigerians were appointed into executive council. The constitution also made provisions for more Nigerians to be appointed into the senior levels of the civil service in Lagos. Again, Northerners did not sit in the same legislative council with the Southerners. This state of affairs attracted criticism that led to Richard's constitution of 1946. This constitution, according to Lawal (1982:81) and NTI (1990:17), created a legislative council on which both the North and the South were represented.

The Richard's constitution which was to last for 10 years, was replaced by McPherson's constitution in 1951. McPherson's constitution introduced a three tier system of government, viz: Village Council; the District Council and Local Government Council. The constitution also gave more rooms for Nigerians in the civil service and created two chambers in the legislatives of the Northern and Western Region. These were the House of Chiefs and House of Assembly. The constitution also introduced a Council of Ministers. McPherson's constitution was criticised because its central government was weak with Ministers acting as mere spokesmen and not responsible as such. Again, this constitution was replaced by Lyttleton's constitution of 1954 which gave more power to the central or federal government. In the Lyttleton's constitution, the federal legislative in Lagos was called, "the House of Representatives" with full legislative power for the whole country. Suffice it to say that for one reason or the other, constitutions in Nigeria continue to change. For this reason the 1960, 1963 and 1979

constitutions were changed or substancially modified.

The 1954 constitution changed to provide for Nigerian Independence in 1960. In 1960 constitution, there was still an element of British participation in the affairs of Nigeria government. This is so because one of the clauses stated that a regional governor would be appointed by the Queen on the advise of the United Kingdom Ministers after due consultation with the regional government concerned. The Queen was still being represented on council by Governor-General. Perhaps, to enable her gain complete independence, Nigeria replaced the Independence Constitution with the Republican Constitution of 1963. By the provision of the Republican Constitution, the Queen ceased to be the Head of State of Nigeria. Dr. Nnamdi Azikiwe became the first President and Head of State in Nigeria with Abubakar Tafawa Balewa as Prime Minister.

The Republican Constitution was operated for only two years, two months and fourteen days when the Military wrest power from the civilians. On return of power to civilians in 1979, Nigeria adopted presidential democracy in place of the inherited parliamentary democracy. Again, the 1979 constitution was operated for only four years and two months when the Military seized power once more in pretext that civilian government was corrupt and that 1983 elections were rigged. Looking at the 1979 constitution in juxtaposition with the 1989 constitution, one would wonder whether there is need to call the 1989 constitution a new one. Because all the provisions of the 1979 constitution were retained in the 1989 constitution.

2.4 What Others Say About Constitution

In any well organized society, there must be rules and regulations by which the people should be governed. Oyeneye (1986:3) stated that constitution is a "document setting out the laws which control the workings of government while at the same time providing for the rights and duties of the citizens of the country". This means that there is need to find out the level of awareness of social studies students in constitutional matters.

Famwang (1992) writing on constitutional development in Nigeria, said "human beings do organize themselves into groups with certain ways of life and behaviour patterns". That is, every human group has certain fixed customs, traditions and rules or principles. This fixed social requirements are what people refer to as constitutions. It is obvious that certain constitutions, particularly in enlightened societies are written while others are not, though fully understood by members.

In Nigeria, the unwritten constitutions prevailed among all the communities before the advent of the colonial rule. However, since the British occupation, unification and the accompanied Western education, written constitution have become a prominent features in the society. This implies that written constitution are exotic to Nigeria. Since written constitutions are foreign to Nigeria, and since Nigeria was and is still developing many constitutional changes had become imperative for the mere reason of improvement to accommodate not only the various ethnic groups but also the society. One of the reasons for the constant changes in the Nigerian constitutions was to enable Nigerians wrest powers from the colonialists. For

these reasons, there have been not less than ten different constitutions produced for the country between 1914 and 1989. Three of these, are the 1963 Republic Constitution, the 1979 and the 1989 constitutions were produced after independence.

The call, therefore, for a new school subject to address itself to the areas of discipline, patrotism, rights and constitution, by the former Honourable Minister of Education leaves a shade of doubt on what some subjects introduced hitherto to do the same thing are doing. Fafunwa (1991) stated that;

> The need for a new subject on citizenship education in country has been very urgent and paramount. The new subject tagged citizenship education, was designed to strengthen the existing school subject like social studies and moral education as to properly address such basic issues as discipline and patrotism in our society. In other words, citizenship education is a very bold attempt aimed at inculcating in the children, the spirit of national consciousness, national pride and a sense of belonging to the Nigeria nation.

And in his address to the conference organized by the National Teachers' Institute, the former President General Ibrahim Babangida, gave an injunction that the Nigerian constitutions be taught formally at all levels of education in the country (NTI, 1991). If this is so, then there is the need to compare the level of constitutional awareness of the Junior Secondary School students.

In summary, Akande (1982) stated that the constitution is bound to require modifications to meet the needs of changes in the society but as long as it is generally acceptable to the people or a large majority of them, and it is workable to a large extent, it will endure the vicissitudes of time. In conclusion, the constitution is set out section by section amplified and interpreted in non-technical terms but in such a way that the basic features of our constitutional system are highlighted.

2.5 Social Studies and the Constitution

Social studies in Nigeria, seek to investigate the activity of man. It is an inter-disciplinary approach to the study of human being in groups, inter-relations with both their social and physical environment.

More emphatically, social studies, by understanding human relationship aims at producing citizens with skills, competences, morale values and reasoned judgement to effectively live, interact, inter-relate and contribute positively to the economic, social, political and cultural development of the Nigeria society, Okobiah (1984). Therefore, in any society of the world, the controlling instrument of the interactions and inter-relations of man is the constitution written or unwritten.

Another prominent broad aim and goal of social studies at the Junior Secondary School level is the inculcation of positive attitudes and appropriate values of honesty, integrity, hardwork, fairness, justice and togetherness for the development of the nation. An

expansion of this aim can be seen in the social studies objectives for Junior Secondary Schools, which states: "growing up as responsible citizens, aware of the individual and societal rights and responsibilities" Okobiah (1984).

Going through the entire Junior Secondary School, social studies curriculum as presently used in our schools, there are 26 topics altogether. Ten topics for JSS class I, eight topics for JSS class II and eight topics for JSS Class III. It is important to note that only one topic out of the 26 topics is devoted to purely for constitutional matters - civic rights and responsibility. If constitutional matters were mentioned in any other topic, it must be in passing during teaching by an articulated and political conscious teacher. It would be noted that at the Junior Secondary School level, there is no other school subject empowered to teach political, constitutional and legal issues and problems but social studies, as preparatory base for more detail study at the Senior Secondary School and tertiary levels (Agboola, 1985).

This suggest therefore, the treatment of the Nation's constitution do at reasonable level at this stage of education, bearing in mind that many Nigerian children drop out from the formal education system at the end of the Junior Secondary School education.

It is, therefore, probably rational to argue that since the present administration in Nigeria wants to effect a thorough change in the society, a reformist educational pattern will not be enough. To effect that type of change which will lead to the creation of discipline citizenry, Nigeria needs to borrow from the example of Tanzania

and Cuba, the two nations among others, that have shown that radical non-incrementalist and non-reformist educational patterns is perceived as a necessary correlate for making education as an instrument of change in the society (Nyerere, 1967 and Lowe, 1973).

Uchegbu (1992); in his study on constitutional awareness, found a number of factors which can hinder the development of constitutional awareness. One significant problem is that of education as provided in the school system in Nigeria.

The Federal Republic of Nigerian constitution as promulgated in 1989, has nine chapters and 331 sections outside the seven schedules. The social studies curriculum for Junior Secondary Schools took care of 2 chapters. Chapters III and IV Citizenship and Fundamental Rights were treated as presented in the constitution. This cannot be a fair presentation and treatment of the country's constitution to the child at this level. The contention is that there should be conscious and fair coverage of the nation's constitution in the social studies curriculum at the level in question, not mere mention of the constitutional elements by passing in the process of teaching.

These elements touch on legal matters and legal matters touched on all aspects of human life. Armstrong (1980) suggests that constitutional matters or law focused studies should be emphasized in social studies at the secondary school level because students need to understand better the legal context within which their lives unfold. Gross (1977) gave reasons why law focused studies or the constitution had to be given prominent position in social studies curriculum:

1. that law touches all aspects of human life;

2. that much traditional instruction on topics related to the legal system has not been well done. He termed it to be bankrupt instructional practice of memorization of the constitution; and,
3. that there has been concern that too many students (and adults) believe themselves to be helpless victions of a legal system that is beyond any kind of personal control.

Constitutional studies has been described by some as providing a vehicle for shapening students' wit so that they can become more contenders in the public policy arena. Pittenger (1973) lamented on the fact that students of America have little grasp of the fundamental legal system that serves as a kind of impire for life in the society. He pointed out that many students are unfamiliar with the substance of even something so basic as the Bill of Rights of U. S. Constitution. Henning (1973), Armstrong (1980) and Naylor (1977) all supported conscious effect to teach constitutional and law related matters in our schools. They believe that one significant objective of law focused programmes in social studies will help students to understand the legal process. They also felt that it will help the students to:

1. identify key issues in a dispute;
2. compare and contrast logical support of positions on opposing sides of a dispute; and
3. make decisions in the light of the best evidence and after consideration of relevant personal and social values.

To this end, the Nigerian child at the Junior Secondary School level seems to be very far away from proper understanding of

constitutional matters as documented in the national constitution.

2.6 Empirical Studies

Although there appears to be no research work directly on constitutional awareness, however, there are other studies on constitutional rights of Nigerian Citizens and political socialization of Nigeria school children. Some of the research and studies are conducted or reported by the following.

Uchegbu (1992) study of the constitutional orientation and development of JSS students in selected Junior Secondary School in Imo State. His major problem was to examine the extent social studies curriculum covers the constitution of the Federal Republic of Nigeria. His methodology involved collection of data from 200 students (boys and girls) from 20 schools, through the use of questionnaire which was administered to all the children through personal contact. The questionnaire was structured to get responses along the cognitive and affective components of children constitutional awareness.

Uchegbu revealed: that the curriculum of social studies at the Junior Secondary School level in Imo State does not offer much to the students in constitutional awareness and law-based matters. He, therefore, recommended for immediate review of the social studies curriculum to enrich it further. The present study will generate other factors that militate against non-inclusion of the major topics on constitution in the social studies curriculum.

A detailed review of the studies of Greenstein (1965); Easton and Dennis (1969) and Sica (1976) are presented below. These studies dealt specifically with the political orientations and constitutional development of school children in different seetings (U.S.A., Mexican-American and Anglo-American), from those of Nigerian school children.

Greenstein (1965) did a pioneering empirical survey of political orientations of 659 New Haven Children. The problems Greenstein addressed himself to include: what the New Haven Children felt about political authority, how children of high and low socio-economic states differ in political development, and finally how boys and girls differed in politics. The methodology Greenstein used involved the examination of questionnaire responses of all the 659 New Haven, Connecticut Children, fourth through eight grade, from different socio-economic background in 1958. Tape recorded interviews, and intensive informal contacts were also employed to supplement the major methodology used.

Greenstein, made the following findings about the political orientations of New Haven Children:

1. the children assessed political leaders favourably. They held the President, the Mayor and other political roles in high esteem. This help to reveal the fact that these children did not show adult cynicism and distrust towards politics;
2. Children became aware of the Federal and Local Government before they understood the State Government, and that at each of these levels, they became aware of the executive before they understood the legislature;

3. Children form party preferences earlier, before they form issue and candidate orientations;

4. Children from the upper social status tend to be more politicised, and readily presented a greater capacity and motivation for political participation;

5. Greenstein also found that boys are more political and more significantly informed politically than girls.

Greenstein (1965:155) explained his findings that "in part political orientations which are important to adults are first learned by children, because these are the orientations adults are most likely to display before children, and to be able to explain to children. Orientations learned at an early age may also have reciprocal effects on adult attitudes, because early learning occurs during a plastic, formative period and can affect later learning.

Easton and Dennis (1969:421), on the other hand, carried out a developmental study of the political orientation of children by observing "children at relatively close age intervals, in order to know the year by year shifts in political orientation". A total of 12,052 subjects were involved in the main group.

All of these were urban white children, aged seven through thirteen or fourteen, in elementary schools purposely selected from four large, and four small, metropolitan regions in four major geographical regions, the North-East, South-East, Mid-East and Far-East of U.S.A.

The major problem investigated in the study was to find out the period in time (when) and, by implication, the circumstances under

which, children begin to acquire political orientations.

Easton and Dennis found that:

1. (a) children understood the idea of government and also have an overview of the structure of authority. And only 27 percent of the second-graders did not understand the concept of government and this number declines smoothly in succeeding grades;

   (b) children saw the government as law-makers because by the time the children get to the middle grades, they nominated the congress, as the chief law-making institution, and representative symbol of American government;

   (c) children could differentiate between government and non-governmental objects. As children, mature, they got more politicised;

2. It was found that children had a high effect for government and this increased with age, as children get to know more about the political world;

3. The president was the best known visible political authority. He was described as likeable, benevolent, trustworthy, reliable powerful over others, and offering leadership to the country;

4. The policemen were also highly rated by the children. However, young children had very little knowledge of the position of the policemen in the formal structure of the political authority. The positive effect the children had for the policeamn decline as the child grew older;

5. (a) Children differentiate between political and parental authorities;

(b) Children differentiate between political authorities or objects as they move into higher grades in these three main ways: (i) they were able to discern the sharp differences in affective and performance characteristics between father as familial authority, and other political authorities; (ii) they were also able to differentiate the different political roles of these authorities; (iii) although children get initially attracted to personal objects in the political spheres, they did not remain fixed in this attraction.

Easton's and Dennis' work on the socialization of children has shown that children get deeply attached to the structure of authority as they see it.

Sica (1976) also worked on the political orientations of Mexican - American and Anglo - American children on a comparative basis. His major problem was to examine whether or not Mexican - American and Anglo - American children differed in information about local, state and national governments. His methodology involved collection of data from these two groups of children in 28 schools through the use of a questionnaire which was administered to all the children through a group interview in order to reduce reading problems. The questionnaire was structured to get responses along the cognitive and effective components of children political orientations.

Sica (1976:455) revealed these results:

1. The two groups of children did not know the local mayors, city council men and Califonia State Legislators. Tey also had little or no knowledge about the roles of these officials;

2. The two groups of children were aware of leaders such as President and Governors but they were less aware of the congressmen;

3. There was just a limited knowledge about the functions of congress, the California State Legislature and the City.

4. Within the group sampled, Mexican - American children acquired less political knowledge than do Anglo - American children, and in many instances, differences become greater as children were sampled from higher grades in schools.

In summary, all the three studies reviewed, Greenstein (1965), Easton and Dennis (1969) and Sica (1976), indicated the fact that children as young as six or seven years old, did learn something about the political system as they acquired some political orientations. It could also be said that the political development of these children accelerated as they move into higher grades. And since politics focused on constitution as a weapon of its system and method of governing, the above literatures are related to the study at hand.

In what can be aptly described as a pioneering study in the area of socialization of Nigerian school children, Dubey (1972) investigated the effectiveness of schooling on the socialization of teacher-citizenry in Norther Nigeria. He administered an attitude

questionnaire to 1,130 students who were categorized into Far Northerners and Middle Belters according to their socio-cultural areas of origin. The students were in 26 schools. Nineteen of these were teachers' college while seven were secondary schools and Arabic Teachers' Colleges. Additional data were collected from: interview schedule with the principals of each of the schools involved; questionnaires from Teachers and students' essays. Some 120 non-students were also subjected to the study and were asked to respond to a form of questionnaire that was translated to Hausa. The purpose of administering the questionnaire on the non-students was to compare their responses with those of the students respondents.

His findings did show that the Teachers' Colleges, had some positive impact on the attitudianl modernity and alienation of the students while on a general level they revealed the fact that these educational institutions help towards the development of citizenry and the society.

DuBey's study is related to the present study not only because it has pointed towards the role of educational institutions in promoting citizenry but also because it examines the role of some personal variables such as sex, ethnicity and geographical location on socialization towards same aspects of the constitution. The present study also examines the impact of education (as provided in the school) on constitutional awareness of Nigerian school children. The relative influence of some personal variables (such as sex, religion, ethnicity and rural-urban dichotomy) on the constitutional awareness of these children were also examined.

The present study is similar to the five studies reviewed, in that it investigated the constitutional awareness (cognitive and effective) and political development of Nigerian school children at Junior Secondary School level. The study is designed to find out the degree to which the children can be described as having constitutional knowing which can be used to determine their political orientation and political development. All these reasons put together make the study of the constitutional awareness of Nigerian school children an original and worthwhile contribution to existing knowledge in the area of constitutional knowledge.

2.7 Summary

The literature and studies reviewed in this chapter dealt extensively with the works and studies on developed and developing societies. The limitations of some of these works and studies for Nigeria and other developing societies have been carefully indicated. A great deal of care ought to be taken in generalizing from the results or evidence of such studies, for obvious reasons. This is not to suggest that elements of similarities do not exist in the constitution of some modernizing societies and some modernized societies.

Specifically, the literature and studies reviewed discussed what constitution is, different types of constitutions, and why a virile constitution ought to be developed in a nation. The concept of constitutional development and functions were also critically examined. The concept of citizenship and how nations emphasized the importance is also discussed. Four studies which discussed the

political orientations and political development and on study which discussed the constitutional awareness of children were reviewed in detail.

It is the contention of the researcher that all aspects of the literature reviewed are related, and relevant to this study, which compare the constitutional awareness of Nigerian school children at Junior Secondary School level of education. This is also because Nigerian school children, as citizens of Nigeria, will be trained to grow into responsible elites of labour (Mazrui, 1978) who will help to develop a virile political culture in Nigeria.

The retionale behind this argument, therefore, is that a comparison of constitutional awareness of these children, would probably benefit the entire Nigerian society.

Chapter 3

RESEARCH PROCEDURE

3.1 Research Design

According to Johnson (1977:29) research design, deals with fashioning out of the study "how students and teachers are to be selected", methods or procedures to be adopted, measurement or data to be collected and comparison of other analyses to be carried out. Verma and Beard (1981:18) defined research design as an organised and deliberate effort to collect new information.

The research procedure adopted in this study is the comparative studies approach. Van Dalen (1973:234) asserts that "comparative studies makes an important contribution to our understanding of educational and social phenomena, for they seek to demonstrate whether findings concerning human behaviour are valid for all human beings or are limited to one culture". He also observed that it is used to collect data that is used to assertain current conditions and practice.

This study intends to compare the level of constitutional awareness of the Junior Secondary School social studies students in Katsina State. The review of literature has shown that it is more appropriate to use self-report questionnaire in gathering of data on the students constitutional awareness. For this study, the researcher has decided to adopt this method.

This chapter focused on the plans, structure and strategy which was employed for the study of the problems and testing of the research hypotheses. The chapter is divided into five sections as

follows:

1. Population and sampling;
2. The research instrument;
3. Pilot study;
4. Administration of Questionnaire;
5. Data analysis.

The problem for the study has been translated into following research questions:

1. Do male students have constitutional awareness than female students?
2. Do students in urban centres have constitutional awareness than rural students?
3. Do male students in urban centres have constitutional awareness than male students in the rural areas?
4. Do female students in urban centres have constitutional awareness than female students in the rural areas?

To successfully answer these questions the following variables have been identified for study:

1. Urban students constitutional awareness;
2. Rural students' constitutional awareness;
3. Male students' constitutional awareness;
4. Female students' constitutional awareness.

3.2 Population and Sampling.

3.2.1 Population

The population of the study is the social studies students in the Junior Secondary Schools in Katsina State. This includes urban boarding, rural boarding of both boys and girls in the State. And it is those schools offering social studies as a separate subject that have been selected for the study. This is because it is assumed that students at this level will easily learn the constitutional principles which will aid their national consciousness. At present, the State has four educational zones with ninety-three schools which comprises 14 Rural Boarding Schools, 14 Urban Boarding Schools, 7 Science Schools and 58 Day Secondary Schools. The summary of the number of schools in each zone is shown below:

Table 3.1: Government Owned Secondary Schools in Katsina State

Zones	Number of Schools	Number of Students
Daura	23	1,833
Dutsin-Ma	26	1,826
Katsina	26	3,446
Malumfashi	18	3,195
Total	93	10,300

3.3 Sample and Sampling Procesure

The sample size is all Rural Boarding Schools and Urban Boarding Schools which offer social studies at JSS III level of education. This area of study was selected based on issue raied in chapter one of this study. According to VanDalen (1973:82). and Johnson (1977:143), they all agreed that the size and selection of sample often affect the validity of a research. They also asserted that the larger the sample selected, the more it is to be representative of the population.

Roscoe (1969:184) wrote extensively on how to selent an appropriate workable sample size by what he called "rules of thumb approach". In general, he said the use of 10% of the present population is recommended provided the population is above five hundred (500). The total population of these category of students at the time of this study was six thousand, three hundred and thirty-seven (6,337).

It was based on the above that six hundred and thirty seven (637) items checklist research instrument was designed for use. The instrument was administered to six hundred and thirty-seven (637) students in Katsina State. And twenty-eight (28) schools were selected from the four educational zones in the State, for the study. The list of the schools and students were collected from the Katsina State Resource Centre at Dutsin-Ma before sampling selection affected. Table 3.2 below showed the students population and sampling size in the selected secondary schools in Katsina State.

Table 3.2: Students Population and Sample in the Selected Secondary Schools

Schools	Number of Students	Sample Size
A. T. C. Katsina	350	35
G. C. Katsina	520	52
G.R.B.S.S. Bindawa	66	7
G.R.B.S.S. Baure	166	17
G.R.B.S.S. Safana	106	11
G.R.B.S.S. Ingawa	100	10
G.R.B.S.S. Batagarawa	76	8
G.R.B.S.S. Faskari	112	11
G.R.B.S.S. Kankara	115	12
G.G.S.S. Malumfashi	389	39
G.G.S.S. Mani	282	28
G.G.S.S. Kankia	287	29
G.G.S.S. Kaikai	154	15
G.G.S.S. Ajiwa	235	24
G.G.S.S. Jibia	360	36
G.G.S.S. Dandawa	132	13
G.G.S.S. Shargale	110	11
K.T.C. Kaisina	550	55
G.S.S. Funtua	451	45
G.S.S. Malumfashi	181	16
G.S.S. Daura	136	14
G.S.S. Mani	75	8
G.S.S. Musawa	66	17

Table 3.2 (Contd.)

Schools	Number of Students	Sample Size
T.C. Daura	170	17
T. C. Dutsin-Ma	85	9
W.A.T.C. Dutsin-Ma	252	25
W.T.C. Katsina	453	45
W.T.C. Kabomo	358	36
Total	6,337	637

Information in the above table were used in the collection, computation and analysis of the data on the level of students' constitutional awareness in some selected Junior Secondary Schools.

3.3 Research Instrument

The research instrument adopted in this study was the checklist. This is a research tool constructed to facilitate the collection of data about events, materials or people. According to Verma and Beard (1981:180) and Van Dalen (1973:347), they maintained that instrument lists factors that are relevant to the research problems which are then grouped into categories.

The instrument used in this study was constructed after careful reading of the works of Ackoff (1953). Of particular interest in the construction method for the checklist are the works of Abdul-Kareem (1986) and Agboola (1985).

The instrument recommended by the researchers are relevant to this study. However, they were modified to suit the hypotheses formulated and the variables selected for the study.

The instrument was based on modified Likert-type scale which required the respondents to express his/her response with true or false. The students checklist was structured in a close-form. The questions in the structured checklist were fixed and a choice of possible answer provided. The questions are constructed to obtain information partaining to research questions. In this study emphasis is place upon structured checklist.

3.3.1 Pilot Study

Johnson (1977:298) stated that "to avoid unexpected problems that may arise during any research study" there is the need to verify the research instrument. And it is desired to begin with a pilot study.

To ensure internal and external valicity of the instrument to be used, they were subjected to evaluation by the researcher's major supervisor and panel of examiners' cum pilot study. A pretest of the instrument was carried out in the following schools: G.G.S.S., Kaikai, G.R.B.S. Safana, G.G.S.S.Kankai, and Teachers' College Dutsin-Ma. Twenty (20) students were selected each from each of the mentioned schools.

The result of the pilot test led to the modification of some questions on the questionnaires because of their level of difficulty and ambiquity. For instance, the responses revealed that a two-point scale on the questionnaire was quite adequate in collecting relevant

information from the students. After computing the factor analysis, there was a fair spread. The result suggested that the test was moderate for the students in the sample.

Other problems encountered during the pilot study include the inability of some respondents to grasp the meaning of the statement, because of linguistic barrier. These were corrected during the final administration of the questionnaire.

3.3.2 Students' Questionnaire

The students instrument was a modified from of Likert-type scale. I used declarative statements which employed the use of 'True' or 'False'. The close-form checklist consists of prepared list of concrete statements and a choice of answers. To indicate his/her reply, a respondent marks "True" or "False". According to Van Dalen (1973), close-form checklists are easy to administer and fill out, help keep the respondent's mind reverted on the subject, and facilitate the process of tabulation and analysis.

The respondents were asked to react to each statement in terms of two degree of agreement or disagreement. The favourable answer was scored one point fro correct statement. On the other hand, the unfavourable answer was scored zero.

Furthermore, a two-item students constitutional awareness check-list was developed. This was aimed at finding out the students constitutional consciousness of the subject.

3.4 Administration of Questionnaire

The administration and collection of data was carried out personally, with the help of the social studies teachers in the selected schools under investigation. It took me four weeks to go round all the sampled schools to administer the questionnaires.

Between 17th and 20th January, 1994, I visited six schools selected in Daura Zone. And between 24th and 25th January, 1994, I went to the eighth selected schools in Katsina Zone to administer questionnaires to the students. Also between 26th and 28th of January, 1994, I visited the seventh selected schools in Dutsin-Ma Zone and finally between 2nd and 4th February, 1994, I completed the administration to all the seven selected schools in Malumfashi Zone. The administration of the questionnaires was carried out smoothly to all the twenty-eight schools selected in Katsina State with less itch.

3.5 Data Analysis

In the analysis of data, percentage, t-test and chi-square were employed. The main purpose for using percentage is to reduce different sets of numbers to comparable sets. This is because any sets of frequencies can be transformed to percentage in order to facilitate statistical manipulation and interpretation. Percentage was used to determine the overall picture of students consciousness towards constitutional awareness.

To uphold or reject the hypotheses advanced for this study, a t-test at .05 level of significance was used. So also, chi-square was used for hypothesis five to verify the observed and expected scores of the students. VErma and Beard (1981:181) stated that chi-square is a statistical technique appropriate for frequency based data. The analysis determines the probability that the frequencies observed in the study differ from some theoretical hypothesised frequencies. To test the significance of the hypotheses, the researcher computed the scores of students to determine the differences.

3.6 Summary

In this chapter, Research Design, the population, sample and sampling procedure, instrumentation, pilot study and Research procedure have been discussed. The objective of the chapter is to focuse on the main features of the study. The method used in the development of the instrument has been discussed. Similarly, the mode and form of data analysis have been highlighted. It is hoped that the data collected and the analysis are leading to the retention or rejection of the hypotheses.

For the analysis of the data gathered, by the use of checklist, chi-square and t-test were used to determine the level of significance between the two independent groups level of constitutional awareness.

The .05 level of statistical significance was chosen for acceptance or rejection of null hypothesis (Ho) using the t-test.

The information gathered from the responses of students by the use of questionnaire, served to provide the basis for discussion and generalization.

ANALYSIS AND INTERPRETATION OF DATA.

4.1 Introduction

The purpose of this study was to compare the constitutional awareness of the Junior Secondary School social studies students in Katsina State. To achieve this purpose, the information collected was statiscally analysed to test the hypotheses formulated and to enable the researcher discuss and interpret objectively the findings. The statistical techniques used in the study include percentage, mean, standard deviation, t-test and chi-square.

4.2 Descriptive Analysis of the Students

Table 4.1, 4.2, and 4.3 presents a summary background information of the students involved in the study. Such information as location, sex and educational zones. This is essential because it enables the researcher know more about the personal data of the respondents as it affects their knowledge towards constitutional awareness. The total number of students under study were 637.

Table 4.1: Schools' Location

S/NO.	Location	N	%
1.	Urban Schools	412	64.68
2.	Rural Schools	225	35.32
	Total	637	100

As can be observed on table 4.1 above, 412 representing 64.68% were urban students and 225 representing 35.32% were rural students. Judging from table 4.1, there were more students in urban schools than rural schools.

This further emphasises that the bulk or a greater number of students were from urban centres. This calls for more incentive to stimulate students to attend rural schools. Those incentives can be provision of generator for lightening and building of library.

Table 4.2: Gender of Students

S/NO.	Sex	N	%
1	Male	334	52.43
2	Female	303	47.57
	Total	637	100

Table 4.2 above, shows that 334 representing 52.43% were males and 303 representing 47.57% were females.

Judging from table 4.2, there were more male students at JSS level of education in Katsina State than female students. In order to attain more numbers of female students in the JSS level of education, parents should be encouraged to send their daughters to school in order to educate them.

Table 4.3: Distribution of Students by Educational Zones

S/NO.	Zone	N	%
1	Daura	102	16.01
2	Dutsin-Ma	106	16.64
3	Malumfashi	173	27.16
4	Katsina	256	40.19
Total		637	100

On the population of students according to Zone, Table 4.3 shows that 102 representing 16.01 of these students were from Daura Zone, 106 representing 16.64% of the students were from Dutsin-Ma Zone, 173 representing 27.16% of the students were from Malumfashi Zone, while 256 representing 40.19% of the students were from Katsina Zone.

Judging from the above analysis, Katsina Zone had the highest number of students, followed by Malumfashi Zone, while Daura Zone had the least number of students. This highlights the need to intensify efforts in giving encouragement and support to children in Daura and Dutsin-Ma Zones to attend school because of their educational value.

Table 4.4: The Mean of Students' Performance on Constitutional Awareness Test

S/NO.	Zone	N	Mean	STDEV
1	Daura	102	17.53	4.38
2	Dutsin-Ma	106	15.56	4.66
3	Malumfashi	173	17.32	5.35
4	Katsina	256	17.66	4.87

In the Table 4.4 above, the overall performance of students from each educational zone was indicated. Student from Dutsin-Ma zone had the lowest mean score. The remaining three zones were almost maintaining the same mean. This call for the need to improve the performance of students in Dutsin-Ma zone to meet up with their counterparts from other zones.

4.3 A Descriptive Analysis of Questionnaire on Students Level of Constitutional Awareness

In an attempt to get general picture of the students level of awareness, the scores of the 637 respondents were computed. Details of the findings are shown in Table 4.5.0 and 4.5.1.

Table 4.5.0: The Overall Students Constitutional Awareness Scores

Marks Score	No. of Students	Percentage
1	0	0.00
2	0	0.00
3	2	0.31
4	1	0.16
5	2	0.31
6	12	1.88
7	4	0.63
8	9	1.41
9	11	1.73
10	20	3.14
11	21	3.30
12	37	5.81
13	33	5.18
14	33	5.18
15	50	7.85
16	36	5.65
17	43	6.75
18	44	6.91
19	54	8.48
20	67	10.52
21	37	5.81
22	19	2.98
23	40	6.28
24	24	3.77

Table 4.5.0 (Contd.)

Marks Score	No. of Studens	Percentage
25	9	1.41
26	20	3.14
27	6	0.94
28	3	0.47
29	0	0.00
30	0	0.00
30	637	100

Table 4.5.1: Overall Students Scores in the Constitutional Awareness Test

Statement	No. of True	%	No. of False	%
1	476	74.73	161	25.27
2	520	81.63	117	18.37
3	382	59.97	255	40.03
4	0	0	637	100
5	252	39.56	385	60.44
6	533	83.67	104	16.33
7	126	19.78	511	80.22
8	536	84.14	101	15.86
9	310	48.67	327	51.33
10	267	41.92	370	58.08
11	288	45.21	349	54.79
12	512	80.38	125	19.62

Table 4.5.1: (Contd.)

Statement	No. of True	%	%	No. of False	%
13	492		77.24	145	22.76
14	612		96.08	25	3.92
15	419		65.78	218	34.22
16	637		100	0	0
17	637		100	0	0
18	632		99.22	5	0.78
19	251		39.40	386	60.6
20	462		72.53	175	27.47
21	136		21.35	501	78.65
22	266		41.76	371	58.24
23	376		59.03	261	40.97
24	637		100	0	0
25	211		33.12	426	66.88
26	373		58.56	264	41.44
27	635		99.69	2	0.31
28	196		30.77	441	69.23
29	513		80.53	124	19.47
30	143		22.45	494	77.55

In item one which stated that every person born in Nigeria is a citizen of Nigeria, 161 or 25.27% of the students disagreed with the statement, while 476 or 74.73% of the students agreed. This indicates that majority of the students were fully unaware of the provision in the constitution which describes the concepts

of Nigerian citizen. Lack of knowledge of the concepts of Nigerian citizen has confirmed previous findings like that of Uchegbu (1992) and Mezieobi (1992) that citizenship concepts were not reflected in the curriculum.

In the questionnaire, it was stated in item two that the constitution assures certain rights to every citizen . Here 520 or 81.63% of the students indicated their agreement with the statement, while 117 or 18.37% disagreed with the statement. This indicates how students showed their appreciations and positive disposition toward social studies education. Obagah (1992) was of the view that there is a general high level of the mastery of the basic fundamental human right concepts among secondary school students.

This shows the general performance level of the "civic rights and responsibility at the Junior Secondary School and, of course, the complete handling of the human right education in Nigeria. This is saying in other words that social studies implementation in Nigeria is giving a fair chance to play its expected role.

Item three contains the statement that freedom of speech means a citizen is allowed to criticise the government destructively. 255 or 40.03% of the students disagreed with the statement, while 382 or 59.97% of the students agreed. This demonstrated students lack of knowledge of the statement.

The findings of Uchegbu (1992) indicates that going through the entire Junior Secondary School social studies curriculum, as

presently used in our schools does not reflect the topic on freedom of speech. This trend needs to be reversed if social studies aims at achieving the objectives set for her by the nation. If this is so, then there is need to evaluate the activities of social studies in particular in the areas of inculcation of the rights and obligations of the individual or the constitution to the Nigerian child.

In item four, it was stated that there is no limitation to freedom of speech. 637 or 100% of the students disagreed with the statement. According to Uchegbu (1992), fundamental rights were treated as presented in constitution in the social studies curriculum. The positive reaction of the students might be accepted without reservation because the students might be taught the topic in detail by an articulated teacher.

As reflected on the table, the fifth item which stated "freedom of assembly does not allow riot or political trouble". 385 or 60.44% of the sampled students disagreed with the statement, and 252 or 39.56% of the students agreed.

These findings give the general impression that the statement in question has not received a favourable attention in the curriculum. Armstrong (1980) suggest that constitutional matters or law focused studies should be emphasized in social studies at the secondary school level because students need to understand better the legal context within which their lives unfold.

In responding to statement six, where it was stated that there is no limitation to freedom of movement, 104 representing

16.33% of the students disagreed with the statement. While 511 or 83.67% agreed with it. This means that students might have no knowledge of the statement. And going through the social studies curriculum (N.E.R.C., 1985) this statement was reflected under "Civic Rights and Responsibility".

Item seven stated that right to education means right to work. 511 representing 80.22% of the students disagreed with this statement, and only 126 or 19.78% of the students agreed with it.

The general impression that the statement in question has received a favourable answer from the students, complement of the message of the then Head of State, General Ibrahim Babangida, to the 16th convocation ceremony of the University of Benin, where he warned that University education does not confer a special privilege for securing white collar job or employment on its recipients. (Democrat, 1988).

Responding to statement in item eight which asserted that equality before the law is true in theory and practice. The highest number of students, 533 representing 83.67% agreed with this assertion while 101 students, representing 15.86% disagreed with it. Gross (1977) was of the view that there has been concerned that too many students believe themselves helpless victims of a legal system that is beyond any kind of personal control.

The favourable answers provided by the students may be as a result of inclusion of the statement in the curriculum and they might have been taught by an articulated teacher.

Item nine carries this statement: "Right to vote allow any eligible citizen to vote". Table 4.5 1 revealed that 48.67% of the students sampled agreed with the statement while 51.33% disagreed with it.

The highest percentage of students as shown on the table, disapproved the statement. This might be lack of understanding of the statement by the students. Because the statement is reflected in the social studies curriculum under political institution. Therefore, social studies teachers should adopt variety of methods for smooth teaching and learning.

Students showed high consensus on statement in item ten which carries the view that all religions are practiced in Nigeria. 370 representing 58.08% of the students disagreed with this view. And 267 or 41.92 of the students agreed with it. This according to Uchegbu (1992) reflected the students understanding of secular system adopted by the government. And the high performance of students in relation to this statement might not be connected with the teacher's method of teaching.

Item eleven, 54.79% of the students sampled disagreed with the statement that election has no importance. While 288 or 45.21% of the students agreed with the statement. The high percentage of students as shown on the table proved that students might be taught the statement by an articulated teacher. Like Famwang (1992) points out, the learner in social studies should understand the methods and roles that will enhance his understanding of the subject.

Item twelve stated that "Local Government is the government of the State". Over 84% of the students sampled agreed with the statement. And 19.62% of the students disagreed. This statement showed students lack of knowledge of the functions and different between state government and local government. This is in line with what Fafunwa (1991) postulated that the younger generation are unaware of the teachings of the constitution.

In responding to item thirteen where it was stated that the Federal Government alone makes laws for the whole country. 492 representing 77.24% of the students agreed with the statement. While 145 or 22.76% of the students disagree. Henning (1973), Armstrong (1980) and Naylor (1977) all supported conscious effect to teach constitutional and law related matters in schools. They believe that one significant objective of law-focused programs in social studies will help students to understand the legal process.

Over ninety percent of the students sampled agreed with the statement contained in item fourteen which stated as follows: "Budget speeches are made by Head of State and State Governors". The general impression that the statement in question has received a favourable answer from the students emphasized the understanding of the teaching method of the teacher.

Item fifteen stated, "The legislative power of the Federal Republic of Nigeria is vested in the National Assembly". 419 representing 65.78% of the students agreed with this statement and 218 or 34.22% of the students disagreed. The inclusion of

the "functions of the National Assembly", as a theme in the Secondary School Social Studies Curriculum presurposes that these students are to leave their secondary school education, fully knowledgeable about the multi-functions of the National Assembly.

Students showed high consensus on statement in item sixteen which carries the view that the National ethnic shall be discipline, integrity, dignity of labour, social justice, religious tolerance, self reliance and patroticism. 637, representing 100% responded agreed with the view. This is specified in the National Policy on Education (1981) that symbolised the effective citizenship education. The high performance of students on this statement could be as a result of effective teaching and learning.

As reflected on the table, the seventeenth statement asserted that there is no difference between constitution and decree. 100% of the respondents agreed with this assertion. According to Uchegbu (1992) findings, the Nigerian child at the Junior Secondary school level seems to be very far away from proper understanding of constitutional matters and other documents used by the government. And in line with previous finding which conclude that Nigerian children are unable to properly demarcate between the constitution and decree.

In responding to statement eighteen, where it was stated that no person shall be deprived of personal liberty according to the law of the federation. 632, representing 99.22% of the students agreed with the statement. The general impression that the statement in question has received a favourable response from the students. This means that the students acceptance of this statement

showed that they might be taught during the lesson under civic rights and responsibility.

In item nineteen, it was stated: "The National Assembly for the Federation consists of a Senate and a House of Assembly". 386, representing 60.6% of the students disagreed with the statement. While 251 or 39.40% of the students agreed with it. This negative reaction on the parts of the students might be as a result of non-inclusion of topic like the legislature directly in the curriculum.

Pittenger(1973) lamented that there should be conscious and fair coverage of the nation's constitution in the social studies curriculum at the level in question.

A total number of 142 students, representing 72.53% indicated their agreement to item twenty which stated that the Federal Republic of Nigeria shall not be a State based on principles of democracy and social justice. While 175 students or 27.47% show their disagreement. It could be that students were not taught something related to democracy and social justice.

Responding to the statement in item twenty-one which asserted that the composition of the government of the Federation shall not reflect the Federal character. 501, representing 78.65% of the students disagreed with the statement. And only 136 or 21.35% of the students agreed with it. This means that sutdents were favourably disposed. Okobia (1984) in attesting to the environmental impact of the students' understanding of the constitution could be related to the witnessing of the then Babangida administration which focused on transition programme.

Also, responding to the statement in item twenty-two which asserted that the state social order is not founded on ideals of freedom, equality and justice. 371, representing 58.21% of the students disagreed with the statement. And 266 or 41.76% agreed with it. The National Policy on Education (1981), "The desire that Nigeria should be a free, just and democratic society and a land full of opportunity for all its citizens. The positive response of the students may be they are conscious of the objectives of social studies education in relation to national consciousness and national unity.

In the questionnaire, it was stated in item twenty-three that every citizen of Nigeria shall be subjected to disability, and deprivation because of the circumstances of his/her birth. 261, representing 40.97% of the students disagreed with the statement. From the above discussion, there is need to evaluate the activities of social studies in the areas of inculcation of the constitution to the Nigerian child (NTI, 1991).

Item twenty-four contains the statement that the judicial powers of the Federation is vested in the courts established for the Federation. 637, representing 100% of the students agreed with this statement. This finding gives the general impression that the statement in question has received a favourable attention by the students. And the result demonstrated the students understanding of the legal matters.

In responding to statement twenty-five, where it was asserted that the National Assembly has no power to make laws for peace,

order and good government. 426, representing 66.88% of the students disagreed with the statement, and 211 or 33.12% of them agreed. Research literature are replete with evidence on the need to implement the social studies curriculum guidelines so as to achieve the much desired goals of the programmes at all levels of our educational system. The constitution also equally butresses the need to educate the citizens on the principles of the State policy.

Item twenty-six carries this statement; "The executive power of a local government is vested in the legislative arm of the council". The students score revealed that 58.56% of the students sampled agreed with the statement, while only 41.44% disagreed with it. This shows that students might not be conversant with the functions of the executive and legislative arms of the Local Government. This suggests, therefore, the treatment of the Nation's constitution do at reasonable level at this stage of education. And going through the entire Junior Secondary School social studies curriculum, only two topics are devouted purely on constitutional matters (Okubia, 1984).

In item twenty-seven, 92.67% of the students sampled agreed with the statement that a person shall forfeit his Nigerian citizenship if he acquires nationality of a country other than Nigeria. The high percentage of stuients response indicates their understanding of pre-requisite for gaining citizenship. This study relates social studies curriculum and the constitution of the Federal Republic of Nigeria. It was however, discovered that the coverage was little, (Ichegbu, 1992).

Responding to the statement in item twenty-eight, which asserted that it is not the responsibility of government to direct its policy toward ensuring equal and adequate educational opportunity at all levels, 441 representing 69.23% of the students disagreed with this statement. While 30.77% of them agreed with it. Nigeria's philosophy of education, is based on the intergration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at all levels of education (NPE, 1981:7).

Students showed high consensus on statement in item twenty-nine which carried the view that to abide by the constitution means respect for its ideal, its institutions, the National flag, the National Anthem, the National pledge and properly constituted authority. 513 representing 80.53% of the students agreed with the statement.

Jonegbu (1992), asserted that social studies curriculum implementation help to focus on political, constitutional and legal issues. The emphasis of Armstrong (1980) on elements that social studies fairly represent and treat the country's constitution to the child at all levels of education.

Item thirty stated: "the State is not empowered to promote economic development and infrastructural facilities throughout the country". 69 representing 77.55% of the students disagreed with this statement. Education is geared toward economic, political and scientific progress (NPE, 1981:7).

In summary, the inclusion of the major constitutional matters into social studies curriculum at the Junior Secondary School levels will be of benefit to the younger generation who will be the leaders of tomorrow.

The preceding descriptive, analysis and discussions show that students demonstratedpositive attitudestto a large extent toward the constitutional awareness. This is not in line with the assertion of Fafunwa (1991) that the younger generation and most Nigerians are indiscipline, and unaware of their right and obligations under the constitution.

4.4 Hypotheses

The researcher intends to test the following hypotheses.

(i) There is no significant difference between the level of constitutional awareness of students of urban and rural areas;

(ii) There is no significant difference between the level of constitutional awareness of male and female students;

(iii) There is no significanse differences between the level of constitutional awareness of male students in urban centres and males in rural areas.

(iv) There is no significant difference between the level of constitutional awareness of the female students in urban centres and females in rural areas;

(v) There is no significant difference between the observed level of constitutional awareness and the of what is expected

Hypothesis 1

It was hypothesized that there is no significant difference between the level of constitutional awareness of students of urban and rural schools in Katsina State.

Table 4.6: t-Test Results on Location

Location	N	$\bar{X}$	SD	df	t-value	P
Urban	342	19.72	3.52	444	23.83	0.000
Rural	225	12.57	3.67			

N - Students population

$\bar{X}$ - Students population mean

SD - Standard Deviation

df - Degree of Freedom

P - Probability level

To analyse the above hypothesis, two sample t-test was used. The mean rating of the urban schools students' scores was 19.52 with standard deviation of 3.52 while that of the rural schools students' scores was 12.57 with 3.67 standard deviation, the resulting t-statistic was 23.83 with 444 degree of freedom, this value was significant at the .05 level (P 0.000). Hence, there was evidence to suggest that there is significant difference between the level of constitutional awareness of students of urban and rural schools. Consequently, the hypothesis was rejected.

The differences shown in this study between the two groups on their constitutional awareness could be explained in the degree of exposure to agents other than social studies curriculum which enrich the students' constitutional awareness. Urban students might be exposed to political programmes on Television and Radio. While the rural students might lack these amenities because of inavailability of electricity. In addition, all the sampled urban students might have been able to have qualified social studies teachers with articulated knowledge of politics thereby increasing the constitutional corsciousness of the students. Uchegbu (1992) findings have shown that there was significant difference between rural and urban students. And it was due to environmental factors.

Hypothesis 2

It was hypothesized that there is no significant difference between the level of constitutional awareness of male students and female students in Katsina State.

Table 4.7: T-Test Results on Gender

Gender	N	X	SD	df	t-Value	P
Males	334	13.16	4.77	635	11.64	0.000
Females	303	7.03	4.18			

N – Students population

$\bar{X}$ – Students means

SD – Standard Deviation

df - degree of freedom

P - Probability level.

The above table 4.5 showed the analysis of hypothesis 2, two sample t-test was used. The mean rating of the male students' scores was 19.16 with standard deviation of 4.77 while that of the female students' scores was 15.03 with 4.18 standard deviation, the resulting t-statistic was 11.64 with 635 degree of freedom this value was significant at the .05 level (P 0.000). Hence, there was evidence to suggest that there is significant difference between the level of constitutional awareness of male and female students in Katsina State. Therefore, the hypothesis was rejected.

Although, women enrolment at primary level has improved, it has not eliminated sex differences in enrolment patterns at the post-primary level.

Smock (1982) and Nwoke (1990) findings have shown that the present imbalances in the educational systems will relegate females in definitely to a subordinate position in the modern sector. This is applicable to the present study, which revealed that males are more conscious than female students in constitutional matters.

In view of this state of affairs, it is important to remind ourselves that to achieve genuine knowledge of the constitution, all the paried sex characteristics of the individual must be identified and valued. In other words, the derive at promoting sex differences in educational opportunities through various

social, economic and political decisions in Nigerial calls for re-examination.

Hypothesis 3

It was hypothesized that there is no significant difference between the level of constitutional awareness of male students in urban and male students in rural areas in Katsina State.

Table 4.8: T-test Results on Males' Scores in Both Locations

Location	N	$\bar{X}$	SD	df	t-value	P
Urban	252	21.25	2.97	332	20.75	0.000
Rural	82	12.74	3.30			

N - Students' population

$\bar{X}$ - Students' population mean

SD - Standard Deviation

df - Degree of Freedom

P - Probability level.

The above Table 4.8 showed the analysis of hypothesis III, two sample t-test was used. The mean rating of the male students' scores in urban schools was 21.25 with standard deviation of 2.97, while that of male students' scores in rural shools was 12.74 with 3.30 standard deviation, the resulting t-statistic

was 20.75 with 332 degree of freedom, this value was significant at the .05 level (P. 0.000). Hence there was evidence to suggest that there is significant difference between the level of constitutional awareness of male students in urban schools and rural schools in Katsina State.

Given the information in Table 4.8, there is significant difference between the male students in urban schools and male students in rural schools on their level of constitutional awareness. Therefore, the hypothesis advanced for the study is rejected.

Hypothesis 4

There is no significant difference between the level of constitutional awareness of female students in urban schools and female students in rural schools in Katsina State.

Table 4.9: T-Test Results on Females' Scores in Both Locations.

Location	N	$\bar{X}$	SD	df	t-Value	P
Urban	160	17.32	2.93			
					12.16	0.000
Rural	143	12.48	3.88			

N - Students population

$\bar{X}$ - Students population mean

SD - Standard Deviation

df - Degree of Freedom

P - Probability level

From the table above, the t-computation shows the mean rating of the urban female students' scores was 17.32 and the standard deviation 2.93; while the rural female students' scores was 12.48 with 3.88 standard deviation; the resulting t-statistic was 12.16 and 301 degree of freedom. This value was significant at the .05 level (P. 0.000). The hypothesis is therefore rejected.

This means that there is significant lifference in the awareness of constitutional matters between females in urban schools and females in rural schools when they are bumped together.

On the school location and sex difference as presented in Table 4.8 and 4.9, Ikootuonye (1978:54-55) has this to say:

> Sex and rural-urban differences are persistently observed in the Differential Aptitude Test (DAT) Scores. The urban and the rural boys respectively are superior to the urban and the rural girls also respectively, except in clerical speed and accuracy in which the girls excelled the rural boys and the rural girls also respectively.

In conclusion, social differences were responsible for the above disparity. In other words, there is abundant evidence that environmental factors and sex differences are responsible for the differing levels of achievement between males and females.

Hypothesis 5

It was hypothesized that there is no significant difference between the observed level of constitutional awareness and that of what is expected.

In order to obtain the level of significance of the relationship between the observed level of constitutional awareness and that of what is expected, the researcher used the Chi-square (X^2) statistical formula to obtain the value of 'P' at df = 302. The result was 433. The obtained value of 10391 greatly exceeded the critical value of 433. As a result, there is significance difference between the observed level of constitutional awareness and what is expected. Therefore, the hypothesis advanced for the study is rejected.

The implication of this finding calls to mind the position of females in the learning of constitutional matters. The position of females places her at disadvantage with her male counterpart in the area of constitutional awareness. Though both students at the JSS III level are studying social studies, male students in urban schools performed better than those in rural schools.

4.5 Summary

The study on the comparison of constitutional awareness of Katsina State students has led to the following findings:

(i) There were difference in the understanding of constitutional matters between boys and girls in the urban schools;

(ii) The students in the urban schools understand constitutional matters more than the rural students.

(iii) There was difference between boys and girls in understanding constitutional matters when considered generally.

(iv) The general understanding of constitutional matters by social studies students tend to be average since one of the groups reached a mean of 21.2.

(v) The boys did better in constitutional matters than girls in the rural areas.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter, the last but not the least, tries to review once more the major questions being asked and findings made during the course of this study.

The researcher assumed that students in Katsina State, do not understand the constitutional teachings of the Federal Republic of Nigeria. According to Fafunwa (1991), most Nigerians are indisciplined and unaware of their rights and obligations under the constitution. This chapter will reflect the conclusion, recommendations and suggestion for future research given.

5.2 Restatement of the Problem

The purpose of this research was to compare the constitutional awareness of the Junior Secondary three social studies students in Katsina State. The study has attempted to answer the following questions:

(a) Do male students have constitutional awareness than female students in Katsina State?

(b) Do students in urban centres have constitutional awareness than rural students in Katsina State?

(c) Do male students in urban centres have constitutional awareness than male students in rural areas in Katsina State?

(d) Do female students in urban centres have constitutional awareness than female students in rural areas in Katsina State?

5.3 Summary

5.3.1 Collection of Data

To help determine more accurately the level of constitutional awareness of students, it becomes necessary to prepare questionnaires. The questions were set to determine the rural and urban students' level of constitutional awareness. Structural questions were employed to test the five hypotheses proponded.

Questionnaires were administered to 637 Junior Secondary School students, the data collected was statiscially analysed by using the under-listed statiscal instrument:
(i) mean; (ii) standard deviation; (iii) t-tests; (iv) Chi-square. Thus all the hypotheses were rejected. 412 urban students and 225 rural students were involved in the study.

5.3.2 Statistical Analysis and Findings

In the process of analysing the data collected, the following statistical techniques were utilized. T-test, chi-square, mean and standard deviation. The researcher employed the t-test approach because it received the support of Gosset (1908) who agreed that this approach guarantee significant difference between two groups. All these techniques helped in determining the level of significance for the hypotheses proponded.

From the statistical analysis of the data, the following information was gathered:

Hypothesis 1 - is rejected because there is a significant difference at .05 confidence level.

Hypothesis 2 - shows a significant difference and so the hypothesis also is rejected.

Hypothesis 3 - the hypothesis is rejected because there is a significant difference in the achievement test of the students.

Hypothesis 4 - is rejected because there is a significant difference at .05 confidence level.

Hypothesis 5 - the hypothesis is rejected because there is significant difference between the observed level of constitutional awareness and that of what is expected.

Having analysed and interpreted the data, the following observations were made:

(a) Most students who had high scores in the test administered were male students. This study revealed that there was high level difference in the understanding of constitutional matters between male and female students in the urban schools in Katsina State. The writer observed that male students dominate the political discussion while females were relegated to the back ground. Hence, there is need to encourage female students to match up with their male counterparts in the studying of constitutional matters.

(b) On location of schools, it is unfortunate that rural schools lack infrastructural facilities such as library, electricity, motorable roads and other related amenities. This further confirmed that environment had influence on students understanding of the constitution.

(c) There was significant difference between males and females when generally considered. Sex variation could be as a result of nature of women in our society and the cultural value attached to certain aspects of learning. Traditionally, certain types of career are identified as feminine in nature. Since this writing is mainly related to aspect of government, females are less interested in the area. It may be said that girls are passive to politics and matters relating to governance.

(d) Education today needs to be properly appraised in order to enable the individual partake in the social, economic and political activities going on in his/her society with any undue reference to educational disparity.

(e) The ability of the child to achieve the constitutional awareness in the school is of immense importance to both the individual and the society in general.

(f) There are other variables that exert some degree of influence on the students' achievement of national consciousness beyond the location and gender which the teacher must handle.

5.4 Conclusion

On the whole, the constitutional awareness of both rural and urban students is favourable and encouraging. As such, I am of the view that constitutional matters should be more emphasized and reflected in the curriculum.

5.5 Recommendation

The researcher, therefore, made the following recommendations for the improvement of the constitutional awareness among the rural and urban students. There is need for curriculum planners to place unquantifiable values on constitutional matters in the social studies curriculum which will essentially enable students to enjoy a desired social order.

To make the curriculum of social studies offer much to the students in constitutional and law based matters, there is need for immediate inclusion of the major constitutional matters into social studies curriculum and consequent effective teaching of it by well-equipped professional social studies teachers.

Serious attention should be paid to the rural schools to equalise them with the urban schools to give the students equal educational opportunity. This could be achieved by providing basic infrastructures like electricity for operating televion, supplying of reading materials (daily newspapers, magazines and periodical papers), moderate library and motorable roads. These structures will widen the knowledge horizons of the pupils and bring life into the dry lesson in the classroom.

Most learning activities in the social studies education should focus on the inculcation of right type of value like citizenship education, constitutional matters and the production of the right type of Nigerians we desire and deserve.

Government should consider fussing the proposed citizenship education programme into social studies in the Junior Secondary School level. This programme will help to keep pace with the needs, interest and aspirations of a rapidly changing society.

A correction must be made on the erroneous views that females have on constitutional matters and law related subjects. This is in line with the National Policy on Education (1981) which emphasised equal educational opportunity and awareness for every citizen of Nigeria.

The State Government, through the Ministry of Education, should maintain a more efficient inspectorate division that ensures equal distribution of equipment and amenities to both rural and urban schools for their maximal use. The Education Resource Centres, through its inspection, encourage effective social studies education to utilize a wide variety of instructional technologies to teach constitutional matters and law based subject.

Rural schools should be staffed with at least B.Ed. social studies teachers and they should be well-placed by the Ministry of Education. The introduction of social studies club will help students to collect information from newspapers, radio, television on current constitutional related matters.

Government should encourage the learning of constitutional matters as a prerequisite for political participation. This will reduce the ignorance of the politicians in the performance of their functions toward the development of the country.

5.6 Suggestions for Future Research

1. A similar study should be carried out in other States of the Federation so as to get the true or a complete picture of the level of constitutional awareness of the Nigeria school children.

2. Studies should be carried out to determine or to assess the impact of social studies in the process of changing the lives of Nigerians for the better, through the knowledge of the constitution.

3. Further research should be carried out on the level of constitutional awareness gaps between rural and urban students, boys and girls, different ethnic gropus.

4. Research should be conducted to see the extent social studies curriculum covers in the constitution of the Federal Republic of Nigeria.

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APPENDIX A

FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA.

STUDENTS' QUESTIONNAIRE

This questionnaire is for students of social studies. It is aimed at finding out the constitutional awareness of the Nigerian Junior Secondary School students in Katsina State.

All information will be kept confidential and will be used for statistic purposes. Please respond fully and honestly.

Make a tick ( ) in the appropriate box.

1. Location of school: Urban ☐ Rural ☐

2. Zone - - - - - (1) Daura ☐
(2) Dutsin-Ma ☐
(3) Malumfashi ☐
(4) Katsina ☐

3. Sex: Male ☐ Female ☐

Instruction: Please express your opinion by putting (x) in the correct column that best describes your opinion towards each of the items.

Statement	True	False
1. Every person born in Nigeria is a citizen of Nigeria.		
2. The constitution assures certain rights to every citizen.		
3. Freedom of speech means a citizen is allowed to criticize the government destructively.		
4. There is no limitation to freedom of speech.		
5. Freedom of assembly does not allow riot or political trouble.		
6. There is no limitation to freedom of movement.		
7. Right to education means right to work.		
8. Equality before the law is true in theory and practice.		
9. Right to vote allows any eligible citizen to vote.		
10. All religions are practiced in Nigeria.		
11. Election has no importance.		
12. Local Government is the government of the State.		
13. The Federal Government alone makes law for the whole country.		
14. Budget speeches are made by Head of State and not State Governors.		
15. The legislative powers of the Federal Republic of Nigeria is vested in the National Assembly.		
16. The National ethic shall be Discipline, Integrity, Dignity of Labour, Social Justic, Religious Tolerance, Self-Reliance and Patroticism.		

Statement	True	False
17. There is no difference between constitution and decree.		
18. No person shall be deprived of personal liberty according to the law of the Federation.		
19. The National Assembly for the Federation consists of a Senate and a House of Assembly.		
20. The Federal Republic of Nigeria shall not be a State based on the principles of democracy and social justice.		
21. The composition of the government of the Federation shall not reflect the Federal character.		
22. The State social order is not founded on ideals of freedom, equality and justice.		
23. Every citizen of Nigeria shall be subjected to dissability and deprivation because of the circumstances of birth.		
24. The Judicial powers of the Federation is vested in the courts establised for the Federation.		
25. The National Assembly has no power to make law for peace, order and good government.		
26. The executive powers of a Local Government is vested in the Legislative arm of the council.		
27. A person shall forfeit his Nigerian citizenship, if he acquires nationality of a country other than Nigeria.		
28. It is not the responsibility of Government to direct its policy toward ensuring equal and adequate educational opportunity at all levels.		

Statement	True	False
29. To abide by the constitution means respect its ideals, its institutions, the National Flag, the National Anthem, the National Pledge and properly constituted authority.		
30. The State is not empowered to promot economic development and infrastructural facilities throughout the country.		