EVALUATION OF THE ACCEPTABILITY OF SOCIAL STUDIES AS A TOOL FOR CITIZENSHIP DEVELOPMENT AMONG SOCIAL STUDIES STUDENTS IN NIGERIA

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DECLARATION

I do hereby declare that this thesis entitled “evaluation of the acceptability of social studies as a tool for citizenship development among social studies students in Nigeria” is the original product of my research work and has not been submitted in any application for the fulfillment of the requirement for the award of any degree in any university in Nigeria or all over the world.

All sources of information and quotations used in this research have been acknowledged by means of references.

_____ _____

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CERTIFICATION

This thesis entitled “evaluation of the acceptability of social studies as a tool for citizenship development among social studies students in Nigeria ” by Muhammed Bello Ibrahim meets the regulations governing the award of the higher degree (PhD) Social Studies Education of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the entire family of both late and present Maigirma Yanruwan Moriki for their tremendous contribution and encouragement throughout the period of my Ph.D programme in Ahmadu Bello University, Zaria.

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ABSTRACT

The research "evaluation of the acceptability of social studies as a tool for citizenship development among social studies students in Nigeria" was conducted using descriptive survey that covered all the Colleges of Education in the seven (7) states of North-West Zone of Nigeria offering Social Studies Education. The population study was 10,610 N.C.E II and N.C.E III Social Studies students. Simple random sampling technique was employed to select a sample of 526 students for the study. The instrument used for data gathering was the questionnaire having 56 items. Moderated 4-point Likert scale was used in computing the responses of the respondents. The study has five (5) research questions and five (5) null hypotheses. Means and Standard Deviations were used to answer the research questions while null hypotheses were tested using t-test statistics and Analysis of Variance (ANOVA). The result showed that; there is no significant difference in the mean perception scores of students on Social Studies Education as an instrument on citizenship development in Nigeria, Based on (i) N.C.E level NCE II and III (ii) location: rural and urban (iii) gender: male and female (iv) parental education: literate and illiterate (v) parental economic status. Based on these findings, the researcher recommended that Social studies education should be introduced at the senior secondary schools levels to give more opportunities for those, who want read N.C.E social studies at college of education level in the country. Citizenship education should be encouraged in all levels of education in the country in order to help- both citizens and government to know the duties and responsibilities respectively. Government should encourage citizenship education because it help the students become conversant with the practical issues of government in the country. And it equip students with the knowledge of the structure all function of the government in the country. There is also need for citizenship education because it inculcates the standard and practical skills for maintaining good environmental health.

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ABBREVIATIONS

BK: Birnin Kebbi

COE: College of Education

EFA: Education For All

FCE: Federal College of Education

FCET: Federal College of Education Technical

KD: Kaduna

KN: Kano

KT: Kastina

NBTE: National Board for Technical Education

NCC: National Curriculum Conference

NCCE: National Commission for Colleges of Education

NCE: Nigerian Certificate on Education

NERDC: Nigeria Educational Research Development Council

NPE: National Policy on Education

NRC: National Republic Convention

NTI: National Teachers Institute

PTA: Parent Teachers Association

SDP: Social Democratic Party

SES: Social Economic Status

SOKT: Sokoto

SOSAN: Social Studies Association of Nigeria

UNDP: United Nation Development Programme

UNESCO: United Nation Educational Scientific and Cultural Organization

UNO: United Nation Organization

USSR: Union of Soviet Social Republic

ZMF: Zamfara

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The introduction of Social Studies Education at different levels of the educational system in Nigeria is a clear indication about the value of the subject. The large numbers of these institutions and their ever-increasing enrolments have necessitated the production of specially trained teachers who are equipped with the knowledge and special skills for implementing the Social Studies programme in the schools. Therefore it is a course full of political socialization. For example according to Argungu (2004) some of political science concepts incorporated in social studies education in Colleges of Education in Nigeria include state, Government, power, legitimate Authority, constitution, social control, interest group, pressure Group, political participation, political socialization, leadership, citizenship, and democracy.

Government has also stated, for the benefit of all citizens, the country's educational goals in terms of its relevance to the needs of the individual as well as in terms of the kind of society deserve in relation to the environment and the realities of modern world and rapid social changes. In Nigeria, the need to change the attitude of members in the society led the Federal Government to direct that citizenship education should be taught at all levels of education. This is partly to implement stated in the constitution of 1999 and which the educational objectives must be addressed. These are:

i. To inculcate in the learners certain values like democratic beliefs, patriotism, civic responsibilities, etc.

ii. To develop in the student positive attitude of togetherness and cooperation.

iii. To enable learners understand their environment and how to cope with problems in the society.

iv. To emphasize the development of reflective thinking in the learners.

v. To acquaint students with the roles of family, the government and other institutions in the society.

vi. To ensure that learners understand the interdependency between man and his environment.

vii. To develop in the learners the skills to learn, read, understand, collect and interpret information.

To what extent is the social studies education helping students gain awareness about the issues of political socialization for transforming into effective citizens in our colleges of education in Nigeria? The researcher is interested on the topic because socialization is a process which infant child or being who is biologically human becomes socially human. It is a process by which man acquires his social behaviour patterns in society and it is also asserted that the teaching and learning of Social Studies education should be concerned with preparing the learner for goals and purposes of responsible and effective citizenship development in the country.

The researcher is of the belief that, social studies according to Argungu (2004) if effectively taught in Nigerian Colleges of Education and universities, can be very efficacious subject or course for redressing the problems of the country. Also, social

studies education is a problem solving discipline, it uses inquiry method and techniques and its contents is not restricted, it is dynamic, incorporating relevant and up to date issues of concern to the nation, for example, effective citizens for national development.

The National Policy on Education (2004) identifies social studies education as a dynamic instrument of change and has expressed great faith in the ability of education to transform the society and lead it to quick transformation in the area of economic, political, social and human development. It is therefore government's desire that Nigeria should be: A just, free and democratic society, one with full opportunities for its citizens, and one that is able to generate a dynamic economy. Nigeria is to be a society strong, united and self reliant. According to N.P.E (2004) the discipline is to realize these dreams of unity for Nigeria. Therefore, Nigeria philosophy of education hinges on the integration of the individual into sound and effective citizen through the provision of equal educational opportunity for all citizens.

In order to achieve these aims and objectives, the government emphasized that, a conscious effort, should be made to teach the tenets of good citizenship at all levels of education. Therefore, in section 3(16c), the National Policy on Education (NPE, 2004) emphasizes the importance of citizenship education as a basis for an individual's effective participation in and contribution to the life of the society. In section 4(18e) and 4(18f) the Policy stressed that, education via social studies education should raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens, foster Nigerian unity with emphasis on the common ties that unite us in our diversity. Thus the teaching and learning of Social Studies Education is pivotal to

an understanding of the need for a cultivation of effective human relations. This perspective is geared at producing effective citizens and of forging a cohesive society that will support the notion of nation-building through the teaching and learning of Social Studies Education in our children. According to Okam (1998), the idea of teaching social studies education is to create awareness through a lot of techniques and forms of guided self-analysis in which learners or students would become very highly informed and aware of their learned behavour in schools. Nwabuzo and Martha (1985) were of the opinion that political education should be started early in the life of a child because it has profound effect on adult political awareness and participation. The implication is that educational institutions in Nigeria can develop political awareness of the NCE students via the proper use of social studies education as presented in the curriculum of social studies education for an attainment of citizenship norms, virtues and goals. Thus, a good deal of the curriculum, features intrinsic in Social Studies education include “political participation”, “political culture “political socialization “, “citizenship” and “democracy”.

The purpose of any education is simply to make the students more knowledgeable and prepared for the "real world." Social studies, however, takes this a step further, by providing a classroom that relates the proper knowledge through high thinking student-centered curriculum and has the proper environment, as well as one that challenges students, to hopefully gain the tools necessary to become active citizens. Social studies had been recognized as a medium through which societal problems can be resolved. It has the potentials for developing effective citizenship and popular participation in civic endeavour. Social studies provides proper enabling environment and curriculum that allows for student engagement and discourse over important and controversial issues.

With social studies, students extend their understanding of how societies function and how people participate in them. Social studies education, ideally, should provide the necessary resources and environment for these things to happen, and I believe we are doing a disservice to our students' education if we fail at this.

Political socialization and Citizenship development feature prominently in social studies schema, where basic political orientations such as freedom of speech policy beliefs about particular topics such as taxation are taught. However, this process has to start somewhere. Becoming an active citizen is not something that just happens. Social studies classroom is the place for this process to begin, and this makes social studies leaders significant unfortunately, what goes on in our classrooms is a far cry from trying to attain social studies set goals, standards and ideal situations. Substantial teaching in institutions are done abstractly, intellectually inclined and lacking the requisite teaching and learning ingredients (such as experiential learning) that can engender effective Political socialization and Citizenship development in the Nigeria youths. Teaching of social studies is more of teacher-centered, instead of being student-centered education, where students are actively engaged and getting involved with public discourse, standing up for what they believe in, and maybe even something grander can occur. Although this might sound cliche" to some people, it is a vital part of a social studies education, and is the overall purpose of social studies. Lack of this may explain the more reason why Political alienation, apathy and unpopular practices prevail in the Nigerian society. This has consequences that if left unchecked may result in plunging the nation into greater problems. This informs why studies of this nature must continually be embarked upon in order to engender Political socialization and Citizenship development in our youths.

Raise the importance of teacher in the realization of these objectives of social studies regarding political socialization and citizenship development.

Raise query whether preserrice teachers (NCE Student) are aware of these objectives

Raise query if they accept SOS is capable of achieves these goals.

1.2 Statement of The Problem

Hence, the study acceptability of social studies students on social studies as a tool for Political socialization and Citizenship development in Nigeria is an attempt to look at how students perceive social studies as a means of developing political interest and effective citizenship, and whether differences will occur based on level, gender location and parental education this is with the view of providing information about social studies pre – service teachers that could be used to facilitate discourse on the implementation of social studies.

1.3 Objectives of the Study

The main objective of this study is to examine the acceptability of Social Studies students on Social Studies as an instrument of and citizenship development in Nigeria. Specifically, the objectives of the study are to:

i. Examine the perception of N.C.E II and N.C.E III students on Social Studies Students on Social Studies as a tool for and citizenship development in Nigeria.
ii. Compare the acceptability of rural and urban N.C.E students on the Social Studies Students on Social Studies as a tool for and citizenship development in Nigeria.
iii. Evaluate the acceptability of male and female N.C.E students' perception on Social Studies on Social Studies as a tool for citizenship development in Nigeria.

iv. Compare the acceptability of N.C.E students of literate and illiterate parents on Social Studies students on Social Studies as a tool for citizenship development in Nigeria.

v. Determine and compare the acceptability of N.C.E II and III students from low, middle and high income parent on Social Studies students on Social Studies as a tool for and citizenship development in Nigeria.

1.4 Research Questions

This study sought answers to the following research questions:

i. What is the difference in the mean acceptability scores of N.C.E II and N.C.E III Social Studies students, acceptability on Social Studies as a tool for citizenship development in Nigeria?

ii. What is the difference in the mean acceptability scores of rural and urban N.C.E Social Studies students' on Social Studies as a tool for citizenship development in Nigeria?

iii. There any difference in the mean acceptability scores of male and female N.C.E Social Studies students' on Social Studies as a tool for citizenship development in Nigeria?

iv. What is the difference in the mean acceptability scores of N.C.E social studies students of literate and illiterate parents on their acceptability of Social Studies as a tool for citizenship development in Nigeria?

v. What will be the difference in the mean acceptability scores of N.C.E students from low, middle and high income parents on Social Studies students on Social Studies as a tool for citizenship development in Nigeria?

vi. Is there any difference in the mean acceptability scores of state and federal N.C.E students on their perception of Social Studies as a tool for citizenship development in Nigeria?

1.5 Null Hypotheses

The following hypotheses were formulated and tested at $p \leq 0.05$ level of significance.

i. There is no significant difference in the mean acceptability scores of N.C.E II and N.C.E III students on Social Studies students on Social Studies as a tool for citizenship development in Nigeria.

ii. There is no significant difference in the mean acceptability scores of rural and urban N.C.E students on Social Studies students on Social Studies as a tool for citizenship development in Nigeria.

iii. There is no significant difference in the mean acceptability scores of male and female N.C.E students on Social Studies students on Social Studies as a tool for development in Nigeria.

iv. There is no significant difference in the mean acceptability scores of N.C.E students of literate and illiterate parents on Social Studies students on Social Studies as a tool for political socialization and citizenship development in Nigeria.

v. There is no significant difference in the mean acceptability scores of N.C.E students from low, middle and high income parents on Social Studies students on Social Studies as a tool for citizenship development in Nigeria.

vi. There is no significant difference in the mean perception scores of state and federal N.C.E students on Social Studies students on Social Studies as a tool for political socialization and citizenship development in Nigeria.

1.6 Significance of the Study

This study and its findings are significant to social studies students, lecturers, researchers' institutions, government and non-governmental organizations, among others.

This research and its finding will indirectly be beneficial to students who are the recipient of social studies education. It their teachers will emphasis how social studies educations help the students not only in their academic lives but by knowing their duties and rights to the government also in the development of their citizenship responsibilities and political socialization in country. This will further help in making them realize the importance of social studies educations as an indispensable tools for individual and nation building, the social studies teachers will immensely benefit from this research in the sense that it will further confirm to them the importance of social studies education on their students individual development in citizenship development.

The result of this research will benefit the institutions offering social studies course by suggesting to all non-social studies students to be taking social studies course as elective so that there will be improvement in the students citizenship development and This will go along in making students uphold rules and regulations, maintain and judiciously use institutions facilities, and scuffles between school authorities and student will be greatly reduced.

The Nigeria Federal Government will through the findings of this research have an insight as to whether or not pre-service teachers comprehend the main objectives for social studies education in the Colleges of Education in the country.

1.7 Scope of the Study

This study was delimited to the perception of social studies as an instrument for political socialization and citizenship development. It is also restricted to NCE II and III students in the North West zone of Nigeria and also Colleges of Education in the North West Zone that are offering Social Studies education as a course in their colleges. The study is restricted to N.C.E. students of Social Studies education in North West Zone due to financial and time constraint which made the researcher to see that it was virtually impossible to cover the whole N.C.E I, II and III Social Studies students. According to Olaofe (2010) the scope of area to cover in a study must be limited to a manageable area or scope for proper handling. Therefore the researcher is at liberty to limit the scope of the study for proper handling.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviewed relevant related literature under the following sub heading:

- Theoretical framework
- Concept of social studies
- Objectives of social studies
- Historical and justification for the introduction of social studies
- Nature and scope of social studies
- Concept of socialization
- Political socialization
- Relevance of socialization to the study
- Aims of socialization
- Agents of political socialization
- Concept of character and development
- Citizenship education

2.1 Theoretical Framework

The theoretical framework for this study is based on Political socialization theory as expounded by Political scientists Gabriel Almond and James Coleman the observed that we "do not inherit our political behaviour, attitudes, values, and knowledge through our genes, instead we come to understand our role and “fit in" to our political culture through the political learning process. Political learning is a broad concept that encompasses both the active and passive and the formal and informal ways in which

people mature politically. Individuals develop apolitical self, a sense of personal identification with the political world. Developing a political self begins when children start to feel that they are part of a political community. They acquire the knowledge, beliefs, and values that help them comprehend government and politics. The sense of being a Nigerian, which includes feeling that one belongs to a unique nation in which people share a belief in democratic ideals, is conveyed through the political learning process.

According to them Political socialization is a particular type of political learning whereby people develop the attitudes, values, beliefs, opinions, and behaviours that are conducive to becoming good citizens in their country. Socialization is largely a one-way process through which young people gain an understanding of the political world through their interaction with adults and the media. The process is represented by the following model:

who (subjects) → learns what (political values, beliefs, attitudes, behaviors) → from whom (agents) → under what circumstances → with what effects.

Agents of socialization, include parents, teachers, and the mass media, convey orientations to subjects, who are mostly passive. For example, parents who take an active role in politics and vote in every election often influence their children to do the same. Young people who see television coverage of their peers volunteering in the community may take cues from these depictions and engage in community service themselves. The circumstances under which political socialization can take place are almost limitless. Young people can be socialized to politics through dinner conversations with family members, watching television and movies, participating in a Facebook group, or texting

with friends. The effects of these experiences are highly variable, as people can accept, reject, or ignore political messages.

People develop attitudes toward the political system through the socialization process. Political legitimacy is a belief in the integrity of the political system and processes, such as elections. People who believe strongly in the legitimacy of the political system have confidence that political institutions will be responsive to the wants and needs of citizens and that abuse of governmental power will be held in check. If political leaders engage in questionable behaviour, there are mechanisms to hold them accountable. The presidential impeachment process and congressional ethics hearings are two such mechanisms.

Political efficacy refers to individuals' perceptions about whether or not they can influence the political process. People who have a strong sense of political efficacy feel that they have the skills and resources to participate effectively in politics and that the government will be responsive to their efforts. Those who believe in the legitimacy of the political system and are highly efficacious are more likely to participate in politics and to take strong stands on public-policy issues. Citizens who were frustrated about the poor state of the economy and who felt they could influence the political process identified with the Tea Party in the 2010 election in K.S.A and worked to elect candidates who promised to deal with their concerns.

Much political socialization in the United States passes on norms, customs, beliefs, and values supportive of democracy from one generation to the next. Americans are taught to respect the democratic and capitalist values imbedded in the American

creed. Young people are socialized to respect authorities, such as parents, teachers, police officers, and fire fighters, and to obey laws.

The goal of this type of socialization is deliberately intended to ensure that the democratic political system survives even in times of political stress, such as economic crisis or war. One indicator of a stable political system is that elections take place regularly following established procedures and that people recognize the outcomes as legitimate.

2.2 Concept of Social Studies

Social studies have been defined by the United States of America Commission on the Rehabilitation of Secondary Education as "those subject matter that are related to the organization and development of the human society and man as members of social groups." Social Studies is mainly concerned about the activities of man in Society. It explains how man influences the environment in which he lives and how this environment, in turn, influences him (Ogunniyi, Ehon, etc, 2008:1). Social studies is also considered as a process of education which studies man and his struggle for survival in his environment. It also provides us with methods of viewing the society in order to understand its structure and problems and ways of solving such problems.

Dike (1989) described social studies as a field of study that is concerned with how man interacts and interrelates with his fellow man in his society and with the physical and chemical factors in his environment. Michaelie (cited by Kochhar, 1988) sees social studies as concerned with man and his interaction "with his social and physical environment; they deal with human relationships. He maintained that we use social studies to understand man's problem and how he deals with them; man's struggle with his

environment yesterday and today; man's use or misuse of his powers and resources, his development and the essential unity of civilization.

Fadeiye (1981) stated that social studies had its origin in America, where the subject was taught in schools and colleges through: the efforts of the American Committee of the National, Education. Association." Akpan (2001) opined that social studies entered the American curriculum as a result of a major change in thinking about the nature and purpose of science and education. He maintained that it was introduced into the school curriculum with a view to giving social and political education to young Americans and as a major instrument for fostering unity.

Britain later introduced social studies into its school systems almost at the same time as it was taught in America. Other European countries also joined the new wave of social education after the Second World War. This was as a result of the need to socialize and rehabilitate their citizens and evolve a new discipline capable of promoting national and international understanding (Nwanna Nzewunwa e.t.c. 2007).

Today, social studies is studied in many countries of the world including those in Africa and especially in Nigeria. The importance of social studies to religion and political stability, cultural, economic and technological development of Nigeria cannot be over emphasized. Ofoegbu (2001) recorded that the fact that social studies enjoys the status of a core subject implies that it is perceived as very important worthy of being studied by all students. He observed that the need for social integration and national unity in Nigeria is of prime importance. He maintained that social studies offers ample opportunities or the promotion of the much needed national unity in our country.

Igwe (2008) asserted that it is a subject which has problem solving as its goals. This is because social studies selects concepts from the various social sciences which can be used to develop problem solving ability in man. Social studies is taught in schools because it provides pupils with the understanding of man's way of life, his basic needs and activities in which he engages in, in order to meet his needs. He further posits that the subject is taught«in schools because it would help to inculcate in pupils/students direct training in citizenship.

The varying nature of the factors responsible for the introduction of social studies in different countries of the world made it difficult for social studies to have a single comprehensive definition that can satisfy all shades of opinions globally. This situation has left different social studies specialists in different nations to attempt defining the subject differently as it affects their national situation, interests and wishes. In Nigeria different social studies specialists and educators have attempted defining the subject. For example, Okobiah (1984) describes social studies as “an interdisciplinary approach to the study of human being in group’s interrelations with both their social and physical environment.” This description has shown that social studies is radically different from the traditional discrete subjects that view man in narrow perspectives. It is a subject that sees man as social being interacting with each other and environment.

On his own part Onyabe (1980) suggested a definition of social studies where he describes it as “a field of study that deals with integration of knowledge, experience and effective use of resources for the purpose of citizenship education.” Onyabe argues that social studies as a subject has close relationship with other subjects because it integrates

relevant knowledge and experiences from different fields with the objective of developing responsible citizenship.

Adaralegbe (1980) also defines social studies as "a study of how man influences and is in turn influenced by his physical, social, political, religious, economic, psychological, cultural, scientific and technological environments." He further added that social studies "is a way of life." In another way, Adaralegbe's definition of social studies above is relatively a more comprehensive one. It describes both the nature and scope of social studies. It shows that students can acquire a general knowledge that touches on all spheres of life through social studies. It also shows that the subject focuses on man in his totality.

According to Kissock (1982) defined social studies as "a programme of study which a society uses to transmit to students the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with each other and with their world" and therefore, Kissock's definition is a universal one that can be applicable to the social studies programme in different nations.

Similarly, Udoh (1980) defined social studies "as the study of man, and the outcome of his relationships and interactions with his environments." This definition is a further confirmation that social studies deals with man in his totality. It also shows that man can exert influence on the environment and vice versa.

2.3 Historical Background of Social Studies

Societies all over the world have one or many means of inculcating values attitudes, beliefs, into the young ones. The traditional societies of African were not immune from such development. After several years of external content and plunder, the

traditional type of education lost its enviable position. Western and Islamic education dominated the educational scene in most places and societies of the Nigerian area.

Social studies existed in bits in various school subjects such as history, civics and government and other social sciences. It appeared not as we know it today but as fragmented body of knowledge found in specific contents of history, geography and civics. This trend continued up to the middle of 20th century. Besides the lack of relevance to the condemnation of the hitherto educational system and the social studies education inclusive. Two main events are particularly important.

a) The nationalist struggle
b) The curriculum conferences in the 1960s.

The 1st and 2nd world war and the birth of the educational elite that traveled wide and far, educated overseas and the rise of communism contributed to a large extent in nurturing radical ideas. Africans began to question the relevancy of the type of education in meeting the specific needs and aspirations of the society.

Social studies as already acknowledged had appeared in some schools in Nigerian with the assistance of the United States agency of international development (USAID) in Aiyetoro comprehensive college. It spread later to some selected in the western part of Nigeria like government college, Ibadan

The nationalist struggle and the eventual independence of Nigeria give rise to what was an integral part of the movement for making the curriculum of Nigeria society relevant and functional.

However, this movement was thwarted by civil war in the 1960s. many Nigerians believed that the civil war expressed a serious dysfunctional civil and social education among the citizenry. It further proved the inadequacy of education in bringing about loyalty, honesty, patriotism to the teaming population of Nigeria.

The realization of education as a viable tool to bring about change, have contributed to the evolution of the social studies education in Nigeria as we know it today. It was realized that social studies was used in different parts of the globe in solving specific socio-economic problems. For instance, in Britain as citizenship education, in America to inculcate democratic values, in Tanzania for inculcation of the spirit of Africa socialism (UJAMA). In Nigeria, according to Dubey (1980) it was to heal the wounds of Nigeria civil war and inculcate the spirit of national consciousness, unity and patriotism.

The national policy on education (2004) further provided yet another impetus in the development of social studies. Having realized the worth of social studies education, proposed and adopted social studies as a compulsory subject in junior secondary schools and primary schools in Nigeria. This led to the inclusion of social studies in the respective primary and junior secondary school timetable.

Added to this was the untiring effort of social studies educators and practitioners. In particular, the Social Studies Association of Nigerian (SOSAN) has elevated and ensured the development of social studies in many ways, firstly, it remain a professional body through which ideas are cross fertilized on major issues as regards to social studies. Secondly, it produces a journal which serves as a resource material for students and teachers. In addition, the various conference proceedings of (SOSAN) served as reference

material for students and researchers. Thirdly, SOSAN had helped in clarifying the meaning, nature and purpose of social studies in Nigeria. New association has spring up to promote teaching and learning social studies in schools, such as the social studies teachers association of Nigeria. Even through, SOSAN has remained inactive for some time, but the recent proliferation of professional association are signs of progress rather than retrogression. Association such as the national association for promotion of arts and social science education are contributing to the development and popularity of social studies education in different ways.

The Nigerian Educational Research Development Council (NERDC) has continued to contribute greatly in producing materials on social studies. The NERDC social studies series are still in use as both content and methodology reference material. The social studies project textbooks published by the then centre for comparative education and adapted centre provided yet other relevant resource material for teachers and students of social studies.

The institutions of higher learning and universities in particular have helped in the production of personnel (teacher) in the implementation of social studies curriculum in various strata of the educational system. The institute of education, Ahmadu Bello University Zaria has contributed greatly in the production of NCE and Bachelor of Education Graduates of Social Studies needed in primary and secondary schools in the country. Social studies is now being offered both as single and double major subject combination in state and federal colleges of education. In addition, graduates programmers in social studies are available in nearly all Nigeria universities.

These antecedents have contributed in many ways for the acceptability, popularity and the development of social studies education in Nigeria. However we shell know that the pattern of the development of social studies becomes so sudden and therefore controversial. This further compounded the problems of not only teaching social studies but it's inclusion into school timetable of senior secondary schools.

2.4 The Nature and Scope of Social Studies

Social studies emerge as a subject of prime importance for study in schools. It studies, the basic characteristics of man and a detailed investigation into the varied expression of the adaptation of man to the area in which he lives.

Social studies scope is wide because it involves the study of man. In social studies, man lives in space, society and time. Therefore, he is made aware of his relationship with the past, present and future.

Thus, Dubey (1980) concluded that in social studies man is investigated in details for a proper understanding. It is a discipline which studies man at work at play, at school, in society, etc.

Social studies by its nature is an inter-disciplinary subject. It enables the learner see relationship between man's events and activities. This is because man's activities cannot be compartmentalized. Events that take place do not respect boundary, for example problems such as inflation, population, illiteracy, crime, etc.

Social studies adapt concepts facts and generalizations from the social sciences and the method of scientific investigation. Beside social studies is wider and it is wholistic study of man.

2.5 Objectives of Social Studies

According to Adaralegbe (1975) in Odor & Nwaham (2005) social studies is an inter-disciplinary field of study in which man learns about problems of survival in his environment. He added that it is a study of how man influences and in turn is influenced by his physical, social, political, religious, economic, physiological, cultural, scientific and technological environment. In other words of DuBey, et al in Ukadike (2003) social studies is the investigation of human activity. They further states that, its studies man at home, work, at workshop, in politics, at play, in the village, in the nation, everywhere engaged in his busy programme of living they also added that social studies in particular is interested in man problems. It encourages him and help him solve problems emanating from his immediate environment. Social studies is a clear educational programe put in place to study man, the various problems arising from his struggle to survive in his changing physical, political, economic, religious, cultural and social environment and attempt to proffer solution to these problems in order to enhance man's survival and sustainability in his environment. Achieving maximum peace and security in human society is one of the problems of man which social studies education intends proffering solution to.

According to Okam (1998) the main philosophy behind the teaching of social studies in colleges in Nigeria is to be assured in terms of its contributions at mobilizing and enabling learners cultivate awareness and understanding that would transform them

into citizens with skills competence and moral values and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society.

According to Falade (1994) social studies sets out to achieve the following specific objectives:

i. To create an awareness and understanding of our evolving social and physical environment.

ii. To ensure the acquisition of relevant body of knowledge and information which are essential pre-requisites to personal development as well as to a positive personal contribution for the betterments of mankind.

iii. To develop in individuals the ability to think reflectively and come to sound conclusion.

iv. To promote an understanding of social and physical problems in one's locality and proffering possible solutions to them.

v. To inculcate in the certain values such as democratic belief civic responsibility patriotism and unity.

vi. To develop in the individuals the basic concepts ideas understanding values and attitudes necessary for peaceful living in the society.

vii. To emphasize the development of responsibility for the socialization and humanization of the individuals.

viii. To enable learners recognize personal feelings opinions and biases that influence the interpretation of other people's point of view.

ix. To develop in learners the capacity to learn and to acquire certain basic skills, including those of reading listening understanding writing and calculation.

x. To instill in the learners the skills that will enable them to work as members of the groups as well as to participate in the formulation and execution of decision and also to be able to evaluate ideas and the progress of event among others.

2.6 Concept of Socialization

The process for which individual learn the culture of their society is known as socialization. Primary socialization probably the most important aspect of the socialization process takes place during infancy, usually within the family. By responding to the approval and disapproval of its parents and copying their example, the child learns the language and many of the basic behaviour of patterns of his society.

Gotep (1999) is of the opinion that when we were born we found society already there. Consequently, our societies certain individuals, groups, places, things, events, situations and values exist which provide socializing experiences as we are exposed to them. Different ways of learning and different agencies of socialization follow one another in a more or less orderly sequence as they pass from one stage of life cycle to the other. In the light of this, a new born baby is anti-social at birth, but for him to become an integrated member of his society, he must go through process of understanding the community's need, practice pattern of behavior, this process is called socialization, as Hassan (2004) defined it "as a means through which people learn idea and skills that enable them to interact with others properly".

The pattern of behaviour and attitudes that emerge throughout the life course from infant to old age. These patterns are part of the process of socialization, whereby people

learn the attitudes, value and behaviour appropriate for member of a particular culture Schaefor (2002).

However according to NTI (2000) socialization is a process by which individual members learn the acceptable norms and values of their society in order to behave in a way that is regarded as acceptable. This implies that, a child is born physically helpless and therefore depends on other people for everything, he cannot speak nor communicate with other about his pains or pleasure, he/she learns how to walk, wear dress, run about, eat etc, but as he grows older he becomes physically independent.

Socialization as a continuous process which begins from birth to death and also made infants into complete human being and able to participate in the social relations, though appears to be most intense during the early years in life, but reality goes on throughout life cycle. At every stage of life, people learn new skills, new role and new ways of adjusting to their positions. As a young child a person may behave in a certain way e.g (crying in public without shame). As an adult he tends to behave differently (Emmanuel , 2007).

Furthermore, Ekpiwre (2005) is of the opinion that socialization is of two categories i.e. primary and secondary, is largely independent on each other toward a successful ends. However the secondary socialization is always very successful any time the primary socialization is given a solid background. For example, the child that is shy, weak and coward is most likely to get in to secondary socialization and still be found in the same manner because early experiences have greater impact on the behavior of children than latter experience.

Furthermore, Gotep (1999) is of the opinion that education on the other hand has remained a social process in capacity building and maintained the society for decades. It is a weapon for inquiring skills, relevant knowledge and habits for surviving in the changing world, but in the light of historical antecedence of the Nigerian educational system, rampant changes in the educational policies of the country for selfish interest i.e (change in the nomenclature of motivation to learn and develop interest in school work as a result of reward and reinforcement administered to them.

A new born baby is a biological being, but not a social being. An infant is a social at birth. For him to become an integrated member of the society, he must go through the process of understanding the community's needs, practice and pattern of behavior. No individual survives in isolation, rather he constantly and continues interact with other member of the society. In order to interact effectively with other members of the society, individual must learn what is regarded and approved, accepted, desired and wanted by other members. Therefore, in the light of this socialization according to Marry (2007) is "a process through which a child is made social". This implies that through this process the child acquire knowledge, skills and disposition that enable him to participate fully in his society.

Brembeck (1971) defined socialization as "the process by which the young learns the values of the culture and how to incorporate them in to appropriate behavior". These definitions suggest that the main purpose of socialization is to assist an individual to comfort to the norms of the group or society to which he belongs. They also suggest that socialization deals with social groups like family, peer group, the school, religious organizations, clubs, the place of work and communities.

However according to Ayinde (2000) socialization is “an interactional process whereby a person’s behavior is modified to conform to expectations held by the members of the group to which he belongs”. This tends to mean that throughout his life an individual continues to learn some behavior appropriate to the expectations associated with whatever new position he occupies being infant, a toddler, a boy, a youth, an adolescent, an old man etc.

According to Broom (1981) is of the view that socialization could be seen from two different angles, from the society and from the individual perspectives. For the society, socialization is process of fitting new individual into an organized way of life and teaching him the society’s cultural traditions, however, from the individual’s point of view, socialization is the process of developing self. Furthermore, through interaction with others, a person gains an identity develops value and aspirations and under favorable conditions becomes able to make full use of his or her potential.

Datta (1984) perceived socialization as “a system of human interaction which effect changes in the behavior of the subject with some degree of persistence “ also socialization is “a process that involved one kind of learning or another e.g. learning to become an engineer or hold responsibility” (Marry 2007).the above definition of socialization have one element in common i.e they all point to the process through which an individual acquire knowledge of his people’s culture and thus become a participating member or his society.

Aliyu (2004) defined socialization “as the process whereby one internalized the norms of the group among whom he lives so that he distinct self emerges unique to this

individual. In another vein, Uche (1986) observed that socialization is a process by which human being acquire social behavioural pattern right the birth)

Again, Ritchier (1994) conceptualized socialization as a process whereby the child is fitted progressively into various social systems of the society in which he belong" and from the above definitions, we perceived socialization as a process by which human being acquired their social behavioural. In fact it is the natural influence between man and his fellow men; a process that result from, and adapts the pattern of social behaviour. It is also a process of acquiring and developing both basic and complex skills and techniques with which adopt and transform one's environment.

Aliyu (2004) conceptualized socialization as "an interactional process whereby a person's behaviour is modified to conform with expectation held by members of the group to which he belong". Socialization can also be seen as a process by which individual members learn the acceptable norms and values of their society in order to behave in way that is regard as a normal.

Social has been defined in different ways by scholars from the disciplines such as sociology, psychology, anthropology, political science, social studies and education. The various definitions given are consciously made to reflect the end area of specialization in which the scholars. For example, sociologists define the concept in relation to the scope and nature of sociology i.e. in relation to social interaction or group behaviors. On the other hand, psychologists definition relate significantly to personality, formation and development, while that of anthropology tilted toward cultural acquisition or enculturation. Educationist restricts the concept in the scope of learning, process and political scientists define the concept in relation to political behavior and practices.

Sociologists define socialization as, “the means by which individual (right from infant stage) begin to acquire all the necessary skills needed to perform as a functioning member of the society to which he/she belongs to” John (1968), a sociologists, define it, “lifelong process of inheriting and disseminating norms, customs, ideologists, skills and habits necessary for participating within his or her own society” in the same vein, it is described by Baker (2007) as simply “the means by which social and cultural continuity are attained" Similarly, Linda (2011) explains the concept which is essential for an individual survival as a social animal within a society” in his own part, Billingham (2007) explains that, sociology is a process whereby parents or adult members of a society transferred socially approved behaviors; norms, values, beliefs and traditions to future group members”. Uche (1984) defines socialization as, a process of learning (formally or informally) the activities and ways of life of people of a given society or community. It is believed that at birth, the new-born child knows nothing about the activities and ways of life of the people around him. In time, he changes physically, mentally and socially and able to learn the shared behaviors, Values, attitude, beliefs and activities in the culture into where he is born. These processes which transform the child as a functional member of the society is, the socialization’ critical assessment of the various definitions from different sociologists indicate or exhibit three important characteristics that are cohesively associated with all the definitions. First, the various definitions indicate that socialization is a learning process. This is because through socialization, individual members of the society to which one belongs to, must acquire or learn certain specific approved behaviors, norms and values for him/her to live and participate in the society and also be accepted as part of the recognized members of that

society. Second, acceptability and survival are twin inherent features associated with the definitions. This means that, socialization process is compulsory for all members of society, as a societal pre-requisite requirement for accepting one as a member of a social group.

The various areas of definitions given justified the importance of socialization in the survival of individual in a social group or society. This is because man as a social animal cannot survive alone. He needs to be accepted as a member of social group. Third, socialization is based on socio-cultural setting, in other word; socialization is a means or process of integrating new members to a social group by the acquisition of what the socio-cultural setting accepted as approved mode of social behaviors. It is therefore a means by which the individual respond to what the society approved or accepted.

Psychologists on their part relate the definition of socialization to personality development. Linda (2011) defines socialization as, "the experience and limitation of other people". According to him, individual's personality is made up of self-awareness and self image. He asserts that the 'self' is not there at birth, but gradually developed with the influence of social experience and interaction. Linda (2011) maintains that socialization is developed as a result of society's interpersonal interactions and the perceptions of others. Neuman (2005 as reported in Linda) argues that socialization is "a process of personality development by imbibing the socially approved behaviors, imitating and the environmental influence" these definitions have obviously indicated that socialization is for personality development and self - actualization.

Anthropologist defines socialization on the basis of enculturation or cultural acquisition. Linda (2011) explains socialization as, “a general process of acquiring culture” through socialization, as argue by anthropologists (Martins, 1996) Harold, 1998; Arthur, 1998; Christopher, 2000; individual learn about the culture of the society; its history, social roles, expectation and culturally accepted practices and behaviors. It is obvious that, anthropologists view socialization as a process of learning - learning of culture and its associated practices.

Educationists define socialization in relation to learning and intellectual or cognitive development. Hockenbury and Hockenbury (2006) define the concept as, “the process of learning that begin shortly after birth” similarly, Agosta (1992 as reported in Hockenbury and Hockenbury, 2006) explains that socialization in valves the process of mental development which enables children to perceives their environment and respond either by imitation of those around them or by psycho-motor imposes/reaction" Educationist is primarily based on the popular psychological premises that children are born with an in build knowledge and that learning is a continues process from birth to death. In addition, Piagets theory on intellectual development is another viable basis on the educationist’s view of socialization. They emphasize and maintain that learning can be conscious or unconscious. Through these two form individual acquiring and learn all that needed and essential for his survival personality development (Hockenbury, 2006 and Agosta, 1992).

The various definitions on socialization given by scholars from different disciplines of sociology, anthropology, psychology, social studies and education, indicate a

manifestation of divergent and convergent aspects, characteristics and inter-relatedness of ideas. All the definitions indicate obviously that socialization is a learning process.

2.7 Political Socialization

Political socialization is the process by which people form their ideas about politics. It's the lifelong development of a person's political values. Though, most political socialization occurs during childhood, people continue to shape their political values throughout their lives.

A lot of different factors affect a person's political socialization: personal factors, such as family, social and economic factors, education and peer groups all influence political values. The other factors such as mass media or any other world events also affect political socialization.

Factors affecting political socialization:

i. Family Influences: children often acquire beliefs based on their parents behaviours and attitudes, grandparents and adults are the key figures their lives. Though most parents don't include their children in their political discussion kids pick up an causal remarks made between adults and acquire the same political beliefs.
ii. Socio-economic status play an important role of an individuals or families in political socialization.
iii. School and peer influence: schooling policy is an important role in shaping political socialization courses like social studies, history and political science teach how government and politics work together. Experiences like class election, also help students form opinions about the fairness of the political process. Peers also greatly influence our political attitudes

iv. Mass media: is the study of the departmental process by which people of all ages and adolescents acquire political cognitive attitudes and behavior (Powell and Cowant, 2003). It refers to learning process by which norms and behavior acceptable to a well running political system are transmitted from one generation to another. It is through the performance of this function that individuals are inducted into the political culture and their orientation towards political objectives are formed (Varkey, 2003) socialization is largely a one way process through which young people gain an understanding of the political world and through their interaction with adults and media. The process is represented by the following model:

Who (subjects learn what (political value, beliefs, attitudes behaivours) from whom (agents) under what circumstances with what effects (Greenstein, 1969).

Political socialization is the study of developmental process of which people of all ages and adolescents acquire political cognition, attitudes and behaviours (Powell and Cowant, 2003). It refers to learning process by which norms and behavior acceptable to a well running political system are transmitted from one generation to another.

Mass media: Recent researche have shown the high influence of the media in the process of political socialization on average, both young children and teenagers spend more time on television and digital media. This is because, children's brains are "prime for learning", (Garber, Doris and Dunvay, 2011). More women than men watch Day-to-day television. However, young people can and do actively promote their political learning, and they can influence adults' political behavior on work.

According to Abbas and Kumar (2012) political socialization means political recruitment of citizens in a particular political culture. political socialization is political training and political recruitment of citizen to play a political roles as activists and participants. According to Ball (1963) political socialization is the establishment and development of attitudes to and beliefs about political system. The objective of political socialization is to help citizens imbibe a feeling of loyalty towards nation, obedience to the political system, positive values towards authority of the political system and encourage values that help establish a stable democratic government (Abbas and Kumar, 2012). They also further stated that political socialization inculcate orientation (knowledge, awareness, feeling, emotions, evaluation and judge) towards political objects (nation or system in general, political system, inputs of policy, proposals, demand and pressures and support, outputs of policy and programs and self as an active participant). Political socialization can be means of maintaining the current political attitudes or inculcating new ones suited for the existing political system and political culture as well as changing it by introducing new elements.

Political socialization can be looked at both in a narrow and in a broad perspective. Narrowly, political socialization aims at deliberate inculcation of values, attitudes and orientations about the political system and objects and that is done by formal institution. Political parties, e.g mobilize and train people in a particular way. Similarly, publicly or state owned media disseminative and spread specific political messages and trainings that are directed in favour of the political system. Broaden perspective of political socialization these can be broad. Political socialization in it, formal and informal agencies of socialization work and both political and non-political socialization with

amalgams behavior are relent. All learning, formed and informal that has a bearing on political behavior, in a latent or manifest way, become part of broad political socialization (Abbas and Kumar, 2012).

Political socialization is the process of teaching and learning about all aspects of political system. The process of socialization involves the exposure of the members of a society to desirable attitudes, values, skills, knowledge, dispositions or actions which will make them effective and participant members of the society (Stacey, 1978) on their opinion Almond and Verba (1965) did extensive surveys in the area of political socialization. They defined political socialization as "the process of induction into the political culture, its end product is a set of attitudes, cognition, value standards and feelings toward the political system, its various roles and role incumbent and feelings towards the inputs of demand and its authoritative outputs.

Pynn (1984) defined political socialization as "the process through which persons acquire political orientations and patterns of behavour. Ball (1971) looked at "political socialization as the establishment and development of attitudes to and beliefs about political system." Greenstein (1968) who worked on political socialization of children looked at it as "the deliberate inculcation of political information, values and practices and all political learning formal, informal and unplanned that take place at every stage of the life cycle including not only explicitly political learning but also nominal non-political learning that affects political behavour." Kavanagh (1972) defined political socialization as "the process whereby the individual learns about and develops orientations to politics." Easton and Dennis (1969) presented a restrictive but useful definition of political socialization. They defined it as "those developmental processes through which persons

acquire political orientations and patterns of behaviour." Olisab and Nwabufo (1990) defined political socialization as "all aspects of one's upbringing which have a bearing on politics and government." It is clear from the different conceptions of political socialization as the internalization of political knowledge, attitudes, values, norms and the transferable of same from older to younger generations.

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

Teaching of Skills:

Dada (1986) reported that various skills are learnt through political socialization processes. People often watch programmes on the screen at cinema halls, from television sets or from videos. Some of these programmes are often educative and people learn the techniques and skills of participation in political processing in the society.

2.8 Relevance of Socialization to the Study

Socialization is not simply a matter of infants acquiring culture and personality and stopped there. Rather, socialization is a life-long. Process: that is, it continuous throughout our lives. By the time adulthood reach, primary socialization has been completed. The individual has an image of the self as well as some degree of commitment to the value, rules and expectation of society. But succession of change, many of which result in the assumption of new status and the playing of new roles each change brings with it the need to adjust our socialization. Some changes are so profound that they required almost total re-socialization, or a radical alteration of formally held values and behaviours. And the more complex, the society, the more intensive the process of socialization so complex is

the process of socialization in fact, that they can classified into a typology for easier analysis.

Creation of Goals and Ambitions:

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

Reducing Stress in the Political System:

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

Promoting Stability:

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

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

2.9 Primary Socialization

This refers to the basic process that occurs in the early years and centers around the acquisition of language and other knowledge and skills, the internalization of norms and values, the development of emotional relationship, and the learning of roles.

2.9.1 Anticipatory Socialization

This refers to the learning that is preparation for future roles. Playing house, learning accounting or taking a course in computer programming are all example of anticipatory socialization because those involved prepare themselves for the roles of parents, of accountants, and of computer programmers.

2.9.2 Developmental Socialization

This refers to the continuous expansion of learning that occurred in primary socialization. In other words, the individual is always learning new things, which are added to and integrated with already existing knowledge and skills, resulting in continuous development of the personality.

2.9.3 Reverse socialization

This refers to the fact that in urban, industrial societies, the younger generation often transmits knowledge and skills to the older generation. In American society, these often is the case in immigrant families in which the children, born here, understand and feel more at ease in American culture and often explain the way things are done to their parents. When social change is very rapid, the same thing can happen; thus younger children know more about the "new math" or the way certain mind expanding drugs work than their middle-aged parents.

2.9.4 Re-Socialization

This refers to situations in which totally new sets of norms and values must be learned because people find themselves in different cultures or sub-cultures, or are isolated from their past for some reason, or decide to accept new religion or political ideology. An American moving to China, a lay person who becomes a priest or enters a convent, all must undergo some forms of re-socialization. The most dramatic instance of re-socialization occur in "brain washing" programs that attempt to change political ideology and when an individual becomes part of a total institution, such as the armed service or prison.

In such institution, the individual lives with a number of people who, cut off from the rest of the society for a period of time, reside and work in a controlled, rigidly structured environment. The military, converts or monasteries, mental institutions, prison, and prisoner of war camps are examples of total institution. The process of resocialization typically involves considerable stress for the individual much more so that socialization in general or even anticipatory socialization Gecas (1992).

2.10 Aim of Socialization

Ekpiwre (2005) suggested the following as the common aims of socialization viz:

i. **Inculcation of basic Discipline:** For the individual to be accepted in the society, he has to be well discipline by conforming to the norms and value of the society. Undisciplined behavior is prompted by impulse. It ignores future consequences and satisfactions in favor of immediate and perhaps transitory gratification. Disciplined behavior restricts immediate gratifications either by postponing, foregoing or modifying them sometimes to gain social approval or for the sake of future goal. Inculcation of discipline must start right from the home by effecting eating habits, toilet habit and later on other expected acquired behaviour traits.

ii. **Instillation of aspiration:** Every society instills in its members a variety of aspirations which corresponds to the status individuals would occupy based on sex, age, group affiliation or family origin. Socialization insists in the individual the desire to achieve societal goals. It also provides them with the adequate and direct means of achieving such goals. For instance, if education is a goal then schools effective learning environment, equipment or facilities etc must be provided.

iii. **Provision of identities:** Socialization provides individuals with identities through socialization, the individual gets a sense of identity by exhibiting an ordered behavior that is based on ideals, values, attitudes and aspirations.

iv. **Teaching of Social Roles:** Socialization teaches the social roles existing in society, their supporting attitudes and how to perform such roles. For example it teaches the role of wife, husband, father, and mother and instills in the individual the necessary requirements that would enable him/her play these adult roles effectively.

v. **Teaching of Skills:** An individual can properly fit in to a society only by acquiring skills that would make him to become an active member. In simple societies, for example, pre-colonial society in Nigeria, traditional practice were handed down from generation to generation and are usually learned by imitation and practice in the everyday life. In modern day technologically driven societies, uncalculating the abstract skills of literacy through formal education is a central task of socialization. Formal education has become a necessary education for effecting socialization in the existing social order. For the individual who lacks appropriate skills is economically unproductive. He is relegated to the margin of society and is likely to feel alienated from both the society and himself.

2.11 Agents of Political Socialization

The literature on political education exhibits a common consensus on the potency of the agencies of political socialization in promoting the desired normative political attitudes, values, skills and knowledge that will enhance political awareness of children in any society whether modernized or modernizing. Different agencies of political

socialization – the family, school, peer group, mass media and other are responsible for the promotion of the students' political awareness. It should be noted that the determinants of the development and establishment of these various attitudes and values about political system overlap between them; they cannot be examined in complete isolation. Moreover, all are affected, in varying degree by other factors as social and geographical mobility. The role of each agent is discussed below.

2.11.1 The Family

The family is the child's first contact with authority; it is here the first difference in the expectation between the sexes are implanted (Ball, 1976), it is from the family that the child first learns the appropriate behaviours and family belongs. Initial experience has an enduring impact on the physical, mental and personality development of the child. According to Dawson and Prewitt (1969) "every piece of evidence indicates that the child's political world begins to take shape well before he even enters elementary school and that it undergoes the most rapid change during these years."

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Renshon (1977) seminar review of early socialization literature concludes that, foremost among agents of socialization to politics is the family, though he recognized the

importance of other agents. However, both exposure and receptivity do wane as the child matures and is exposed to other agencies such as school and peer group. He relies on both the direct and indirect and individual role of the family in shaping the basic orientations of the child whether the child is conscious or unaware of the impact either through role modeling process or overt transmission, whether the values are political and directly usable or non political but transferable.

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

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

It is argued also that in families where politics is discussed, it probably centres on more concrete political object such as parties and candidates, than on more abstract considerations of policy and ideology. In Nigeria, where there is minimal participation.

According to Mamser (1989), the parents are so preoccupied with trying to make the two ends meet and so have little time to discuss politics or civic matters.

Typically, family, parents are thought to have a positive effect on their children socialization. But this is not always the case. A survey of nearly 600 teens in United States indicated that 20% have shared drugs other than alcohol with their parents and 5% of the teens were actually introduced to drugs by their parents. Socialization within the family is a powerful process, whether positive or negative Leimward (2000).

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

2.11.2 The School

Where did you learn the National Anthem? Who taught you about the heroes of your country? Where you were first tested on your knowledge of your culture? Like the family, schools have an explicit mandate to socialize people. Here is the stage of child development, when the importance of the family begins to decline. For example, when a child attains the age of five or six in Nigeria, as in other countries the child spends most of his time at school. The school is recognized as an important agent of political socialization.

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

The school, because it embarks on a much more formal socialization process, has been described as a more effective agent than even the family in certain circumstances especially in developing countries. "Schools are not only new basis of shaping individuals in a society but also a more formal way of shaping students towards statuses and roles for which they have never before eligible" (Debye 1983) states that, it is therefore a direct rather than indirect agent and as such its messages in an explicit fashion.

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

Nwabuzor and Martha (1985) contend that schooling is also important in the political socialization of children is that the education it provides has a profound effect on adult political awareness and participation and in the same vein, authorities such as Oni, Ayanniyi, Ogunwale and Omolehici (1999) are of the opinion that schools communicate political orientations in the following ways:

i. Inculcating in children through classroom practices and rituals, political values for political awareness, for instance, saluting the flag, singing patriotic songs, honouring national heroes and being exposed to patriotic symbols such as pictures and sayings of the leaders. Rules of political participation are learnt through

classroom discussion, schools' club activities, students' union activities, voting to elect their leaders, class prefects, and monitors that come through informal learning.

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

2.11.3 The Peer Group

A peer group includes all play mates, usually the same age group either within the school or in any given environment. Most of the child's time is spent away from home apart from time spent at school. At school or outside the school, the child interacts with other children in extracurricular activities such as football, volley ball, debating societies and other social clubs. From each intensive and extensive interaction, intimate relationships develop and by these contacts, important attitudes and values are formed which are neither acquired or values formed which are neither acquired at home nor at times even at school. The child then interacts with other children who come from different levels of the social stratification or from different cultural and racial backgrounds. Therefore, it is not surprising that children are influenced by their peers.

Pynn (1984) indicated that children are politicized when friends of the same age group talk about politics agreed that peer group offers the most influential and most intriguing challenge to the political values taught in the family. It is usually upon the normal attitudes and culture of the peer group that one's behaviour is ruled.

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

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

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

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

2.11.4 Mass Media

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

The mass media attempt in the main to provide information and stimulate interest, education and entertainment. It is clear that exposure to, and some absorption of information and opinion of a political nature enters a developing child's life via the media well before there is opportunity for over political behaviour. This particularly likely to be the case where television news and current affairs or political programmes are available and indeed, almost forcibly intruding into child's daily life, and in another development Pynn (1984) contended that the child is clearly exposed to politics through the media, and television is the primary source of this exposure, that for younger children, television dominates; as the child grows older, newspapers come to the increasingly important source of information.

Almond and Powell (1966) expressed that, in addition to providing information about the specific immediate political events, the mass media act, over the long run, to shape the individual's basic cognitive map. Hollander in Almond and Powell (1966), Chaffee (1970) and Pynn (1984) concluded that:

i. The mass media is labeled as the "new parent" in recognition of the role they play in transmitting political learning to the child.

ii. The students rate the media as the most important source of opinion influence over parents, teachers and friends.

iii. Mass communication has some direct effects on the developing adolescents.

iv. The mass media constitute the principal source of political information for young people.

v. The newspapers and televisions are the dominant media in political awareness of children and their contribution varies with age, peer group and social economic status of the group. Media become most effective during electioneering campaigns.

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

The trends of political events in mass media during the first and second republics could be termed both positive and negative. But the situation changed during the transitional period of third republic which started in 1986 and ended with the presidential election of 12th June, 1993 which was annulled on 23rd June, 1993. During the transitional period, an atmosphere of political awareness was created by the content of the programmes sponsored by both government and individual on the televisions, radios and in newspapers. For instance, a network programme titled "political forum" which always appeared every Thursday night is to educate Nigerians on the political activities and personalities such as the new local government chairmen, the new councillors, senators, governors and both presidential aspirants from the defunct parties (Social Democratic Party – SDP and National Republican Convention – NRC). With this development, children of about three years above became so interested that they were singing political campaign songs. They were seen discussing freely about the then two political parties (SDP and NRC). Though the 1999 political campaign did not have same effect due to the

short campaign period and less use of media, however, political awareness of the citizens increased tremendously, children were seen with party labels which they simply took from their parents.

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

i. The television only depicts the peculiarities, uniqueness and foibles social groups. Also, it stereotypes the same group by omission as by inclusion.
ii. Despite apparent political changes in the status of women on television this group continue to play subsidiary and occasionally demeaning roles; they are depicted in unflattering ways.
iii. The media tend to be merely transmitters, not originators of attitudes, values and information.
iv. The media reinforce exact values rather than challenge such values.
v. The media tend to be influenced by opinion leaders such as peer group leaders, organization leaders who interpret the media.

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

In present day Nigeria, both the electronic and print media have grown considerably and they have really become agent of political awareness for the secondary school students. In as much as has been said on the advantages of the media, they need orientation to be able to really enhance political learning for political awareness of the

children. There should be balanced information not one sided information, and opinion in order to promote political awareness of children. This is because, in the course of time, these children will grow to become political change agents.

Parents should also avoid using any kind of media as an electronic baby sitter and should try to create an "electronic media free" environment in their children's view television, it seriously misrepresent the realities of day to day life, Rideouf et al (1999).

2.12 The Concept of Development

In broad terms, governance is about the institutional environment in which citizens interact among themselves and with government agencies/officials. According to the UNDP, 2002 Human Development Report (2002) good governance from a human development perspective with democratic governance at its core means:

People's human rights and fundamental freedoms are respected, allowing them to live with dignity.

i. Peoples have a say in decisions that affect their People can hold decision-makers accountable.

ii. Inclusive and fair rules, institutions and practices govern social interactions.

iii. Women are equal partners with men in private and public spheres of life and decision-making.

iv. People are free from discrimination based on race, ethnicity, class, gender or any other attribute.

v. The needs of future generations are reflected in current policies.

vi. Economic and social policies are responsive to people's needs and aspirations.

vii. Economic and social aim at eradicating poverty and expanding the choices that all people have in their lives.

Development, according to Oghuvbu (2007), means growth integrated with economic, scientific, political and home based technological expansion. Development is further defined as a process of change. That is the process of changing and becoming larger, stronger, or more impressive, successful, or advanced, or of causing somebody or something to change in this way (Encarta, 2009).

According to Oke and Jekayinfa (2003) defined development as some kind of change in terms of an increase in capacity to perform some more difficult tasks and functions. They further maintained that development in a society covers the social, economic and political sectors of development. It is believed that there is a direct connection between the educational system of a country and the all aspects of development of a country (Oke and Jekayinfa, 2003).

2.12.1 Concept of Character Development

Stuart (1987) sees character as socially accepted behaviours in a society. A character disorder is a behavior disorder characterized by immaturity and a general, inability to cope with adult life. These types of behaviours many include, alcoholism, drug addiction, armed robbery, child trafficking, terrorism, or any criminal behaviour.

Similarly, the Longman Dictionary of contemporary English (2003) defines character as all somebody's qualities. The particular combination of qualities makes someone a particular type of person. This implies that character include all personal qualities of an individual. Development in whatever way it is viewed has to do with progress or increase in skills, standards output or productivity (Yusuf 2000). In his opinion Botubenga (1993) viewed development as the capacity for finding solution to problems. It is not just the accumulation of material goods with control of technologies.

Similarly, Rodney (1972) viewed development as many side process; at the level of individual it implies skill and capacity, greater freedom, creativity, self discipline and well-being.

2.12.2 Role of Parents in Character Development

According to Dantani (2010) the main first socialization agency of the child. Whether a child will develop good character or not many depend largely on the family upbringing. This implies that the home plays a significant role in character development.

i. Parent should live an exemplary life to good models to their children.

ii. Parents should make efforts to provide the basic need for their children i.e. food, shelter, clothing, love, education etc.

iii. It is the responsibility of parent to ensure moral development through supervision and religious teachings.

iv. Parent should use punishment and reward also to motivate their children toward development of good characters.

2.12.3 Role of teachers in character development

According to Dantani (2010) the teachers play an important role in development of the youth. Their roles include:

i. Teachers should be models worthy of emulation. They should live exemplary lives for the students to follow. The social learning theory emphasized that children imitate models they observed and admired (Banduray).

ii. Teachers must use the two sides of motivational coin to mould the character of their pupils. This implies the proper use of punishment and reward (Ayanniyi, 1988).

iii. Teacher should provide guidance and counseling services to their pupils to assist alleviate their sufferings (problems). This can reduce frustration and enhances adjustment to school life.

iv. Teachers should effectively use the Parent Teachers' Association (PTA) to discuss how to tackle persistence character disorders of their pupils.

v. Teachers should be well guided by teachers' code of conduct, they should be very professional in their dealing with pupils.

vi. Teachers should ensure that there is good teacher-pupils and pupil-pupils relationship. Are demonstrated in the classrooms situation because subject

Social studies is an eclectic discipline concerned with training the minds of young citizens with a touch of excellent so as to become responsible members of their immediate and general societies they belongs to. Therefore social studies have the principles and potential of touching the young citizens and preparing them for the task of national development. Okam (1998) reflects that, social studies would tremendously assist in a development and substances of desirable attributes and attitude as well as characteristics of the tenants of effective domain among learners. Okam (2002) maintains that, Civic Education is concern with the training of citizens about their civic responsibilities which they might do as an obligation and patriotic Nigerians. While development according to Okam and Gele (2010) is the qualitative and quantitative gradual growth of the nation's physically structured economic, educational and health services as well as housing estate for the benefits of the citizens.

The purpose of social studies, Okam (2002) points, is meant to assist learners to cultivate virtues that would transform them into citizens with skills, competencies,

attitude, moral values reasoned judgment to effectively live, interact and contribute positively to the economic, social, political and cultural development of the Nigeria society. Danladi (2002) Gele and Okam (2010) and Izom (2008) postulate that the purpose of social studies is to create a strong basis for inculcating attitudes favourable to sound social development of the youths Gele and Okam (2010) posit that, the teaching and learning of social studies is par an acquisition and sustenance or desirable attributes of a good citizen in the lives of the youths. From the foregoing consideration, social studies is capable of promoting civic education Ogunsaya (2008) Edokobi (2008) and Orungbemi (2008) consequently agree that, social studies teachers are trained to teach obedience, respect of individual, observe rules and regulation, tolerance, patriotism, cooperative perform civic duties, respect, fundamental human rights for the purpose of national development. Therefore, the social studies in school and colleges is to help in training the minds of learners in the building of valuable concepts, generalizations and understanding of the world as well as the acquisition of appropriate skills, abilities and equipped the individuals to live in their societies and acquire balance knowledge, facts about local and world phenomena. This shows that, social studies education is very important in the lives of the citizens of any nation.

2.13 Citizenship Education

Every citizen including the young has a responsibility to make a positive impact on his/her group, community and country. But to do this, the individual needs to have the confidence to contribute, and to appreciate that, his/her contribution will be useful to the development of the society. Citizenship therefore is the dynamic relationship between a citizen and his nation. The concept involves rules of what a citizen might do (such as pledging allegiance). Increasingly, the concept involves benefits or entitlements that a citizen has a right to demand from government, Ololobou, (1999). In another development, Onipe, (2002), conceptualized citizenship education as; "The deliberate incubation of social and cultural attitude, knowledge and skills that enable individuals to become socially and politically integrated within the society".

To Aiotomre (2003), citizenship education aims at inculcating the ideas of the society in the youth. He goes further to argue that citizenship education can also be those things we expect the youth to acquire in order for them to be able to develop and contribute more meaningfully to the development of the country; Such expectations, in accordance with constitution of the Federal Republic of Nigeria may include virtues of respect for the worth and dignity of the individual respect for the dignity of labor, faith in man's ability to make rational decisions, sharing responsibilities for common goals of society, acquiring moral and spiritual values in interpersonal and human relations etc. The ultimate aim of citizenship education in Nigeria can be said to involve how individuals may be transformed through the process of education into sound and effective citizen. Citizenship education according to Aibangbe, (2006) is those types of education which teaches what it entails to be citizens of a community; his responsibilities in the society; his

limitations and the fundamental rights he is supposed to enjoy as enshrined in the constitution. It also teaches why it is important for one to be patriotic to the country and love his fellow countrymen so that unity, progress and stability will be reached.

Alake and Okwusidi (1997), asked what is citizenship education? Before an attempt is made to define 'citizenship education; it becomes pertinent to point out what it is not. Some students and teachers erroneously claim that citizenship education is essentially Government or history or social studies. While they may be partially correct to the extent that the course comprise aspects of the above subjects, it also incorporates elements of sociology, Geography, political science and environmental science. Indeed citizenship education has a wide reach, embracing a diverse range of discipline.

Citizenship education may be defined as a discipline that studies in a measured dimension the important socio-political and environmental concepts and phenomena relevant to the well-being of Nigeria. This embracive definition explains why the course includes topic like national identity, national ethics and discipline, constitution, arms of government, environmental protection etc. as well as sub-topics like national symbols, role of culture in national integration, the rule of law, performance of the mass media, ozone layer depletion through chlorofluorocarbons (CFCS) etc.

Citizenship education is a measured study of the various concepts and phenomena within its scope. It is detailed enough to give the student a firm grasp of relevant knowledge and new practical skills. Yet it is not too detailed to pass as an exhaust theoretical analysis or enquiry into topics being studied. According to UNESCO (1998) describes citizenship as consisting in the education given to children from early childhood to enable them become a clear thinking and enlightened citizens who actively participate

in taking rational decisions concerning the society in which they find themselves Definitely such an education would include Knowledge of nations institution and how the rule of law applies to social and human relationships. This is only a part of the concept of citizenship education. The concept includes a broad spectrum of knowledge skills attitudes and values that make for a critical self reliants peace loving and law abiding citizenry.

The content of citizenship education are aptly captured in the various definition given to this important aspect of education experts (Fadeyi 2005; Atolagbe, 1998; and Heater 1990) are all agreed that citizenship education entails the cultivation of a sense of national cohesions loyalty obligation and duty to the state as well as fellow citizens. This implies that the main focus of citizenship education is how to produce responsible, effective and efficient citizens capable of contributing positively and meaningfully to the progress and development of the society.

Similarly UNESCO's (1998) regards a citizen to be first an individual a subject of ethics and law entitled to all the rights inherent in the human condition (human rights) and second as the citizen entitled to the civil and political right recognized by the national constitution of the country concerned to be comprehensive enough this definition may be extended to include his responsibilities to the nation which is to contribute effectively to the furtherance of goals of the nation it should be noted that these responsibilities could only be discharged to the extent to which the citizens possesses the requisite qualities the knowledge, skills, ethical and moral to do so. Our conception of citizenship education is guided by the development of these qualities of a good citizen.

Citizenship education therefore could be considered to include the education of citizens who are aware of their rights and obligations; citizens who are functional and can subscribe in tremendous ways to the smooth running of the society.

Aibangbe, (2006), is of the opinion that "citizenship education equips the individual with pertinent knowledge and skills that will enable one to contribute meaningfully to the development and progress of an ever enhancing dynamic modern world". Citizenship education is a form of socialization that enables the citizens of a country, to adapt to their society through the provisions adequately made by government. This informs the view of Aibangbe, (2006), to the effect that citizenship education is the type of education that can transform a person into a citizen. Furthermore, it prepares the society itself to enable a citizen to exhibit his citizenship. Kadiri et al (2007) viewed citizenship education as: "That education through which pupils in the system will be taught about their rights, privileges, duties and encouraged to perform their duties and play positive and active role in the society" His definition contains gems of citizenship education such as active participation in the society. Kadiri et al (2007) viewed citizenship education as preparation for social responsibility.

From the above definitions and views, one can deduce that citizenship education is referred to the educative means in a sovereign state whereby the citizens or individuals become socially and politically aware, socially integrated into the social milieu, acquire socials skills and competencies, become socially sensitive and actively participate in their social responsibilities for maximum productivity and development. Against this backdrop,

2.13.1 Goals of Citizenship Education

The goals of citizenship according to Aigbanbe (2004) are:

i) **Social awareness:** equipping individuals with the knowledge, issues and problems of their environments, society and beyond through inductive and cultural transmission.

ii) **Social sensitivity:** enabling one to have first hand impressions about the benefits and challenges of one's environment or society.

iii) **Social relevance pursuit:** to produce citizens who will adopt or fit to the social realities of their environment or society.

iv) **Social integration:** to bring together the different parts of the country with their cultural, economic and political diversities and cementing them into one cohesive whole for the common good of all in this way one's outlook becomes more global, developing the sense of belonging and commitment to one's society.

v) **Social control:** to enable one become amendable to social control.

vi) **Social cooperativeness:** enabling one to acquire skills, competences, attitudes and values that are crucial for effective living in society.

vii) **Active participation:** to prepare one to actively and efficiently participate in the socio-political life of one's society.

viii) **Productive societal contribution:** ultimately, all efforts at fostering citizenship education anchor on the development of responsible citizens who

would productivity utilize the available material and human resources for bringing about progressive changes in a fast society.

one can glean to the following aims of citizenship education;

i. **Social awareness:** Equipping persons with the knowledge, issues and problems of their environments, society and beyond through induction, or cultural transmission.

ii. **Social Sensitivity:** Enabling one to have first hand impression about the goodies and the shortcomings on one's environment or society.

iii. **Social Relevance Pursuit:** To produce citizens who will adapt or fit into the social realities of their environment and contribute to meeting the needs of the society.

iv. **Social Integration:** To bring together the diverse parts of the country with their culture, economic and political diversities and commenting them in, a society and made to have a sense of belonging and a sense of commitment to one's society.

v. **Social Control:** To enable one become amenable to social control.

vi. **Social Cooperativeness:** Enabling one to acquire skills, competencies, attitudes and values that are crucial for effective living in the society.

vii. **Social Serviceability:** Preparing for social responsibility and one's willingness to accepts and actually perform the social responsibilities.

viii. **Active participation:** To prepare one to actively an efficiently participate in the socio-political life of one's society.

ix. **Productive Societal Contribution:** Ultimately all efforts at fostering citizenship education anchor -on the development of responsible citizens who would productively utilize the available materials and human resources' for bringing about progressive changes in a fast-changing society.

Citizenship Education here refers to the programme of study designed for the Nigerian students in order among other things, make them active and effective citizens, and inculcate in them the spirit of national, political, cultural, environmental and constitutional awareness, Argungu (2010).

The Scope of citizenship education covers a wide range of issues and topics of concern to all citizens. Specifically through effective citizenship education programme, students will be enlightened about:

i. The need and importance of national consciousness, national unity, and peaceful co-existence in a multi-ethnic and multi-religious nation.

ii. The different cultures of Nigerian people.

iii. The Nigerian constitution, its development and provisions.

iv. The social and physical environment of the different zones of Nigeria.

The specific objectives and goals of citizenship education as identified in the curriculum guidelines by the NERDC (1990) area:

i. To create an awareness for the provision of the Nigerian Constitution and the need for democracy in Nigeria.

ii. To create adequate and functional political literacy amongst Nigerians;

iii. To sensitize Nigerians on the functions and obligations of government;

iv. To make Nigerians fully aware of their rights and duties and respect the right of others;

v. To assist in the production of responsible, well informed and self-reliant Nigerian citizens;

vi. To inculcate right rules and attitudes for the development of the individual and the Nigerian society.

As a result of these laudable goals, Nwahunanya (1996) succincts that citizenship education should strive to fulfill the following:

i. Help citizens to know their rights and duties to the state;

ii. Assist citizens to identify national problems and their solutions;

iii. Encourage national integration (religious tolerance, patriotism, total allegiance to the state, obedience to the law and harmonious relations with other citizens);

iv. Instill in citizens high moral standards essential for the sustenance of the state;

v. Produce enlightened citizens who are politically, economically and socially conscious.

Citizenship education has immense benefits to young people by helping them to develop self-confidence and successfully deal with their significant life changes and challenges such as discrimination and marginalization; it gives them a voice in the life of their schools, in their communities and in society at large. Furthermore, citizenship education enables them to make a positive contribution by developing the expertise and experience needed to claim their rights and understand their responsibilities and preparing them for the challenges and opportunities of adult and working life (Citizenship Foundation, 2005).

Apart from the young ones, benefits of citizenship education acquire to schools, other educational organizations and for society at large. For schools and other educational organizations, it helps to produce motivated and responsible learners, who relate positively with each other, to staff and to the surrounding community. For society, it helps to create an active and responsible citizenry who are willing to participate in the life of the nation and the wider world and play its party in the democratic process.

At this juncture, very pertinent questions arise, where does citizenship fit into the curriculum?

Within the school system, the place of citizenship education generates conflict-several positions may be distinguished with proponents of each one arguing that their perspective provides an appropriate educational basis from which to draw contributions for the formation of positive, productive citizens capable of making democratic institutions to work.

i. One position is that citizenship education is rightly situated within the social studies curriculum in the Anglophone tradition (Wright and Sears, (1997), Wrinkly (1987), Duffy and Cleverly (1987).

ii. Another position limits citizenship education to the history components (Bliss, 1992; Grinstein (1998). Within the francophone tradition, history also receives support as the disciplinary base for citizenship education, Richard (1995).

iii. Other voices argued that citizenship education should not be limited to one subject or school discipline but shared with other disciplines for example with language and literature courses (Johnson, 1997), or with geography (Laurin et Klein, (1998), Laville et Dionne, (1996), or set within a humanities approach. Herbert and Sears, (2002).

NERDC (2007) civic education curriculum for JSS entrenched citizenship education into its curricular from JSS 1 – 3 to be treated as topics under civics education.

According to Ajose (1998) citizenship education as an educational programme, is designed to build in the young learners, knowledge, understanding and still crucial for full and effective participation in the state of which he is a member. Citizenship education

provides avenue for each citizen to acquire an understanding of issues of peace in the world, and the qualities to subscribe meaningfully to the realization of this, the question to be addressed is: how do we channel these potentials of citizenship training in a United Nation peaceful environment?

Citizenship training is introduced into the school system for the purpose of educating Nigerians on the dangers of the social vices that characterized the Nigerian society. Those vices include, looting, injustice, corruption, intolerance, thuggery, sexual harassment and many others. It was gathered also that the attitudes of Nigerians in the political processes have been a negative one. For instance, in the just concluded election and the previous ones, a lot of illegalities were recorded, ranging from snatching of ballot papers and boxes, killings, humiliations, burning of houses and properties and many others. The low level of education and low consciousness of the people made them vulnerable to the fraudulent manipulation of the politicians and other groups in the society.

The overall aim of the National Curriculum in USA is to develop successful learners, confident individuals and responsible citizens who make a positive contribution to society (AGC 1989). Hence, the citizenship curriculum is based on key concepts (Democracy, justice, right and responsibilities, identities and diversity) that youth need to understand and key processes and skills (critical thinking and enquiring, advocacy and representation, taking informed and responsible action) they need to develop. The National Curriculum for citizenship set out teaching requirements that address a wide range of consent including policies and government, the legal system, the media, multiculturalism, equal opportunities, human rights, African and global education.

Teachers use topical and social issues to bring citizenship content to life and to help pupils develop key citizenship skills of research, discussion and debate, as well as to represent the views of other, think critically, evaluate and reflect. The citizenship curriculum aims to develop student's ability participate in communities and wider society as informed, critical and responsible citizens. The purpose of "active citizenship" according to Crick Report of 1998 is to teach students to work together and take action, using their citizenship knowledge and understanding to contribute to a better society. For example, after learning about human rights, diversity and inequality, students might decide to set up a project to address racism in their local community. Other examples of active citizenship projects include starting recycling programmes, setting up student action groups to address bullying or promote their trade (AGC 1989).

2.13.2 Citizenship

According to Mamdani (1988), citizenship refers to the status of being a citizen, which is usually determined by law. In democratic societies such as ours, qualifications for citizenship are associated with particular rights and duties and commitment to equality However, Dunmoye (2008) opined that this may not be true of some classical republics and even pre colonial Nigeria where slaves, women and certain classes of disabled persons were excluded from enjoying some benefits of citizenship. Here it is important to draw a distinction between a 'citizen' and a 'subject'. A subject is usually subservient to the state where the right to rule is denied him. But a citizen has full membership of a community and those who posses this status are equal with respect to the rights and duties associated with it. That is why Garba (2004) maintains that a citizen is an individual who owes allegiance to a state and in turn receives protection from the state. He must fulfill his

duties and obligations towards the state as the state in turn grants him civil, political and social rights. This two-way relationship between the individual and the state translates into citizenship practice.

In Nigeria, there are three bases of citizenship in the light of section 25 of the 1999 constitution. These are citizenship by birth, registration and naturalization. The ambivalence of this provision comes to the fore in section 15 sub sections 3 which states inter allia... "For the purpose of promoting national integration, it shall be the duty of the state to;

a. Provide adequate facilities for and encourage free mobility of people, goods and services throughout the federation.
b. Secure full residence rights for every citizen in all parts of the federation
c. Encourage inter-marriage among persons from different places of origin or of different religious, ethnic or linguistic association or ties".

These citizenship rights are fully provided for in chapter four of the constitution.

2.13.3 Indigeneship

According to Alu (2010), the concept of' 'indigene' connotes an autochthonous interpretation of a biological member of an autochthonous community in a settlement. That is why Faberismzi (1994) maintained that an indigene is someone who has lived in a place beyond living memory. Bauchi (1996) added that he is a member of a 'native' community. This implies that an indigene is more particularistic than tribal identity or ethnic affiliation; hence you can have a member of the same ethnic or tribal group who may not necessarily be an indigene of a particular community. For instance, a Yoruba man from Ife origin who migrated to stay in Abeokuta may not qualify as an indigene of Egba going by the views held by both Faberisma and Bauch even though such a person

speaks Yoruba language.

2.13.4 Citizenship and Indigeneship Practice in Nigeria

From the philosophical underpinnings of the 1999 constitution and its directive principles of state policy, citizenship practice in Nigeria has three major components. These are civil, political and social rights. Civil rights include equality before the law, liberty of the person, freedom of thought and faith, and the right to own property. Political rights on the other hand, include the right to take part in elections, the right to serve in bodies invested with political authority whether national legislatures, state assemblies or local councils, while social rights include the right to certain standard of economic and social welfare and the right to share to the full in the social heritage. Dunmoye (2003) identified four major public institutions constitutionally equipped to demonstrate the practice of these forms of citizenship rights. These are the courts representative of political parties/bodies, the social services and schools.

The contradictions inherent in this practice stems from the following fundamental questions:

i. Are all Nigerians equal before the law regardless of their states of origin?
ii. Are all Nigerians free to vote and be voted for or be appointable in political offices regardless of their states of origin?
iii. Are all Nigerians free to enjoy social services and education regardless of their states of origin?

In all of citizenship practices, the courts seem to stand shoulder high in the dispensation of justice to all citizens regardless of their indigeneship status. It is the position of this paper that the judiciary has fared above average in this regard. We have not seen a situation where the courts have deprived one social justice on the basis of his indigeneship status. This has gone a long way in enhancing national Integration and

security.

With regards to the second question, many instances abound where citizens have been denied elective offices or appointable political offices because of their indigeneship status. For instance, there was a wild protest from Borno State when a woman indigene of the State, though married to an indigene of Yobe State was appointed a Federal Minister to represent Borno State in 2003. The Constitution is being silent on how long a Nigerian citizen can stay in a state before he or she can be accorded the rights of an indigene. Dunmoye (1998) asked a pertinent question. When does a 'settler' become an 'indigene' in order to satisfy section 14 sub section 3 of the 1999 Constitution? The Jos crises of November 2008 was purely political in character and nature arising from local government elections. As counting progresses, it was obvious the ANPP Candidate who is Hausa/Fulani by extraction and regarded as a 'settler' or non indigene was leading by over 26,000 votes ahead of the PDP Candidate regarded as an 'indigene'. A fracas broke up because it was considered unimaginable to allow a non indigene to rule in this capacity again. The effect of this crises consumed over two hundred lives and properties worth billions of naira were destroyed.

With regards to the third question or issue raised, most state institutions and schools have disparity in tuition fees charged. Those who are regarded as non indigenes pay higher fees in order to acquire education. Virtually all the states are guilty of this practice. In like manner, there are reports of some state governments denying certificate of occupancy for land acquired for religious purposes because adherents of these faiths are regarded as 'settlers' or non indigenes.

These issues were raised in order to bring out the contradictions in the

citizenship/indigeneship practice in Nigeria. These contradictions pose great challenges to national security in the country.

2.13.5 Factors Inherent in the Contradictions

i. ***Constitutional Contradictions:***

During the First Republic, the relevance of indigeneity criterion was strongest in the Northern States due largely to scarcity of skilled indigenous manpower and the strong belief that Nigerianization of the civil service should not be equated with southernization. However, subsequent constitutions have shown serious ambivalence in their treatment of the citizenship rights as they relate to the 'indigene' 'settler' dichotomy. For instance while section 25 of the 1999 Constitution ascribes the status of citizenship to all Nigerians by birth in any part of the country; the same constitution complicates matters with the introduction of Federal Character Principle, especially in the appointment of Federal Ministers, which made indigeneity very crucial. For instance section 147.3 states further that "provided that in giving effect to the provisions of aforesaid the President shall appoint at least one Minister from each state, who shall be an 'INDIGENE' of such state (emphasis added). Succinctly, the Federal character principle impinges on the residency rights as contained in section 15 (3) of the 1999 constitution. Infact, it makes residency immaterial or irrelevant to the context of citizenship since nobody can acquire all citizenship rights by virtue of such residency.

In like manner, in contemporary Nigeria, Certificates of Indigene are issued by states and local governments to give the 'indigene' privileges and opportunities such as employment, admission to schools, recruitment to the military and para-military institutions etc. which are denied to other non indigenes born in the same state. Such helpless citizens must return to their states of origin for their certificates even if they have

never lived there. Of recent, an international organization (World Organisation against Torture 2002: III) reported that this practice creates a major problem of national integration and security and questions the concept of consociative federation in Nigeria, Olusegun Obasanjo (quoted in Alubo 2003) painted the effects of this practice when he asserted that many citizens are threatened, denied their God-given and constitutionally guaranteed right to live and earn their living anywhere in our nation. The effect according to him is that we pay a huge price when we ignore the fact... it thus militates against imperative of integration and national security (Obasanjo quoted in Alubo 2003:141).

ii. ***Economic Factors***

A major factor that has contributed to social upheavals along citizenship/ Indigeneship contestations is the economic crisis and its impact on the reproduction of material existence of citizens. The allocation of scarce resources through revenue allocation and other informal and corrupt means make some people to suffer economic deprivation and poverty. Such people or groups of people now seek solace in membership and collective action to challenge these arrangements. One of such issues is the indigeneship question. A classical example of this is the various militancy groups in the South-South geopolitical zone of the country otherwise known as the Niger-Delta Militants. They feel that their resources are employed in developing other communities while the Ijaws and other indigenes of the zone suffer neglect and deprivation.

iii. ***Historical Antecedents***

The historical evolution of the Nigerian nation or what we may refer to as the pre-colonial and colonial antecedents brought together over four hundred ethnic groups as a secular state. Suffice it to say that these ethnic nationalities were very distinct to one

another with their traditional land attachments. There was no proper reorientation of the peoples into the culture of modern statehood. By the time the nation achieved independence in 1960, most of these ethnic nationalities were still loyal and allegiant to their traditional strongholds. The colonial masters did not help matters as they Balkanized the nation into geopolitical regions that reflect ethnic and indigeneship connotations. The Nigerian civil war (1967-1970), was the effect of these extreme regional loyalties that resulted in suspicion and fear of marginalization (Dunmoye, 2003).

iv. ***The Minority Question***

The point has been made earlier in this discussion that the Nigerian State brought together over four hundred ethnic nationalities. Some of these ethnic groups are just below twenty thousand people, while others are well over ten million people. Now regionalizing them together will mean that the smaller groups will eventually wind up with time, thus leading to cultural extinction. For them to survive therefore, they tend to result to other primodial considerations like ‘indigene’, ‘settler’ dichotomy. The persistent crisis in Jos between the Afizeres, Anagutas and Beroms on one hand and the Hausa/ Fulani on the other is attributable largely to the population ratio of these groups. The result is that, each time there are elections in the area, this fear of domination often result in suspicion and crises. In fact the crises of 2001 had its roots in the appointment of a Hausa/ Fulani person as a NAPEP Coordinator for Jos North Local Government Area. These three groups, Afizere/Anaguta/Berom felt that the slot was meant for them alone because they are the Indigenes' of the area. This scenario has played out severally in other parts of the country with its effect on the security of the nation.

2.13.6 Types of Citizenship

Citizenship education aims to inculcate value citizens. Values represent central and peripheral beliefs or worldviews which govern attitudes and influence behaviour. The pertinent questions therefore are: what values should constitute a Nigerian image? What repertoire of values do we need to form a Nigerian worldview? Five values readily came to mind namely, respect, responsibility, honesty, truthfulness, transparency and accountability. Citizenship education in Nigeria should emphasize respect for parents and elders; respect for constituted authority; respect for law and order; respect for infrastructure; responsibility of all professionals, honesty on the part of all, truthfulness, accountability and transparency (Ndoh and Emezi, 1997; Dike, 2006).

The pupils and students are taught social studies at school to learn to interact positively within the family, the school, and the society at large. They develop a sense of self-consciousness, which makes them to develop respect for self and others. This makes them to adapt to new situation easily and to cooperate with more members of their society. When pupils/students learn about man and his environment, they learn the language, food, habits, mode of dressing, skills, values and norms of their community and other communities. They also learn that no man or community is self-sufficient and that for survival of the individual, community and national development we have to depend on exchange of goods and services between ourselves and between one nation and the other, thereby learning to directly emphasize peaceful co-existence among people of the world irrespective of religions, culture and race.

Universally there is no one type of citizenship which is better than the other. Each type of citizenship a country uses depends on her peculiarity and the uniqueness of her history. It is because of this reason that today we have up to seven types of citizenship. These are citizenship by birth, registration, naturalization, conquest, unification, secession and honorary.

i. Citizenship by birth

Worldwide, citizenship by birth is based on two broad principles; "Jus Soli" (is a latin phrase which means the principle of one's citizenship to be that of the country in which one was born}, and “Jus Sanguinfs” (is also latin phrase, which means the principle that one's citizenship is that of one's natural parents). This means, for the former, if a person is born in a country which uses the principle of “Jus Soli”, he automatically becomes the citizen of that country. Example of a country which has that is Britain. Even though some countries denied children of diplomats and refugees this type of citizenship. And, for the latter, if a person's parents are citizens of a given country, he unconditionally becomes the citizen of that country. Example of a country, which uses the principle of “Jus Sanguinis” to some extent, is Nigeria. But, it is important for people to note that neither of these types of citizenship by birth is applicable in its strict form.

ii. Citizenship by Registration

Citizenship by registration is a legal process by which limited persons, who one way or the other are related to a citizen by birth, are allowed to acquire the citizenship of the country of their choice. However, the process of acquiring citizenship by registration is similar to that of citizenship naturalization. The prospective citizen obtains a form from the country of his choice, fills and gets it approved by the relevant authority.

In some countries, including Nigeria, there are one only two categories of persons qualified to apply for citizen! by registration. One, an alien woman married to a citizenship by birth, and two, a child born outside that country and whose grandmother is a citizen by birth of that country also, in some countries, an adopted child can be made the citizen of the country of the adopting parents by registration.

iii. Citizenship by conquest and annexation

This type of citizenship is very difficult to come by now. This is because, presently, it is unacceptable to the global community for any nation to conquer another independent sovereign nation. The case of Iraq attempt to occupy Kuwait in the early 1980s, which results into the first Gulf War testifies to this point.

But for academic exercise, citizenship by conquest and annexation is a situation, whereby conquered people are forced to acquire the citizenship of the coquetting nation, especially, if besides conquering them, they have been annexed and incorporated as part of the victor's nation. For example, the ancient Roman city extended its citizenship throughout the empire to those people who had been conquered and annexed by them. This was done in order to promote loyalty to the mother city.

iv. Citizenship by Secession/Disintegration

Secession means the act of seceding. And, to secede means to withdraw from membership of a state or an organization of states. This means to become independent after withdrawing from being a member of a country. While the meaning of disintegration is to break into small parts or pieces or to become much less strong or united.

If part of a country secedes, It means that part has (1) broken away and (2) found an

independent sovereign country of its own. Example of this was the Republic of Biafra which was as a result of secession by the peoples of Eastern Nigeria. However for a country to disintegrate, this may be attributed to many causative factors. Disintegration of a country may be caused by natural disasters e.g. earthquake, famine etc, or for political reasons e.g. secession etc. An example of a country that has disintegrated is Czechoslovakia in Eastern Europe. In place of this country, two independent nations of Republic of Czechs and that of Slovakia were formed. The citizens of these two independent countries used to have the citizenship of one single nation Czechoslovakia. But now, they have the citizenship of the two different countries i.e. Czechs and Slovakia. It was the same thing that happened after the disintegration of U.S.S.R, (Union of Soviet Socialist Republics). Now, many nations have declared their independence out of the former U.S.S.R. The citizens of new countries used to have the citizenship of U.S.S.R.

v. Citizenship by Unification

This type of citizenship can best be understood if one the history of the two towns of Alsace and Loraine in Europe. These two towns were German-speaking territories, but were part of the French nation. This means they had the citizenship of France. But, between 1870 – 71, the Franco-Prussian war was fought between France and Germany. However, it was Germany that became victorious in the war. As war reparation, Germany took away from France the two territories of Alsace 'and Loraine. The resultant effect was that the Germans in these territories, who before now were French citizens, were not only unified with their brethren in Germany but having German citizenship.

Dual Citizenship

Some people hold citizenship of two nations. The condition of being a citizen of two nations is called “dui citizenship” or dual nationality. Some people gain dui citizenship by birth. For example, a baby born to a French family visiting the United

States would have U.S. citizenship by "Jus Soli" (right of the soil). The baby also would have French citizenship by "Jus Sanguinis." People whose parent are citizens of two countries might have dual nationality by "Jus Sanguinis". Some people have dual citizenship as result of naturalization. For example, a nation might allow it naturalized citizens to keep their original citizenship in two countries. Or, a nation might refuse to allow its people to give up, their citizenship. People who declared that they stay longer are citizens of such a country and became naturalize in another could still be claim to be citizens of the original nation.

Citizenship in Nigeria

Nigerian constitution has provided for three types of citizenship. These are citizenship by birth, registration art, naturalization.

2.13.7 Citizenship by Birth

This type of citizenship is based on the principle of jus Sanguinis, with some conditions attached. The 1999 constitution of the Federal Republic of Nigeria, Chapter III, section 25 (sub-section (1)) provided that;

i. That, every person born in Nigeria on or before the date of independence, either of whose parents or any of whose grandparents belongs or belonged to a community indigenous to Nigeria shall become a citizen of Nigeria provided that either of his parents or any of his grandparents was born in Nigeria;
ii. Every person born-in Nigeria after the date of independence either of whose parents or any of whose grandparents is a citizen of Nigeria; and
iii. Every person born outside Nigeria either of whose parents is a citizen of Nigeria.
iv. The constitution is very specific about "the date of independence", as specified in section 25 (sub-section (2)) as 1st day of October, 1960.

2.13.8 Citizenship by Registration

Chapter III, section 26 sub-section (i) has provided that 'a person to whom the provisions of this section apply may be registered as a citizen of Nigeria, if the president is satisfied that:

i. he is a person of good character;
ii. he has shown a clear interaction of his desire to be domiciled in Nigeria; and
iii. he has taken the oath of allegiance prescribed in the Seventh Schedule (the 1999 constitution).

Those to have citizenship by registration are restricted to only two persons by the constitutional provision of this section (section 26, sub-section (2):

i. Any woman who is or has been married to a citizen of Nigeria; or
ii. Every person of full age and capacity born outside Nigeria any of whose grandparents is a citizen of Nigeria.

It' should be noted here: what the constitution means by "full age", It is the age of eighteen years and above, and any woman- who is married shall be deemed to be of "full age".

2.13.9 Citizenship by Naturalization

Unlike citizenship by registration, citizenship by[naturalization is opened[1] to any person, be it male or female. Section 27 (subsection (1) stipulates –that "any person who is quailed in accordance with the provisions of this section may apply to the president for the grant of a certificate of¦ naturalization." However, subsection 2 gives the qualification! The applicant must possess to have the grant of a certificate of' naturalization from the president of Federal Republic of Nigeria, thus:

i. he is a person of full age and capacity;
ii. he is a person of good character;
iii. he has shown a dear intention of his desire to be domiciled in Nigeria;
iv. he is in the opinion of the Governor of the State where he is or he proposes to be

resident acceptable to the local community in which he is to live permanently, and has been assimilated into the way of life of Nigerians in that part of the federation.

(e) he is a person who has made or is capable of making useful contribution to the advancement, progress and well-being of Nigeria;

i. he has taken the oath of allegiance prescribed in the Seventh Schedule of this constitution; and

ii. he has, immediately preceding the date of his application; either -

(i) Resided in Nigeria for a continuous period of fifteen years, or

(ii) Resided in Nigeria continuously for a period of twelve months, and during the period of twelve years immediately preceding that period of twelve months has resided in Nigeria for periods amounting in the aggregate to not less than fifteen years.

2.13.10 Dual Citizenship

The 1999 constitution has stipulated that the citizens of Nigeria by birth can have the citizenship of another country. But other than by birth, no citizen of Nigeria shall acquire or retain the citizenship of a country, other than the country of which he is a citizen by birth. Specifically, section 28 (subsection 1-2) refers to those persons who have acquired the citizenship of Nigeria by registration or naturalization who cannot acquire the citizenship of any country other than their country (whose citizenship they hold by birth).

2.13.11 Renunciation of Citizenship

Renunciation is a noun derived from the verb renounce. To renounce means to give up ownership or possession of any (valuable) thing (especially formally). This means renunciation of citizenship is the giving up of ones citizenship formally. As such, section 29, subsection 1-3 makes it abundantly clear how a person of full age who wishes to renounce his Nigerian citizenship can do so by making a declaration in prescribed manner

for the renunciation. The President of the Federal Republic of Nigeria shall cause the declaration made under subsection (1) of this section to be registered and upon such registration, the person who made the declaration shall cease to be a citizen of Nigeria.

The President has the power to withhold the registration of any declaration made under subsection (i) of this section (29) if:

i. the declaration is made during any war in which Nigeria is physically involved; or
ii. in his opinion, it is otherwise contrary to public policy.

2.13.12 Deprivation of Citizenship

The word 'deprivation' is a noun derived from the verb deprive, meaning to take away from or to prevent from enjoying or using. In essence, deprivation of citizenship means the taking away of ones citizenship from him. And, by doing so he ceases to be a citizen of Nigeria.

The Constitution of the Federal Republic of Nigeria (section 30 subsection (1) - (2)) has - empowered the President to deprive a person of his citizenship only if he is a citizen of Nigeria by naturalization and his image has been dented by been sentenced to imprisonment for a term of not less than three years within a period of seven years after becoming naturalized.

The president under this section has the power to a person, other than a person who is a citizen of Nigeria by birth of his citizenship, if he is satisfied from the; records of proceedings of a court of law or other tribunal, or after due inquiry in accordance with the regulations made by him, that:

i. the person has shown himself by act or speech to be disloyal towards the Federal Republic of Nigeria; or
ii. the person has during any war in which Nigeria has engaged, unlawfully traded with the enemy or been engaged in or associated with any business that was in the opinion of the President carried on in such a manner as to assist the enemy to the detriment of or with intent to cause damage to the interest of Nigeria.

It should be clear that this subsection is referring to; those persons who have acquired the citizenship of Nigeria by registration and naturalization.

Citizenship is the status of a person recognized under the custom or law as being a legal member of a sovereign state. A person may have multiple citizenships and a person who does not have citizenship of any state is said to be stateless.

Nationality is often used as a synonym for citizenship in English – notably in International Law – although the term is sometimes understood as denoting a person's membership of a nation (a large ethnic group). In some countries, e.g. the United States, the United Kingdom, *nationality and citizenship* can have different meanings (for more information, see Nationality versus citizenship).

2.13.13 Determining Factors of Citizenship

A person can be a citizen for several reasons. Usually citizenship of the place of birth is automatic; in other cases an application may be required. Each country has its own policies and regulations which change the criteria of who is issued citizenship.

- **Parents are Citizens (**jus sanguinis): If one or both of a person's parent are citizens of a given state, then the person may have the right to be a ciotizen of that state as well. Formally this might only have applied through the paternal line, but sex equality became common since the late twentieth century. Citizenship is granted based an ancestry or ethnicity, and is related to the concept of a person born outside a country, one or both of whose parents are citizens of the country, is also a citizen. State normally (citation needed) limit the right to citizenship by decent to

a certain number of generations born outside the state. (clarification needed) This form of citizenship is not common in civil law countries.

- **Born Within a Country** (jus soli): Some people are automatically citizens of the state in which they are born. This form of citizenship oriented in England where those who were born within the realm were subjects of the monarch (a concept pre-dating citizenship), and is common in common law countries.

  in many cases both *jus solis* and *jus sanguinis* hold; citizenship either by place or parentage (or of course both).

- **Marriage to a citizen** (*jure matrimonii):* Many countries fast-track naturalization based on the marriage of a person to a citizen. Countries which are destinations for such imagination often have regulations to try to detect sham marriages, where a citizen marries a non-citizen typically for payment, without them having the intention of living together.

- **Naturalization:** States normally grant citizenship to people who have entered the country legally and been granted permit to stay, or been granted political asylum, and also lived there for a specified period. In some countries, naturalization is subject to conditions which may include passing a test demonstrating reasonable knowledge of the language or way of life of the host country, good conduct (no serious criminal record) and moral character (such as drunkenness, or gambling), vowing allegiance to their new state or its ruler and renouncing their prior citizenship. Some states allow dual citizenship and do not acquire naturalized citizens to formally renounce and other citizenship.

- **Excluded Categories:** In the past there have been exclusions on entitlement to citizenship on grounds such as skin color, ethnicity, sex, and free status (not being a slave). Most of these exclusions no longer apply in most places. Modern examples include some Arab countries which rarely grant citizenship to non-Muslims, e.g. Qatar is known for granting citizenship to foreign athletes, but they all have to profess the Islamic faith in order to receive citizenship. The United States grant citizenship to those born as a result of reproductive technologies, and internationally adopted children born after Feb 27, 1983. Some exclusions still persist for internationally adopted children born before Feb 27, 1983 even though their parents meet citizenship criteria.

Roman citizenship reflected a struggle between the upper-class patrician interests against the lower-order working groups known as the plebeian class. A citizen came to be understood as a person "free to act by law, free to ask and expect the law's protection, a citizen of such and such a\legal community, of such and a legal standing in that community". Citizenship meant having rights to have possessions, immunities, expectations, which were "available in many kinds and degrees, available or unavailable to many kinds of person for many kinds of reasons". And the law, itself, was a kind of bound uniting people. Roman citizenship was more impersonal, universal, multiform, having different degrees and applications. (Pocoke, 1988).

Soviet Union

The 1918 constitution of revolutionary Russia granted citizenship to any foreigners who were living within Russia, so long as they were "engaged in work and (belonged) to the

working class". It recognized "the equal rights of all citizens, irrespective of their racial or national connections" and declared oppression of any minority group or race "to be contrary to the fundamental laws of the Republic". The 1918 constitution also established the right to vote and be elected to soviets for both men and women "irrespective of religion, nationality, domicile, etc who shall have completed their eighteenth year by the day of election". The later constitutions of the USSR would grant universal Soviet citizenship to the citizens of all member republics in concord with the principles of non-discrimination laid out in the original 1918 constitution of Russia.

2.13.14

Two contrasting views of citizenship

Liberal-individualist conception	Civic-republican conception
Focus on man's economic nature	**Focus on man's political nature.**
Citizenship are sovereign, autonomous beings with duties to pay taxes, obey the law, engage in business, defend the nation if necessary.	**Citizenship is about democratic participation, which can channel legitimate frustrations and grievances and bring people to focus on matters of common concern.**
Citizenship is based on reason for the pursuit of enlightened self-interest.	**Citizenship happens in the public sphere.**
Citizens are essentially passive politically.	**Citizens are active politically.**
May lead to a degeneration of public spirit	**May lead to the "free rider" problem in which some neglect citizenship duties.**

Modern citizenship has often been looked at as two competing underlying ideas:

- The **liberal-individualist** or sometimes *liberal* conception of citizenship suggests that citizens should have entitlements necessary for human dignity. It assumes people act for the purpose of enlightened self-interest. According to this viewpoint, citizens are sovereign, morally autonomous beings with duties to pay taxes, obey the law, engage in business transactions, and defend the nation if it comes under attack, but are essentially passive politically, and their primary focus is on economic betterment. This idea began to appear around the seventeenth and eighteenth centuries, and became stronger over time, according to one view. According to this formulation, the state exists for the benefit of citizens and has an obligation to respect and protect the rights of citizens, including civil rights and political rights. It was later that so-called social rights became part of the obligation for the state.
- The **civic-republican** or sometimes *classical* or *civic humanist* conception of citizenship emphasizes man's political nature, and sees citizenship as an active process, not a passive state or legal marker. It is relatively more concerned that government will interfere with popular places to practice citizenship in the public sphere. Citizenship means being active in government affairs. According to one view, most people today live as citizens according to the liberal-individualist conception but wished they lived more according to the civic-republican ideal. An ideal citizen is one who exhibits "good civic behavior". Free citizens and a republic

government are "mutually interrelated." Citizenship suggested a commitment to "duty and civic virtue".

Commonwealth

The concept of "Commonwealth Citizenship" has been in place ever since the establishment of the Commonwealth of Nations. As with the EU, one holds Commonwealth citizenship only by being a citizen of a Commonwealth member state. This form of citizenship offers certain privileges within some Commonwealth countries:

- Some such countries do not require tourist visas of citizens of other Commonwealth countries.
- In some Commonwealth countries resident citizens of other Commonwealth countries are entitled to political rights, e.g., the right to vote in local and national elections and in some cases even the right to stand for election.
- In some instances the right to work in any position (including the civil service) is granted, except for certain specific positions, such as in the defense departments, Governor-General or President or Prime Minister.

2.15 Citizenship development

Many civic skills are involved in working for a sustainable future. These include:

- A willingness to investigate issues in the local, school and wider community.
- A readiness to recognize social, economic, ecological and political dimensions of issues needed to resolve them.

- The ability to analyze issues and to participate in action aimed at achieving a sustainable future.

Developing these skills is the realm of citizenship education. Indeed, active democratic citizenship is one of the defining features of a sustainable society.

Indeed, the importance of citizenship education has been emphasized in several international agreements:

We, the Ministers of Education (of the world) strive resolutely to pay special attention to improving curricula, the content of textbooks, and other education materials including new technologies with a view to educating caring and responsible citizens committed to peace, human rights, democracy and sustainable development, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means.
It is necessary to introduce, at all levels, true education for citizenship which includes an international dimension.

UNESCO Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, 1995.

Member States should promote, at every stage of education, an active civic training which will enable every person to gain a knowledge of the method of operation and the work of public institutions, whether local, national or international; and to participate in the cultural life of the community and in public affairs. Wherever possible, this participation

should increasingly link education and action to solve problems at the local, national and international levels. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education.

2.16 IMPORTANCE OF CITIZENSHIP EDUCATION

What is citizenship education?

Citizenship education is about enabling people to make their own decision and to take responsibility for their own lives and communities. And its' on the National Curriculum in England.

At the Citizenship Foundation, we want young people to leave education **with a grasp of the political, legal and economic functions of adult society,** and with the social and moral awareness of thrive in it.

"Citizenship education is essential for preparing young people for our shared democratic life". Democratic Life coalition, 2010.

"It's the job of the education system to prepare our young people for the challenges and opportunities of a changing world". Rekha Bhakoo, CBE, Head teacher, Newton Farm School (Top Performing Primary School in England, 2011).

"Citizenship is more than a subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for all of us, both rights and responsibilities, beginning in school and radiating out". Bernard Crick, *National Curriculum Citizenship,* 1999.

2.17 Role of Education in Citizenship Development

There is evidence to suggest that education is an important variable that can radically transform "passive" citizens into "active" ones (Ahmond and Verba, 1965). Segal (1975), Thompson (1970) and Oni et al (1999) had similar views which are summarized below:

i. A better-educated person feels a strong sense of duty to participate in the political life of the nation than the less educated person.

ii. Education increases citizen' political awareness.

iii. The better educated the citizen is, the more involved he will be in the political matters.

iv. Educated citizens feel a greater sense of political efficacy.

v. Acquisition of knowledge liberates the mind and permits it to see merits in a variety of contradictory suggestions. It increases its tolerance for the unfamiliar and unorthodox.

The important of education in the development of citizenship has some implication for this study which investigated the effect of social studies in promoting political awareness in colleges of education in the northwest zone.

Why teach citizenship?

For a start, the UK Government recommended citizenship education for implementing its anti-extremist Prevent Duty that became a legal requirement in schools on 1 July 2015.

And citizenship education is an ideal tool for exploring British values, also required by the UK Government.

Citizenship education is also important because it builds character and develops the soft skills that employers are crying out for, such as communication, initiative, social interaction and teamwork.

As well as the statutory citizenship curriculum, elements of citizenship education appear in many subjects - such as English, history and maths - as well as in a school's SMSC outcomes (see doingsmsc.org.uk).

But citizenship education is more than that.

Democracies need active, informed and responsible citizens; citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

Democracies depend upon citizens who, among other things, are:

- aware of their rights and responsibilities as citizens;
- informed about the social and political world;
- concerned about the welfare of others;
- articulate in their opinions and arguments;
- capable of having an influence on the world;
- active in their communities;
- responsible in how they act as citizens.

These capacities do not develop unaided. They have to be learnt. While a certain amount of citizenship may be picked up through ordinary experience in the home or at work, it can never in itself be sufficient to equip citizens for the sort of active role required of them in today's complex and diverse society.

If citizens are to become genuinely involved in public life and affairs, a more explicit approach to citizenship education is required. This approach should be:

- **Inclusive**: An entitlement for all young people regardless of their ability or background;
- **Pervasive**: Not limited to schools but an integral part of all education for young people;
- **Lifelong**: Continuing throughout life.

And, as Democratic Life points out, citizenship is the **only subject** in the national curriculum that teaches about the way **democracy**, **politics**, the **economy** and the **law** work.

Citizenship issues are:

- **real**: actually affect people's lives;
- **topical**: current today;
- **sometimes sensitive**: can affect people at a personal level, especially when family or friends are involved;
- **often controversial**: people disagree and hold strong opinions about them;

- **ultimately moral**: relate to what people think is right or wrong, good or bad, important or unimportant in society.

***How does it benefit young people*?**

- It helps them to develop **self-confidence** and successfully deal with significant life changes and challenges such as bullying and discrimination;
- It gives them a **voice**: in the life of their schools, in their communities and in society at large;
- It enables them to **make a positive contribution** by developing the expertise and experience needed to claim their rights and understand their responsibilities and preparing them for the challenges and opportunities of adult and working life.

***Who else does it benefit*?**

"Citizenship is becoming a cornerstone subject in our education system, and rightly so. It is a gateway to a more inclusive society." Stephen Twigg, former Education Minister

Citizenship also brings benefits for schools, other educational organisations and for society at large.

For schools and other educational organisations, it helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community. For society it helps to create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in the democratic process.

What are its essential elements?

Citizenship education involves a wide range of different elements of learning, including:

- **Knowledge and understanding**: About topics such as: laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and world as a global community; and about concepts such as democracy, justice, equality, freedom, authority and the rule of law;
- **Skills and aptitudes**: Critical thinking, analyzing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action;
- **Values and dispositions**: Respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view and a willingness to: listen to, work with and stand up for others.

The most effective form of learning in citizenship education is:

- **active**: emphasizes learning by doing;
- **interactive**: uses discussion and debate;
- **relevant**: focuses on real-life issues facing young people and society;
- **critical**: encourages young people to think for themselves;
- **collaborative**: employs group work and co-operative learning;
- **participative**: gives young people a say in their own learning.

2.18 Role of Education In Citizenship Development

- There is evidence to suggest that education is an important variable that can radically transform "passive" citizens into "active" ones (Almond and Verba 1965). Segal (1979), Thompson (1970) and Oni et al (1999) had similar views which are summarized below:
- i- A better-educated person feels a strong sense of duty to participate in the political life of the nation than the less educated person.
- ii- Education increases citizens' political awareness.
- iii- The better educated the citizen is, the more involved he will be in the political matters.
- iv- Educated citizens feel a greater sense of political efficacy.
- v- Acquisition of knowledge liberates the mind and permits it to see merits in a variety of contradictory suggestions. It increases its tolerance for the unfamiliar and unorthodox.
- The important of education in the development of citizenship has some implication for this study which investigated the effect of social studies in promoting political awareness in colleges of education in the northwest zone.

2.19 Indigeneity and Problems of Citizenship in Nigeria

The nature and character of the Nigerian state is promoting the issue of indigeneity which in a way is affecting the survival of Nigeria as a geo-political entity. Despite the constitutional provisions guaranteeing the citizenship status of Nigerians, yet within the

country, the issue of indigeneity is making Nigerians to becoming second-class citizens in states other than their own. Indigeneity is becoming albatross in the goal of national integration and is creating problems for Nigerians as they are denied their constitutional rights in states other than their own. Therefore, for the goal of national unity, political stability and political development to be achieved, issue of indigeneity needs to be discouraged while promoting citizenship. The study is of the opinion that state of residence rather than state of origin should be a major determining factor in national politics, appointments and employment. This will de-emphasize the relevance of indigeneity in Nigeria.

2.2.0 Importance of Citizenship Development

According to Aleke and Okwusiti (1997) Citizenship Education gives the student knowledge of the Nigerian Constitution. The student becomes acquainted with the concepts and provisions of this constitution in order to be able to use it to full advantage. Knowledge of the constitution is extremely imperative because it constitute the fundamental laws and principles or substructure upon which other laws must be based. For example, the provisions of the Nigerian Company Law, the legal framework of COREN, the Nigerian Tourism Board (NBT) etc. must not violate any provision of the Nigerian Constitution. If they do, they become null, void and ultra vires.

The course gives the student knowledge of the social and political institutions of his country. Of what credit is it to an accountant or a qualify science laboratory technologist who does not understand how the country's court operate? He or she may easily be taken advantage of, by the system.

Citizenship Education equips the student with the knowledge of the structure and functions of government. In the Nigerian context, the student is able to appreciate the country's three-tier federal structure, the functions and the responsibilities of the organs of government at various levels.

The student is exposed to his rights, privileges, duties and obligations of a citizen of Nigeria. Knowledge of rights and privileges enables the student to defend himself intelligently while that of duties ensures the laws of the land are not ignorantly flouted by him.

The course helps to imbue the student with the democratic and social values of Nigeria. By going through the details of the country's socio-political development, the student can draw a line between ideas, reality and perversion of standards, as well as how the perversion can be resisted. In the process, he captuers the essence of democracy and positive, national values.

The student becomes conversant with the practical issues of government. Some of the issues flow from the structure and functions of government. Examples are how to make the judiciary dispense justice with equity and in good time, how to ensure no section of the country monopolizes political power, how to reduce the frequency of coup d'etats, how to have credible transition programmes etc.

Citizenship Education exposes the student to ethical standards required for good citizenship. Once these standards of morality are accepted and internalized, good citizenship invariably ensues.

It indicate the requisite standards and practical skills for maintaining good environmental health. These result in measures 'aimed at environmental protection and Overall, it can be

seen that Citizenship Education has tremendous value for the student. No wonder the points explained above were rightly articulated by the NBTE.

2.21 Fundamental Human Rights of Citizens

Fundamental human rights are invaluable and legal entitlement of every citizens of any country. In other words, they are the benefits a citizen gets from the state. They are guaranteed by law for the protection of individual's needs. This chapter will be examined under the following headings:

i. The concepts of fundamental human rights

ii. Fundamental human rights in the constitution

iii. Lawful denial of fundamental human rights

iv. Violation and protection of human rights (Human rights organisation)

2.22 The Concept of Fundamental Human Rights

According to Abimbola and Ogungbemi (2006), rights are just claims and legal entitlement conferred by law upon a person or citizen and which the government of a state has a duty to protect and guarantee. If these rights are invaded by other person or the government the citizen is entitled to seek redress in the court of law.

Fundamental Human rights are .rights enjoyed by human beings because of their humanity. They are inalienable and fundamental. It is a right which stands above other laws of the land, and which in fact is antecedent to the political society itself. It is a primary condition to existence.

There are three sets of the theory of human right. The first is the natural rights tenets which views human rights as natural rights not granted by the state, but by Government. Therefore, they should not be tampered with (D' Entreve 1960:49).

The second is the positivist tenets which state that rights are natural. Therefore talking about natural right implies talking about the state of nature because it is there that a natural right exists.

The third is the Marxist, conception which is not very much concerned with procedure or form, but with context of those rights. According to them, human right must be linked with material well-being, or else they will not be worthwhile. Consequently, the state should give rights that can be actualized for example; the right privacy must be linked up to the right for shelter, because an individual lives under the sky or bridge, he would have any privacy.

The most influential exponent of the theory fundamental human rights is the English political philosophy John Locke. According to him, obedience to the command of a given government must be based on the fact that join together in civil societies and established govern for only one reason and that is to secure personal right life, liberty and property that naturally belong to all (Ebenstein, 1969:389)

The history of rights of a citizen can be traced, the Greek philosophers. In Athens, during the Greek state, citizens enjoyed many rights, such as the right to participate in political assembly, the right to a elections.

In Europe, the English Revolution, the industrial Revolution, and the French Revolution, all contributed, immensely towards the up-liftment of rights of the citizens. The "Bill of Rights" was proclaimed in Britain in 1688. It contained a declaration of the rights of men.

The French Revolution of 1789 emerged with the declaration of the rights of man. That men are born free and equal and therefore should remain as such. That the natural

rights of man includes liberty, right to property, security etc (Leeds, 1975:48).

The father of the American constitution held human rights to be self evident that all men are endowed with certain inalienable rights by their creator, such as right to life, properties, liberty etc.

For a long time, fundamental human rights were enjoyed only by few countries in the world. The need to set standards for all people and nations to adopt it, led to the 1948 Universal Declaration of Human Rights proclaimed by the United Nations General Assembly on 10th December, 1948 (lyela, 2004: 254).

2.23 Fundamental Human Rights in the Constitution

The United Nations Organisation (UNO) in 1948 called on all member states and governments of the world to incorporate these rights in their constitution. In Nigeria, the clamour for human right dates back to the colonial days. The minorities commission set up to "ascertain the facts about tears of the minorities and suggest means of allaying fears" recommended the entrenchment of rights provisions in the constitution. Based on fundamental rights provisions were included in the Dependence constitution of 1960.

In 1981, in response to growing human pressure at home and from abroad, African Heads of; adopted the African Charter on human and people's (Banjul Charter). The charter enshrines generous human rights guarantees such as rights to life, integrity, human dignity, liberty, security etc.

Fundamental human rights are entrenched in the Constitution of Nigeria from the independence Constitution of 960 to that of 1999. Other reasons for the inclusion of fundamental human rights in the Constitution are then makes for easy references due to the fact that Constitution are documented. It enables citizens seek redress in the courts if their rights are violated. It helps to pre dictatorship by limiting the power of the rulers.

Lastly, is will be very difficult for any government to effect any change these rights since they are already included in the constitution. (Dibie, 2003:146).

Chapter III of the 1963 Constitution, Chapter in the 1979 constitution and Chapter IV of the 19 constitution contains the fundamental human rights Nigerian Citizens. It provides for:

v. Right to life;- Every person has a right to life and one shall be deprived intentionally of his life

vi. Right to dignity of human person: Every Individual entitled to respect for the dignity of his person;

vii. Right to personal liberty: Every person shall entitled to his personal liberty; none should deprived of it;

viii. Right to fair hearing: - A person shall be entitle to fair hearing within a reasonable time by any other tribunal established by law.

Right to private and family life: The privacy, homes, correspondence and communication of citizens is guaranteed and protected.

Right to freedom of thought, conscience and religion: Every person shall be entitled to freedom of thought, conscience and religion, including freedom to change his religion or belief, and freedom to manifest and propagate his religion or belief in worship, teaching and practice right to freedom of expression and the press; Every person shall be entitled to freedom of expression, including freedom to hold opinion and to receive and impart ideas information without interference. Every parson shall be entitled to own, establish and operate any medium for the dissemination of information, ideas, and opinion:-

Right to peaceful assembly and association: Every person shall be entitled to assembly freely and associate with other persons, and in particular he may form or belong to any political party, trade union or any other association for the protection of his interests.

Right to freedom of movement: Every citizen of Nigeria is entitled to move freely throughout Nigeria and to reside in any part there of, none shall be spelled or refused entry.

Right to freedom from discrimination: A citizen of Nigeria of a particular community, ethnic group, sex, religion or political opinion shall not be subjected to any deprivation by reason of his ethnic group, sex, religion or political opinion.

Right to freedom form compulsory acquisition of property: No property movable or unmovable shall be taken possession of compulsorily except in the manner and for the purposes prescribed by law.

2.24 Lawful Denial of Fundamental Human Rights

The Nigeria constitutions of 1963, 1979 states various areas or cases whereby a citizen can be lawfully denied his fundamental rights. A citizen could be denied his right to life in order to affect a lawful arrest or to prevent the escape of a person lawfully detained or for the purpose of suppressing a riot, insurrection or mutiny.

A person could be lawfully denied his right to dignity in carrying out any forced or compulsory labour in the execution of a court sentence, or any labour required to save the community from calamity or ill fate (especially during an emergency), as any labour or service that forms part of normal communal or other civic obligations for the well-being of the community (e.g environmental sanitation exercise) any compulsory national service in the armed forces, the Nigerian police force, the National Youth Service Corps etc.

The right to personal liberties could be denied to a person in the course of bringing before a court an accused person or in the execution of a court sentence in respect of a criminal offence of which he has been found guilty. For the purpose of care or

treatment and or protection of community, the right of personal liberty of people with infections as contagious disease (e.g. leprosy) and or persons of unsound mind and drug addicts can be suspended.

The right to private and family life of a person is not guaranteed in the case of illegal possession of dangerous weapons or substances in one's private domain or premises. It is also not synonymous with refusing entry to a policeman who has been ordered to conduct a search in one's house.

The right to freedom or though conscience and religion does not entitle any person to form, take part in any activity or be a member of a secret society.

A person in exercising his right to freedom of expression and the press must abstain from slander, libel and seduction. Furthermore, publications, or defamatory things capable of negatively affecting the character or reputation of another person or inciting the people against the government of the day to cause its overthrow are excluded under this right.

A person while exercising his right or peaceful assembly and association must not do so in a manner that will constitute a nuisance to public interest as an infringement on other people's right.

The person may be denied his right to freedom of movement if he has committed or is reasonably suspected to have committed a criminal offence, by his movement being, restricted in order to prevent him from leaving Nigeria. A prisoner also loses some of this rights.

The right to freedom from discrimination on the ground of race or tribe or sex or political opinion can be denied a person in an environment characterized by ethnic

prejudice.

The right to freedom from compulsory acquisition of property could be lawfully denied a person when his property are impounded for imposition or enforcement of evaded taxes, rates and duties on such property. Properties can also be impounded during investigation, bankruptcy, or when it is located in place injurious to the health of human beings, plant or animals.

Ownership of any land rich in mineral resources vested in the Federal Government. Therefore, they acquire it from their owners and pay adequate compensation for them.

Declaration of dusk to dawn curfew in times emergency may also limit the right of a citizen to freedom movement.

2.25 Violation and Protection of Human Rights

Despite the fact that fundamental human rights; constitutionally provided for, they can be violated individuals, organisations and even government. Any infringement on these rights or lawful denial of these rig, is a violation. Consequently, institutional protections essential for the enjoyment of human rights. It is the responsibility of a good government to ensure that those who deprive others of their rights do not escape unpunished.

John Locke remarked that the great and chief end of men uniting into a commonwealth and putting themselves under a government is the preservation of their human rights. Thus, when a government fails to preserve these rights, and thereby cease to serve the end for which it was created, the citizens have the right to overthrow it (Ojo, 1973:48).

The constitution of Nigeria contains detailed rules and procedure for the protection of human rights. These includes; independent, judiciary, the institution of ombudsmen mandated to investigate complain arising from administrative malpractice against individual citizens (Udornbana, 2003:110)

The constitution also confers a special jurisdiction the Federal and State high courts to enforce these rights 1981, the African Charter on Human and People's Right (Banjual Charter) established an African Commission on human and people's right to promote, protect and interpret human rights provision enshrined in the charter in 1998. African Court on Human and Peoples Right was established by the O. A. U to supplement the existing Sections of human and people's rights, This opened to more effective human right protection in the African region.

2.26 Ways of Protecting Human Rights

There are many ways by which a citizen's right can be protected .They include:

ix. An independent and impartial judiciary Freedom of the press: This will make them write issues objectively.

x. An atmosphere of peace; No government can guarantee any right in an atmosphere of war and anarchy;

xi. A clear declaration and provision of these rights in the constitution guarantees the citizens of enjoying their rights;

xii. Democratic state: Such a state not only permits freedom, but protects the rights of their citizens better than totalitarian or autocratic state. Supremacy and existence of the law to maintain an individual's human right

xiii. Enlightenment programme (Mass Literacy): To educate citizens to be conscious

of their human rights and defend it;

xiv. Existence of Human Right Commissions, such as ombudsman;

xv. Separation of power among the three arms of government with adequate checks and balances.

2.27 Concept of Teaching

According to Ituen (2004) has defined teaching as "a system of actions involving an agent, an end in view, and a situation including two sets of factors those over which the agent has no control (class size, size of classroom, physical characteristics of pupils, etc) and those that he can modify (ways of asking questions about instruction and ways of structuring information or ideas gleaned)."

Teaching according to Clark (1995) is the interaction between a teacher and student under the teacher's responsibility in order to bring about the expected change in the student's behaviour. It is an attempt to help people acquire some skills, attitude, knowledge, ideas or appreciation. According to Awotua-Efebo (1999), the purposes of teaching, thus, are to help students to:

i. acquire, retain and be able to use knowledge;

ii. understand, analyse, synthesize and evaluate skills;

iii. establish habits; and

iv. develop attitudes.

The implication of these purposes of teaching is that teaching represents learning by design where the results are measurable. It is thus possible to correlate a student’s successful achievement with a teacher's ability to teach, i.e. teacher's effectiveness.

2.28 Teaching Method

A teaching 'method consists of recurrent instructional processes to various types of subject matter and usable by more than one teacher (Gage, 1976). Vikoo (2003) described teaching method as a set of deliberately and systematically arranged information that is exchanged between a teacher and his learners or between learners and their learning experiences with a view of causing a predetermined change in the behavior of the learner.

Teaching is science as well as an art. As already noted emphasis on teacher education is to improve the quality and effective of teaching which determined the quality of man and his environment – no education system can be above the quality of its teacher NPE (2004).

Teaching the teacher behavior or activities designed and performed produce a change in students (learners) behavior. In a formal sense, it is the organized adults do in the school system in their conscious effort to help the learner in their care to acquire all desirable knowledge and skills, habit and values in an-atmosphere of mutual freedom, trust and respect.

Teaching is a service profession and the teacher guides and directs learning activities. He does this by motivating and arousing the learners' desire to learn helps them to establish goals and give them the stimulus and opportunity to ask questions so as to obtain information and propose possible solutions to problems. By this teaching, the learner is led to practice skills, draw inferences, acquire values, valuable habits/attitudes, analyze results and achieve other desirable outcomes.

Teaching is a complex art of guiding learners through a variety of selected experiences geared towards the attainment of all round development of the individual. In

teaching, the emphasis is on the learner hence the contemporary notion of "child-centered education" in curriculum literature. It is also a science as the possession of specialized body of knowledge. Teaching is a calling/profession if one matches it with the characteristics of a profession. Since the key agents in the implementation of the curriculum, then the teacher can be viewed as the hub of the educational system anywhere in the world. The effectiveness of any system depends on the quality and devotion of the individual involved teaching. In the words of Ukeje (1979) education unlocks the door to modernization and the teacher is the custodian of this key"

Teaching according to Nweke (1990), "is an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service and advice to others for a definite fee or salary." Teaching is an essential service to man because it performs social service in learning process and helps the individual to socialize. Since education through teaching prepares individuals for various occupational roles, teaching then is a profession par excellence-the key to all other professions, for through it, they come to realize their objectives. Teaching involves a coherent and systematic accumulated bundle of knowledge, conserved with skills that have wealth of intellectual foundation. It is a conscious and deliberate effort by mature and experienced person who impart formation, knowledge and skills to immature or less experienced persons with the intention that they will learn.

2.29 The Discussion Method

The discussion method refers to a process* in which students usually in small groups, communicate freely with one another for the purpose of achieving instructional objectives (Ituen, 2004). In applying the discussion method the teacher aims at

promoting learner's involvement and thinking about problems, not by transmitting knowledge to them, but by prodding their memory so as to stimulate the knowledge that already exists in them or by creating a situation that encourages the learners to find relations among ideas (Hyman, 1970 quoted in Vikoo, 2003).

This method is similar to the tutorial method except that the teacher does not only ask questions, but also gets involved in the group discussion. This method gives the students an opportunity to derive information from themselves and the teacher. The assumption is that everyone in the class has Summarizing statements. These show how far the group has gone. They should be recorded on paper or the blackboard so that everybody has access to them.

Recording: This involves keeping a formal record of the high points and decision of meeting. A recorder is elected for this purpose

Procedural statements: These are meant to help chart the course that the work of the group should take.

Taking a survey: This is a technique for discovering the general view of the group on a specific topic.

Gate-keeping: The technique of gate keeping ensures that everyone is given the opportunity to express his/her views.

Encouraging: This focuses on quiet members who are making no efforts to contribute to the discussion.

Process checks: Are statements made for the purpose of inviting others to give their evaluations of the amount of work accomplished or how things are going.

Debriefing: This comprises ending questions which require members to state what was achieved during the discussion and areas which call for improvement next time.

2.30 School for Effective Citizenship

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

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

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

According to Okam (2004) endorsed that schools in a socio-political system must enable learners develop a philosophy of life and a social outlook through genuine educative participation. Okam (2004) irrevocably linked democracy and education. He forged the link between democracy, as a social process, and education as a democratic way to prepare citizens to make intelligent decisions about social change. Okam (2004)

saw democracy and education as part of the same process of growth. His reflection was that the new responsibility of education for democracy, particularly in such a social system as the United States of America, fell heavily on the school. He noticed that the basic problem of educators largely impinges on how schools would be geared at providing a distinct curriculum for each individual that would meet both personal and social goals. He endorsed that subjects should be included in the curriculum only if they had immediate value for the present needs and growth of a student.

2.31 The Concept of Education

Education can be described as a process of transmitting the cultural values of a society from one generation to another.

Peters (1973) asserted that "educating people suggest a family of processes whose principle of unity is the development of desirable qualities in them." The "desirable qualities" here are the values of the society, the culture of the society and the people's way of life in its totality, whether transmitted, preserved or improved upon.

Nwabuisi (1988) cited Emile Durkeheim who defined education as the systematic socialization of the younger generation by which the later learns religious and moral, beliefs, feelings of nationality and collective opinions of all kinds. Philosophically, education cannot be said to have taken place, unless some changes for the better has occurred.

Peters (1970) was of the opinion that three criteria must be put for education. These are:

i. Education implies the transmission of what is worthwhile to those who become committed to it.

ii. Education must involve knowledge and understanding and some part of 'cognitive perspective' which is not inert.

iii. Education list rules of some procedures of transmission on the grounds that they lack willingness and voluntariness on the part of the learner.

He comments further that the first standard requires something to be transmitted or passed on and we can expect that education does pass on from one generation to the next. That when we ask of worthwhile we think of what is valued and of "culture". In the second criterion or standard the important words are 'inert' and 'cognitive perspective'. To these he says that there is a connection between the two. Cognitive perspective means the ability to see all the aspects of situations. We can have knowledge with which we can understand and we can make use of such knowledge or we can have knowledge which we cannot use, because we do not understand it. Thus, 'cognitive perspective' is linked with the term 'understanding'.

In the third criterion, 'methods' are involved. That if education is to transmit or pass on knowledge from one generation to another a method of handing on must be involved.

Peters (1973) commented that education, then, is a process, which must have both content and a method. The content is 'knowledge' and what is 'worthwhile' (culture or values) and the method must allow the learner to understand what he is being taught.

Several leading scholars in the field of education and human development have defined education differently. Moore (1982) defined education as the tool of a person's experiences. To him, an educated man is one whose physical, moral, social and intellectual abilities have developed. Moreover, such a person is he who would be sensitive to matters of moral and aesthetic concerns, and who would appreciate the nature

and force of mathematical and scientific thinking. In addition, an educated man is one who would view the world along historical, economic and geographical perspective and who above all these, has regards for the importance of truth, accuracy and elegance in thinking (Moore, 1982).

Mayor (1995) has provided a more concise definition of education, he contended that "to educate" in the broadcast sense, is to develop or improve the intellectual and moral faculties of the child or the young by means of percepts, exercises, examples, etc. furthermore, the word educate etymologically speaking belongs to the same family as conduct, conduces, induce and seduce to engender docility (i.e. subject to obedience). Education is the basis for freedom. That is to say, with education students can experience or be exposed to personal sovereignty – the ability to decide for themselves. That is the reason why education is the most powerful tool for democracy. Education therefore is all experience, which an individual undergo whether political, economic, social, cultural, etc, from the day he is born until the day he dies (Mayor, 1995).

The process of education has two main dimension teaching and learning and according to Nwagwu (1983) the very existence of formal education system implies the availability of people specially selected and trained to teach something to somebody within a structured regulated and supervised environment the school. Education can be seen as the totality of the experience that man acquires by his interaction, mentally and physically, with the environment to enable him cope with and get satisfaction from the environment – the world he lives in. education has focus on the three H's, that is, the development of the individuals, Head-Cognitive, Heart-affective and Hands-Psychomotor so as to enable the individual to fulfill his objective in life.

Being educated modern conception means harmonious round development of a person by adequately cultivating the Head, Heart and the Hands. The quality of man and his environment is whole man. The teacher emphasizes the three domains of learning are determined by the quality of education for the realization of a given lesson – cognitive, affective and the psychomotor to corresponds with the 3HS.

According to Nweke & Ughamadu (1997), noted that education has been viewed as a systematic training and instruction designed to transmit knowledge and develop skills in individuals. Also education has been viewed in a general senses as a process of changing the behavior of individuals in the desired direction.

Education according to Dewey (1916) is the continuous reconstruction or reorganization of experience which adds to the meaning of experience and which increases the ability to direct the course of sequence experiences. From this, one can conclude that education is the process of developing the habit of problems solving which comes about as a result of processing of experience, which ultimately produces knowledge.

As for Whitehead (1929), education is the acquisition of the art of knowledge. This means that education involves the acquisition of knowledge but goes beyond it to include the mastering of ways and means of putting to good use whatever knowledge that is acquired. According to Farrant (1980), education describes the total of human learning by which knowledge is imparted faculties trained and skills developed. Castfe (1973) had education simply defined as what happens to us form the day we are born to the day we die. But this writer is inclined to believe that since education starts when life starts as fetus as it reacts even in the womb and cries when out of that environment and continues till the

individual dies. The environment which the individual increases with could be social, physical and or spiritual.

2.32 Gender Issues in Education

Umoh (2004) reflects that the like of factors such as gender, customs, and traditions, religion, and family education and background to exert influence on the human resources development of an individual serious concern to our young people. In this context gender is considered as a societal construct that separate the roles expectations of male and females and to Keller (1991) also describes gender as a cultural construct that distinguishes the role behavior, mental and emotional characteristics between males and females developed by a society. However, Okeke (1999) argues that as a society assigns and imposes certain behavior characteristics on either sex, members, begin to think feel or act in ways expected of the society thus certain behavior characteristics and attributes have now been constituted into stereotypes.

Okeke (1999) also observe that these stereotyped "sex" roles and functions imposed by culture or tradition from one generation to another become accepted without question, internalized and erroneously interpreted and applied as if they are biological characteristics although male and females can never be identical but gender differences and gender stereotyping tend to be exaggerated to a point such that they limit the human resources development and utilization of one's potentials.

Bolarin (1995) considers that Nigerian women unlike the male counterpart have not made any significance contribution in terms of socio economic development of Nigeria. She elected that the possibility of making this contribution is very much in doubt when one takes cognizance of the high level of literacy prevailing amongst women can

only be effective if the recipient are involved in the formulation of objectives, planning and executions of such programme based on their needs aspirations, interest abilities and competence she regrets that this development is quite far from being the case.

A number of studies on the literacy level of Nigerian women (Abe, 1987; Awolesi, 1989; Bolarin, 1992; Odu, 1987; Adamu, 1988; Nwagbara, 1995, and Okeke, 1999) have shown that women are lagging behind their male counterparts in every level of formal education. The same pattern of low representation of Nigerian women has been discussed in several research studies on career aspiration amongst these womenfolk (Balarin, 1995; Durajoiye, 1975; Okpala and Onacha, 1985 and Osuji 1976) these studies generally endorsed that Nigerian women have been grossly under – presented in the various sciences and science based courses and careers. It is considered that as serious as these issues are one realizes that its erroneous and unrealistic to think that the problem of Nigerian women lagging behind their male counterparts is a problem that can be solved within a short period of time as the slogan " education for all in the year 2000" tends to points out. In her research studies on "functional women education"

Bolarin (1995) posited that UNESCO endorsed that 62% of the adult illiterates in Nigeria have been found to be women. This discloses that serious work need to be done in the area of women folks who definitely lack the basic functional education and training which may lead to their effective participation in the socio economic development of this country.

According to Etuk (2004) discloses that gender discrimination has had very serious negative consequence on the human resources development of the women folks in Nigeria. Thus Olayinka (1973) Osuji(1976) and Abri (1977) found from their research studies that vocational aspirations and choice are influenced by certain variables including

gender and family background. These researchers revealed that males chose male stereo typed occupations while females chose female stereotyped occupations. Thus sex roles and sex stereotyped concepts as apparent in the Nigerian cultural values have traditionally insisted that the place of women is the home. This cultural expectation according to these researcher is responsible for the domination of males in some jobs areas and females in other areas. In this perspective Ehinndero (1986) discloses that such professions and courses have traditionally have been regarded as aspect of curriculum reserved for females. Etuk (2004) submits that the endorsement of gender stereotyping and gender discrimination In the Nigerian sociocultural patterns have had a pronounced negative effect of these gender stereotyping in Nigeria weighed more against our women folk. He enumerates theses effects thus;(a) overwhelming domination of males in such a job area as the auto mechanic profession;(b) shortage of man power in certain professional fields as the carpentry field because it is believed to be a special reserve field for men; (c) more number of unemployment women who have resorted to becoming complete housewives because lack of job opportunities which largely emanate from the problems intrinsic in gender stereotyping;(d) very few number of jobs areas available for women due to gender discrimination; (e) little concern for women education which limits the quality of their innate capabilities for human resources development; (f) under utilization of the potentials of women in a number of professional fields because of the negative effects of gender stereotyping associated with these professions; (g) general shortage of women skilled manpower in the labor market due to the neglect that women education have suffered at all level of education; and (h) uneven distribution of the entire labor force due to gender discrimination that our women folk have a victim of.

According to Nwagbara (1995) reveals that as a result of the "negative" gender stereotyping construed in reference to their role behavior, Nigerian women have not effectively participated in the nation's development she reveals that at present a variety of social and cultural barriers which impinge on such gender issues as "early marriages" "high bride price" domestic and rural drudgery" "discriminatory family treatment" an old age insecurity" and some of the social injustices that afflict Nigerian womanhood. Nwagbara (1995) further considers that low social and economic status" marital instability" and insecurity at old age are some of the causes of high fertility amongst Nigerian women in the nation development has fostered and enhanced fertility rates among them.

According to Okam and Umeh (2004) warned that the current over population and unemployment crises in Nigeria is largely traceable to the incidence of high fertility rates among the women folk. It is conceded that in spite of heir behavior and status women make up about 50% of Nigerians populations (Adamu 1987; Nwagbara, 1995, Okam and Umeh, 2004) again in spite of their numbers this sections of Nigerian population is characterized to a very large extent by widespread illiteracy especially in the rural areas. Thus Nwagbara (1995) expatiates further that it is not an understatement to say that about 90% of the women in Nigeria are uneducated yet it is these women who are central to the issues that bear on the Nigerian over population crisis. She reflect that it is only if these women are well educated and well informed can they on their own understand the implications of large population and or the problems of over population and unemployment. Ajaegbu (1985) observes that in some rural locations of Nigeria, many

women breed children without due consideration of the implication f their health and on the well being of their families sometimes this development according to Ajaegbu (1985) is due to cultural biases in which child bearing is constructed as God sent and should not be tampered with however on these illiteracy syndromes menacing and militating against the human resources development of our Nigeria women folk, Adamu (1987) warns that in this competitive world no development oriented government can afford to watch helplessly half of its population being drowned in total or partial darkness or ignorance more so that this neglected half is mostly charged with the responsibility of bringing up the younger generation who are always labeled leaders of tomorrow he reflects the problem thus: What kind of leaders is the nation going to have if their early formative years are marked by misguidance by ignorant mothers?

The Dakar Foundation for Action (2000) for Education for all (EFA, 2015) endorses that every women has a right to education it asserted that is only through a sustained commitment of women to useful and meaningful education could they contribute with strength and purpose in addressing a variety of problems that have engulfed the world. The conference that the world faces daunting problems it enumerate some of the notable ones. Based on the forgoing philosophical reflections and pronouncement by the Dakar framework of action (2000) on the place of education in enhancing the human resources development of women it emerged with three major components in respect of its framework about the vital need for women to be educated as follows: (a) the implications of fundamental right of all women to be educated(b) the purpose of education for all

women and (c) an expanded vision and a renewed plea for women to become committee to education.

2.33 Social Studies Education for Effective Citizenship

The need for full participation of students in the national political life of Nigeria, being a democratic nation, is a desirable goal. Social studies, as a curriculum instrument, are assigned a key role in the successful implementation of the nation's political goals. Adaralegbe (1980) and Mafuyai (1980) maintained that Social Studies can provide students with the necessary skills for articulate citizenship, preparation for future participation in democracy, political literacy and responsibility. Dubey and Barth (1989) and Okam (1998) contended that the basic goal of Social Studies is the preparation of the pupil for full responsible citizenship. Okam (1998) pointed out that Social Studies has to be seen as a modern attempt at an interdisciplinary study of a topic, a problem, an issue, a concern or an aspiration. In this function, it is a problem approach discipline through which man studies and learns about problems of survival in his social environment. It is geared at fostering better understanding of the movements, events and personalities that have influenced the history of a given social setting. The ultimate objective of social living generally not merely in the classroom but in the community and in the world as a whole. These programmes have to be seen in terms of the grooming and production of intelligent, responsible and self directing citizens. (Joof and Okam, 1998; Okam, 1998). The essence of Social Studies programmes, therefore, is expected to provide young learners with insight into the use of various knowledge structures and procedures that have relevant in modern civilization (Okam, 2002).

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

For this philosophy to be in harmony with Nigeria's National objectives, it has to be geared toward self-realization, better human relations, effective citizenship, national consciousness, national unity, as well as cultural, economic, political, scientific and technological progress.

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

i. The inculcation of national consciousness and national unity;
ii. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
iii. The training of the mind in understanding of the world around; and

iv. The acquisition of appropriate skills, ability and competences, both mental and physical as equipment for the individual to live in and contribute to the development of his society.

In order to achieve these aims and objectives, the government emphasized that a conscious effort, should be made to teach the tenets of good citizenship at all levels of education. To this end, therefore, in section 3 (14c), the National Policy on Education emphasizes the importance of citizenship education as a basis for an individual's effective participation in and contribution to the life of the society. In section 4(18e) and 4(18f), the Policy stressed that education should raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens, foster Nigeria unity with emphasis on the communities that unite us in our diversity. Thus the teaching and learning of Social Studies programmes in our colleges and schools (Okam, 1998). Okam (2002) also stressed that an acquisition of the tenants of political socialization by learners or students in our various school setting should not be a chance affair. He emphasized that it has to be learnt and cultivated by way of the relevant educational processes associated with classroom instructions in Social Studies.

Social Studies educators such as Adaralegbe (1980), Okobiah (1984) and Udoh (1992) are of the opinion that Social Studies, if effectively taught, can be used as a tool for political awareness and for creating citizenry in children. Adaralegbe (1980) asserted that the teaching and learning of Social Studies should be concerned with preparing the learners for goals and purposes of responsible and effective citizenship. Okobiah (1984) noticed that Social Studies in Nigeria is aimed at organizing the youths, students and young

learners for the purpose of helping them to cultivate into citizens with skills, attitudes; competences and reasoned judgments to effectively interact and contribute positively to the economic, social, political and cultural development of the Nigerian society. Uche (1980) expressed that Social Studies is primarily concerned with the development of good citizens. Adeyoyin (1979) in Okam (1998) posited that the teaching and learning of Social Studies education in our schools should produce Nigerians who are loyal to the central unit rather than the tribal groups. This implies that Social Studies education should be used to develop the sense of patriotism in children.

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

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

Another reason for the introduction of social studies in schools bears on the view that it has been accepted as the most important subject through which Nigeria develop as sense of unity, peace and development of the country. In the same vein, social studies programs can be used to develop political awareness and sense of political participation in the children. According to Smyth (1980) in Okam (1998) the idea of teaching Social Studies is to create awareness through variety of technique and forms of guided self-analysis in which learners of students would become very highly informed and aware of their learned behavior in schools. Greenstein (1995), Stacey (1978), Nwabuzo and Martha (1985) were of the opinion that political education should be started early in the life of a child because it has profound effect on adult political awareness and participation. The implication is the educational institutions in Nigeria can develop political awareness of the JS students via the proper use of Social Studies programs as presented in the curriculum of secondary schools, for an attainment of citizenship norms, virtues and goals.

Thus, a good deal of the curriculum features intrinsic in Social Studies education include “political participation”, “political culture”, “political socialization”, “citizenship” and

"democracy". These curriculum features embrace large portions of the cognitive effective and psychomotor domains of Bloom's Taxonomy of Behavioral objectives. An adequate provision and employment of these concepts in Social Studies programs in Nigerian schools could constitute a major yardstick for the enhancement and promotion of not only political awareness but also citizenship norms among young learners.

Thus, Barrs, Barth and Shermus (1978) contended that Social Studies is aimed at an integration of the social sciences and the humanities for the purpose of instruction in citizenship education. This implies that the provision of Social Studies programs in secondary school curriculum will go a long way to promote political awareness in the students not only for development of citizenship norms but also for national development. The incorporation of the social sciences into Social Studies as concepts is to produce citizens who can evaluate, identify problems, analysis and come up with rational decisions. Thus, Onifade (2002) stressed that the social sciences are seen as the basic foundations of Social Studies education not only because the social sciences represent the primary source of curriculum planning in Social Studies. Social Studies is seen by Onifade (2002) as social sciences the overlapping other disciplines, in relating Social Studies to the social sciences. Okam (1998) sees social studies as an applied field which attempts to fuse scientific knowledge with ethical, philosophical and social considerations which arise in the process of decision making as practiced by the citizens.

DuBey and Barth (1980) explained further that what Social Studies education does in essence, is to study human life so that children are given the opportunity to practice solving problems of crucial importance both for the individual and society. This, in

essence, means that provision of Social Studies education in the secondary school curriculum is designed to enable children practice solving political problems which will be geared towards an attainment of citizenship norms and the development of national unity. Okam (1998) in Adekeye (2002) pointed out that the differences one may identify in Social Studies and the social sciences are, while the social sciences are concerned with the propagation of knowledge, the primary purpose of Social Studies is the utilization of knowledge for the purpose of socializing young children in schools. The aim is to improve the process by which citizens use knowledge from the social sciences to make decisions which concern their individual behaviour and questions of social and public policy. Adekeye (2000) emphasized that the scope of Social Studies is broader than the curriculum coverage in Social Studies. She explained that the objectives of Social Studies education go beyond the cognitive domain of Bloom's Taxonomy of Behavioral objectives (1965).

Social studies education is to produce citizens who are socially responsible (Danladi 2008) this is important because the provision of social and economic needs of the citizens is a collective responsibility, this social responsibility involves the provision of economic needs that include employment opportunities shelter nutritious foods and better income.

Citizenship education equips students with knowledge norms, skills, values, orientation attitudes that would enable them become effective citizens to function in the society as effective members. It prepares them for democratic process as citizens they are meant to learn the constitution of the country to know their rights and obligation and that of other members of the country; and the restrictions on those rights they also study the systems of

government and leadership styles as well as the symbol for national unity. NCCE (2002, ed) minimum standard highlights some themes in citizenship education as follows: the constitution, federation, citizenship constituted authority, government, arms of government, historical perspectives of Nigeria's political and economic development, rights and obligations, national ethnics and discipline in national life.

2.34 Social Studies as a Tool for Propagating Effective Citizenship Education

According to Okam (1998) the concern of Social Studies for the propagation of 'affection' amongst learners and individuals exposed to it has tremendously influenced the philosophy behind instructions in the subject area. Thus, authorities in the Social Studies (Dewey, 1952; Beard, 1932; Engle, 1977; Banks and Clegg, 1973; Okobiah, 1985; Uche, 1980; Adeyoyin, 1977) endorsed that the subject should be concerned with preparing the learner or the student for the goals and purposes of responsible and effective citizenship. In this light, Dewey's (1952) thesis, among other issues, endorses that instructions in social studies be governed not only by the principles of immediacy and utility but also channeled to a major purpose of creating the good citizen in a democracy. Engle (1977) reveals that the teachings of Social Studies in schools is expected to contribute to an acquisition and sustenance of desirable attributes characteristics of effective citizenry within a democratic society.

Thus, Banks and Clegg (1973) are convinced that classroom dispensation of Social Studies may not only lay foundations for a perpetuation of democratic principles and a just society but may also influence the fashioning-out of youths, learners, students and citizens alike who are acutely aware of the characteristics of democracy and are committed to its

ideals. In a purely Nigerian setting Adoyoyin (1977) and Uche (1980) view Social Studies as being primarily concerned with the development of good citizens. They contend that the introduction and teaching of Social Studies in schools should foster the spirit of national consciousness, unity in diversity, national tolerance and respect for other amongst learners. In particular, Adeyoyin (1979) advocated that the types of Social Studies taught in the schools should produce Nigerians loyal to the central unit and not to tribal groups. According to her, this brand of Social Studies should be aimed at "Nigerianising' the learners and that should ameliorate ethnocentrisms and stimulate loyalty to the nation. In almost the same vein, Okobiah (1985) observed that the main philosophy behind the birth of Social Studies in the 1960's in Nigeria is aimed at the mobilization of youths, students and young learners for the purpose of helping them cultivate an awareness and understanding that would transform them into citizens with skills, attitudes, competencies, moral values and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and visualizes the teaching of Social Studies in classroom settings as contributing and leading to be characterized by such attributes as; looking at things with a democratic slant; believing in decency and fair play, forbearance and respect for other, vast in the customs, traditions and nationalistic ideals of their country, believing in the idea of progressive improvement of society in general; being desirous for promoting the general welfare and be pledged to raise and safeguard standards of living for all.

It naturally follows from the above considerations that any serious thought about effective education that is propagated through instructions in Social Studies is expected to alert and acutely remind the individual human personality about his relationship to vast groups of

people from different tribes and races, religions and classes. According to Brameld (1965), this awareness implies a presupposition that the individual is called upon to identify and empathize with others who are faced with conflicting alternatives. The expositions of the authorities considered above endorse that the success of the philosophy behind any Social Studies Education should be geared towards equipping the individual to cultivate citizenship and civil responsibility. Indeed, these authorities have generally gone to the extent of endorsing that the success of any philosophy behind any forms of instructions in citizenship education through programmes in Social Studies classroom-wise is to be measured largely in terms of its contribution in assisting the individual understand and put into practice the ideals of human relations. These ideals essentially constitute the centre-piece of instructional objectives which are bound-up with affective education. The conceptions and thought-processes associated with these ideals include the following: 'shared responsibility for the common good of society'; 'moral and spiritual values in interpersonal relations'; 'a cultivation of sense of compassion for the less fortunate'; 'a cherishing of a sense of respect and tolerance for others'; 'a cultivation of social attitudes and values such as cooperation, participation, interdependence, open-mindedness, honesty, integrity, trustworthiness, diligence, and obedience'; 'acquisition of attitudes favourable to social, physical, cultural and economic development. Other concepts which stem from this centre-piece of affective education also include: rationality, interaction, adaptation, needs and interests, loyalty, patriotism, critical thinking, progress and democracy. The various forms of thought – processes including the associated instructional programmes have become established in Social Studies Education. Indeed, the propagation of the ideals of affective education constitutes, among other things, a major ontological aspect of

instructions in Social Studies. The subject cannot, therefore, afford to relegate a dispensation of affective education to the background in issues involving its classroom dispensation. Any attempt by the teacher to engage in this relegation during Social Studies instruction might spell extinction and doom for social studies education.

Scholars and researchers (Akanbi, 2012; Bernard, 2012; Victor, 2010 and DuBeyet al, 1979; Uche,1984) have unanimously shown that there is a strong viable linkage between Social Studies Education and the socialization processes of learners. According to Akanbi (2012) Social Studies Education curriculum contents are designed to effectively foster the overall personality development of learners and at the same time foster social roles learning. These according to him are the similar basic roles and objectives of socialization, in view of this; he argues that-both socialization and Social Studies strive towards the same goals and direction. This view suggests that the teaching of Social Studies Education in school is influential on the socialization process of learners.

Similarly, Bernard (2012) observes that the content of Social Studies Education at all levels are made to reflect adequately on the content of the socialization, which are social stability, right attitudes and values, social change, psychological and social needs of learners, as well as, social learning processes. These contents of socialization are the backdrop on which the Social Studies Education contents are equally developed. This suggests that Social Studies Education complements the socialization process of learners.

NTI, (2000) shows that Social Studies Education is the teaching of socialization, which it aptly describes as "the secondary socialization". He further explains that through Social Studies Education, learner's are taught that expected behaviors or rules of the

society. The content of Social Studies Education include those aspects that teach unity, love, freedom, hard work, equality, obedience and honesty in performance of one's assigned responsibility, healthy attitudes and values, sociability, and other essential relevant skills that a person learns to becomes a useful member of society. These aspects or content are the same in socialization. In the same vein, Adamu (2000) indicates that the overall goal of Junior Secondary School Education is targeted towards the socialization process of learners at that level and Social Studies is the only subject at that level making that stated objectives realizable. Thus the stated goals are:

> Reparation for useful living in society and for higher education, Development and projection of Nigerian culture, art, and languages

The stated Junior Secondary Schools goals above have clearly and unambiguously shown that the overall target is socialization. This is because useful living in society will not be achieved unless individual is fully integrated into society, and that is essentially socialization, and which can only be taught appropriately through Social Studies, likewise the development of Nigerian culture.

2.35 Citizenship Education and the Nigerian National Policy on Education

According to Okam (1998) was of the view that Nigerian Policy on Education stresses that the political socialization of individuals should not be a chance affair. It has to be learnt and cultivated by way of classroom instructions in citizenship education. Thus, the policy endorses that the philosophy of education in this country should be geared towards equipping the individual to cultivate effective citizenship and civil responsibility. In other words, the philosophy behind all forms of instructions in schools is to be

measured not only in terms of contribution to an understanding of human relationships but also in terms of their role in producing citizens with skills, competencies, moral values and reasoned judgments to effectively live, interact, interrelate and contribute positively to economic, social, political, and cultural developments of the Nigerian society (Okobiah, 1985). The philosophy, therefore, regards the production of effective citizens by way of all forms of schooling as the crux of all educational programmes in this country.

The National Policy on Education has detailed many of the centre-piece of citizenship education in Nigeria. These include: 'shared responsibility for the common good of society', 'moral and spiritual values in interpersonal relations', 'cherishing a sense of respect and tolerance for others', 'cultivation of social attitudes and values such as cooperation, participation, interdependence, honesty, open-mindedness, integrity, diligence, trustworthiness and obedience', 'acquisition of attitudes favourable to social, physical, cultural and economic development. Other concepts which derive from the centre-piece of citizenship education include: 'rationality', 'needs and interests', 'interactions', and 'democracy'. The various forms of thought-processes which are represented and involved in these concepts and their various associated learning objectives very often constitute differentiated focal points in terms of which the language and most of the subject matter of citizenship education are formulated. In the Nigerian educational context, the teacher is expected to plan lessons in the Social Studies in the primary and the junior secondary schools to help pupils and students alike acquire citizenship norms and objectives.

2.36 Problems Militating Against Instructions in Citizenship Education in Schools

According to Okam (1998), many studies conducted in the area of citizenship education have pointed out the handicaps militating against an acquisition of citizenship norms amongst learners generally in institutions. Research has revealed that there are circumstances in which schooling has exerted little or no effects on the politico-social attitudes of learners in this country to the extent that the concept of citizenship education has also created little or no impact in them. For example, Peil (1976) found no significant difference regarding the political and social attitudes between Southern Nigerian illiterates and those with primary education. Also in their study of political aspirations and attitudes amongst university students in Nigeria, Becket and O'Connel (1977) found that less than 13% of the students interviewed thought that they had begun to think in national terms during their primary school period and only up to 20% had started thinking in that direction at the university level. Blakemore and Cooksey (1981) observed that there are serious foundations for the purpose of creating effective citizens amongst learners, there are indications that it is falling in that enterprise.

2.37 The Concept of Democracy

According to Abubakar (2011) defined Democracy both as a form government and decision making originated from ancient Greece. It is used to refer to a form of government, where majority of the people (as opposed to participation and control by a minority, single class or autocrat), participate or share in deciding the direction of the affairs and activities of the state and the government which it runs. It is the direct opposite of a government controlled by a selected group consisting of a class or an autocrat. As a

system, democracy operates on the basis of a philosophy that insist on human rights, freedom and capacity of a people acting directly or through elected representatives to control their institutions for high value on the equality of individuals and would free people as far as possible from restraints not self imposed (Umaru, 2002).

This perspective insists that necessary restraints should be imposed only by the consent of the majority and even at that, the restraints should and need to conform to quality of citizens and decisions on public good must to be taken collectively with the consent of the majority. In the view of Bentham (1993) democracy could be seen: As a mode of decision making about collectively binding rules and policies over which the people exercise control and the most democratic arrangement to be (seen), that, where all members collectively enjoy effective equal rights to take part in such decision-making directly-on that is to say, which realizes to be greatest conceivable degree, the principles of popular control and equality in the exercise.

Satori (1987), on his part indicated that democracy is a system of government that is defined by three important attributes: Competition for public office by individuals and organized groups (like political parties) at periodic intervals without the use of force, an inconclusive level of political participation in the selection of leaders and policies, and a level of civil and political liberties, freedom of expression, freedom of the press and freedom of association sufficient to guarantee the integrity of political competition and participation.

Oluwa (1985) on his part defines democracy as "a system of government that underscores the plural nature of politics and gives recognition to the diversity of social forces in any political community". A democratic regime he argues accommodates these

forces by providing for a polycentric political order, which not only recognized these forces formally, but enables them to interact with one another in diverse ways in competition, collaboration and cooperation. The key point is that, a democracy or democratic regime serves the citizens or majority rather than the opposite.

Democracy has become the most fashionable form of governance in the world. In all societies in the world today, the issue is not which political system is appropriate but rather, when will society become democratized or fully democratic (Owolabi, 2001). Democracy as understood is a theory that set some basic principles according to which a "good government", whatever its form, must be run (Oluwole, 2003), such principles include those of justice, equity, freedom, liberty, accountability, openness and transparency in government. Indeed, effective democratic setting relies on public participation, accountability and transparency.

Canon et al (1992) contended that the word democracy had its first historical appearance in the fifth century B.C. following its coinage by Herodotus, the great historian, which led to the genesis of democratic ideas in antiquity .Democratic ideas in antiquity combined two Greek words, "demo" meaning the people, and "Kratein", meaning the rule. Thus, the original meaning of democracy was thezrule of (by) the people. At this time, Herodotus included among its specific features, equality before the law and popular deliberations, Canon et al (1992). Akindele (1987) expressed that subsequent Greek thinkers like Plato and Aristotle did not look with favour upon democracy. While Plato's attitude was decidedly hostile to democratic ideas, Aristotle accepted the ideas with severe

qualifications. The Aristotle, democracy was mob rule and should be rated as an inferior system of government and to Plato, every individual cannot have equal voice, it is the rule of the few-aristocracy. Ujo (1977) expressed that ancient democracy did not presuppose equality of all individuals; because of the prevalence of slavery, a minority of the populace had no political rights. In Athens, the population was divided into two: the freemen that are the citizens and minorities i.e. the slaves. The freemen gathered together in a place to speak and vote on major matters of government. Athens, the greatest of the city democracies, limited franchise to the native born citizens.

Canon et al (1992) informed that Greek discussion of democracy was followed by Rome's contribution to democratic ideas and government of antiquity (the anxiety past, especially of the Greeks and Romans). The hallmark of contribution was Rome's development of the idea of constitutionalism and her emphasis on laws as a system of norms binding on the ruler as well as the ruled.

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

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

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

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

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

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

The definition or conception of democracy was variously approached by philosophers like Thomas Hobbes, Jean-Jacques Rousseau, John Locke, Thomas Jefferson, Abraham Lincoln and John Stuart Mill and also Canon et al, (1992) emphasized that due to the nature of their reasoning, Rousseau, and other theorist like Lincoln, mainly concerned with the welfare of the community as a whole, are classified as the collectivistic school of thought, while John Locke and John Stuart Mill are classified into the

individualistic school of thought relative to the emergence of democratic system of government. Canon contended that, while the collectivistic school of thought stress the value of equality, common will and good, the individualistic school of thought stress the value of individual freedom and liberty. He stressed that regardless of the difference in the emphasis of the collectivistic and individualistic schools of thoughts, the normative classical conception of democracy, actually falls within them. Many of the contemporary writers have variously employed the ideas of the normative schools of thought in their definitions of democracy. One of such definitions is that of Carl Cohen in Canon et al, (1992): Democracy is that system of community government in which, by and large, the members of the community participate directly in the making of decisions which affect them all.

The definition assumes equal and direct participation as the core of democracy. But it is utopian, at best; utopian in the sense that it implicitly subscribes to the slogans of participatory democracy. Let the people make decisions that affect their lives, power to the people, community country, and so on (Cook and Morgan, 1974) which is not, in anyway, symmetrical to the most important form (representative) of democracy that now characterized many politics both in the West and the Third World countries.

According to Olisa et al, (1990) stressed that popular definition of democracy which is quite close to the Greek root of the concept was given by Abraham Lincoln, one of the former President of the USA, who defined democracy as "government of the people, by the people, and for the people." This definition contains all the basic elements of the modern democracy, namely: supremacy of the people, representation and popular

participation. The early Greeks emphasized the participation of citizens in public affairs. The leaders of Athenians praised their civic and human virtues.

In modern democracies, evidences have shown that powerful groups of the elite monopolize political power of the time, free speech is curtailed by legislation or intimidation and distribution of wealth in many cases, especially in capitalist societies, does not favour the majority of the population. Olisa et al, (1990) observed that another way in which the democracy of Lincoln's definition is imperfect in practice is that the political power of the masses is exercised effectively only once in a long period, that is, during elections. Once the elections are over and a set of rulers is installed in office, the power of the people is relegated to the background. Most of the times, thereafter, the people of themselves are guided and manipulated by those whom they elected. This situation has been described by some people as "the illusion of democracy" meaning that popular participation or rule is more of the theory than reality. They emphasized that control or censorship of elected rulers is supposed to be regularly exercised through public opinion and organized interest group politics, but this takes long to bear direct results. That occasional revolts or crises sometimes call leadership to order and impose the will of the people, but most of the time, it is not easy to organize popular action and that, in many cases, governments use politics to frustrate such actions.

Canon et al, (1992) expressed that participatory democracy as suggested by its advocates has never existed in perfect form in any country because many evidences, namely: inequality in status, wealth, opportunities, and intellect are characteristics of every society. In view of the above, therefore, representative democracy as opposed to

participatory democracy is more useful for the understanding of the concept and, more so, as this is practiced by the students when they elect their leaders.

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

But, Mill (1962) further argued that, for representative government to be democratic, it must be accompanied by universal free suffrage, free elections, and short terms in office, and individual liberty. Without these things, any government case, democracy could be defined as a system of elected by the adult voters (electorates) into the seat of Government to be responsible for directing and deliberating on the affairs of the state on behalf of the ejectors. Pynn (1984) defined representative democracy as a government in which the people select representative to make and enforce laws on their behalf. He explained that public officials are selected by the people to make public policy, that although not all public officials are elected, they are held accountable for the exercise of their power.

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

i. Supremacy of the law including judicial decisions over all persons and authorities in the state.

ii. Supremacy of the constitution.

iii. Independence of the judiciary.

iv. The right to personal liberty.

v. The freedom of the press, thought and association and regular, free and fair elections.

According to Sagay (2002) other major features of liberal democratic political dispensation include:

i. Majority rule (i.e. government is constituted by the will of the people i.e. citizens of a country).

ii. Supremacy of majority will in political decision making.

iii. Existence of and tolerance of political opposition.

iv. Existence of multi-party system i.e. competitive political parties.

v. Respect for fundamental human rights.

The foregoing discussions indicate that democracy donates a set of ideas, institutions and processes of governance that allows the broad mass of (the people) to choose their leaders and that guarantees them a broad range of civic rights. However, a major weakness of this notion of democracy is that it narrowly focuses only on formal political rights and processes to the exclusion of the economic well being of the people. Pynn (1984) contended that in actual democracies, poverty often inhibits the masses from actualizing and enjoying their political and civic rights while the concentration of wealth in the hands of a few gives the economically privileged minority preponderant political

influence. In this regard, Awa (2002) contended that any scheme of political ordering which vest in the poor, the ignorant, the diseased and those who live in squalor, the power, to elect rulers is cautionary at best. It therefore, hardly needs to be stated that the ideal of democracy are yet to be fully realized in any state. Consequently, the goal of democratization must be seen as an ongoing process and democrats everywhere are to be involved in the struggles to consolidate and extend the realization of democratic principles, especially the rights of citizens. According to Obaseki (1991), human rights have been variously described as the rights of human or fundamental freedoms. They are claimed as those which should be or sometimes related to those which are legally recognized and protected to secure for each individual the fullest and freest development of personality and spiritual, moral and other interdependence. They are conceived as rights inherent, in individuals as rational free willing creatures, not conferred by some positive law or capable of being abridged or abrogated by positive law.

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

Locke's reflections have influenced the notions of human rights and led to a universal concern for human rights in the structure and process of democratic systems. The American Declaration of Independence re-echoes the very words of Locke. According to Pynn (1984:51) the document begins with the following words:

> "We hold these to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights that among these are life, liberty and the pursuit of happiness that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government; laying its foundation on such principles and organizing its powers in such form so to them shall seem most likely to affect their safety and happiness."

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

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

i. To defend freedom of thought and expression, due process and equal protection of the law.
ii. To provide free legal assistance to indigent victims of domestic violence.
iii. To educate labour unions, students and professional bodies on the laws governing their trades and professions.
iv. To empower Nigerian citizens to understand and defend their fundamental rights.
v. To lobby and campaign for the promulgation of human rights and people oriented legislation.
vi. Promote the principles of accountability and transparency in the public and private sectors of the society.
vii. To engage in programmes that strengthens the legal system and a free and independent judiciary and other democratic institutions.

viii. To investigate human rights and abuses and issues reports on human rights situation especially on women, children, the area courts, the police and other paramilitary organs and institutions.

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

According to Bello (2008) democracy is described as a political arrangement in which power is in the hands of the people collectively and is administrated by them or by representatives elected by them in other words it is a political system where there is popular participation by the people in governance. in a democracy, the majority govern and the right of the minority respected. On the other hand National teachers institute (2000:20) describes democracy as "a representative government in which the people themselves have a hand in hose who govern them if people in a democratic society are elected or selected to represent them so that each group is rightly represented for the purpose of leading the affairs of the country it then means that those who are elected or selected must have a special qualities that would win the mandate of the people they are representing.

2.38 Review of Related Empirical Studies

Empirical related studies were the studies conducted by different researchers within and outside the country which were some how related or were having a little

similarities with the present study either related in term of concepts, educational levels and students example: primary, secondary schools, colleges of education or universities in Nigeria or outside Nigeria were reviewed.

Adelabu (2009) Studied political Education through university: A Survey of Nigerian University Students

It was a descriptive research ,sample made up 536 new studenst and 464 old students in the university the **Instrument** used for the study was questionnaire, and t-test and chi-square were used to test the relation between the two variables used.

Findings of the study revealed that students were politically influenced in the university system as the students stayed more in the university that means old students were more politically influenced than the new students in university system.

The above study and the present share some similarities:

Both focused on funding out acceptability or opinion of the students both adopted descriptive research design in their studies. Both adoped questionnaire to gathered data Both studies were conducted at the tertiary level of education. Both used male and female students in their studies Both studies were conducted in Nigeria. Both studies have almost the same sample 536 and 526 respectively.

The above study and the present differ in the following ways:

The above study's population were small while the population of the present study were large The above study adopted chi-square statistics while the present study adopted ANOVA statistics. The study was conducted in the university while the present was conducted in C.O.E. Above study "Political Education through university: A Survey of Nigerian University Students"

Ayinde (1997) Studied political socialization of junior secondary school students in Kaduna state. Type of research design used was survey research design method populations of the Study were all junior secondary schools students Boys and Girls in

three educational zone in Kaduna North with 42 schools, South 15 schools and Zaria 39. Sample size for the study was 450. Instrument used was a questionnaire. .The findings of the study revealed that there was significant difference in the political orientation and political development and between urban and rural location of respondents in Kaduna state. The findings also revealed the sex of the respondents has significant role to play in the political socialization of junior secondary schools JSS III students in Kaduna state. The findings of the study revealed that there was significant difference in the political orientation and political development, between urban and rural location of the respondents in Kaduna State.

The above study is related to the present investigation hence, the two geared toward socialization. The research design and instrument for data collection was also similar. However, the study differs with previous, and the forrmer focused on JSS III students while the later centered on Colleges of Education in North West of Nigeria **Similarities:** Both study are related in political socialization in their respective levels of education.**Differences:** The studies differed in citizenship development and also differed in the educational level of respondents for example one research was at the junior secondary schools level, while the other was carried out in College Education levels. Also another dissimilarity places one research was carried out in Kaduna state, while the other was in North-West Zone of Nigeria.

Greenstein (1965) Studied children and Politics in New Haven types of research design employed was survey research design.Populations for the study were: 659 children of

grades four and eight. Instrument used for the study were questionnaire, topic recorded interview.His findings were as follows - children became aware of national and local governments before understanding the state government; they were aware of and understood the executive before the legislature at each of these tiers of government. Children assessed political leaders favourably and held them in high esteem. Children from upper socio-economic background tended to be more politicized, presented a capacity and motivation for political participation. Boys were more politically informed and showed more interest in politics than girls. One of the observations was that orientations learnt by pupils at an early stage tended to have reciprocal effects on adult attitudes.**while Similarities in the two studies:** Both adopted the same descriptive research Both studies employed questionnaire for data collection. Both studies used students socio economic background in their respective studies. Both studies used male and female in their studies.

Differences in the studies: Both studies differ in location Both studies differ in the educational level four and five level while the present was conducted at College of Education N.C.E level. Both studies differ in an interview while the presents did not used interview. The above study population was small while the present study population was large. Above study was conducted in the advance country while the present study was conducted in the developing country.

Madubuike (1985) Studied the Role of Social Studies Toward the Development of Citizenship Education in Post primary Schools in Anambra State research design used for

the study was a survey research design. **Sample/Population for the study were:** 120 teachers of social studies, 300 post- primary students in 15 local government area of

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

Similarities between the two studies the study above talks of citizenship development and post primary schools level in Anambra state. While the present study discussed citizenship development at Colleges of Educator level in North-west zone of Nigeria. Both study discussed on role and acceptability of social studies education Differences between the two studies are: One study did not talk of political socialization while the other study discussed of political socialization.Another difference one study was carried out at the post primary education while the other study was carried out at the tertiary institution level of education.

Almond and Verba (1963) “Political Awareness and Information in Five European and America countries United States, Great Britain, German, Italy and Mexico”.Type of Research design was comparative approach among countries.

Population of the study 5,000. Sample size employed for the study was 357 respondents were used as a sample size for the study.Instrument employed for the study were: Questionnaire was employed for data collection from the respondents in order to access their political awareness and information. Findings of the Study are: Similarities both the studies investigated on political awareness and political socialization respectively.

Differences in the study are as follows: The present study included citizenship development while the former study did not. The former study was carried out in five (5) European countries while the present study was within Nigeria in North West Zone.Both the studies used different research design, the former study used comparative approach while the present used a survey research design method . Another differences, the former study only used women while the present study used both male and female respondents.

They reported the following findings: German women were generally as frequently well informed about politics as British women. At the level of secondary education, German women seemed better informed than American and British women. Italian women with secondary education almost reached the British frequency one that Mexican women equaled. They also reported that on low scores, German women were more frequently politically aware than the British, while the Italian women appeared to be the least frequently aware. At the level of secondary education, the percentage of low scorers

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

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

Children by the middle grades identified the congress as the representative symbol of American government. Political maturity increased with age. Children's high affection for government increased with age as they had more knowledge about their political world. The president was identified as the best known political authority and was described as likeable, benevolent, trustworthily and powerful.

Similarities of the two studies : Both studies discussed political socialization.

Both studies adoped t research design in their studies .Both studies adopted questionnaire as an instrument for data collection Both studies used female in their studies .Both studies used their different region on their countries in the study.

Differences of the two studies : The above study has larger population while the present study used less sample .The above study used large sample while the present study used smaller sample of the study .The above study was carried out in the United States of America while the present was carried out in Nigeria.

Tita (1991) "An Evaluation of National Junior Secondary School Social Studies Programme in selected Schools in Plateau state". Population of the study was junior secondary schools in Plateau state. Sample size for the study, weres some selected junior secondary schools in the state. Instrument questionnaire was used for the study

Finding of the Study are as follows The students performed poorly that is below the achievement level as envisaged

by the teacher;The students performed equally in both cognitive and affective tests;

There was significant difference in performance as a result of urban or rural location as students performed better than the others both in cognitive and affective tests;There was significant relationship between male and female students' performance in the cognitive;

There was a difference in performance by male and female in the affective tests in that the females performed better;

There was no significant difference in the performance of those taught by qualified .and those taught by non qualified teachers, though there was a slight higher performance by students taught by qualified teachers;

Tita (1991) concluded by criticizing the J.S.S. Social Studies curriculum as being deficient but failed to point to the area that needed improvement nor did she recommend what

should be done. The study has bearing on the present study in that, the student used JSS students to conduct his research, the present study is using JSS III students to find out .the effects of Social Studies concepts on the political awareness of the students. He used students from different locations in Nigeria; the present study is using JSS III students from the six geo-political zones of Nigeria. **Similarities in the studies :**Both studies adopted descriptive research design .Both studies adopted questionnaire as an instrument for data collection in the study .Both studies adopted rural and urban areas in their studies. **Difference in the studies :**The above study used large population while the present study used small population.The above study used large sample while the present study used small sample.The area of the above study was one state while the present study used seven states of the federation.

Rabiu (2014) "Impact of Social Studies Education on Socialization process among Junior Secondary School Students in Kano state"Type of research design was expost facto or casual comparative study was employed for the study.**Population of the study:** All entire students of the junior secondary schools in Kano state.**Population:** Population used 807, 938 students of junior secondary schools in Kano state JSS (1-3). The population break down of male and female area.**Sample of the Study:** Sample size selected was 384 junior secondary schools students in Kano state.

The instrument used for the collection of relevant data from the randomly selected sample of the study was the questionnaire instrument and documentary analysis. A questionnaire is a research instrument or device consisting of a series of questions dealing with some

psychological, social, educational (etc) topics sent or given to an individual or a group of individuals, with the objective of obtaining data with regard to some problems under investigation (Koul, 2009). Similarly, Goode and Hatt (1952) states that questionnaire refers to a device for securing answers to a series of questions by using a form which the respondent fills in himself. In the same vein, Barr et al. (1953) defines it as a systematic compilation of questions that are administered to a sample of population from which information is desired. Questionnaire is used to measure what information an individual possesses. It is equally used to measure the attitude and beliefs of an individual, respondents or group, or dislikes, values, preference or interest.

Type of statistics employed for the study was chi-square statistics to test the relationship.

Instrument employed for the study was questionnaire instrument for the study.

Similarities between the two studies were: Both study socialization process and political socialization at different level of education

Expost –facto or comparative research design was employed while the present study employed a descriptive research design for the study.

Differences between the two studies were: Last study was carried out in junior secondary schools students in Kano state while the present was carried out in Colleges of Education in North-West Zone of Nigeria.

Okam[1988] studied "Focused on Using Social Studies as an Instrument for Citizenship Education in Nigeria"**Research Design employed for the study was:** a descriptive research. Population 2,950 final secondary school students were used for the study**.** Sample 59 Grade II Teachers College were random ly selected from seven (7) states of the federation as sample size for the study.**Instrument employed for study were:** questionnaire for date collection.The findings revealed that varying proportions of

students felt that lteaching and learning and learning of social studies had strong positive revenge to their concern as citizen. However most of the respondents perceived that Social Studies Education was not effectively achieving the major objective of its introduction and teaching in schools and college, which is the inculcation of citizenship values among students.

Similarities of the above studies and the present study: Both adopedt descriptive research design.Both adopt questionnaire for data collection in the study.Both studies use citizenship education.Both studies used (7) seven states of the federation.

Difference in the studies: The above study population is smaller while the present study population is largerThe above study sample was small while the present study sample was large.The above study was carried out in Grade II Teacher while present study was carried out in Colleges of Education in North-West Zone in Nigeria.

Adekeye (2000)did Appraisal of Political Socialization of Junior Secondary Schools Students in Nigeria: Implication for the Social Studies Curriculum.

Type of Research Design used: A survey research design or method was used.

Population of the study was all junior secondary schools in Nigeria.

Sample size of the study, were some selected juniors secondary schools in Nigeria

Instrument used for the study was Questionnaire

Questionnaire was employed for data collection for the study.

Type of statistics used for the study was ANOVA, Analysis of variance to test the data collected for the study.

Findings of the Study Adekeye (2000) focused on the extent to which the formal teaching and learning of social studies in J.S.S Has helped to shape the political orientation and attitude of the students for the purpose of transforming them in to

enlightenment royal and patriotic citizens. The result of the study revealed that the J.S.S III students in Nigeria were positive in their political development as demonstrated by their performance in the political socialization cognitive and affective tests used in the study**The above study and present study shared some similarities:**Both studies focused on find out political orientation and political socialization of the students at different level. Both studies adopted descriptive research design in their respective studies.Both studies adopted questionnaire as an instrument for data collection in the studies.Both studies adopted ANOVA for statistical testing of the hypotheses.

The above study and present study shared some differences: The above studies were carried out in junior secondary schools in Nigeria while the present was carried out in College of Education in North-West Zone, Nigeria.The above studies were carried out in Nigeria while the present was carried out in North-West Zone, Nigeria. The present study used t-test and ANOVA while the above study ANOVA only.The point of departure of present study when compared Adekeye's (2000) study its emphasis on the psychomotor orientation of students as result of their class room exposure to instruction in social studies education. In other words, this study is not only hinged on a determination of the extent to which students political socialization and citizenship development have enhance as a result of classroom exposure to instruction.

The study revealed that:There was no significant difference in the acceptability of NCE II and III students on Social Studies Education as a tool to Political Socialization and Citizenship Development in Nigeria.There was no significant difference in the acceptability of rural and urban NCE students on Social Studies Education as tool to Citizenship Development in Nigeria.There was no significant difference in the

acceptability of male and female NCE students on Social Studies Education as an tool to Citizenship Development in Nigeria. There was no significant difference in the acceptability of rich, moderate and poor parents of NCE students on Social Studies Education as tool to Citizenship Development in Nigeria.

Recommendations

i. Issues of political socialization should be taken more seriously in the schools.

ii. Nigerian government should equip public schools so that the students can be taught more effectively. This will help to improve the performance of the students in the public schools.

iii. Rural area should be provided with basic amenities such as; water, good roads and electricity so that children in these areas could have access to political information.

iv. Social studies teacher educators should focus more on lesson prepation and methodology as one of the findings of this study was that there was no difference in the methods of teaching of the teacher trained in social studies and the others.

Abonu (2005) examined the Impact of Social Studies Education on the Political descriptive research method was used Atotal of 865 all J.S.S III students of Nigeria. Used educational domain namely Cognitive Aspect of Political Awareness Test in Social Studies Education (CAPATSSE) Affective Aspect of Political Awareness Social Studies Education (AAPATSSE) Psychomotor Aspect of Political Awareness Social Studies Education (PAPASSE).

The above study and the present shared some similarities: Both studies focused on political socialization and citizenship development in their studies.Both studies employed

descriptive research in their studies.Both studies adopted questionnaire as an instrument for data collection in their studies.Both studies were carried out in different location in the country.**The above study and the present study shared some dissimilarities:**The above study population was large where the present study population was small.The above studies were sample 865 while the present study sample was 546.Above study was carried out in junior secondary schools while the present was carried out in Colleges of Education in Nigeria.

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

i. It is important for schools to take the issue of political awareness seriously since whatever that is needed in the society is included in the programme of schools. The success of citizenship and Social Studies education programmes in Europe, Asia and North America has been attributed to the political will and financial support by the government and people of these nations (Udoh, 1992). The priority concern of our government and people should be oriented at committing the youth into our political culture.

ii. The public schools should be equipped by the Nigerian government so that teaching and learning can be carried on effectively. Resource persons such as legislators should be invited from time to time into the schools to speak to the students in order to make them aware of that arms of government and there functions.

iii. The youth can be organized to effectively participate in the community projects with older members of the community. The community could also involve the youth in participating and observing some public events,

festivals, rallies and youth club activities where talks on political issues of national interest would be given. Children should be allowed to ask questions and seek answers about their observations. Youth club activities should be encouraged. The interactions engendered through these activities could pave way effective and meaningful political education.

iv. In-service courses, workshops, conferences and seminars should be organized for teachers who teach the J.S.S. students Social Studies. No matter the quality of pre-service training a teacher has received, he needs in - service courses in order to keep abreast with the latest developments in the field in our ever changing society. This in-service training should be organized for teachers at local, state and national levels so that every teacher should benefit from it. The orientation courses should embrace all the domains. Audio - visual aids should be provided and used adequately in teaching.

v. Political education is not meant for the youth alone. Politicians, civil servants, adults need political education. It should, therefore, to be introduced at all levels of education including non-formal education. Citizens should be made aware of their human rights and responsibilities. They should be acquainted with the knowledge of the Nigerian constitution. Teachers should endeavour to bring to the knowledge of the children their civic rights and responsibilities, duties of good citizens, etc. in order to acquaint them with the tenets political education.

vi. Emphasis is to be placed on cognitive domain by teachers in their teaching as this was found to be a problem for the J.S.S. Ill students as demonstrated on the Cognitive Aspect of social studies education of Political Awareness Test in Social

Studies Education. Teachers should use teaching aids, resources persons, supplementary books in order to aid the students in the area of political awareness.

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

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

Test in Social Studies Education (AAPATSSE) were constructed by the investigator through an adaptation of the research studies of Agboola (1985) and Adekeye (2000). The items reflected in the Psychomotor Aspect of Political Awareness Test in Social Studies Education (PAPATSSE) were mainly designed by the investigator.The Test Instrument consisted of four sections. Section A deals with biographic data of the students (respondents) such as gender, name or school and name of state. The purpose was to analyze the personal variables in order to find the significant differences, if any, of the political awareness of the respondents due to differences in gender and location of schools.

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

Section C; contained Affective Aspect of Political Awareness Test in Social Studies Education (Paper 11). This contained 28 items. Items 1 to 9 were designed along 5 point Likert scale. In items 10 to 14, the respondents were asked to make preferences or choose the items they mostly agreed with respondents to tick which of the statements they -agreed with, while items 26 to 28 were open ended questions that required the respondents to express their feelings, opinions and make suggestions.

Section D contained Psychomotor Aspect of Political' Awareness Test in Social Studies Education (Paper III). There are 20 items of multiple choice questions. The

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

Summary

The reviewed related literature was gathered from different authors or researchers who have written some topics related to the present research topic. Therefore, the literature reviewed provides information on concept of politics, political culture, political socialization and citizenship development. Also, the literature reviewed on citizenship development showed that in social studies education, the government will be able to realize it dreams of unity in Nigeria.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

This chapter highlighted the following sub-headings:

- Research Design,
- Population of the Study,
- Sample and Sampling Procedure,
- Research Instruments for Data Collection,
- Validity of the instrument
- Reliability of the Instrument,
- Procedure for Data Collection
- Statistical Analysis Procedure.

3.2 Research Design

The research design employed by the researcher is a descriptive research design. This research involves going to the field to collect data on current situation prevalent among the subjects to be used in the study. The researcher has no influence on the students to be used in this study and cannot manipulate their knowledge of social studies and citizenship development. For these reasons therefore, the survey design is adopted in this research.

The descriptive survey method was used for this study since it is suitable for selecting random sample from a cross section of a large population to obtain an empirical knowledge of contemporary nature (Franceken and Well 1993), Agbe (2003).

3.3 Population of the Study

pAccording to Adelakun (1985) a population includes all possible observations of a particular type. That is to say a population is the complete set of items which we want to investigate! NTI, (1990) viewed population as "the entire group of person, objects or events whose characteristics are being studied" while Awotunde et al (1997) stated that "a population in research is the target group which a researcher is interested in studying and about which he intends to obtain information and draw conclusion".

The *study population was10,610 NCE II and III students in nine Federal and State Colleges of Education in the North West zone. This comprise there three Federal and six state Colleges of Education that were selected because they were the one offering Social Studies. Other Colleges of Education were not offering social studies that was why they were not included in the study.*

Population of colleges

Table 3.1 is the distribution of social studies students in the Federal College of Education, State colleges of education in the North West zone. Some Federal and State Colleges of Education in Dutsinma C.O.E, Katsina State, Bichi, and F.C.E.T Kano State.

Table 1

S/N	College	NCE II	NCE III	Total
		M/F	M/F	M/F
1	Federal College of Education Kano K.N	700	550	1250
2	Federal College of Education Katsina K.T	600	308	908
3	College of Education Gumel	320	287	607
4	College of Education Maru ZMF	650	500	1150
5	Shehu Shagari College of Education Sokoto, S.KT	1000	650	1650
6	Adamu Augie College of Education Argungu B.K	428	380	808
7	Sa'adatu Rimi College of Education Kano K.N	1600	1150	1750
8	Federal College of Education Zaria K.D	500	387	887
9	College of Education Gidan Waya	350	242	592
	Total	6148	44672	10,610

Table 1.1 Distribution of the Population According to Colleges of Education in North West Zone

Table 1 is the distribution of social students in the federal college of education, state college of Education in the North West Zone. Some Federal and State colleges of Dutsima C.O.E Katsina state, Bichi and F.C.E.T Kano state. FCET Gusau, Zamfara states are not offering Social Studies.

Table 2. Distribution of Population of Male and Female in Colleges of Education

	Male	Female	MF
FCE Kano	900	350	1250
FCE Katsina	650	258	905
COE Gumel	430	177	607
COE Zamfara	560	150	1158
SS COE Sokoto	1300	350	1650
AA COE ARG	620	205	808
SR CEO Kano	1800	350	2050
FCE Zaria	660	227	557
COE G/Waya	510	180	595

3.4 Sample and Sampling Technique

According to Krejcie and Morgan 1970 in determining sample size for research activities, population of 10, 610 people and a sample of 526 people were used. Also according to Sambo (2005) 10% of the population can be used as a sample size in research activities. And for the purpose of this research Krejcie and Morgan sampling size was used to determine the sample size therefore 526 respondents was the sample all over the nine (9) colleges of education offering social studies was used. Agbe (2003) however, says, sampling should be done to reduce the cost of data collection and for the purpose of convenience, however, increasing sample size reduces the sampling error in the research.

Table 3: Sample of the Study by College

S/N	College	NCE II		NCE III		Total
		M	F	M	F	
1	Federal College of Education Kano K.N	34	10	33	13	70
2	Federal College of Education Katsina K.T	14	6	14	6	40
3	College of Education Gumel	19	2	19	2	42
4	College of Education Maru ZMF	27	12	28	13	80
5	Shehu Shagari College of Education Sokoto. SKT	20	15	20	15	70
6	Adamu Augie College of Education Argungu B.K	10	10	10	10	40
7	Sa'adatu Rimi College of Education Kano K.N	24	11	24	11	70
8	Federal College of Education Zaria K.D	20	15	20	15	70
9	College Of Education Gidan Waya	11	11	11	11	44
	Total	174	96	168	88	526

Table 4: Sample Distribution according to Male and Female of NCE II and III

	NCE II and III Male	NCE II and III Female	NCE II and III Total
FCE Kano	63	23	86
FCE Katsina	28	12	40
COE Gumel	38	4	42
COE Zamfara	55	25	80
SS COEIKT	40	30	70
AA COE ARG	20	20	40
SR CEO Kano	48	22	70
FCE Zaria	40	30	70
COE G/Waya	22	22	44
Total	342	184	526

3.5 Instrumentation

The questionnaire was constructed using modified 4-point Likert rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). These scaling system allow the respondents to only agreed or disagreed with a statement but allowed the respondents to indicate his or her level of agreement or disagreement.

Therefore, the researcher made use of the structured questionnaire. The questionnaire was made up of 56 items which would elicit response from students in line with focus of the research work Impact of Social Studies Education on Citizenship Development of Students in Colleges of Education in the North West Zone of Nigeria.

3.5.1 Validity of the Instrument

It became imperative for the researcher to check the content validity of the research instrument. The questionnaire was given to some faculty expert in measurement and evaluation of education for screening before taking it to the three supervisors who were experts in social studies education for final screening and vetting in the Faculty of Education. They checked to test the efficiency and suitability of instrument to measure what is expected so as to minimize errors and difficult in understanding the questions.

3.5.2 Reliability of the Instrument

The reliability of the instrument was found use Cronbach's Alpa coefficient (a). This was done using Statistical Package for the Social Science (SPSS) version 20. The reliability obtained was a= 0.87. Based on universal benchmark for the acceptable of an instrument (r>0.50), it could be said that the instrument is adjudged to be suitable for the study at hand.

Pilot study was conducted in order to see the reliability and the validity of the instrument used the research. Two Colleges of Education were selected, that is, one Federal College of Education and one state College of Education both offering social studies education within the zone namely: Federal College of Education, Zaria and College of Education Maru. Pilot study was conducted to enable researcher have a feeling of some of the likely practical problems which might render the validity and reliability of the test instrument to become abortive which may be modified and rectified to the construct of the research at hand.

3.6 Procedure for Data Collection

In the administration of data, a sum of 600 questionnaires was distributed and in the data collection procedure 526 questionnaires were administered. The collection of data was carried out by the researcher to minimize the error in the administration. The collection of data in the colleges of education offering the social studies education was done with the assistance of some lecturers who were colleague in the business. After obtaining permission from the college's authorities and the social studies Department of participants Colleges of Education. The researcher gave surplus questionnaire in order to receive enough questionnaire at the end and. To replace the missing numbers of questionnaire in case if some were lost in the process of data collection.

3.7 Statistical Analysis Procedure

The data collected were analyzed through scoring and coding, ready for adequate analysis. The statistics employed in testing the significant difference was t-test and Analysis of variance (ANOVA) statistics to test the hypotheses. The statistics helped to determine whether the relative difference in two or more objects or items of similar kind is

due to chance or as a result of difference in their quality. It was used to weigh the relative importance in the view of different, issues or matter of public importance, Yode (1990).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

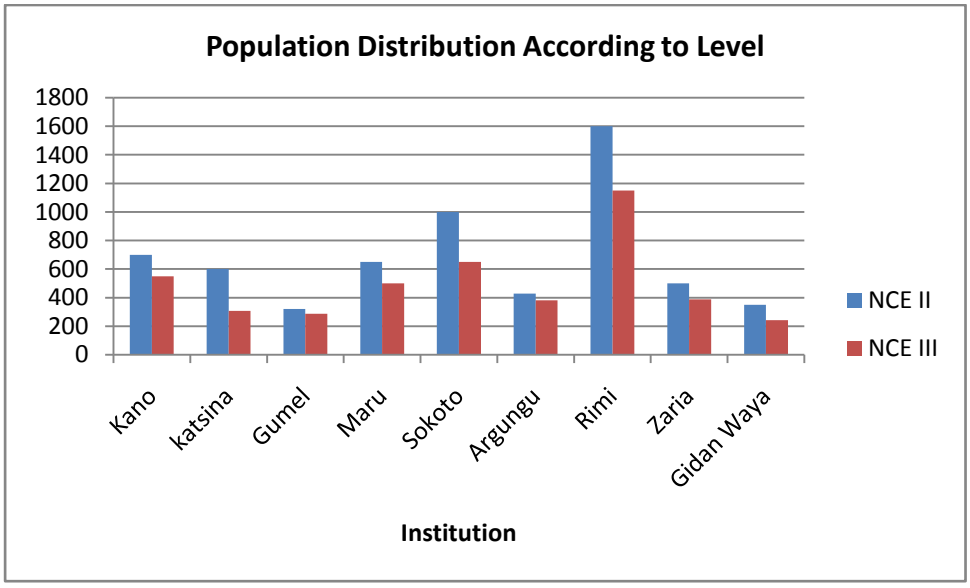
4.1 Introductions

In this chapter the perception of the respondents from the questionnaire were analysed and interpreted in order to answer the research questions and test the stated null hypotheses through IBM SPSS statistics.

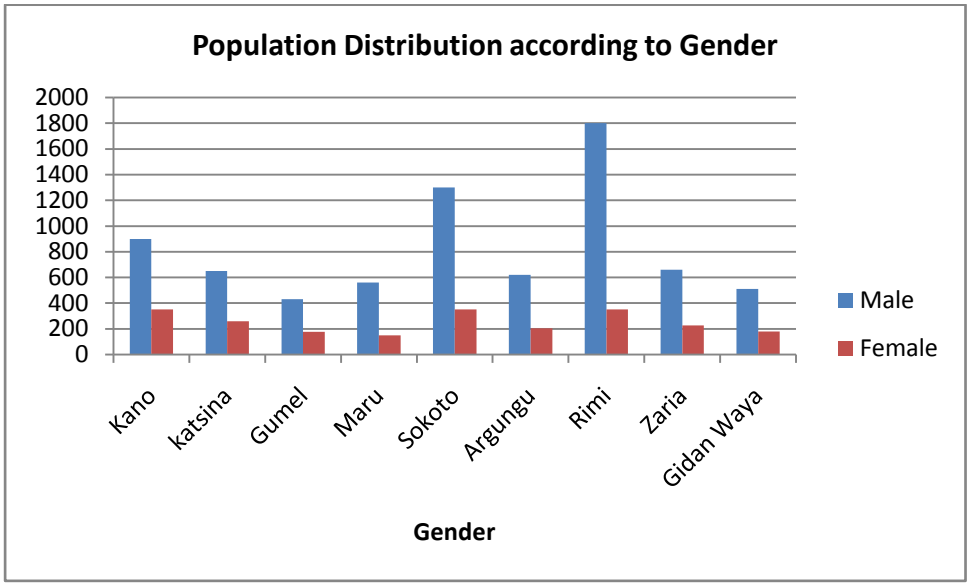
4.2 Descriptive Analysis

4.2.1 Demographic Data

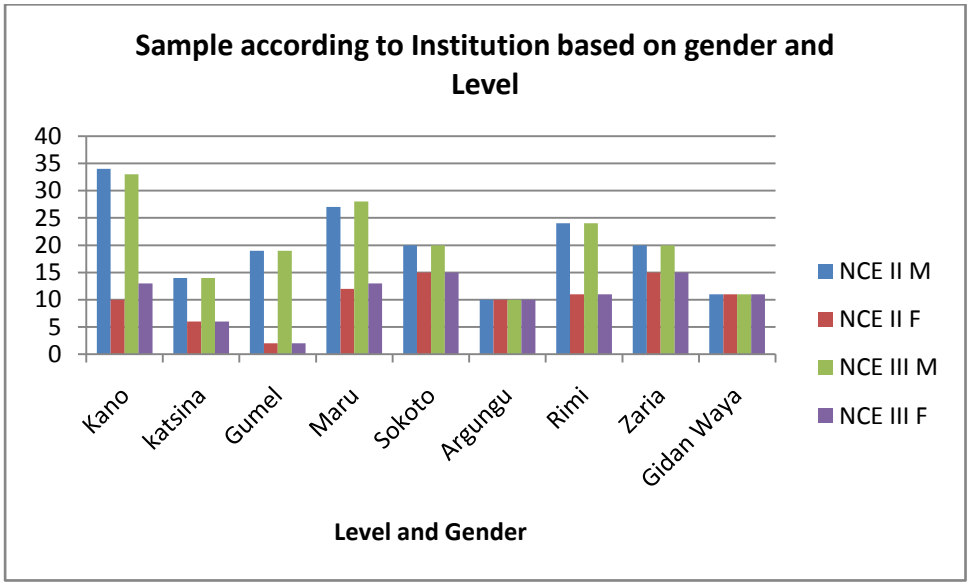
4.2.1.1 Population of the study according to level



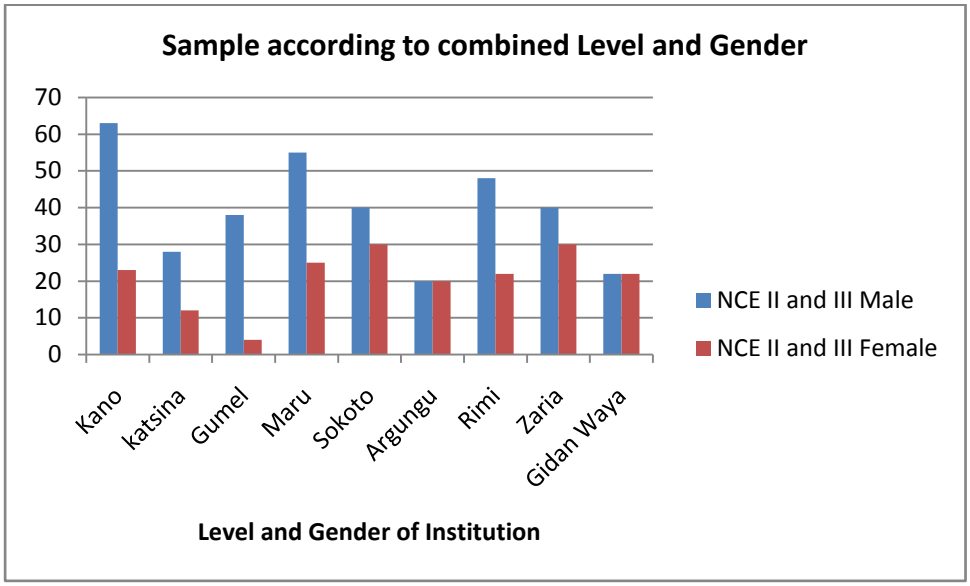
4.2.1.2 Population of the study according to gender



4.2.1.3 Sample of the Study according to Institution based on gender and level



4.2.1.4 Sample gender and level combined according Institution



4.2.2 Answering Research Questions

The data collected were analysed using the means and standard deviations (descriptive statistics) to answer the research questions as follows:

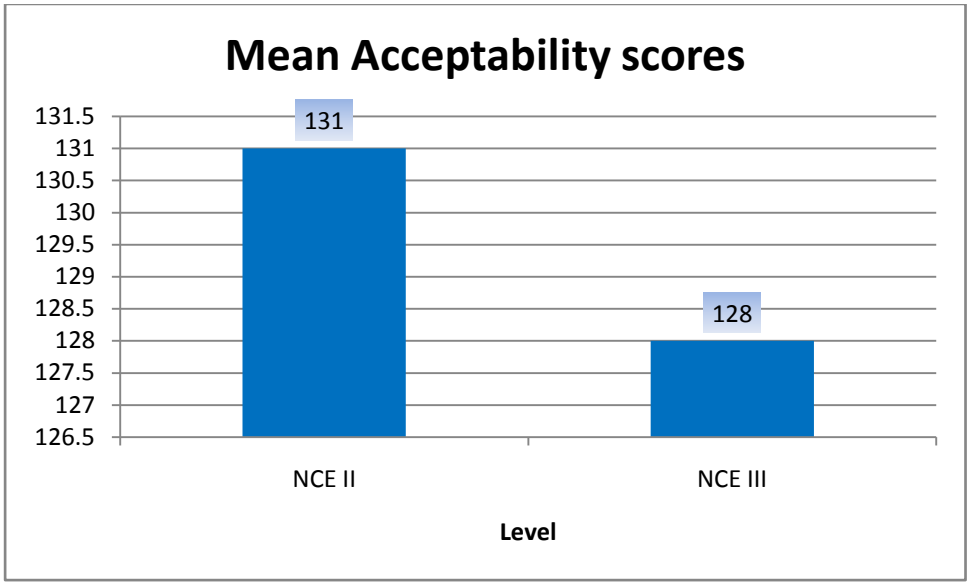
Research Question 1: What is the difference in the mean acceptability scores of N.C.E II and N.C.E III students on their perception of social studies as a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria? To answer this question, means and standard deviations were used. Element number 7 in the participant's profile was used to answer the research question.

Table 5: Computation of participants means and standard deviations for the perception scores of NCE II and III students in Colleges of Education in North West of Nigeria

Level	N	Mean	Std Deviation	Mean difference
NCE II	224	131	28.59	3
NCE III	272	128	28.28	

Table 3 shows the mean and standard deviation for the perception scores of NCE II and NCE III Social Studies as a tool for political socialization and citizenship development. The result indicated that the mean perception score for NCE II (131) was higher than that of NCE III (128). The standard deviations for the perception scores of NCE II and NCE III were 28.29 and 28.28 respectively. The mean difference between the perception scores is 3. This is an indication of low difference between the perception scores of the two levels. While the standard deviations indicate. That is, there is a minor difference between the mean perception scores of NCE II and NCE III students on the perception of social studies students on Social Studies as a tool for political socialization and citizenship developments.

Figure 1: Mean Acceptability scores of NCE II and NCE III Students



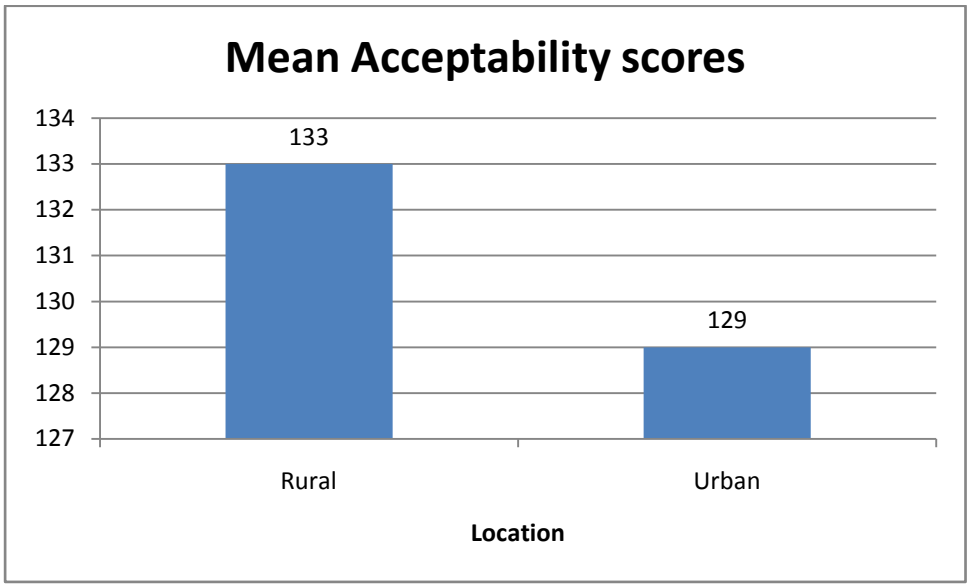
Research Question 2: What is the difference in the mean perception scores of rural and urban N.C.E students on their perception Social Studies as a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political zone, Nigeria? To answer this question, means and standard deviations were used. Element number 2 in the participant's profile was used to answer the research question.

Table 6: Computation of participants means and standard deviations response of Rural and Urban area

Location	N	Mean	Std Deviation	Std Error Mean	Mean difference
Rural	184	133	16.36	1.21	4
Urban	342	129	30.81	1.69	

Table 4 shows the computation of participants mean response. The table 4 shows rural mean response score as 133 while that of urban as 129. The location of the colleges have standard deviation as 16.36 and 30.81 respectively.

Figure 2: Mean Acceptability scores of Rural and Urban Students



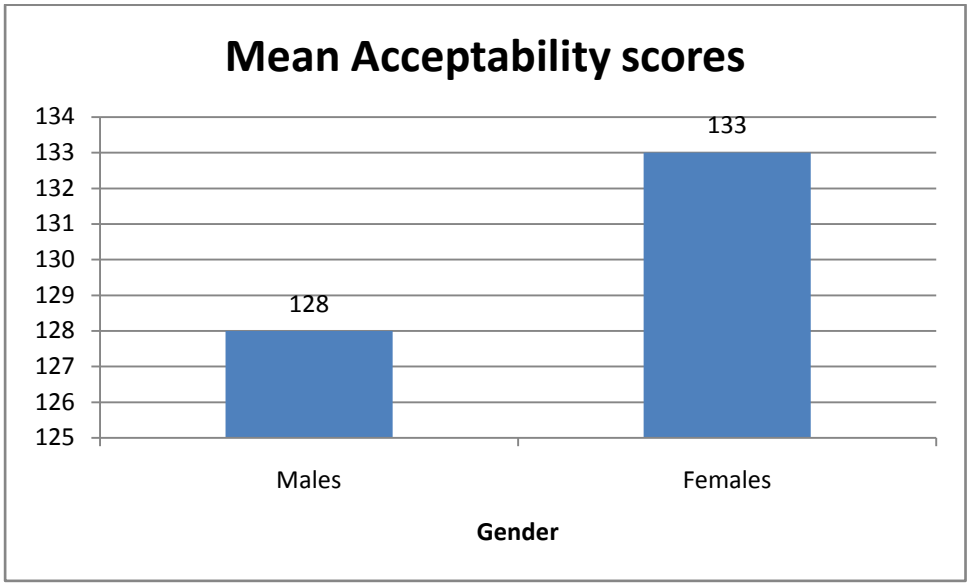
Research Question 3: is there be any difference in the mean perception scores of male and female N.C.E II and III students on their perception of Social Studies as a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria? To answer this question, means and standard deviations were used. Element number 6 in the participant' profile was used to answer the research question.

Table 7: Computation of participants means and standard deviations of male and Female NCE II and III students

Gender	N	Mean	Std Deviation	Std Error Mean	Mean difference
Male	280	128	30.87	1.87	-5
Female	246	133	20.89	1.33	

Table 4.5 shows the computation of participants mean response scores. The table shows male mean response score to be 1.28 while that of female 1.33 with both standard deviation as 30.87 and 20.89 respectively.

Figure 3: Mean Acceptability scores of males and females Students



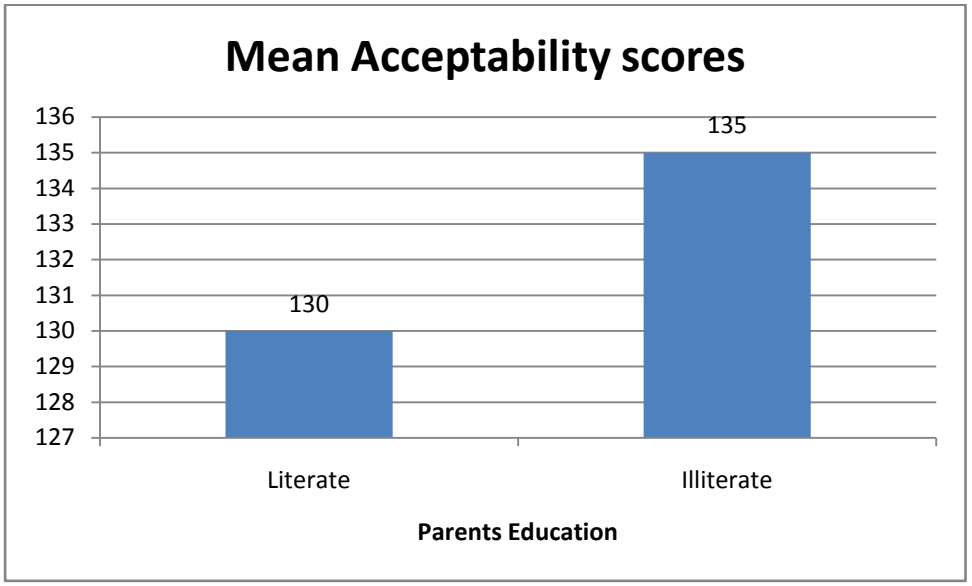
Research Question 4: What is the difference in the mean acceptability scores of N.C.E II and III students of literate and illiterate parents on their perception of social studies as a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria? To answer this question, means and standard deviations were used. Element number 3 in the participant's profile was used to answer the research question.

Table 8: Computation of participants means and standard deviations for the responses of literate and illiterate parents of NCE II and III in Colleges of Education in North West Zone of Nigeria

Parental Education	N	Mean	Std Deviation	Std Error Mean	Mean difference
Literate	456	130	26.46	1.24	-5
Illiterate	70	135	27.99	3.55	

Table 11 shows the computation of participants mean response score. The Table 6 computation shows the mean response score of literate parents to be 130 while that of illiterate parents to be 135 with standard deviations as 26.46 and 27.99 respectively.

Figure 4: Mean Acceptability scores of literate and illiterate Parents



Research Question 5: is there any difference in the mean perception scores of N.C.E II and III students from low, middle and high income parents on their perception of social studies as a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria? To answer this question, means and standard deviations were used. Element number 4 in the participant's profile was used to answer the research question.

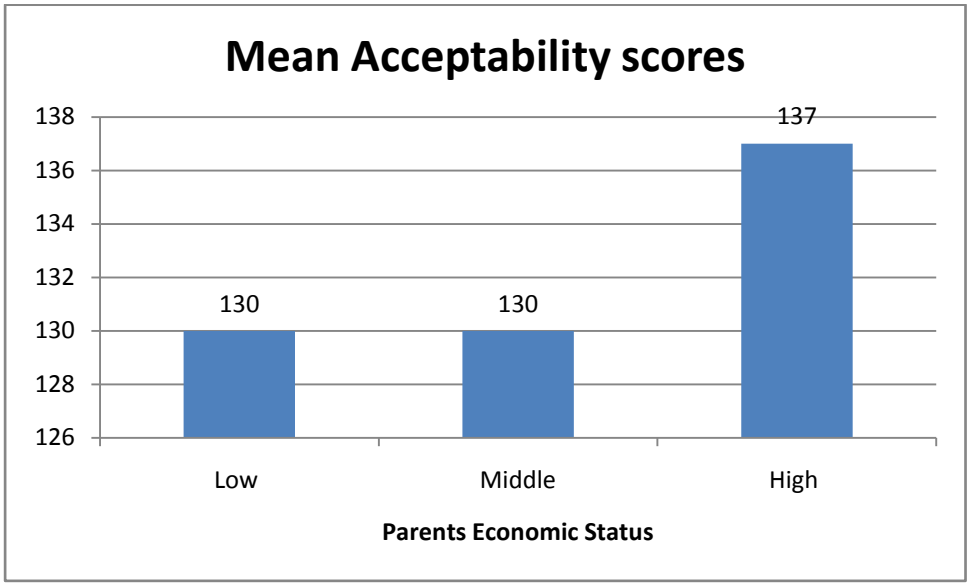
Table 9: Computation of means and standard deviations for the perception scores of NCE II and III from low, middle and high income parents in Colleges of Education in North West of Nigeria

Social Status	N	Mean	Std Deviation	Std Error Mean	Mean difference
Low	150	130	25.16	2.11	0
Middle	348	130	27.05	1.46	-7
High	28	137	28.78	501	-7
Total	524	130	26.67	1.17	

Table 12 showed the computation of participants mean response score, the table 12 showed parental economic status mean response score low parental mean to be 130,

middle parental man to be 130 and high parental mean to be 137 respectively and which the following standard deviation low 25.16, middle 27.05 and high 28.78.

Figure 5: Mean Acceptability scores of low, middle, and high income Parents



Research Question 6: is there any difference in the mean scores of N.C.E II and III students from State and Federal Colleges of Education on their perception of social studies as a tool for citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria? To answer this question, means and standard deviations were used. Element number 5 in the participant's profile was used to answer the research question. Participants' responses for political socialization and citizenship development sub-scales were used to answer research question 6.

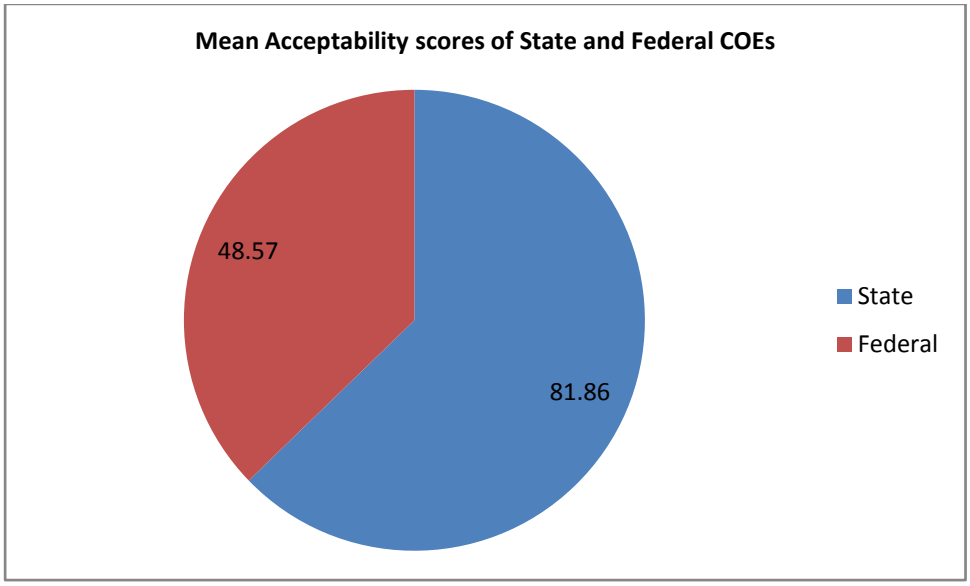
Table 10: Shows the computation of means and standard deviations of responses based on social strata.

Institution Type	N	Mean	Std Deviation	Mean difference
State	526	81.86	17.96	33.29
Federal	526	48.57	12.67	

Table 14 showed the computation of participant mean response score. The table shows political socialization mean response of NCE II and III to be 81.86 and while citizenship development mean response score of both NCE II and III to be 48.57 and both has standard deviation of 17.96 and 12.67 respectively. The mean perception score of

political socialization is almost double of the citizenship development with indicated negativeness of their response.

Figure 6: Mean Acceptability scores of State and Federal COEs



4.3 Hypotheses Testing

There are six null hypotheses, which were tested to enable the researcher objectively determine the significance, if any, of the respondents perception according to the variables classified. Two types of inferential statistics, namely t-test and ANOVA were employed to test the null hypotheses in the study. This was done as follows:

Hypotheses 1: There is no significant difference in the mean scores of N.C.E II and N.C.E III students on the perception of social studies students as a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria. The independent samples t-test statistic was employed to test the hypothesis.

Table 11: Summary of the independent samples t-test statistic on the perception of social studies students on social studies as a tool for political socialization and citizenship development for N.C.E II and N.C.E III students in Colleges of Education

Level	N	Mean	SD	SEM	df	t Value	p Value	Remark
NCE II	254	131.00	28.59	1.82				
NCE III	272	128.00	28.28	1.72	524	1.24	0.215	Not sig.

Table 9 showed that there was no significant difference between the mean response scores of NCE II and NCE III students. This is evidenced in t_{cal}=1.24, with df= 524, p=0.215≥0.05. Therefore, since the p-value 0.215 is greater than 0.05, the decision is that the null hypotheses is retained. Therefore, there is no significant difference in the mean perception score of N.C.E II and N.C.E III students in Colleges of Education.

Hypotheses 2: There is no significant difference in the mean scores of rural and urban N.C.E students on their perception of social studies students on Social Studies as a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria. The independent samples t-test statistics was used to test the hypothesis.

Table 12: Summary of the independent samples t-test statistic for the perception of rural and urban NCE students on political socialization and citizenship development for rural and urban students in Colleges of Education

Location	N	Mean	SD	SEM	df	t-Value	p-value	Remark
Rural	184	133	16.36	1.21				
Urban	272	128	28.28	1.72	524	1.848	0.065	Not sig.

Table 16 showed that there was no significant difference between the mean perception scores of rural and urban students concerning the perception of social studies students on Social Studies as a tool for political socialization and citizenship development in Colleges of Education. This is evidenced in t_{cal}=1.848, with df= 516, p=0.065≥0.05. Therefore, since the p-value 0.065 is greater than 0.05, the decision is that the null hypotheses was retained. Therefore, there is no significant difference in the mean perception scores of rural and urban students in Colleges of Education.

Hypotheses 3: There is no significant difference in the mean scores of male and female N.C.E II and III students on the perception of social studies students on Social Studies as a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria. The independent samples t-test statistics was used to test the hypothesis.

Table 13: Summary of the independent samples t-test statistic for the perception of male and female NCE students on the perception of social studies as an instrument for political socialization and citizenship development

Gender	N	Mean	SD	SEM	df	t	p-value	Remark
Male	272	128	30.87	1.87				
Female	246	133	20.89	1.33	524	-1.861	0.63	Not sig.

Table 17 showed that there was no significant difference between the mean perception scores of male and female students concerning the perception of social studies students on Social Studies as a tool for political socialization and citizenship development in Colleges

of Education. This is evidenced in t_{cal}=-1.861, with df= 524, p=0.63≥0.05. Therefore, since the p-value 0.63 is greater than 0.05, the decision is that the null hypotheses was retained. Therefore, there is no significant difference in the mean perception scores of male and female students in Colleges of Education.

Hypotheses 4: There is no significant difference in the mean perception scores of students of literate and illiterate parents on the perception of social studies students on Social Studies as a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria. The independent samples t-test statistics was used to test the hypothesis.

Table 14: Summary of the independent samples t-test statistic for the perception of students from literate and illiterate families on the perception of social studies students on social studies as a tool for political socialization and citizenship development

Parental Education	N	Mean	SD	SEM	df	t	P	Remark
Literate	469	130	26.46	1.24				
Illiterate	57	135	27.99	3.55	524	-1.332	0.183	Not sig.

Table 18 showed that there was no significant difference between the mean perception scores of students from literate and illiterate families concerning the perception of social studies students on social studies as a tool for political socialization and citizenship development in Colleges of Education. This is evidenced in t_{cal}= -1.332, with df= 524, p=0.183≥0.05. Therefore, since the p-value 0.183 is greater than 0.05, the decision is that the null hypotheses was retained. Therefore, there is no significant difference in the mean perception scores of students from literate and illiterate families concerning the perception of social studies students on social studies as a tool for political socialization and citizenship development for rural and urban students in Colleges of Education.

Hypotheses 5: There is no significant difference in the mean scores of N.C.E II and III students of different parental economic status on their perception of social studies a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria. To test the hypothesis, ANOVA statistic was used to test the hypothesis.

Table 15: Summary of the independent samples F-test statistic for the perception of students from families of different economic background on the perception of social studies students as a tool for political socialization and citizenship development

Source	Sum of Squares	Df	Mean Square	F	p-value	Remark
Between Group	1.564.031	2	782.015			
Within Groups	366051.104	526	710.779	1.100	0.334	Not sig.
Total	367615.135	525				

Table 19 showed that there was no significant difference between the mean perception scores of students from low, middle and high income parents on perception of social studies students on social studies as a tool for political socialization and citizenship development in Colleges of Education. This is evidenced in F_{cal}=1.100, with df= 526, p=0.334≥0.05. Therefore, since the p-value 0.334 is greater than 0.05, the decision is that the null hypotheses was retained. Therefore, there is no significant difference in the mean perception scores of students from families of different economic status concerning the perception of social studies students on social studies as a tool for political socialization and citizenship development for rural and urban students in Colleges of Education.

Hypotheses 6: There is no significant difference in the mean scores of N.C.E II and III students from State and Federal Colleges of Education on their perception of social studies as a tool for political socialization and citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria. The independent samples t-test statistics was used to test the hypothesis.

Table 16: Summary of the independent samples t-test statistic for the perception of students from state and federal colleges of education on the perception of social studies students on social studies as a tool for political socialization and citizenship development

College status	N	Mean	SD	df	t-value	p-value	Remark
State	526	81.86	17.96				
Federal	526	48.57	12.67	527	5.00	0.000	Significant

Table 20 showed that there was a significant difference between the mean perception scores of students from state and federal colleges of education concerning the perception of social studies students on social studies as a tool for political socialization and citizenship development in Colleges of Education. This is evidenced in t_{cal}=5.00, with df= 527, p=0.001≤0.05. Therefore, since the p-value 0.001 is less than 0.05, the decision was that the null hypothesis was rejected. Therefore, there is a significant difference in the mean perception scores of students from state and federal colleges of education concerning the perception of social studies as an instrument for political socialization and citizenship development in Colleges of Education.

4.4 Summary of Major Findings

The research perception of social studies students on social studies students on social studies as a tool for political socialization and citizenship development has six objectives which was reflected to six research hypotheses of the study.

The study revealed that the analysis n table 9 showed that, there was no significant difference between the perception mean scores of NCE II and NCE III students. This is evidenced in t_{cal} = 12:42 with df=524, p=0.215=0.05. Therefore, the decision is that the null hypothesis is retained. Hence, there is no significant difference in the mean perception

scores of NCE II and NCE III students on their perception of social studies students on social studies as a tool for political socialization and citizenship development in North West Zone, Nigeria.

Also, the analysis in Table 10 showed that, there was significant difference between the mean perception scores of rural and urban students. This is evidenced in t_{cal}=1.848 with df=524, p=0.065≥ o.o5. Therefore, the decision is that the null hypothesis was retained. Hence, there is no significant difference in their mean perception scores of rural and urban students on the perception scores of rural and urban students on their perception of social studies students on social studies as a tool for political socialization and citizenship development in North West Zone, Nigeria.

From the analysis in Table 11 showed that, there was significant difference between the mean perception scores of male and female students. This is evidenced in t_{cal}=1.861 with df=524, p=0.063≥ 0.05. Therefore, since the p-value 0.63 is greater than 0.05, the decision is that the null hypothesis was retained. Hence, there is no significant difference in their mean perception scores of male and female students on the perception scores of rural and urban students on their perception of social studies students on social studies as a tool for political socialization and citizenship development in North West Zone, Nigeria.

Indication of analysis in Table 12 showed that, there was significant difference between the mean perception scores of students from literate and illiterate families concerning their perception. This is evidenced in t_{cal}=13.32 with df=524, p=0.183≥ 0.05. The decision is that the null hypothesis was retained. Hence, there is no significant difference in the mean perception scores of students from literate and illiterate families on

their perception scores of rural and urban students on their perception of social studies students on social studies as a tool for political socialization and citizenship development in North West Zone, Nigeria.

Analysis in Table 13 showed that, there was significant difference between the mean perception scores of students from different socio-economic status concerning their perception. This is evidenced in F_{cal}=1.100, with df=524, p=0.334$\geq$ 0.05. The decision is that the null hypothesis was retained. Hence, there is no significant difference in the mean perception scores of students on their perception social on their perception of social studies students on social studies as a tool for political socialization and citizenship development in North West Zone, Nigeria.

Evidence of analysis in Table 14 showed that, there was significant difference between the mean perception scores of students from State and Federal Colleges of Education concerning their perception. This is evidenced in tcal=5.00 with df=524, p=0.001$\geq$ 0.05. Therefore, since the p-value is less than 0.05 the decision was that, the null hypothesis was rejected. Hence, there is a significant difference in the mean perception scores of students from State and Federal Colleges of Education regarding their perception of social studies students on social studies as a tool for political socialization and citizenship development in North West Zone, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This research was conducted on the acceptability of social studies students on social studies as a tool for citizenship development in Colleges of Education in North-west Geo-political Zone, Nigeria. In the course of study different authorities were cited and acknowledged in the review of related literature in order to make it authentic

The researcher also employed a survey descriptive method of study, which is commonly used in education, humanity and social sciences research. Chapter three of this study explained the method or blue print adopted in this study such as the survey or descriptive method of research, the population of the study, sample and sampling procedure used, and the research instrument employed.

5.2 Conclusions

From the findings of the study there are not much differences in the students perception based on level of study, location gender parental education and parental SES.

i. The acceptability of N.C.E II and III students on social studies as a tool for citizenship development in Colleges of Education in North-West Zone of Nigeria. Were similar.

ii. There are not much significance differences between the perception of rural and urban students in Colleges of Education in North-West Zone of Nigeria. Therefore students' location is not a problem.

iii. The gender mean scores commutated showed no much difference between male and female students of Colleges of Education in the North-West Zone of Nigeria. Therefore the finding of this study indicated that gender issue is not a problem.

iv. The perceptions means scores based on parental education has no significant differences on the students of Colleges of Education in North-West Zone of Nigeria.

v. Findings revealed that there is no much differences on mean scores based on parental economic status of students in Colleges of Education in North-West Zone of Nigeria. Therefore parental economic status is not an issue on Students ERTEEEEEEEEEEEE4perception.

vi. The result of the study clearly showed that there are significant differences on perception of SOS a means of political socialization and citizenship development in Colleges of Education in North-West Zone of Nigeria.

5.3 Contribution to Knowledge

i. Social studies is a dual for political socialization development among N C E social studies students in college of education.

ii. Both rural and urban she N C E students enhance their political socialization through social studies education in colleges of education.

iii. Gender or levels of students have no bearing in the enhancement of political socialization development through learning social studies education in colleges of education.

iv. Students from literate and illiterate parents and those from low and high socio-economic background

Citizenship Development

i. There was no significant difference between the perception of NCE II and III students on their citizenship development and citizens right in the constitution (p0.215 greater than 0.05).

ii. It was also found that mean perception scores of both rural and urban students was equally good in the citizenship education for citizenship development (p-value 0.65 greater than 0.05).

iii. There was no significant difference found between male and female mean scores on citizenship development (p=0.65≥ 0.05).

iv. It was also found out that, there was greater mean perception scores of students form literate and illiterate families concerning citizenship right, determined by law at (p=0.183 greater than 0.05).

v. There was no significant difference between the mean perception scores of students from various socio-economic backgrounds concerning their views on citizenship development which enables people to know their rights (p=0.334 greater than 0.05).

vi. It was found out that, there was a significant difference between the mean perception scores of students from state and federal Colleges of Education concerning their views on citizenship development (p=0.001 is less than 0.05).

5.4 Recommendations

i. Socialization should be encouraged at all levels of education in the country because of the importance of socialization in human life in general.

ii. Social studies education should be introduced at the senior secondary schools levels to give more opportunities for those, who want read N.C.E social studies at college of education level in the country.

iii. Citizenship education should be encouraged at all levels of education in the country in order to help- both citizens and government to know their duties and responsibilities.

iv. Government should encourage political socialization education now that we are currently on political dispensation in the country.

v. Government should encourage citizenship education because it helps the students become conversant with the practical issues of government in the country.

vi. There is need for citizenship education as it equip the students with the knowledge of the structure and all function of the government in the country

vii. There is also need for citizenship education because it inculcates the standard and practical skills for maintaining good environmental health.

5.5 Suggestions for Further Studies

The researcher recommended the underlisted topics for further studies:

i. A similar topic on the Perception of Social Studies Students on Social Studies as a tool for Political Socialization and Citizenship Development of Students in Colleges of Education in the North West Zone of Nigeria.

ii. Perception of Social Studies Students on Social Studies as a tool for political socialization and citizen development of students in the Federal Colleges of Education in North-East Zone of Nigeria.

iii. Perception of Social Studies students on Social Studies as a tool for political socialization and citizenship development of students in the State Colleges of Education in North-East Zone of Nigeria.

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

Our Ref: EFC/S.25

Date: 31/10/2012

TO WHOM IT MAY CONCERN.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, IBRAHIM MOHD BELLO, with Registration Number PH.D/EDUC/2761/08-09 is a student in this department. He ~~/She~~ is carrying out research, being part of requirement for graduation, in PHD SOCIAL STUDIES. He/~~She~~ needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/~~her~~ research is

IMPACT OF SOCIAL STUDIES EDUCATION ON THE POLITICAL SOCIALIZATION AND CITIZENSHIP DEVELOPMENT OF STUDENTS IN COLLEGES OF EDUCATION IN THE NORTH-WESTERN ZONE

Thanks in anticipation of your kind response.

Yours sincerely,

FACULTY OF ARTS & SOCIAL SCIENCE EDUC. A.B.U. ZARIA

DATE: 31/10/2012

Dr. A.A.Ladan

Head of Department

QUESTIONNAIRE

EVALUATION OF THE ACCEPTABILITY OF SOCIAL STUDIES AS A TOOL FOR CITIZENSHIP DEVELOPMENT AMONG SOCIAL STUDIES STUDENTS IN NIGERIA.

SECTION A: Respondent's Profile

1. Name of Institution: …… ……

2. Regional Location: Rural [ ] Urban [ ]

3. Parental Education: Literate [ ] Illiterate [ ]

4. Parental Economic Status: Rich [ ] Moderate [ ] Poor [ ]

5. Institution Type: State [ ] Federal [ ]

6. Gender: Male [ ] Female [ ]

7. Level: N.C.E. II [ ] NCE III [ ]

The Respondent should kindly indicate by [√] the extent to which the assertions or statements are figure able or her from SA, A, D, to SD

Key: SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

item	Statement	SA	A	D	SD
	Section B: Political Socialization				
8.	We may not be fined or imprisoned by court if we disobey the laws of the country				
9.	Corrupt people may win election if we do not vote				
10.	Registering our names and voting during election may help us in electing poor leaders				
11.	There may be breakdown of law and order in the country if people disobey the law				
12.	Limiting influence of money in politics will not bring good leadership				
13.	Good leadership may not be as a result of good electoral system				
14.	Political instability, abject poverty, unemployment have not been the main features of Nigerian politics				
15.	The key attribute of good governance must be up-helped, for transparency, responsibility and accountability in politics				
16.	Without good electoral process, injustice will not be the permanent features of the Nigerian Political system				

17.	Without good governance development process will be possible in politics	SA	A	D	SD
18.	Respect for human right and fundamental freedom cannot bring about peace and harmony among Nigerians				
19.	If Nigerians have no rightful leaders they will not benefit from the important of politics				
20.	Nigeria democracy is not characterized by violence therefore destruction of lives and property is evitable				
21.	In Nigeria, Peoples' votes are seems not to be counted in determining who emerges as a leader, as election result are announced before ending of electoral process.				
22.	Right leader cannot emerge when citizen cannot vote person from any political party				
23.	In order to have a good governance in Nigeria, the citizens should shun the act of collecting money from politicians before casting their vote				
24.	I am never allowed to exercise my right to vote for the one I like				
25.	Politics in the view of many Nigerian is a means of acquiring wealth illegally from the government fund				
26.	The politicians are not making a lot of money through stealing from government funds				
27.	A councilor cannot lobby for assistance for his people from chairman of his local government area				
28.	Politics of spreading money will make realization of democratic dividend impossible				
29.	In the democracy people have a say in decision that affect their lives in the country				
30.	Politics is not game of chance in Nigeria				
31.	Political association should not be allowed to register as a political party in Nigeria				
32.	Politics is a game of who is who in Nigeria politics				
33.	Our representatives do not pursue the state Governor for any meaningful project in our community				
34.	Nigerian politicians are not really representing the interest of their people in politics				
35.	Some people consider politicians not to be liars				
36.	Most Nigerian perceived politics as a dirty game				
37.	For politicians to be honest in politics they should not shun politics of bitterness				

	Section C: Citizenship Development	SA	A	D	SD
38.	Respect for human right and fundamental freedom cannot bring about peace and harmony among Nigerians.				
39.	I now know my right to vote for any person of my choice.				
40.	Since I don't have money, even when my right is stepped upon, I will never go to the court of law.				
41.	Citizenship Education equip the student with the knowledge of the structure and functions of government.				
42.	A person of 18 years and above is not qualified to vote in an election.				
43.	Citizenship education enables the citizen to know their right to vote and be voted for in politics.				
44.	As a good citizen he/she must obey his country constitution.				
45.	Nigerian citizenships are not acquired by birth, registration and naturalization.				
46.	Citizenship education creates inadequate and non functional political literacy among the citizen.				
47.	Lawful denial of human rights are written in the constitution.				
48.	Nigerian constitution was written to bring injustice in the country.				
49.	Citizenship refers to stands of being citizen which is usually determined by law.				
50.	The Nigerian Constitution cannot be easily changed because it is rigid in nature.				
51.	The Nigerian Constitution is not related to political issues of the country.				
52.	Politics does not allow freedom of speech.				
53.	The Nigerian citizenship may not be single or dual.				
54.	Human beings are equal before the law in the country.				
55.	People are entitled to any forms of discrimination and unequal protection of the law.				
56.	Political rights are those human rights which are not meant to be free human being.				

APPENDIX C

EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT
1970, 30, 607-610.

DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

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The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. In the article "Small Sample Techniques," the research division of the National Education Association has published a formula for determining sample size. Regrettably a table has not bee available for ready, easy reference which could have been constructed using the following formula.

$$s = X^2NP(1-P) \div d^2(N-1) + X^2P(1-P).$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

No calculations are needed to use Table 1. For example, one may wish to know the sample size required to be representative of the opinions of 9000 high school teachers relative to merit pay increases. To obtain the required sample size enter Table 1 at N = 9000. The sample size representative of the teachers in this example is 368. Table 1 is applicable to any defined population.

The relationship between sample size and total population is illustrated in Figure 1. It should be noted that as the population increases the sample size increases at a diminishing rate and remains relatively constant at slightly more than 380 cases.

REFERENCE

Small-Sample Techniques. *The NEA Research Bulletin*, Vol. 38 (December, 1960), p. 99.

APPENDIX C

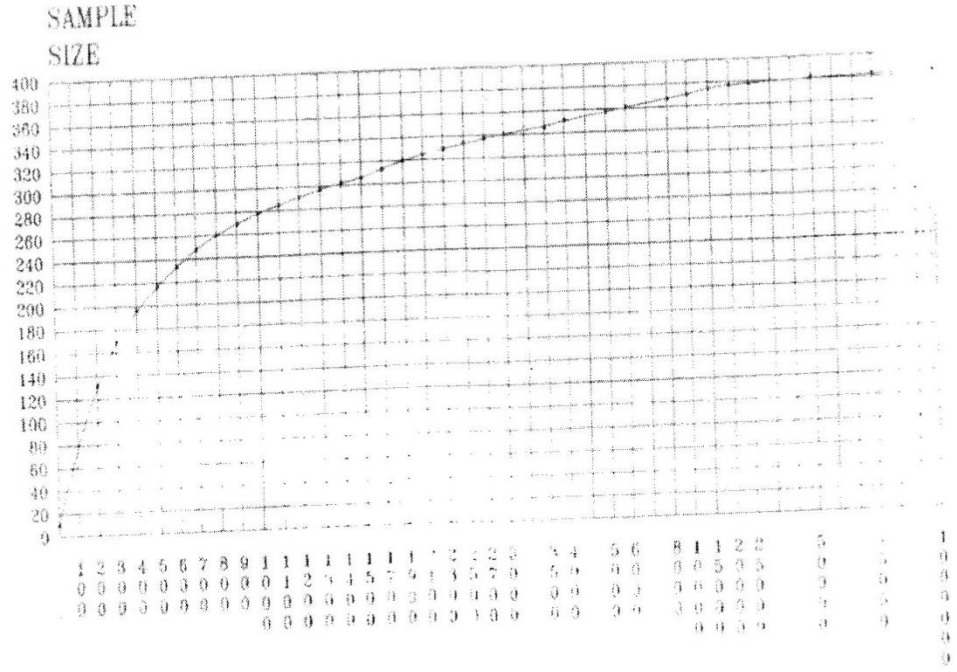
TABLE I

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

SAMPLE SIZE VS. TOTAL POPULATION



POPULATION

Assumes Standard Error = .05

FORMULAE FOR DETERMINING NEEDED SAMPLE SIZES

POPULATION SIZE UNKNOWN:

$$\text{SAMPLE SIZE} = \frac{\left(\frac{\text{RANGE}}{2}\right)^2}{\left(\frac{\text{ACCURACY LEVEL}}{\text{CONFIDENCE LEVEL}}\right)^2}.$$

Confidence Levels:

	σ	$\sigma/2$
.10 level =	1.28	1.64
.05 level =	1.64	1.96
.01 level =	2.33	2.58
.001 level =	3.09	3.29

Accuracy Levels:

Range X Desired Level of Accuracy (expressed as a proportion)

POPULATION SIZE KNOWN:

$$\text{SIZE} = \frac{X^2 NP\,(1-P)}{d^2\,(N-1) + X^2 P\,(1-P)}$$

X^2 = table value of Chi-Square @ $d.f. = 1$ for desired confidence level
.10 = 2.71 .05 = 3.84 .01 = 6.64 .001 = 10.83
N = population size
P = population proportion (assumed to be .50)
d = degree of accuracy (expressed as a proportion)

LEVEL	N	Mean	Std. Deviation	Std. Error Mean
NCE 2	247	131	28.59	1.82
NCE 3	271	128	28.28	1.72

LEVEL	N	Mean	Std. Deviation	Std. Error Mean	Df	t-value	p-value	Decision
NCE 2	255	131	28.59	1.82	524	1.242	0.215	Retain H_o
NCE 3	271	128	28.28	1.72				

LOCATION	N	Mean	Std. Deviation	Std. Error Mean
RURAL	184	133	16.36	1.21
URBAN	334	129	30.81	1.69

LOCATION	N	Mean	Std. Deviation	Std. Error Mean	Df	t-value	p-value	Decision
RURAL	184	133	16.36	1.21	524	1.848	.065	Retain H_o
URBAN	334	129	30.81	1.69				

GENDER	N	Mean	Std. Deviation	Std. Error Mean
MALE	280	128	30.87	1.87
FEMALE	245	133	20.89	1.33

GENDER	N	Mean	Std. Deviation	Std. Error Mean	Df	t-value	p-value	Decision
MALE	272	128	30.87	1.87	524	-1.861	.063	Retain H_0
FEMALE	246	133	20.89	1.33				

PARENTAL EDUCATION	N	Mean	Std. Deviation	Std. Error Mean
Literate	469	130	26.46	1.24
Illiterate	57	135	27.99	3.55

PARENTAL EDUCATION	N	Mean	Std. Deviation	Std. Error Mean	Df	t-value	p-value	Decision
Literate	469	130	26.46	1.24	524	-1.332	.183	Retain H_0
Illiterate	57	135	27.99	3.55				