

**EFFICACY OF SOCIAL STUDIES CURRICULUM IN PROMOTING
DEMOCRATIC VALUES AND POLITICAL PARTICIPATION AMONG
JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA**

BY

Tajudeen AHMAD

P14EDAS8079

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

NOVEMBER, 2017

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Tajudeen AHMAD

NCE (2005), B.Ed. (2014) SOCIAL STUDIES EDUCATION

P14EDAS8079

**A THESIS SUBMITTED TO THE SCHOOL OF POSGRADUATE STUDIES IN
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DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY,

ZARIA

NOVEMBER, 2017

DECLARATION

I hereby declared that this dissertation entitled “Efficacy of Social Studies Curriculum in Promoting Democratic Values and Political Participation among Junior Secondary School Students in Kaduna State, Nigeria” has been written by the researcher and that it is record on my own research work in the Department of Arts and Social Science Education Ahmadu Bello University Zaria, under the supervision of Dr. I. D. Abubakar and Dr. H. I. Bayero. The information derived from the literature has been duly acknowledged in the work and lists of references were provided. I also declare that this work has never been presented wholly or partly for the award of Master Degree elsewhere. To the best of my knowledge, I am liable for any mistake(s) in this work.

AHMAD Tajudeen
P14EDAS8079

Date

CERTIFICATION

This Dissertation titled “Efficacy of Social Studies Curriculum in Promoting Democratic Values and Political Participation among Junior Secondary School Students in Kaduna State, Nigeria” by Tajudeen AHMAD meets the regulations governing the award of the degree of Masters of Education (Social Studies) of Ahmadu Bello University, Zaria and is approved for its contributions to the knowledge and literacy presentation.

Dr. I. D Abubakar
Chairman Supervisory Committee

Date

Dr. H. I. Bayero
Member, Supervisory Committee

Date

Dr. A. Dalhatu
Head of Department Arts and Social science Education

Date

Prof. S. Z. Abubakar
Dean, School of Postgraduate Studies

Date

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DEDICATION

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ABSTRACT

The study investigated the Efficacy of Social Studies Curriculum in Promoting democratic values and political participation among Junior Secondary School Students in Kaduna State, Nigeria. The study was guided by three objectives, three research questions and three hypotheses. Descriptive survey method was employed with total population of 9995 out of which a sample of four hundred and fifteen (415) respondents were randomly selected from nine (9) selected Junior Secondary Schools across 26 Junior Secondary Schools in Giwa Educational Zone. The Social Studies Curriculum for democratic values and political participation Questionnaire (SOSCDVPPQ) was used for data collection. Mean and standard deviation were used for descriptive analysis, while Independent t-test was used for inferential analysis. The three (3) null hypotheses formulated for the study were all rejected. The result revealed that, there was significant difference between the mean opinion scores of JSSII and JSSIII Students on the efficacy of Social Studies Curriculum in the development of democratic values and political participation in Kaduna State ($t(401)=2.357, p=.019<.05$); significant difference exist between the mean opinion scores of male and female Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State ($t(401)=1.958, p=.05=.05$) and significant difference was found between the mean opinion scores of Urban and Rural Students on the efficacy of Social Studies Curriculum in improvement of democratic values and political participation in Kaduna State ($t(401)=-2.472, p=.014<.05$). This implied that, significant difference between gender, class level and location of Junior Secondary School students on efficacy of Social Studies Education Curriculum in promoting democratic values and political participation in Kaduna State. Based on these findings, it was recommended among others that, Social Studies Education Curriculum content of JSS II should be given more emphasis on Issues of democratic values and political participation in order to boost students' morale on politics, Social Studies teachers should make special consideration on female JSS Students on how to participate in political activities in their respective communities as their male counterpart participate, and also Social Studies teachers should be encouraged to use various methods and strategies to teach citizenship and political contents of the curriculum at both rural and urban areas of Kaduna state.

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LIST OF ABBREVIATIONS

ABU:	Ahmadu Bello University
ASESP:	African Social and Environmental Studies Programme
ASSCIQ:	Assessment of Social Studies Curriculum Implementation Questionnaire
B.Ed:	Bachelor of Education
CESAC:	Comparative Education Study and Adaptation Centre
DLS:	Distance Learning System
GGJSS:	Government Girls Junior Secondary School
GGSS:	Government Girls Secondary School
GJSS:	Government Junior Secondary School
GSS:	Government Secondary School
ICSA:	Interim Common Services Agency
INEC:	Independent National Electoral Commission
JCC:	Joint Consultative Committee
Jnr.:	Junior
JSS:	Junior Secondary School
NASSE:	National Association of Social Studies Educationists
NBAIS:	National Board for Arabic and Islamic Studies
NCE:	Nigerian Certificate in Education
NCSS:	National Council for Social Studies
NERC:	National Educational Research Centre
NERDC:	National Educational Research and Development Council
NOUN:	National Open University of Nigeria

NPE:	National Policy on Education
PGDE:	Post Graduate Diploma in Education
PTA:	Parents Teachers' Association
SBMC:	School Based Management Committee
SOSAN:	Social Studies Association of Nigeria
SOSCDVPPQ:	Social Studies Curriculum for Democratic values and Political Participation Questionnaire
SOSCEAN:	Social Studies and Civic Educators Association of Nigeria
SOSTAN:	Social Studies Teachers' Association of Nigeria
SPSS:	Statistical Package for Social Science
SSEQ:	Social Studies Evaluation Questionnaire
SSOS:	Structure Systematic Observation Schedule
SUBEB:	State Universal Basic Education Board
USA:	United State of America

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

The history of Democratic values and political participation in more than half a century of Nigeria's existence as a sovereign nation-state is a record of political uncertainties. Since its independence in 1960, Nigeria has been struggling to establish a workable and durable democracy but its dismal political actuality characterized by consistent inability to conduct credible and transparent elections in which its citizens have access to adequately enforced and effectively protected opportunities, to exercise their franchise in the choice of their leaders, has made the agenda of democratic sustainability largely a illusion (Member 2015).

Since the country's return to democratic rule in 1999, transitional elections in 2003, 2007, 2011 and 2015 were won and lost under conditions in which electoral malpractices, rigging and violence were pronounced. Participation in elections in Nigeria is characterized by machine politics which "involves the parceling out of parts of the State including territories to individuals, usually under the leadership of one or two notables ... who maintain their pretends essentially by force" (Member, 2015). Nigeria's political and social life is passing through a phase which poses the danger of destroying the long accepted democratic values and political participation. Increasingly, there is an explicit, as well as an implicit, need to stress democratic values and political participation in Social Studies education in order to booster politics among Junior Secondary School (JSS) Students.

Moreover, Subba (2014) asserted that democratic values that take place in literature are: equality, respect life, justice, freedom, honesty, search for goodness, cooperation, self-esteem, tolerance, sensibility, responsibility, acceptance of difference, safety, peace, development, perfection, and effectiveness. Thus, establishing democracy

is mostly dependent on the understanding, skills and attitudes of people which are primarily the responsibility of Social Studies education. On the other hand, political participation to larger extent referred to those political activities of citizens, either as individuals or group intended or designed to influence the political process. It is the actual involvement of the citizenry in decision making process, contribution to public debate on national issues and voting, influencing directly or indirectly the ways and method of governance or more specifically the output or outcomes of the political process (Arowolo & Aluko, 2010; Daniel, 2015).

Democratic values and political participation must reflect the norms and values that place a premium on the freedom of individuals from state abuse and infringement of right by the law as well as providing opportunity for all citizens to have the same access to the material and cultural resources that guarantee their basic livelihood and to a large extent determine their political participation (Daniel 2015). However, political participation and democratic culture in Nigeria as a concept is one that ridden with grievances and fear of isolation hence the struggle for central power by different ethnic groups. This struggle negatively affects electoral activities in the area of malpractice like thuggery, rigging and other political electoral violence, which is replete in party politics in Nigeria (Daniel 2015).

Political violence is gradually becoming one of the permanent features of democratisation in Nigeria. This is because every campaigning ground is associated with violence and killings capable of truncating Nigeria's democracy if not curtailed. Democratisation process in Nigeria is growing at a very sluggish trend, thus threatening the basis of political stability, deepening the root of political gerontocracy and strengthening sectional political hegemony (Arowolo & Aluko, 2010). Political violence seems to be institutionalised since it emanates from the corridor of power and so politics

and political activities become exclusive rights of the ‘dirty’ politicians who make politics dirty in the first place. The fact that political game in Nigeria is played at the discrepancy with set rules makes it a dirty game. Politics is a clean game outside the shores of Africa and it becomes dirty at its importation to Africa. Politics must have been infected with greed, tribalism, intolerance, injustice and parochial instinct of political leadership (Arowolo & Aluko, 2010).

The problems of Nigeria politics Just to mention but few are: lack of patriotism, political violence which includes the killings of political opponents, corruption in politics, looting, arson and gross in disciplinary acts displayed by political leaders and followers. These problems are increasing daily like fire burning grasses during the dry season. The existence of the above and many more brings doubt into the minds of people and makes them wonder if Subjects like Social Studies education which was essentially meant to produce young adults with ‘descent’ minds and behave like good citizens ever exist in Nigerian School setup was in place.

Thus, despite the fact that, since the Ayeituro experiment in the teaching of Social Studies in the 1960s, the Subject has been introduced to other parts of the country. The implementation of the National policy on Education (FRN 2004) made Social Studies a compulsory and core Subject at the primary and Junior Secondary Schools (JSS). Social Studies Curriculum was designed in such a way that will help young individuals to fully develop into human adults by relating them to their society by means of appropriate knowledge and experiences selected from the social sciences (Political Science, Geography, Sociology, Economics, and Anthropology) and other disciplines such as History and Religious studies (Edinyang, 2014). While Ogundare (2010) viewed Social Studies Curriculum as an Educational programme which embraces knowledge,

methods, resources, evaluation and societal experiences offered to the learners, in an effort to promote effective democratic values and skills for effective citizenship.

In a nutshell, Social Studies Education in Nigeria has a special task to perform in transforming Nigeria and Nigerians into a modern State, which include healing of the social and political wounds of the past decades, nurturing the most recent hopes in good ethnic group relationship, patriotism, nationalism, and to produce productive reforms to make the nation a just and progressive society. It also helps to foster the desire for self-reliance, national efficiency and national pride.

Furthermore, Social Studies Education is an integrated study of man as he battles for survival in the environment preparing him for citizenship through the acquisition of useful knowledge, information, skills, values, attitudes and positive actions. Thus Social Studies Education has been introduced and charged with the responsibility of developing citizens right attitudes towards these societal problems. The issue of democratic values and political participation has been a practical area of interest for both sociologists and political scientists, mainly because it relates essentially with the act of democratization of citizens, which range right from registration exercise, accreditation, casting vote, at different election ranging from Local Council to Presidential election. The question is that, are these problems solved or tackled as expected? What are the possible obstacles militating against the attainment of these problems? Could it be lack of appropriate Content of Social Studies Curriculum that could inculcate the virtue of democratic values and political participation or lack of standard teaching of Social Studies? These questions remain in the mind of the researcher in the course of assessing the JSS Social Studies Curriculum in the Classroom situation; whether it can boost the morale of JSS Students to have the culture of democratic values and as well fully Participate in politics so as to have effective citizenship in the country. It is for these reasons that this study was chosen to

assess the efficacy of JSS Social Studies Education Curriculum in promoting democratic values and political participation among students.

1.2. Statement of the Problem

In all democratic societies, citizens are expected to internalize, appreciate and demonstrate tolerance, respect for one another views as well as participating in building the society by moving it forward. All these were enshrine in the Nigerian constitution of 1999, which guaranteed right to vote and be voted for, freedom of speech and association, as well as movement, right to own properties and practice religions belief of one's own choice.

Unfortunately, many Nigerians are not demonstrating acceptable political attitudes and values necessary for effective political participation and this lead to political thuggery which disrupt societal peace, arson, assassination, election rigging, kidnapping of candidates during election, killings of political opponents, snatching ballot boxes, casting vote more than one time, buying voters card, destroying political parties office and properties, looting and gross in disciplinary acts displayed by political leaders and followers. It is evidently that there are undemocratic attitudes and high level of rudeness commonly among our youths more especially those from uncultured home. As such Nigerian youths are misguided by some naughty politicians to involve in negative behaviour. Worst of all is that, many youths in our institution of leaning even as low as the junior secondary level have allowed themselves to be joined into various rival cult groups resulting in killing and injury of lives in our institution of learning. This is no doubt has contributed immensely to the increase of insecurity and disunity of the country at large. It is against the backdrop that this study examined the extent to which Social Studies Curriculum serve as an effective instrument for promoting democratic values and

political participation among Junior Secondary School Students in Kaduna State, Nigeria based on the view point of JSS.

1.3 Objectives of the Study

The main objective of the study was to assess the efficacy of Social Studies curriculum in promoting democratic values and political participation among JSS Students in Kaduna State, Nigeria. Specifically, the study sought to:

- i. assess the perception of JSS Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation by Class level in Kaduna State.
- ii. find out the perception of JSS Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation by gender in Kaduna State.
- iii. find out the perception of JSS Students on the efficacy of Social Studies Curriculum in promoting democratic Values and political participation by location in Kaduna State.

1.4. Research Questions

The following research questions guided the study:

- i. What is the perception of JSSII and JSSIII Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State?
- ii. What is the perception of male and female JSS Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State?
- iii. Do Urban and Rural JSS Students differ in their perception on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State?

1.5. Null Hypotheses

The following null hypotheses were tested at $\leq .05$:

H0₁. There is no significant difference between the mean opinion scores of JSSII and JSSIII Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State.

H0₂. There is no significant difference between the mean opinion scores of male and female JSS Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State.

H0₃. There is no significant difference between the mean opinion scores of Urban and Rural JSS Students on the efficacy of Social Studies Curriculum in developing democratic values and political participation in Kaduna State.

1.6. Significance of the Study

The study would be of great relevance significance to the following stakeholders as follows:

The Members of Senate and House of Representative, Government/policy maker, Curriculum planners and Developers, Teachers' and Students of Social Studies, Lecturers and Students of political Science in the Universities, Independents National Electoral Commission (INEC), Book writers, SOSCEAN, Member of public and researchers in the field. Theoretically, this study will be a vehicle for more knowledge since implementation is the moving force of any plan, without it which a plan is only a good intention.

The Members of Senate and House of Representative will benefit from the findings of this study because, the citizens or electorate will have more idea and Knowledge about the politics, and they will be ever ready to contribute their quota in the way forward of their community and their country at large.

The findings of this study will encourage Curriculum planners/Developer, to improve and developed the Social Studies Curriculum in such a way that will make provision for emerging issues in the Junior Secondary Schools Social Studies Curriculum. By so doing, the students will take major responsibility in their accomplished of curriculum learning task. This will also make the Curriculum task easier to be accomplishing since the Students and the Teacher will be involved.

The findings of this study will be of immense beneficial to the Teachers' and Students of Social Studies right from JSS level up to the tertiary level. because one good thing with Social Studies its helps in socializing citizens into full developed human adults by relating them to their society by means of appropriate knowledge and experiences selected from the Social Sciences e.g Political Science and other social disciplines.

The findings of this study will be of great significance to the lecturers and Students of political science in the Universities because there are the social scientist which they laid more emphasis on politics and how citizens are participation in the democratic process for the development of our infant Democracy

The findings of this study will reduce the burden on the Independent National Electoral Commission (INEC) in such a way that, the citizens/electorate has acquired a certain degree of awareness about what politics and political participation are all about. By so doing, the citizens will take major responsibility in accomplishment of their civil right.

The member of the public could also benefit from the findings of this study. The essence of Schooling is to make or build up Students that will be functional and contributors to nation building. One of the importance's of Social Studies Education is that it brings Students to real life situation and enabling them to articulate and find ways

of solving their problems in collaborating with others. The much desired peace and unity in the country may be restored through this.

This research provides opportunities for Teachers and Education stakeholders to identify the lapses in the Social Studies Curriculum so that the Predicament can be addressed in order to make the Subject achieve goals like the cases of success recorded in America and Britain. Finally, findings will serve as a vital reference material and a source of empirical research information to those who are interested in the field for further investigation.

1.7. Scope of the Study

The focus of this study was on the Efficacy of Social Studies Curriculum in promoting democratic values and political participation amongst JSS Students in Kaduna State. This research work was delimited to JSSII and JSSIII Students in Kaduna State reason been that, the study cannot cover all the JSS Students in Kaduna State due to time and logistic constraints. In other words, the study was delimited to Giwa Educational Zone which comprises three Local Government Areas viz: Sabon Gari, Kudan and Giwa.. The research was equally delimited to the use of questionnaire as instruments for data collection.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01. Introduction

This chapter reviews literature that has bearing on the Assessment, Evaluation, and implementation of Social Studies Curriculum at JSS level. The emphasis of this review was on:

- Theoretical Framework;
- Concept of Social Studies;
- Objective of Social Studies Education;
- History and Justification for Introducing Social Studies in Nigeria;
- Nature and Scope of Social Studies Education;
- Conceptual framework of Social Studies Curriculum;
- Objective of JSS Social Studies Education ;
- Models of Social Studies Curriculum;
- Factors that influence Social Studies Education Curriculum Implementation;
- The Teacher as Important Personnel in Curriculum Implementation;
- Concept of Democracy;
- Electoral System;
- Concept of Democratic Values;
- Concept of Political Participation;
- Classification of Political Activities;
- Review of related empirical Studies; and
- Summary

2.02. Theoretical Framework

The theoretical framework that forms the basis of this study was the fact that the basic goal of Social Studies instruction remains that of preparing the Students for full responsible citizenship within their society and the nations in general. This study was anchored Participatory theory of Democracy.

The Participatory theory of Democracy has been propounded by Carole Pateman in 1970 and the central assertion of this theory is that individuals and institutions cannot

be considered as separate from one another. Participation has great educative value, nevertheless. It develops the qualities and skills necessary for democratic governance. It has an integrative effect and it helps in the wider acceptance of collective decisions.

Participatory society is necessary for existence of democratic polity. It requires democratization of the political systems so that socialization through meaningful participation can take place in all areas of political life. The authority structures must be organized in such a way that citizens can participate in decision making. Participatory theorists indicate that many representative democracies today face serious problems of legitimacy. Because of the non-participatory nature of democracies there is inadequate political understanding among the electorate, problems of low voter turnout abound, and increasing numbers of violations of accountability by government officials have become the order of the day not to mention the habit of outbreak cases of corruption (Pateman, 1970).

Thus, recommend restructuring of contemporary democratic life so that apart from indirect participation at the time of elections for representatives, there should be some avenues for participating directly in politics. Participatory democracy thinkers hold the hope that giving citizens opportunities to participate directly in political decision making will result in their better understanding and interest in politics. They maintain that if given the option citizens will begin to participate in politics instead of pursuing only their private pleasures. They also concluded that, one of the basic principles of political participation is a central part of the good life from human beings. Secondly, widespread participation is necessary to prevent the abuse of power by government officials. Participation, thus, is a necessary means to a good life as well as an essential part of good life (Pateman, 1970).

Accordingly, Pateman (1970) outline the shortcomings of today's democracies are numerous. First of all, there are very few grounds for citizen participation. Secondly, issues of class and gender influence the attitudes concerning participation and empowerment. Third, there exist many contradictions between notions of formal equality enshrined into law and the deep factual inequality faced by women and lower classes. Echoing the 'radical' understanding of democracy, Pateman asks for drastic changes in the present institutional structures of democracy, including democratization of everyday life. Such democratization involves radical changes in gender relations, domestic labour and national distribution of power and policy-making.

The Implication of these Theories to the Study

The relevance of this theory, Participatory theory of Democracy to the present study cannot be over emphasis, Firstly, Participatory theory of Democracy make emphasis on individual and institution cannot be consider separate from one another, in the sense that, participation has great educative values which in turned develops the qualities and skills for good democratic governance. And for a society to be democratic polity it must be a participatory one. In the other hand Social Studies Curriculum was designed in such a way that would educate, inculcate the virtues of democratic values as such it give birth of togetherness in interacting with different institution within the society for mutual understanding which in turn gives good democratic Governance.

2.03. Concept of Social Studies Education

Social Studies Education is a Subject that helps individuals to become useful to the society and to appreciate current cultural practices in order to be acceptable by the immediate and larger society. Social Studies Education involves the critical assessment of man's social and physical environment. Okam (2016), submits that, Social Studies is not, like the social sciences, concerned with the propagation of knowledge as such; its Primary purpose is the social utilisation of knowledge. The aim is to improve the process

by which citizens use knowledge from the social sciences and other Areas of disciplined thought in making decisions concerning their individual behaviours and concerning questions which bear on public policy. While, Balarabe and Muhammad (2015), opined that, Social Studies Education can be define as an organized study of man as he lives in the environment, by inculcating in him the values and skill that can help him in solving the problem he may encounter in life for the betterment of his living in the society.

National Open University of Nigeria (NOUN 2010), described Social Studies as “a study of how man influences and in turn is influenced by his physical, Social, political, religious, economic, psychological, scientific and technological environments” In words of Dubey and Barth (1980), Social Studies is the investigation of human activity. It Studies man at home, at work, at workshop, in politics, at play in the village, at church, at School, in the nation, everywhere man is engaged in his busy programme of living”.

Also, Danladi (2005) defines Social Studies Education as a tool for social change and stability, democratic attitudes, values and skills. For Mezieobi, Fabura and Mezieobi (2008), Social Studies is an integrative field of study which proves man’s symbiotic relationship with his environments, endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society. Bayero (2012), submits that, Social Studies Education is concerned with the study of man and how his problems could be solved. Also a Study aimed at conquering diseases and making environment a better place for living. Saba (2015), defined Social Studies as, the study of man’s social relationship with fellow man in time which is history, in space which is geography, in groups which is sociology and anthropology, in leadership and followership which is government, in exploitation and utilization of resources which is economics and in reaction to stimulus which is social psychology.

According to the National Council for the Social Studies (2009) Social Studies can be explained as “the integrated study of the social sciences and humanities to promote civic competence”. Tikumah (2009), conceives Social Studies as the type of learning that aims at creating a free society of responsible and responsive citizens by imbuing them with desirable attitudes and values as well as appropriate mental and physical skills and abilities for meaningful living and interaction. Ogundare (2010), conceived Social Studies as the Subject matter of the academic disciplines somehow “simplified”, “adapted”, “Modified”, or selected for School instruction.

From the above definition a conclusion will be made that, Social Studies Education is a Subject designed to make individual become socially, morally, politically competent and efficiently for a purpose of living peaceful in the society and contribute his/her quota for national development, so also, it is the Subject designed for teaching and learning of attitude, values, norm, Culture, knowledge and skills within the immediate environment, that is both the physical and social environment which he live in.

2.04. Objectives of Social Studies Education

Generally, Social Studies objectives vary from one country to another and from a locality to another. The objectives of Nigerian Social Studies are developed to reflect the spirit of Nigerian philosophy of Education, the emphasis laid on the integration of Nigerian citizens into sound and effect citizens. The national Educational aims and objectives of Nigerian National Policy on Education (2008) form the basics of which Social Studies objectives are drawn. They are as follows:

- i. The inculcation of national consciousness and national unity.
- ii. The inculcation of the right type of values and attitudes.
- iii. The Training of the mind in the understanding of the world around.
- iv. The acquisition of appropriate skills, abilities and competence necessary for the development of society.

Ubah & Beatrice (2014), outlined the broad Secondary Social Studies goals as follows:

- i. Develop a capacity to learn and acquire basic skills including those of listening, reading, speaking, and writing, calculation, together with those of observation, analysis and inference which are essential for sound judgment.
- ii. Ensure the acquisition of the relevant body of knowledge and information which is an essential prerequisite to personal development and to the making of a positive contribution to the betterment of the society as a whole.
- iii. Create an awareness and understanding of our physical environment and the evolving social and cultural processes.
- iv. Develop the ability for a rational utilization of our cultural, spiritual and natural resources and their conservation for national development.
- v. Appreciate the diversity and interdependence of all members of local and national, community and the need for cooperation, for the unity of the country and international understanding.
- vi. Inculcate positive attitudes and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation.

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

- i. Gain knowledge about the human conditions which include past, present and future perspective
- ii. Acquire skills necessary to process information
- iii. Develop skills to examine values and beliefs
- iv. Encourage the application of knowledge for active participation in the society.

Social Studies objectives are reflecting the needs of the society, one can easily understand the usefulness of Social Studies as a process of Education which examines ways of working in the society in order to understand social problems and thereby, find solutions to them. Okam (2016), asserted that, the ultimate objective of Social Studies programme is the development and improvement of living generally, not merely in the Classroom, but in the community, country, and in the world as a whole; such a programme has to be seen in terms of a development of intelligent, responsible and self-directing citizens. In explaining the objectives of JSS Social Studies, Teachers are encouraged to allow Students to have opportunities to be creative. Teachers should encourage Students to find out things for themselves and think for themselves in order to come up with tentative solution.

2.05. History and Justification for Introducing Social Studies in Nigeria

There is no consensus among the Social Studies experts and Professionals in the field of Social Studies Education about the exact time and place when Social Studies Education first appear in the world and also the exact time its appears in Nigerian's School System, there were a lot of contradictions. Some were of the opinion that the concept of Social Studies was first used in United State of America, while some were of the opinion that it was first introduced in Britain, Kelechi and Mezieobi (2013), submit that, an American profession of Social Studies Education attests that "the foundation of Social Studies Education has its beginnings in Great Britain after 1820s and quickly spread to the united State and then other parts of the world".

Consequently, having seen that, the foundation of Social Studies Education in word let us come back to our major concern which is the African countries and Nigeria in particular. However, among of the Social Studies expert have the following viewed on the introduction of Social Studies: Mezieobi (2013) Obilo (1981) and Ezegebe (1987) ascribe the emergence of Social Studies in Nigeria and her School to "the early 1960s,

Osakwe and Itedjer (1993) say it is at the “mid 60s” while Obabe (1982) puts that the “late 60s” to Adeyoyin (1982) Social Studies made its debut in Nigeria during the Colonial era, particularly when Schools were introduced in 1942. In addition, the assertion of Dubey and Barth (1980) to the effect that “Social Studies has recently come to Nigeria...” is indicating of the fact that they think Social Studies appeared in Nigerian School in Post-colonial Nigeria.

There were uncertainty about the exactly the historical foundation of Social Studies in Nigeria. Mezieobi (2013:3), debunked the 1960s and the colonial period, Social Studies in Nigeria schools appearance when he stated that:

Social Studies has been there right from the inception of Nigeria in the pre-colonial days or rather in Nigeria’s indigenous times with goals, content, methodology and evaluative practice that met the aspiration of the then Nigerians- what is new is the concept Social Studies which was really borrowed.

The development of Social Studies in Nigeria however came earlier than those of other countries in Africa. This was because as early as 1958, the Ohio State University in the United States of America had sponsored some Nigerians for training programmes in Social Studies. The arrival of the recipients of such training programmes greatly influenced their thoughts about Social Studies. For instance, they perceived the social ills that accompanied Nigeria’s transition from colonial era to independence. They discovered the high rate of acculturation among Nigerians and the rate at which the nation’s cultural traditions were breaking down. They therefore, felt that the only way to rescue the country was to train the young ones in a manner that would provide them with opportunities to catch up with the new problem of change (NOUN, 2010).

The development of Social Studies will also complement the effort of introducing the Subject on an experimental basis in the Northern Nigeria Teacher Training

Institutions as a formal School Subject. Nevertheless, between 1964 and 1965, Social Studies had been introduced into Nigeria through the Northern Education Project and the Ayeitoto Comprehensive High School Project of Western Nigeria. Within the same period, the then Western Nigeria Ministry of Education which now comprises (Ogun, Oyo, Ondo, Osun, Ekiti and Lagos State) began preparation for the propagation of the Subject by convening a conference and agreeing to an outline of the Social Studies syllabus for Secondary Schools Classes I and II. This was later assigned to the Department of Social Studies in Ayeitoto Comprehensive High School with the assistance of the Ford Foundation Aid and the Comparative Education Study and Adaptation Centre (CESAC). The experimental teaching of Social Studies did not experience a total success in the Eastern Nigeria due to the civil war. The Northern States' Education committee of the Interim Common Services Agency (ICSA) which a hostel was named after it at Ahmadu Bello University Zaria, which is called ICSA/Ramat Hall. (After the creation of six States from the existing Northern States), however made a decision that Social Studies should be introduced into Schools and Colleges in the Northern States. By 1969, Social Studies Department was firmly established in the Institute of Education, Ahmadu Bello University Zaria. In the same year, a national Curriculum Conference was held in Lagos and this gave a better national recognition to the Subject as a means of achieving national objectives of Education.

In the year 1970 Social Studies witnessed another tremendous change in the materials produced for Primary and Teacher's Colleges in the Northern States were out and the Comparative Education Study and Adaption Centre (CESAC's) book were modified and refined. More States such as Lagos, Kwara and Kaduna began to introduce the Subject in 1971. The Social Studies Association of Nigeria (SOSAN) now Social Studies and Civic Educators Association of Nigeria (SOSCEAN) which was formed in

January 1969 and renamed on 2011 by the pioneering Teachers of Social Studies with Professor Babatunde Fafunwa as its first presidents play a greater role in developing the discipline (Mezieobi 2013).

Based on the necessity for Training of pre-service Social Studies Teachers in Primary Schools, the Nigeria Education Research Council (NERC) produced syllabus for Teachers Colleges in 1972 and the Institute of Education ABU Zaria introduced the Subject into its Post Graduate Diploma in Education (PGDE) programme. In the same year, a degree course in Social Studies in ABU, Zaria and Nigeria Certificate in Education (NCE) programme in Advanced Teacher's College Sokoto was introduced in 1973. 1974 and 1975 witnessed another development at the Institute of Education, University of Lagos, where the Subject was introduced at Associate-ship and NCE levels. Universal Free Primary Education was launched in 1976 throughout the country, and the teaching of Social Studies in the Primary Schools replaced separate Subjects of the social sciences. It became compulsory in Teacher's Colleges. In 1978, two- year Bachelor of Education (B.Ed) degree programmes in Social Studies was also introduced at ABU, Zaria. By 1980, the discipline of Social Studies was offered at all levels of our Educational system and the National Policy on Education made it a core Subject in Primary and junior Secondary Schools. In 1981, the Nigerian Educational Research Council NERC now Nigerian Educational Research and Development Council (NERDC), thought it wise to review the National Primary Social Studies Curriculum Guide which was produced in 1971. The revised guide was published by the Federal Ministry of Education in 1983. 1981 and 1984 witnessed another rapid development because many more Universities started Post-graduate degree programmes in Social Studies. Some of the Institutions included: Ife, Ibadan, Ilorin, Lagos, Nsukka and Jos. The Joint Consultative Committee (JCC) also approved the Junior Secondary School

Social Studies Syllabus (NOUN, 2010). The National Teacher's Institute did not only produce the Grade II Social Studies Syllabus and texts, and went ahead to write course books on Social Studies for National Certificate in Education by Distance Learning System (NCE/DLS), the distribution of course books started in January 1990. Almost all Colleges of Education now offer Social Studies in their current programmes. Degree and Post-graduate MEd/PhD programme in Social Studies are now being offered in more than ten Universities in Nigeria. The uncertainty on the nature, scope and philosophy of Social Studies has been over to some extent. It is now a compulsory Subject in the first nine years of Nigerian child's Education based on the new 9-year Basic Education Curriculum launched in 2007, and reviewed it in 2013. It also gains recognition in the National Board for Arabic and Islamic Studies (NBAIS) syllabus at senior level of Institute of Education ABU Zaria.

Justification for Teaching Social Studies Education in Nigeria

The dynamics of our society and the demand which its placed on individual and the entire society requires the solution to curtail certain prevailing circumstances and challenges. Emergence issue, realities and pressing social needs have compelled many nations across the globe to adopt Social Studies for their countries and School which Nigeria was not exempted.

The reason for introduction of Social Studies among countries varies each country has its own reason for introducing the Subject. For instance, it has been used as a partial solution for social problem in many countries of the worlds. If you take Germany, it was initiated after the Second World War, as a means of developing a new political order. In British, Social Studies was used to legitimatize the teaching of social sciences particularly sociology, while preparing Students for their role in the society. In United States of America (USA), Social Studies has continued its Primary function of preparing

Students for effective citizenship in democratic society and instilling patriotic ideas in the young ones (NOUN2010).

Among the African nations too, Social Studies was introduced with different reasons and factors, Social Studies have been used to improve the self image of people in the society after a colonial rule and heritage. In Sierra Leone, it was used to learn ways of improving the economy. In Ghana, it was aimed at transforming the society, especially political culture. In Ethiopia, it came to inculcate the concepts of nationalism, unity and inter-dependency among citizenry of a new nation with diverse population.

The rationale for introducing Social Studies in Nigeria we need to flash back at the philosophy behind its instruction and what really intended to achieve. In Nigeria, it is aimed at helping to build a foundation for a democratic society. In spite of many conferences, seminars and workshops for Social Studies, the Subject did not receive the blessing of so many Schools in Nigeria immediately. Some were scared because of its newness, or lack of understanding of its nature, scope, and dynamism. Others saw the development as a great challenge to their discipline more especially those in Social Sciences (Political Science, Sociology, Economics and History etc) and therefore campaigned against it. This necessitated the formation of Social Studies Association of Nigeria (SOSAN) now Social Studies and Civil Educators Association of Nigeria (SOSCEAN). Several other organizations have since been formed to further promote effective teaching of the Subject in Nigerian Schools. These organizations include National Association of Social Studies Educationists (NASSE) and Social Studies Teachers' Association of Nigeria (SOSTAN).

Social Studies was introduced into the Nigerian School system decades ago, with the goal of breaking down regional, ethnic and religious allegiances, in order to promote national unity. In 1960, immediately after independence, the elites started 'fighting'

amongst themselves at regional and national levels over their share of the 'national cake'. Conflicts and wars, which broke out at the time, were hinged on religion and ethnicity. Eventually, in 1966, Nigeria experienced its first coup d'etat. Within a decade of independence, Nigeria was involved in a civil war. A lot of lives were lost and properties were destroyed, and it was against this background that Nigeria introduced Social Studies into the School system immediately after the war. According to the report of the 1969 National Curriculum Conference, Social Studies was one of the Subjects that would contribute to the attainment of the Nigerian Educational goals including self realization, better human relationships, self and national economic efficiency, effective citizenship, national consciousness, national unity, social and political progress, scientific and technological progress and national reconstruction.

Saba (2015), assert that "Social Studies was introduced into Nigeria as an answer to specific national problems". After independence, most Educationists in Nigeria agreed that the School must be Nigerian in outlook rather than emphasizing foreign ideas, because the then, Education systems was design in such a way that would serve the interest of the colonial masters. Thus Saba (2015), asserted that "instead of the Educational system to develop positive attitude and values in the Society in African Child lives, it alienate him from his cultural environment"

Also Ololobou (2010), stated the following underlying motives of introducing Social Studies in Nigeria were as follows:

- a. The need to make Education more relevant to the needs of the individuals and the society
- b. The need to use Education for national integration and socio-economic development
- c. The need to develop the right social values

- d. The need to make an individual responsive to the society in which he lives.

Tikumah (2009), rightly argued, if no one can dispute the fact that the Nigerian child needs to know more about the history and geography of his own country than the history and geography of Europe, then no one can question the need for Social Studies in the Nigerian School system. Social Studies seek to reverse the colonial order of Education that made the Nigerian child learn more about Europeans than about himself. Tikumah (2009), put it further by submit that, Social Studies in Nigeria aimed at breaking the ethnic, religious, linguistic and cultural barriers that keep apart the various groups that constitute the Nigerian society, so that nation-building can be facilitated by the concerted efforts of those divergent peoples of the Nigerian polity.

In summary, the respect and paramount importance Nigerian Educational thinkers and policy makers have come to attach to Social Studies Education in the country which among is a major development associated with the Nigeria National policy on Education (1981) is the pride of place it has given to the Social Studies Curriculum. The policy regards this Curriculum package as a compulsory core Subject area which all Students in the Secondary Schools cannot dispense with in their learning activities. Very importantly, the policy endorses that the learning of the Social Studies Curriculum in our Secondary Schools must be seen as one of those avenues of establishing strong bases for the production of effective citizens and of forging a cohesive society that will support a notion of nation-building.

The other reasons for introducing Social Studies in the School system which include:

- To minimizing the influence of colonial type of Education on children. Before the Social Studies Curriculum was in placed, children in Primary

and Secondary Schools were made to study history, which it contained elements of colonialism. Core values and cultural orientation was mainly the inculcation of foreign values and culture. For that it became important to introduce a new Subject that would help children to understand their traditional values and culture of their Country, which resulting in introduction of Social Studies.

- The African Conference in Mombassa, Kenya. In 1968 play a greater role, this Conference was organized whereby important issues pertaining to Education and African development were discussed. A call was made for Educational evolutionary reforms in Africa, which bring about the Nigerian Curriculum Conference organized in 1969. At this conference, participants emphasized the need for Social Studies as a tool for national unity and citizenship Education.

The last decade of the twentieth century and the first decade of the twenty-first have seen a marginalization of Social Studies Curriculum, instruction, and assessment at all grade levels. In many State houses, in departments of Education and in School districts across this great nation, Education for citizenship has taken a back seat to Education for career and college.

Eventually, Social Studies were introduced to the School system as a panacea to specific national problems. It was believed that when young people were exposure to the Subject, it would instill in them a love for their country and a sense of loyalty to the Nigerian government. It was also believed that if the Subject exposed them to the problems in our society, they become better equipped through the acquisition of necessary skills needed for survival. Therefore, it can be said that Social Studies was introduced to serve two closely related purposes:

1. To guide learners towards understanding people from different social backgrounds and the methods they use for coping with their problems and conditions
2. To guide learners in developing skills for interacting with people, reacting to situations and conditions in order to ensure their survival and growth as well as that of their society.

“Social Studies is the most (if not the only) appropriate Subject for addressing Nigeria's societal problems educationally and comprehensively, out of all the Subjects studied in the Nigerian School system” (Okam 2010)

2.06. Nature and Scope of Social Studies Education

The nature of Social Studies is concerned with the basic characteristics of the Subject in terms of focus and content. This characteristic of the Subject and its major components which the Subject Social Studies consist of facts, concepts and generalizations from social science discipline. Social Studies is made up of integrated concepts, problem-solving strategies, citizenship Education and decision making process. Social Studies is of prime relevance in the inculcation of citizenship and societal values. Olugbuyi and Adediran (2015), for instance, they have identified three ways by which social sciences form the foundation of Social Studies. These are:

- i. The social sciences are Primary sources of the content of the Social Studies; the concepts, principles, generalizations, etc.
- ii. The social foundations of Curriculum planning in Social Studies draw data from the social sciences in relation to societal values, problems, changing circumstances, and democratic heritage.

- iii. The psychological foundations of Curriculum planning in Social Studies draw data from the social sciences regard social processes, learning, child development, and other psychological-methodological aspects of instruction.

In spite of the Areas of interface outline by Olugbuyi, & Adediran, however, the relationship between Social Studies and the social science should be qualified. For it is not totally true that specialists in the two respective fields are working towards the same goal. And to make social science the sole basis of citizenship Education is to place values and the valuing process outside the light of social Education, because while the social scientist strives to be “value-neutral”, the Social Studies educator works towards identifying and promoting positive sentiments and values. In fact, Olugbuyi and Adediran (2015), has successfully drawn the line of separation thus: “...the social Education of citizens called Social Studies or not, is an applied field-not a scientific one per se. it involves applying information to social problems and using responsible, intellectual process in the resolution of these problems”

2.06.1 Scope of Social Studies Education

According to Mezieobi (2008), Scope in Social Studies refers to the content or Subject matter, skills, values, attitudes and belief that have been or can be included in the Social Studies Programme. The scope of Social Studies therefore is enormous. This is because it is seen as a body of knowledge that prepares learners to function as effective citizens that have the ability to solve the problems of their society. Its ‘ability’ to extract from other Subjects, concepts that enable it to study man as an entity also makes it a unique Subject.

For instance, Social Studies include issues around how people live in a community (Sociology), how to decide the allocation of resources (Political Science), information about what people produce, how they produce and distribute their products

(Economics) people's ways of life (anthropology) etc. This further justifies by Lawtons Statement whose said that, "Social Studies is a unified integrated Subject which draws appropriate knowledge and experiences from the social sciences and other disciplines, about man and the environment for the purpose of citizenship Education" (NOUN 2010).

The scope of Social Studies is concerned with the breadth, coverage, content, quality and quantity of the Subject based on the concept, terms, themes drawn from history, sociology, geography, economics, civic, political and physical sciences. Social Studies seek to integrate the theories of these social science Subjects in order to gain wider understanding and perspective of man and his problems of living.

2.07. Concept of Social Studies Curriculum

The Curriculum as the name implies be it formal or informal is derived from a Latin word "curere" meaning "race course" to be covered by Students in standardize programmed in order to be awarded with certificate, diploma and degree. There is no single accepted definition of the Term Curriculum. Thus, Yusuf (2015), viewed Curriculum as "the totality of all planned and unplanned, guided and unguided learning experiences which learners are exposed to in a School setting for the purpose of attaining its Educational goals" To Nwaubani, and Okafor (2015), refers to Curriculum as those planned Educational contents, experiences and activities as well as guidance and vocational oriented services offered by Teachers and other related to learners' center the auspices of the School.

The conceptual framework for Social Studies curriculum was designed to assist the School Students in cultivating the virtues that would transform them into citizens with the needed skills, competencies, attitudes, moral values and reasoned judgment of the Nigerian Society. Social Studies is an area of Curriculum designed specifically for the study of man and how his problems could be solved within the immediate environment, not only concern with using timely and necessary Curriculum content that Students

perceive as being relevant, but greatly emphasized the need for helping Students develop the competencies and attitude essential for democratic living. Social Studies Curriculum is a complex but systematic process design in order to makes this complex activity understandable and manageable. It is important for you as Teacher to understand how the Social Studies Curriculum you are using in your School was designed for the purpose of understanding of your student very well.

On this note, Edinyang (2014), sees Social Studies Curriculum as a holistic area of study that derived its content from other fields of study like Anthropology, political Science, Economic, Geography, History and Sociology to impart to the learners positive ways of making useful contribution to the growth of the society. Mezieobi (2013:10) Asserted that:

Social Studies Curriculum is planned and unplanned, through positively orientated, Socially sensitized learning activities, experiences, Contents and Methods which learners, are provided with and exposed to in and outside the School, most appropriately under the guidance of Teachers for the purposes of satisfying the five proceeding condition or aspiration as well as contributing his quota to the accomplishment of the other needs and ideas of the Nigerian Society.

Furthermore, Mezieobi (2013), put that, the five proceeding condition which perceived by the professional circle as what Social Studies Curriculum means as follows:

- i. As an integrative fusion of borrowed contents, Method, Concept. etc from mainly the social Science, the Humanities and the Science
- ii. As Citizenship Education which encapsulates democratic ideals, aspiration and effective citizenship.
- iii. As an instrument for skills development.
- iv. As ecological Studies.
- v. As value laden Education.

Ogundare (2010), viewed Social Studies Curriculum as an Educational programme which embraces knowledge, methods, resources, evaluation and societal experiences offered to the learners, in an effort to promote effective democratic values and skills for effective citizenship. The Social Studies Curriculum is eclectic and versatile due to the nature of the course as a discrete or distinct area of specialization. In planning the Junior Secondary School Social Studies Curriculum, the major task involves is the selection of the appropriate contents that will help Teachers achieved the overall aims and objectives of the Curriculum. While it is desirable to want every learner to have a sound Education in a Subject, it is impossible to cover everything in detail. This leaves experts with no choice than to prioritize what is considered most important information and skills that the learner need to learn and what can be ‘comfortably’ left out.

In other words, Curriculum decision making is a complex task and is determined usually by a coordinating body and other relevant agencies such as Ministry officials from relevant agencies and departments such as the Federal Ministry of Education, State Ministry of Education, State Universal Basic Education Board (SUBEB), National Educational Research Development Council (NERD), Curriculum planners, Social Studies and Civic Educators of Nigeria (SOSEAN), Teachers, School officials, inspectors, examination bodies, School Based Management Committee/ Parent Teachers’ Association (SBMC/PTA), experts from higher Institutions etc. Since this is an important task, careful planning should come first before the Curriculum development process. Abubakar (2015) asserted that, “any Curriculum should be subject to review or evaluation after ten (10) years of operation if the Curriculum is to go by the society it is meant to serve”. This is because of the nature of society and the changes that occur within the society over a period of time as result of advancement in science and Technology and general globalization.

2.07.1 Social Studies Curriculum Aims and Objectives

No Subject can be included in the national School Curriculum without clear aims and objectives and the Social Studies Curriculum is no exception. When introducing a Subject into the Curriculum, it is expected that the learners will derive some benefits from learning the contents of the Curriculum. Therefore, there are specific objectives that are set out to be achieved when teaching and learning Social Studies. (NOUN 2010) stated the some of the key aims of Social Studies which include:

- i. Developing an understanding of the immediate surroundings
- ii. Developing skills that will enable a child to deal with and manage the forces of the world in which they live
- iii. Educating young citizens about harmonious living and promoting an understanding of the different peoples who make up the society.

Before formulating the objectives of the Nigerian Social Studies Curriculum, three factors were considered: the nature of society, the nature of learners, and the nature of knowledge. Therefore, Social Studies offer Education that is relevant to life at every stage of an individual's development. Thus, Okam (2016:61) submits that, it has become a norm to visualize the good citizen, who has benefited from relevant Curriculum and language programmes in Social Studies Education, as possessing certain desirable skills and attributes including the following:

Looking at things with a democratic slant; a belief in decency and fair play, Forbearance and respect for others; a commitment to an acquisition of the Customs, traditions and nationalistic ideals of his country; a belief in the Idea of progressive improvement of society; a desire to promote the general Welfare and be pledge to raise and safeguard living standards for all; and a belief in universal Education.

2.07.2 Junior Secondary School Social Studies Education Curriculum

The Junior Secondary School Social Studies Education Curriculum contains the following themes:

JSS One (1) themes are:

- Introduction to Social Studies
- People and their Environment
- Socialization: its Agents and process
- Culture
- Social Issue and Problem
- National Unity and Integration

JSS Two (2) themes are:

- People and Environment
- Culture
- Social Issues and problems
- Science, Technology and Society
- Communication
- Family I
- Culture II
- School Community
- Community
- Storage
- National Economy
- Health Issues

JSS Three (3) themes are

- Social Values
- Peace and Conflicts
- National Economy
- National Economic life
- Science, Technology and Society
- World Issues (NERDC, 2007).

2.08. Objectives of Junior Secondary School Social Studies Education Curriculum

The Social Studies Curriculum is prepared in a way that the teaching is made meaningful. In 1985, the Federal Ministry of Education, Science and Technology published the National Junior Secondary School Social Studies Curriculum. The Social Studies at the junior Secondary School emphasizes the acquisition of sustainable skills essential for socializing and humanizing the individual child. They are three distinct features viz:

- i. The clustering of the Subject matter
- ii. The conceptual and spiral presentation of information and
- iii. The pattern of instructional organization distinguished the Curriculum from the traditional School Subjects.

According to 9-years Basic Education Social Studies Curriculum for JS1-3 (2007), the overall objectives of Social Studies at both the Lower, middle and upper Basic Education levels should be to enable pupils and Students to achieve the following:

- i. Develop the ability to adapt to his or her changing environment
- ii. Become responsible and discipline individuals capable and willing to contribute to the development of their society;
- iii. Inculcate the right types of values;

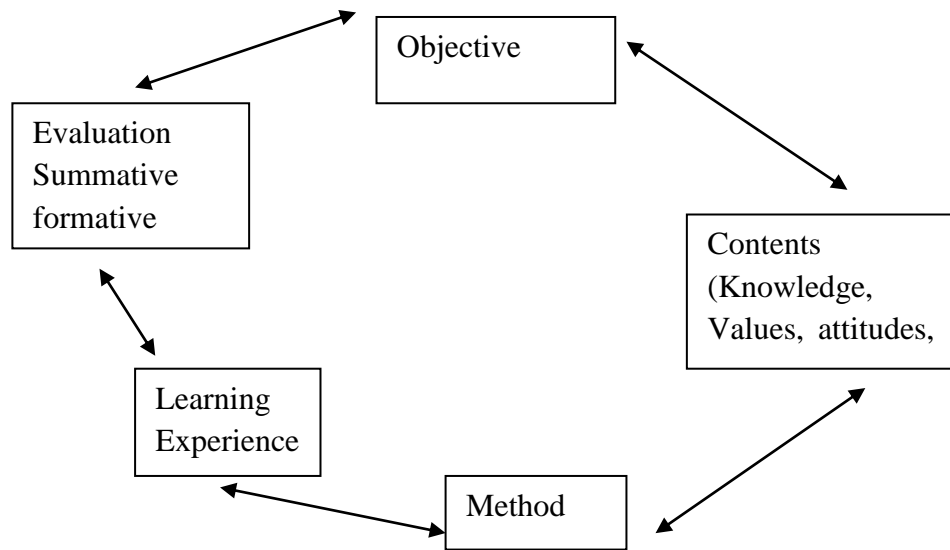
- iv. Develop a sense of comprehension towards other people, their diverse culture, history and those fundamental things that make them human;
- v. Develop the capacity to recognize the many dimensions of being human in different culture and social contexts;
- vi. Develop a sense of solidarity and sharing based on a sense of security in one's own identity.

2.09. Models of Social Studies Curriculum Implementation

There are many models that could be adapted for Curriculum development in Social Studies. But not all these models may consider suitable. Before any model will be in place, the nature and goal of Social Studies it must be put into consideration. And in Nigeria Social Studies was conceive as the means of inculcating the concepts of Nationalism, Unity, and interdependence among citizens of new nation with diverse population. Ubah (2015) Stated that, there are many Social Studies Models, but there are three Social Studies Curriculum Models which they are suitable for Nigerian Societies, they are:

- The Process Model (fashioned after Wheeler 1967)
 - The Integrative Model
 - The Inquiry Model
- a. **The Process Model:** is a cyclical model adopted after wheeler's Curriculum development model (Wheeler 1967), the process is continuous and unending. Each stage integrated and reinforced at each level of instruction and used to select values to be inculcated. The objective of Social Studies is clarified at each level of instruction and used to select values to be inculcated.

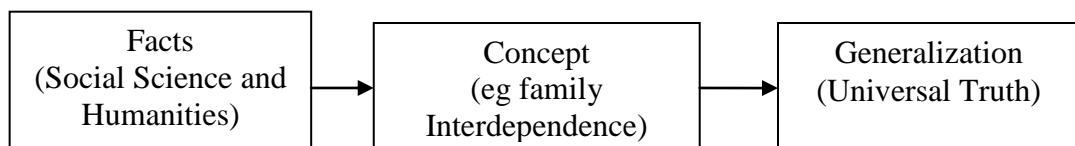
Fig. 1: Process Model



Source: Ubah (2015)

- b. **Integrative Model:** it is linear in nature, this model emphasis the Citizenship Education which is the basis of the concept of integration in Social Studies. The aim is to inculcate in the individual understanding of the relationships among various forms of knowledge. With particular emphasis on societal values, norms, attitudes, process skills and societal action to enable him/her fit and contribute his/her quota towards the development of the society. Thus, the models are interdisciplinary and multidisciplinary approach in nature to teach Social Studies at each level of Education. It forms different disciplines which are relevant in the contribution towards the formation of concepts from concept to generalization in order to gain new knowledge.

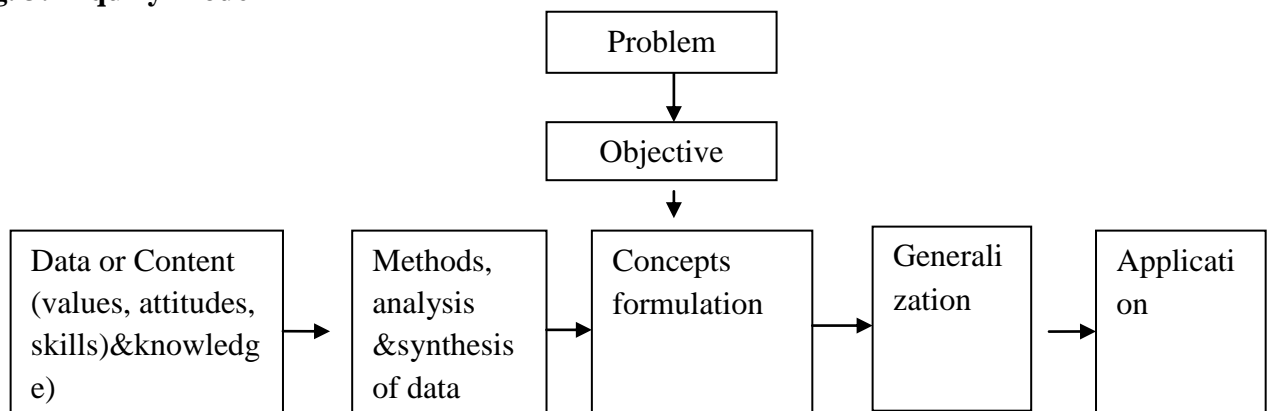
Fig.2: Integrative Model



Source: Ubah (2015)

c. **The Inquiry Model:** The Inquiry Model is also called presenter’s Model. It is an attempt to eliminate the deficiencies in other models especially Nigerian model of concentric Curriculum. The Concentric model is child –Centered and therefore has the family as its focus. It provides a balance Curriculum in such a way that, the inquiry model directs attention both on the child and the Society by marrying these needs and aspiration of the Society together.

Fig. 3: Inquiry Model



Source: Ubah (2015)

The model has a problem as the starting point, then followed by problem are the pivot upon which the objective of the Curriculum are formulated. The objectives are geared toward solving societal problems by developing some critical and creative thinking abilities in the child.

2.10. Factors that influence Social Studies Education Curriculum Implementation

Implementation simply means putting a plan, scheme, decision, principal, Intention, an agreement, Policy or idea in to effect. It is the bedrock of any plan, the determination of a plan’s success or failure. Mezieobi (2013) Asserted that, Social Studies Curriculum Implementation refers to a process in Social Studies Curriculum engineering concerned with instilling life in to a dormant or inert. Social Studies plan or document in the sense of opretionalising it with a view to achieving specified Educational

Objective. NOUN (2010), they are many factors that can influence the Social Studies Curriculum Implementation, among others are:

- i. Clarity and Understanding of the Goals of the Social Studies Curriculum:** If Teachers have a proper understanding of the goals and expected outcomes, implementation of the Subject will become more effective.
- ii. Availability and Quality of Resource Materials:** Teachers require textbooks, visual and audiovisual aids, and other relevant materials that would facilitate teaching and learning. These materials must be available, affordable and of high quality.
- iii. Administrative Support:** The more Teachers get support from School authorities, the more successful the implementation of the programme. For instance Teachers need to obtain the approval of the School principal to take Students on excursions and use the School bus. If the School does not support such Teachers, Students will be restricted to constant Classroom experiences.
- iv. Staff Development:** Training and re-training of Social Studies Teachers is essential in improving the quality of Education generally. If Social Studies Teachers are exposed to periodic training experiences, the quality of teaching especially in relation to the use of various teaching methodology will improve.
- v. Methods and Techniques of Teaching:** Closely related to staff development, Social Studies Teachers must be willing to drop old methods of teaching and embrace new interactive style of teaching. This is particularly important for Teachers of Social Studies in order to achieve the objectives, which include the acquisition of skills and not just increasing knowledge.
- vi. Support of Government:** Government should motivate Teachers by prompt payment of salaries, sponsorship of training programmes, presentation of awards to

deserving teachers and other incentive that would encourage teachers to put in their best. This will go a long way in influencing what they do with Students in the Classroom.

vii. Support of Parents: Parents play an important role in the academic development of their child. Parents can assist learning by supervising their children's assignment. They can also visit the Teachers to find out how their child is performing and what they can do to help him/her.

viii. Public Assistance: The general public also has a role to play in the effective implementation of the Social Studies programme. For instance they can serve as resource persons, they can provide vehicles to take Students on field trips and excursions, and they can equip the School libraries with good Social Studies Books, maps, encyclopedia and other relevant materials. They can also donate audio-visual Teaching aids to the School.

ix. Time Allocation on School Time Table Adequate: time need to be devoted to the teaching of Social Studies for effective teaching and learning to take place. For example a period of 30 minutes is too short to conduct certain learning activities such as group discussions, which is recommended in the Curriculum.

x. Quality Teacher Training: The effectiveness of Social Studies teaching in the Junior Secondary School is also a function of the pre-service and in service Training and development of Social Studies Teachers.

You can now see that the task of Curriculum planning, development and implementation is not an easy task. It involves important decisions that have to be made by experts. It also entails knowledge about the needs of a child and the society, in which he/she lives, cultural analysis and a mastery of other disciplines that contribute to the comprehensive body of knowledge call Social Studies.

2.11. The Teacher as Important Personnel in Curriculum Implementation

The Teacher is the most important single factor in Curriculum implementation, Aliyu (2009), submit that, When Curriculum planners have done their best in put a Curriculum in a good shape for use in Schools, and the facilities and other material needed have been put in place, the resources person who would ensure that the Curriculum objectives are realized is nobody rather than the Classroom Teacher. Although there are other personnel whose works are quite as important as the Teachers, (for example, the School Guidance and councilor Master, principal) it is the Teacher who is solely responsible for the implementation of Curriculum objectives and contents especially the programme of studies component of the Curriculum. Aliyu (2009), Submit that, among the important functions of a Teachers in Curriculum implementation are:

- i. Breaking down of the syllabus presented by Curriculum planners into smaller segment such as schemes of work, theme, sub-theme unit and manageable teaching topic;
- ii. Selecting and organizing content in such a way as to make learning become meaningful and easy;
- iii. Selecting appropriate learning objectives;
- iv. Evaluating Student's performance in the program;
- v. Reporting or communicating Students performance to parents, School administration and bodies needing them;
- vi. Recognize the complex nature of School children development and reflect this in planning Classroom activities;

Performing these functions entail the fact the Teacher must possess some very important personal qualities and characteristics which will enhance Students learning. NOUN (2010), Listed some proposition which should constitute these personal characteristics:

- i. A Teacher should bring cheer and sunshine into the Classroom each morning, and then he can infect his Students with them;
- ii. Even if he is ill, unhappy or sad, he should not let his physical and emotional State become apparent and so spoil (ruin) the day for his Students. He must take care of his problems with maturity;
- iii. A Teacher must bring humor and humanity into every dealing with his Students in and out of class;
- iv. He should never forget that humor including laughing at himself, ease many tense situation;
- v. A Teacher should never be overdressed in the class as if he/she are going for a fashion parade or some other entertainment show;
- vi. A Teacher should make friends with his Students as one human being with another, not a horse rider and his horse;
- vii. He should never exploit his Students /learners in any way. His relationship should be clean with no strings attached;
- viii. A Teacher should always be kind, considerate and reassuring in his dealings with his Students;
- ix. A Teacher should be judicious in his use of authority and power.

Also, NOUN (2010), sum of these do's and don'ts that, the Teachers must develop correct attitudes towards the Students they teach. As the one who implements all that the Curriculum experts have decided upon, he has very crucial roles to play, as he have been pointed out, to ensure that the society gets what it wants from the School system. It must be remembered that while learning can take place without a Teacher, teaching cannot take place without a learner. So, to keep his job and

profession intact, the Teacher must also recognize the invaluable position of the learners towards making them professionals.

2.12. Concept of Democracy

The term democracy is derived from two Greek words: “demos” which mean people and “kratos” which means rule. Literarily, democracy means ‘rule by the people’ Thus, Democracy is often regarded as government of the people by the people and for the people, and election is the main mechanism used in ensuring the leadership is arrived based on the wishes of the people. Falade (2014), described democracy as systems of government under which the people exercise the governing power either directly or through representatives periodically elected by them. Omoboaji (2010), Viewed democracy in Three (3) aspects that is:

- i. Basic minimum civil and political rights engaged by citizens;
- ii. Procedures of accountability in day to day administration under some over-arching constitutional rules of the game;
- iii. Periodic exercises in electoral representativeness.

Democracy is a system of governance whereby the government is chosen by the people, for the people and from the people in a free election and which respects the right to vote, and that of opinion (both political and religious).

2.13. Electoral System

Under Democracy, election simply means majority carry the seat or sometimes in agreed forms of representation. Abdullahi (2014) defines election as the process of selecting one person or more for an office, public or private from a wider field of candidates.

Shul-nom (2015) asserted that electoral system is a method by which all qualified citizens of any State practice their political obligation by voting the right people to

represent them in the Legislative Assembly. That is, citizens of any State have to choose their representation by voting for them during elections.

2.13.1. How Electoral System is organized

There many way of organizing electoral systems which among others are:

Delimitation of Constituencies, Registration of Votes, Appointment of Electoral Officials and Independent Judiciary:

- i. **Delimitation of Constituencies** Abonu (2005), expressed that for the purpose of elections, a country is divided into a certain number of constituencies. In Nigeria, the country is delimited into both Federal and State constituencies by an independent body called Independent National Electoral Commission (INEC). Each is represented by one member of either the State House of Assembly or the National Assembly as the case may be.
- ii. **Registration of Votes:** There must be proper and up – to – date register of voters to be used during elections. This again is the duty of INEC to ensure that.
- iii. **Appointment of Electoral Officials:** Electoral officials are appointed by INEC to take charge of elections, which they are permanent and ad-hoc staff.
- iv. **Independent Judiciary:** There should be an independent judiciary in order to be able to settle Disagreement that might arise between candidates and parties or between political parties.
- v. **INEC:** is a body of persons: This body of persons in an independent body, which is free from interference of any governmental and non-governmental official. It is the duty of this body to declare the candidate with the highest number of votes after an election as a winner.

2.13.2. Qualification of Candidates

Legally, in Nigeria, all persons who are 18 years and above are qualified to stand for election to any Legislative Assembly in the country, and the following are additional qualification for Candidates.

- i. The person must be mentally sound and must not be a person of unruly behaviour.
- ii. The candidate must pay his/her taxes regularly and must show the evidence through his/her certificate of tax clearance.
- iii. The candidate must be a citizen of Nigeria.
- iv. His/her name must be in the electoral register of voters.
- v. He/she must be free from any debt i.e. he must not be a bankrupt.(1999)

Constitution of Federal Republic of Nigeria

2.13.3. Residential Qualification

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

2.13.4. Qualification of Voters

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

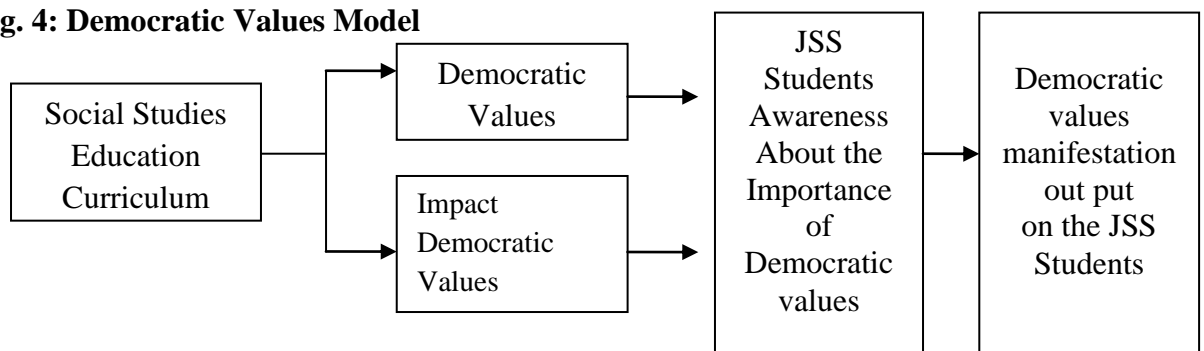
2.14. Concepts of Democratic Values

Democratic values these are principles or train that are required for the effectiveness of democracy in any society. One of the fundamental problems in Nigeria is lack of adequate Education on democratic values particularly in our School. Collins English Learner Dictionary defines values as important, usefulness, a positive behaviour, something that has to do with worth. To Ehinmidu, (2016) defines value as the right type

of behaviour exhibited by any citizen in the development of his community. Ehinmidu, (2016) has asserted that, a generally accepted listing of democratic norms/values that must be present for modern political democracy to exist. These are:

Honesty, Loyalty, Patriotism, Co-operation, Fairly conducted election, Willness to vote and Majority vote. Subba (2014), enumerated democratic values or principles as autonomy, cooperation, shared decision-making, and a sense of community. They also enumerated that the democratic values that take place in literature as equality, respect life, justice, freedom, honesty, the search for goodness, cooperation, self-esteem, tolerance, sensibility, responsibility, acceptance of difference, safety, peace, development, perfection, and effectiveness. Establishing democracy mostly depends on the understanding, skills and attitudes of people which would be the Primary responsibility of Social Studiers Education. Social Studies Education is not the only source for establishing a democratic culture. But family, media and other Institutions contribute to this process as well. However, Schools have the essential role in this process as they maintain structured and formal Educational programmes.

Fig. 4: Democratic Values Model



Source: Adapted from Member (2015)

By the Democratic values model fig2.1, you can deduce that Social Studies Curriculum play a key role in making the JSS Students to understand and appreciate the relevance of Democratic values in daily activities.

2.15. Concept of Political Participation

Political participation derives from the freedom to speak out, assemble and associate; the ability to take part in the conduct of public affairs and the opportunity to register as a candidate, to campaign, to be elected and to hold office at all levels of government. Political participation entails involvement of citizens in some way with decision making in political systems. Daniel (2015), described participation as a term which is often applied to voluntary rather than coerced activity. They further explain that, when participation is used in political context, it means the voluntary involvement of an individual in political activities like voting, membership of political movements, groups and parties as well as holding of appointive and elective political offices.

It should now be obvious that people participate in politics in many different ways, with different degrees of emotional involvement and at different levels of the political system. Political participation has to do with the involvement of the people or citizens of a country in the political affairs of that country. People participate by influencing, directly or indirectly, the composition of government, the policies they make, and the practices they institute. Election is a major way of political participation. However, participation in politics also includes many other ways in which citizens try to influence governmental decisions. Such ways, apart from voting, include campaigning, attending meetings, funding political parties, lobbying, protesting, forming social movements, belonging to Nongovernmental organizations of civil society groups, joining social movement and to mention but just a few,. All the foregoing activities influence politics in one way or the other, so, they are aspects of political participation. (NOUN 2013).

Furthermore, Daniel (2015), viewed Political participation as which includes:

- i. those political activities of citizens, either as individuals or group intended or designed to influence the political process” It is the actual involvement of the

- citizenry to influence directly or indirectly the ways and method of governance or more specifically the output or outcomes of the political process,
- ii. Political activity: The activity is directed as selecting rules influencing the decisions of government and the ways government governs,
 - iii. voluntary activities by which members of a political community share in leadership selection and policy formation; and
 - iv. those activities of the citizens aimed at influencing the political processes, such participation could be either in an individual or group basis.

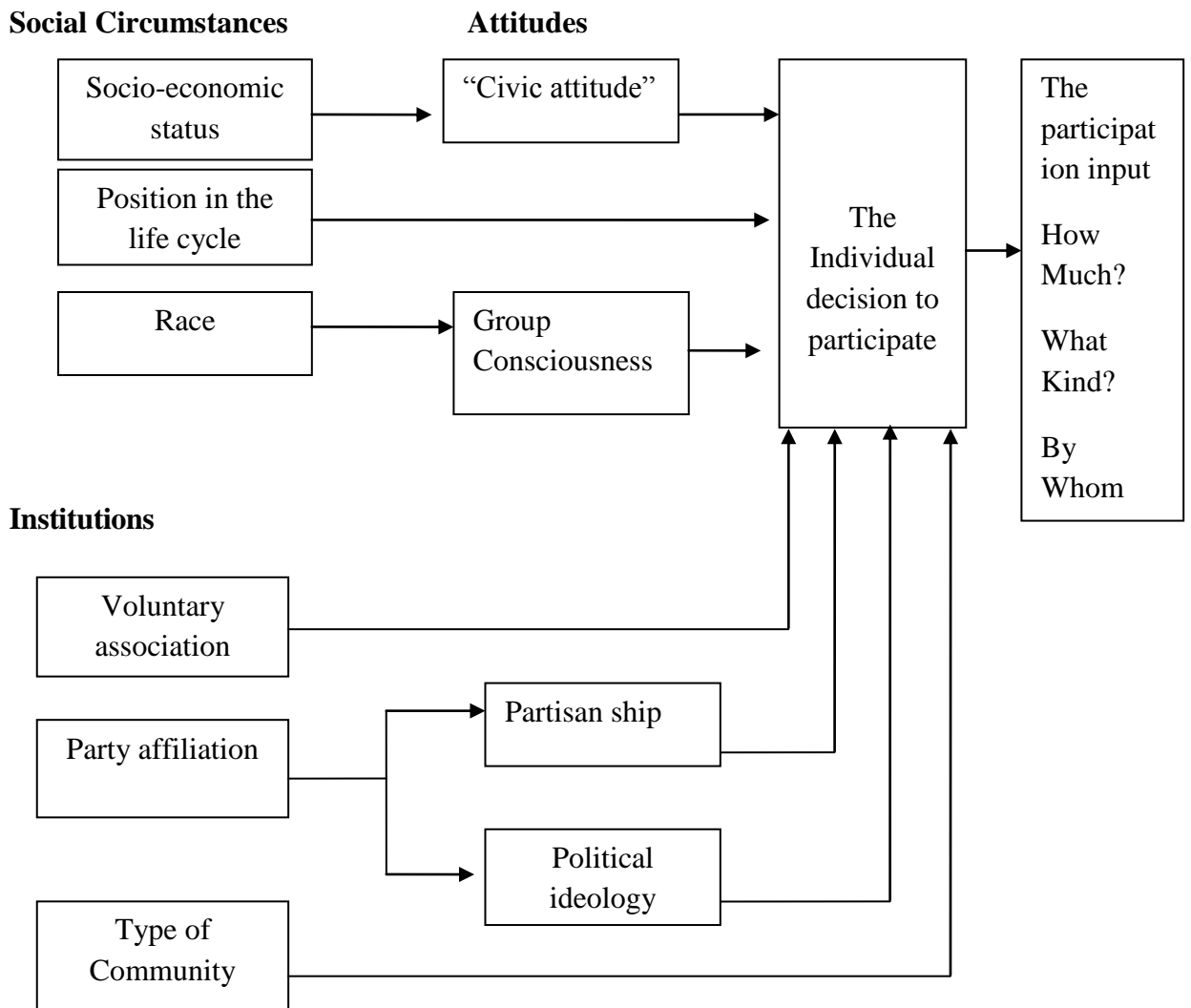
Political participation is purely determined by Education, because political participation is closely related but conceptually different. Some people who have very little Schooling are never knowledgeable about politics. Having said that, the point being made is that educated people generally have politically relevant knowledge and skills, they are more conscious and interested in politics and have opinion on issue and public officials, more importantly, they have more confidence in their ability to participate or influence decision making. In many cases, poverty effect political participation.

Another relevance of political participation is that it is viewed as a source of interaction with the government as it serves as a platform for citizens to perform their civic duties or political obligations. Citizens who exercise their rights for instance by voting in elections are likely to be more satisfied with their membership of the State, and their own role in it. Civic engagement is consequently, a source of procedural utility-the valuation is accorded to the political process in its own right rather than its political outcomes.

The standard Socio-Economic Model of voter's participation developed by Member (2015), the model attempts to combine the Sociological, Psychological and rational perspectives. According to this model, the social status of an individual, that is,

his job, Education, and income determines to a large extent on how much such an individual participates. In addition, an individual's position in life, on the one hand, Institutions-such as voluntary organizations, party relationship and type of community determine their political behaviour.

Fig.4: Socio- economic standard of political participation Model



Source: Member (2015)

Going by this, the scholars agreed that political participation is influence by various factors such as: socio-economic, political, and cultural, among others, whose interplay defines the democratic process.

2.16. Political Participation in Nigeria

Political participation as an aspect of political behaviour which focuses on the way individuals take part in politics. According to Falade (2014), the essence of political

participation is to seek control of power, acquisition of power and to influence decision making. It is clear from this definition that political participation involves the citizens taking part in their political system thereby contributing their quota in the political system and the overall development of the nation. It encompasses a wide range of political activities such as voting, contesting elective Post, belonging to a political party, holding public office, attending political rallies, meetings and so on.

Voting is one of the easiest ways for citizens to participate in a democratic process so as to bring development in their Community and the Country at large. Thus, Voting is the means through which the citizens agree to delegate their authority to those who govern them.

Level of Political Participations in Nigeria: In Nigeria because of the nature of political system, only a few proportions gave attention to or display interest while majority are indifferent and not interested. Most of them may participate only in election, by casting their vote only because of non-proper Education of the people about political and also lack of critical information on political issues which did not reached to the people. Therefore, little or no interest in many issues, only little proportion gives attention to or display interest while larger majority are indifference to political participation. Thus, majority of the electorate are not effectively represented in terms of the contribution of their aspirations, demands, preference and orientations. For instance, one would believe that if people start writing on newspapers and commenting on radio asking their representatives like governors, senators members of house and others what they are doing to and how are they representing them.

Therefore voter turnout is vital for the democratic process. In Nigeria politics is seen by a number of people as a dirty game and thus they tend to avoid it. A lot of

undemocratic tendencies and uncertainties have shown to characterize Nigeria's political system (Falade, 2014).

What is of utmost important to contemporary study of political behaviour is that political participation can include both legal and illegal attempts to influence governmental decisions. It is concerned with influencing the composition and conduct, or personnel and policies. It is not limited to voting at elections but includes many other ways in which citizens try to influence governmental decisions. It is based on this that we discuss on what follows the various dimensions of political participation which can take place in human society. In sum, political participation basically involves the attempts by private citizens to influence the composition and decisions of government, a process which goes beyond just voting or participating in electoral activities. In Junior Secondary Schools there rises a need for the Students to have knowledge, idea and awareness so as to save as preparatory ground for them as they become matured in their future life.

2.17. Classification of Political Activities

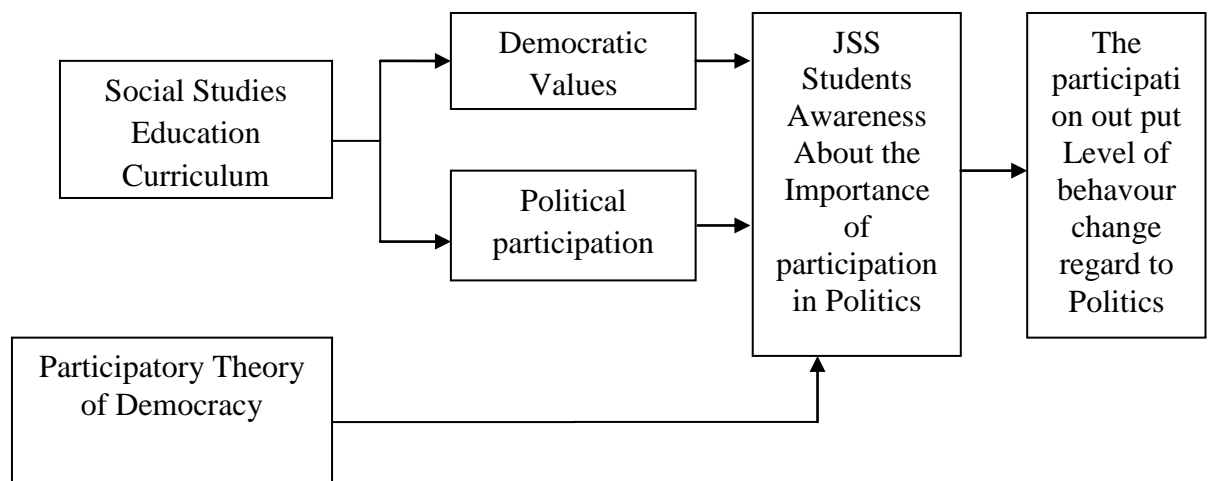
Classification of Political Activities can be regarded as forms of political participation when people campaign for candidates during elections, or they attend constituency meetings or cast their ballot during voting period, we often consider their actions as political participation. However, doing all these, or not doing them for a certain reasons are also forms of participation in politics. Based on this, the scope of political participation shall be patterned: direct or action based, as well as indirect or attitude based political activities.

- i. **Direct or action based Political Activities:** These activities refer to those that people deliberately engage in as standards of participation in politics. They include voting, attendance of meetings, campaigning, sponsorship of candidates, money and material donation, attending rallies and committee meetings, etc. These actions are straightforward, and need no further interpretation before they are recognized as

forms of political participation. Those who participate in them often have defined political goals, even when not disclosed.

- ii. **Indirect or Attitude Based Political Participation:** These refer to people's attitudes and character that indirectly influence political affairs around them. This form of political participation is not necessarily straightforward, and it is often unclear if those who display them are aware of their impact as political participation. These attitudes include but are not limited to agitation, Confrontation, unconcern, backing, optimism etc. Those who display opposition attitude towards political affairs, for instance complement chance of leadership in extra electoral forms, while uninterested persons allow other citizens have field days fielding and electing their own candidates. If they uninterested person had voted, his vote only could make any difference in number, and as he or she refuses to vote, the attitude displayed increases the chances of a candidate in opposition. This aspect is also covered by political participation.

Fig. 5: Related literature integrated Model



Source: Adapted from Member (2015)

It is well established from the analyses above that, Social Studies education curriculum play a greater role in influencing JSS Students democratic values and active political participation in democratic process of Nigeria.

2. 18. Review of Related Empirical Studies

A number of studies have been conducted in an attempt to evaluate, review, assess, and analyze the extent to which Social Studies Education meets its role expectation as preserved in National Policy on Education. The researcher has not come across any topic that has directly similar bearing with the current research. That is “Efficacy of School Social Studies Education Curriculum in promoting Democratic values and Political Participation among JSS Students in Kaduna State.” It is commendable to mention that varieties of research works were done in Social Studies Education by expert irrespective of its newness in the School system. But there are relatively few works or study done on the Efficacy of School Social Studies Education Curriculum promotes Democratic values and Political Participation of Students in Kaduna State.

Aliyu (2009), conducted a research on the “assessment of the implementation of Social Studies Curriculum in Primary Schools in Kano metropolis. The emphasis of the study was on Social Studies Teachers, final year pupils, and parents with children/wards in the final level. The study raised Four Objective; Research Question which was translated to null hypotheses, they were tested and analyzed by using one way analysis of variance (ANOVA) and t-test statistical method. The research design adopted was a survey design. There search instruments were questionnaire and documentary sources relevant to the research topic. While Three hundred and forty one (341) was used as the Sampled of the Study. The outcome of the study revealed that utilizing the inquiry

approach in teaching Social Studies enhances Student's mastery of the Subject because it allows full participation during teaching learning sessions.

The study also revealed that teaching materials were inadequate in some Primary Schools in Kano Metropolis, and government is paying less attention to the issue of instructional facilities in public Primary Schools. The former study has relevance with the current study in the sense that, the main aim of the former study was to assess the implementation of Social Studies Curriculum, likewise, the current study try to assess the efficacy of Social Studies Curriculum. Whereas, it differs in term of the respondents, the former study was concerned with Primary Schools, while, the current study was concerned with junior Secondary School levels.

Baba (2014), conducted a study on the "assessment of the Social Studies Curriculum implementation in Junior Secondary Schools in Yobe State, Nigeria." five objectives guided the study which were translated in to research questions and hypotheses. Descriptive survey design was adopted with 5660 population using the sample size of 200; the instruments used for data collection were questionnaire titled Assessment of Social Studies Curriculum Implementation Questionnaire (ASSCIQ) and interview. Mean, standard deviation and bar chart were used for descriptive analysis and chi-square was used for inferential analysis. The research findings reveals that: there is no significant difference in the extent to which Social Studies Curriculum content is being implemented in Junior Secondary Schools in Yobe State and the respondent's view shows that, Social Studies Curriculum content is not being properly implemented in junior Secondary Schools in Yobe

The Current study has relevant bearing with the former work because both of them, their major concern were Social Studies Curriculum at JSS Educational level. Whereas, the former work differs in the sense that, the current work is going to assess the efficacy

Social Studies Curriculum in promoting democratic values and political participation among JSS Students, while the former work assess the implementation of JSS Social Studies Curriculum.

Chukwuemeka (2014), Undertook research work to evaluate “the Implementation of the Social Studies Curriculum in Junior Secondary Schools in Enugu State, Nigeria”. 225 Social Studies Teachers were used as the sample of the study; the study raised five objectives which translate it into research question and hypothesis. Structure Systematic Observation Schedule (SSOS) and Social Studies Evaluation Questionnaire (SSEQ) were used for data collection. Data collection comprised of 25 Teachers used for observation while 200 Teachers were given questionnaires. Mean and standard deviation were used in analysing the data. The study revealed that, the level of qualification can make a difference in the Teachers who teach Social Studies and most importantly on the implementation of Social Studies Curriculum in Junior Secondary Schools. Another revelation was that Social Studies Teachers that employed the Students’ activities in the Curriculum, geared towards critical reflective thinking that is learner based.

The present study is significantly relevance with the finding of Chukwuemekas’ work because, one of the aim of the present study is to determine the perception of JSS Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation among junior Secondary School Students, it has discrepancy with the former study. The former study evaluate the implementation of Social Studies Curriculum while the current study assess the efficacy of Social Studies Curriculum

Saba (2015), Conducted a study on assessment of Perception of Social Studies Teacher’s on Social Studies Education in Teaching Democratic Values in JSS in Kwara State, in Nigeria. The study used descriptive Survey research designed with 392 Teachers Representing 25% of the population which 372 was used as sampled. The study used

structured questionnaire titled (TEPSSETDEVAQ), the study raised three (3) Objectives, three (3) Research Question, and three (3) Hypotheses. The study used T-test, Mean and Standard Deviation as instrument for data analysis. The study revealed that there were no significant differences on account of gender, locations, and qualification level of Teachers in their perception on Social Studies Education in teaching Democratic Values in JSS in Kwara State, another revelation was that the Teachers have positive views on the ability of Social Studies Education as a Core Course offered at JSS in Nigeria to address Democratic Values.

In the light of the findings, the present study concentrated on assessing the efficacy of Social Studies Education Curriculum in promoting democratic values and political participation among JSS Students. The present study have relevance with the former one, in the area of addressing democratic values through Social Studies Curriculum, while it differs with the former one because it assess the Teacher's perception while the present study assess the Students perception.

Member (2015), in a related study conducted on "Political Participation and Voting Behavior in Nigeria: A study of the 2015 General Elections in Benue State" The Study adopted survey designed method. The study therefore, empirically studies the level of political participation and voting behavior of Nigerian citizens in the 2015 General Elections in Benue State. Among the aims of the study is to investigate the role played by the Independent National Electoral Commission, (INEC), in the mobilization of citizens for the General elections, the factors that induced citizens' participation as well as the level of conformity of the political behavior of the electorate with electoral guidelines. The study also seeks to assess the extent to which participation and voting behavior contributed to the credibility and success of the polls. The study concluded that effective political participation and the voting behavior of citizens tantamount the effectiveness of

the political process and it is thus the study revealed amongst other things that for political stability to be maintained, the electoral process must be accommodating, and allow for expression of the electoral freedom of the people as well as giving cognizance to the socio-economic wellbeing of the people.

In the light of the above findings, the current study concentrated on Assessment of efficacy of Social Study Curriculum in promoting democratic values and political participation among JSS students in Kaduna State –Nigeria. The current study has relevance with former one in the sense that, both the studies have political participation as variables, while it differ from the previous study in the area of target population and the location. The current study asses the efficacy of Social Studies Curriculum in promoting democratic values and political participation among JSS students while the former study investigate the role of Independent National Electoral commission (INEC) in the mobilization of citizen for 2015 general election.

Daniel (2015), conducted a study on “Political Participation and Democratic Culture in Nigeria: A Case Study of Nigeria” The theoretical framework employed for the research were behavioral approach which focuses attention on the study of individual political behavior, primary and secondary sources of data which include personal behaviors, text books, newspaper and journals ware adopted as mean of gathering data. This is because the political culture of a state to a large extent determines the political participation cum democratic culture of Nigerian state. The research revealed that ethnic sentiment in our political process stood as Nigerian political culture and which hinders political development. As a result, ethnic consciousness should be shunned to enable us cast our vote to credible politicians that will foster political and socio-economic development in our nation.

The current study concentrated on Assessment of efficacy of Social Study Curriculum in promoting democratic values and political participation among JSS students in Kaduna State –Nigeria. The current study has relevance with former one in the following; both the two studies have political participation and democratic culture as variables. It differs from the former study in the area of case study. The current study asses the efficacy of Social Studies Curriculum in promoting democratic values and political participation among JSS students while the former study investigate the level of political participation and Democratic culture of the Nigerians citizen.

One crucial exercise, none of the studies reviewed has undertaken to explain how Social Studies Education Curriculum can efficiently promote democratic values and Political participation among JSS Students. The Current study was intended to fill up this crucial information gaps by assessing the efficacy of JSS Social Studies Education Curriculum as a useful tool in promoting Democratic values and Political Participation at JSS level of Education in Kaduna State. Essentially, the study explored such variables as Social Studies Curriculum, Democratic values and Political Participation which are worthwhile in seeking solutions to Nigeria as democratic nation.

Summary

This chapter has generally reviewed a number of relevant sources of knowledge and information which was derived from the works and studies of Educationists and political scientists in the Western World, Africa and Nigeria in particular. In this chapter, a number of empirical works and studies which bear relevance on the current study have also been cited. A number of empirical studies in Social Studies from the Nigerian situation and circumstances have also been reflected in this review. This chapter has also described some factors that can influence Social Studies Curriculum implementation. Which include: the Teacher, learners, resource materials, interest groups, School

environment, culture, ideology, and instructional supervision. The concept, nature and scope of Social Studies have also been examined. The concept Social Studies denotes the idea and the general notion underlying the course. Social Studies is a Subject that helps individuals to be useful to the society and to appreciate current cultural practices in order to be acceptable by the immediate and larger society. The chapter concludes with an overview of the concept of Democratic values, political participation which can be developed through effective teaching of Social Studies. A Social Studies Curriculum revisit will go a long way in Training and equipping Teachers of Social Studies and learners to develop sense of democratic values and political participation. Indeed, it is the investigation of the Nigerian Social Studies Education Curriculum that created the basis for the need for a closure of the gaps in knowledge which this study is intended to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This study aimed at assessing the Junior Secondary Schools Social Studies Curriculum for Democratic values and political participation for effective citizenship development in Kaduna State. This chapter deals with research methodology. The chapter was presented under the following sub-headings viz:

- Research Design;
- Population of the study;
- Sampling and Sampling Techniques;
- Instrumentation;
- Validity of Research Instrument;
- Reliability of the Instrument;
- Data Collection Procedure; and
- Statistical Analysis Procedure

3.2. Research Design

The research design employed for this study was descriptive survey method. It will enable the researcher to administer the instrument to a larger group of respondent at the same time. It is also the most appropriate for this study due to the large number of respondents used for this research work.

3.3. Population of the study

The population of this study covered all the JSS II and JSS III Students in Giwa Educational zone of Kaduna State, which consist of Giwa, Kudan and Sabon Gari Local Government Areas. The study covered only public Schools because they have qualified Teachers and has enough instructional materials. There were twenty six (26) Schools which had the population of 5596 male Students and 4399 female Students bringing it to

the total population of 9995 JSS Students. The population of the study is represented on the Table1

Table 1 Population of JSSII and III Students in Giwa Educational Zone

S/N	Name of Schools	JSSII Students		JSSIII Students		Total
		M	F	M	F	
1	GGSS Dr. Shehe L.(Jnr)	-	115		105	210
2	GSS Giwa (Jnr)	120	100	90	80	390
3	GSS Gangara (Jnr)	120	100	105	75	400
4	GSS Yakawada (Jnr)	108	46	62	70	286
5	GSS Fatika (Jnr)	150	80	90	65	385
6	GSS Jama'a (Jnr)	105	55	108	98	366
7	GSS Sakadadi (Jnr)	82	59	70	45	256
8	GSS Doka(Jnr)	170	110	121	59	460
9	GSS K/wali (Jnr)	110	65	100	40	315
10	GSS Kaya (Jnr)	150	100	95	75	410
11	GJSS M/Guga	160	65	95	65	385
12	GJSS Shika	150	80	110	75	415
13	GGJSS Samaru	-	400	-	300	700
14	GJSS Kwangila	155	100	110	95	460
15	GJSS Kudan	240	180	200	110	730
16	GJSS Hunkuyi	204	120	200	112	636
17	GJSS Basawa	250	115	123	90	578
18	GJSS Taba Sani	100	40	70	45	255
19	GJSS Bomo	300	160	200	105	765
20	GJSS D/Mahawayi	100	52	70	69	291
21	GJSS Kidandan	102	60	72	48	282
22	GJSS Galadimawa	60	40	43	30	173
23	GJSS Iyatawa	85	45	70	35	235
24	GJSS Wazata	88	42	46	24	200
25	GJSS Yan sarki	90	40	80	32	242
26	GJSS Kakangi	60	45	50	28	183
	Sub-Total	3229	2414	2367	1985	
	Grand Total	5643		4352		9995

Source: Kaduna State Ministry of Education, Zonal Division Giwa (2016)

3.4. Sample and Sampling Techniques

The sample was selected through random sampling techniques from which nine (9) Junior Secondary Schools were selected from the zone. A proportionate random sampling technique was used in selecting one hundred and ninety eight (198) JSSII as

well as two hundred and seventeen (217) JSSIII Students out of the nine (9) Junior Secondary Schools. Total sampled students that were used for the study was four hundred and fifteen (415) students from the nine thousand nine hundred and ninety five (9995) Students. The selection was based on criteria of Research Advisors (2006) for determining sample size for research activities. The sample size is represented in the Table 2.

Table: 2 Distribution of Students sample according to Schools

S/N	Name of Schools	JSSII Students		JSS III Students		Total
		M	F	M	F	
1	GJSS Kudan	11	11	13	12	47
2	GJSS Hunkuyi	11	11	12	12	46
3	GJSS M/Guga	11	11	12	12	46
4	GJSS Shika	11	11	12	12	46
5	GGJSS Samaru	11	11	12	12	46
6	GJSS Bomo	11	11	12	12	46
7	GSS Doka (Jnr)	11	11	12	12	46
8	GJSS Yan sarki	11	11	12	12	46
9	GSS Jama'a (Jnr)	11	11	12	12	46
	Sub-Total	99	99	109	108	
	Grand Total		198		217	415

3.5. Instrumentation

Questionnaire was used as the research instrument otherwise known as “close ended” questionnaire, in which alternative responses were provided for the respondents. The questionnaire was structured in a short straight forward and precise manner in order to facilitate prompt responses. The questionnaires titled: Social Studies Curriculum for democratic values and political participation questionnaire (SOSCDVPPQ) was designed for Students. It was use to sought the opinion of students on the extent to which the content of Social Studies Curriculum had the elements of promoting democratic values

and political participation among Students. The questionnaire was divided into two major parts as follows:

(a) Biographical information of respondents

(b) Question items that were opinion –seeking on the research questions.

The questionnaire was designed in accordance with the modified four (4) point likert scale weighted: SA (4), A (3) D (2) and SD (1).

3.5.1. Validation of Research Instrument

In order to ascertain the extent to which the instruments used clearly measured what the researcher intended to measure, the questionnaire items were adequately studied, modified and corrected by the supervisors, language expert and statistician. Where by the final face and content validation of the questionnaire items was obtained. The first draft contained forty (40) items, which were later modified to thirty (30) items after merging some and weeded out some. Ten (10) items were removed. A more refined set of questionnaire was personally administered during the pilot study.

3.5.2. Reliability of Research Instruments

Pilot study was carried out in two Juniors Secondary Schools in the Kaduna State that is, GGJS School Gyallesu and GGJS School Magayija in Zaria local Government area, Kaduna State. The drafted questionnaire was administered to twenty five (25) JSS II Students and twenty five (25) JSS III Students. The drafted questionnaire was personally administered by researcher so as to identify if there were any difficulty in respondents understanding of the items. Upon receiving of the completed questionnaires, Crombach alpha method was employed to establish the reliability of the instrument. A reliability of 0.801 was obtained and as such the instrument was considered appropriate for the research. This is in line with the view of Olayiwola (2007) who stated that a reliable test will have a high reliability coefficient close to positive one (1).

3.6. Data Collection Procedure

A Letter of authority was collected from the Department of Arts and Social Sciences Education, Faculty of Education, A.B.U Zaria, after serving the Letter to the Director, Kaduna State Ministry of Education Zonal Office Giwa, an introduction Letter was issued out which serve as permission to have access to the relevant information from the Schools concern. The questionnaire for JSS Students was personally administered with the assistance of Principal, Teachers and Class representatives. The face-to-face method of administration of the questionnaires facilitates the completion and subsequent retrieval of the questionnaires. The meeting point with respondents take place at the Schools. A day was spent in each School to ensure that the questionnaire was properly distributed.

3.7. Statistical Analysis Procedure

The data and information gathered was analyzed using simple descriptive statistics for easy presentation and interpretation. In addition, analyses of data presented on each table were interpreted for better understanding. The hypotheses were tested using the independent t-test. Likewise the responses were coded and recorded on the computer coding sheets. The data were analysed with the use of Statistical Package for The Social Sciences (SPSS). The $P \leq 0.05$ level of significance was used as a basis for retaining or rejecting the hypotheses formulated for the study. In addition, t-test was used due to the following reasons: for the fact that each of the category of responded has 2 levels.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the data collected and analysed based on the sampled participants. The researcher distributed 415 questionnaires and 403 were duly completed and returned. Thus, the interpretation and analysis of the result were based on 403 questionnaires. The result of the analysis was presented under the following sub-headings:

4.2 Demographic Data

This section presented the number and percentage of male and female students that participated in the study.

4.2.1 Distribution of Sample based on students Gender

This section presented the number and percent of male and female students that participated in the study.

Table 3 Sample frequency based on students' Gender

Sex	N	Percent
Male	202	50.1
Female	201	49.9
Total	403	100

From Table 3, it could be depicted that there were 202 (50.1%) male and 201 (49.9%) female students whose data was used for the final analysis. Thus, the ration of male to female involved in this study is virtually same. Indicating that, gender discrimination did not play much role in terms of students' enrolment in the area of study.

4.2.2 Distribution of Sample by Location frequency

This section presents the number and percent of urban and rural students who participated in the study.

Table 4 Sample frequency based on students' Location

Location	N	Percent
Urban	181	44.9
Rural	222	55.1
Total	403	100

From Table 4, it could be deduced that there were 181 (44.9%) urban and 222 (55.1%) rural students whose data was used for the final analysis. That is, there were more rural than urban students who participated in the study for the reason that majority of the school were located at rural area.

4.2.3 Distribution of Sample by Students' Level

This section presented the number and percent of JSS II and JSS III Students who participated in the study.

Table 5 Sample of frequency based on Students' Level

level	N	Percent
JSS III	199	49.4
JSS II	204	50.6
Total	403	100

From Table 5, it could be explained that there were 199 (49.4%) JSS III and 204 (50.6%) JSS II students whose data were used for the final analyses. That is, there was more JSS II than JSS III students who participated in the study.

4.3 Answering the Research Questions

The research questions that were stated for this study were answered in this section. Each of the research questions was treated independently according to the variables of concern. The descriptive statistics of means and standard deviations were used to answer the research questions.

RQ.1: What is the perception of JSSII and JSSIII Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State? To answer this research question, mean and

standard deviations and mean difference were used. The result of the computation was shown in Table 6.

Table 6 Mean and standard deviation of JSS III and JSS II students

level	N	Mean	SD	Std. Error Mean	Mean Difference
JSS III	199	96.32	10.22	.91	
JSS II	204	93.15	11.24	.93	3.17
Total	403				

From Table 6, result indicated that there was a difference in the mean perception scores of JSS III (M=96.32, SD=10.22) and that of JSS II (M=94.15, SD=11.24) students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation. The mean difference was 3.18 in favor of the JSSIII students. That is, there was a difference in the mean perception scores of JSSIII and JSSII students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State. This concurred with the submission of Mike (2011), that Social Studies have the aim of promoting civic competence of the citizens. Supporting this view, Ezegbe, Eskay, Anyanwu and Abiogu (2014) stated that, the study of social studies education enables the citizens to internalize the fundamental human rights, democratic values, participation in political activities and respect same towards a better society.

RQ.2: What is the perception of male and female JSS Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State? To answer this research question, mean and standard deviations and mean difference were used. The result of the computation was shown in Table 7.

Table 7 Mean and standard deviation of male and female students

Sex	N	Mean	SD	Std. Error Mean	Mean Difference
Male	202	94.74	11.23	.86	
Female	201	91.22	12.15	.92	3.52
Total	403				

From Table 7, result indicated that there was a difference in the mean perception scores of male (M=94.74, SD=11.23) and that of female (M=91.22, SD=12.15) students

on the efficacy of Social Studies Curriculum in promoting democratic values and political participation. The mean difference was 3.52 in favor of the male students. That is, there was a difference in the mean perception scores of male and female students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State. This agreed with the view of Falade (2014), findings revealed that 57% of the participants were not actively involved in political activities. Also, there was effect of gender on political participation. 30% and 13% of males and females respectively were highly involved in political activities. Also, 38% and 12% of males and females respectively were regularly involved in voting exercise. More so, Olorunmaiye (2009) study revealed that, the patriarchal system and male domination of the society, which relegates women to subordinate role, has created women's inferiority complex and alienated them from the mainstream politics in Nigeria.

RQ.3: Do Urban and Rural JSS Students differ in their perception on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State? To answer this research question, mean and standard deviations and mean difference were used. The result of the computation was shown in Table 8.

Table 8 Means and standard deviation of urban and rural students

Location	N	Mean	SD	Std. Error Mean	Mean Difference
Urban	181	89.01	11.46	1.16	
Rural	222	92.60	12.13	.81	-3.59
Total	403				

From Table 8, result indicated that there was a difference in the mean perception scores of urban (M=89.01, SD=11.46) and that of rural (M=92.60, SD=12.13) students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation. The mean difference was -3.59 in favor of the rural students. That is, there was a difference in the mean perception scores of rural and urban students on the efficacy of Social Studies Curriculum in promoting democratic values and political

participation in Kaduna State. This concurred with the statement of Sandaht (2015) that, Social Studies is a wide and pluralistic term but it focuses on topics related to democracy, citizenship, human rights, socialization, marginalization and societal changes and challenges. Social Studies education helps individuals to acquire the knowledge on democracy, political system of their society, it also offer them with the political or democratic values and ideology that will help them to participate fully in the political process of their society.

4.4. Testing the Null Hypotheses

Based on the research questions, the following null hypotheses were tested at $p \leq 0.05$. Each of the null hypotheses was tested using an inferential statistic dependent on the variables that were involved.

Null Hypothesis One: There is no significant difference between the mean opinion scores of JSSII and JSSIII Students on the efficacy of Social Studies Curriculum in the development of democratic values and political participation in Kaduna State.

To test this null hypothesis, an independent sample t-test was used. The result of the computation was shown in Table 9.

Table 9 Independent t-test statistic of JSS III and JSS II students

level	N	Mean	SD	Mean Diff.	t	Df	P	Std. Error Diff.	95% CI of the Diff.	
									Lower	Upper
JSS III	199	96.32	10.22		2.357	401	0.019	1.35	0.526	5.835
JSS II	204	93.15	11.24	3.17						
Total	403									

From Table 9, result indicated that there was a significant difference in the mean perception scores of JSSIII (M=96.32, SD=10.22) and that of JSSII (M=93.15, SD=11.24) students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation. The mean difference was 3.17 in favour of

the JSS III students. This was supported by $t(401)=2.357$, $p=.019<.05$. Therefore, the null hypothesis which stated no significant difference was rejected. That is, there was a difference in the mean perception scores of JSSIII and JSSII students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State.

Null Hypothesis Two: There is no significant difference between the mean opinion scores of male and female Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State.

To test this null hypothesis, an independent sample t-test was used. The result of the computation was shown in Table 10.

Table 10 Independent t-test statistic of male and female students

Sex	N	Mean	SD	t	Df	P	Mean Diff.	Std. Error Diff.	95% CI of the Difference	
									Lower	Upper
Male	202	94.74	11.23	1.958	401	0.051	3.52	1.35	-0.012	5.306
Female	201	91.22	12.15							
Total	403									

From Table 10, result indicated that there was a significant difference in the mean perception scores of male ($M=94.74$, $SD=11.23$) and that of female ($M=91.22$, $SD=12.15$) students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation. The mean difference was 3.52 in favour of the male students. This was supported by $t(401)=1.958$, $p=.05=.05$. Therefore, the null hypothesis which stated no significant difference was rejected. That is, there was a significant difference in the mean perception scores of male and female students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State.

Null Hypothesis Three: There is no significant difference between the mean opinions scores of Urban and Rural Students on the efficacy of Social Studies Curriculum in improvement of democratic values and political participation in Kaduna State.

To test this null hypothesis, an independent sample t-test was used. The result of the computation was shown in Table 11.

Table 11 Independent t-test statistic of urban and rural students

Location	N	Mean	SD	Mean Diff.	t	Df	P	Std. Error Diff.	95% CI of the Difference	
									lower	Upper
Urban	181	89.01	11.46	-3.59	-2.472	317	0.014	1.45	-6.445	-0.733
Rural	222	92.60	12.13							
Total	403									

From Table 11, result indicated that there was a significant difference in the mean perception scores of urban (M=89.01, SD=11.46) and that of rural (M=92.60, SD=12.13) students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation. The mean difference was -3.59 in favour of the rural students. This was supported by $t(401) = -2.472$, $p = .014 < .05$. Therefore, the null hypothesis which stated no significant difference was rejected. That is, there was a significant difference in the mean perception scores of rural and urban students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State.

4.5. Summary of Major Findings

The aim of the study was to assess the efficacy of Social Studies Education Curriculum used at Junior Secondary School in Kaduna state. The following were the major findings of the study: -

- There was significant difference between the mean opinion scores of JSSIII and JSSII Students on the efficacy of Social Studies Curriculum in the development of

democratic values and political participation in Kaduna State ($t(401)=2.357$, $p=.019<.05$).

- There was significant difference between the mean opinion scores of male and female Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State ($t(401)=1.958$, $p=.05=.05$).
- Significant difference was found between the mean opinions scores of Urban and Rural Students on the efficacy of Social Studies Curriculum in improvement of democratic values and political participation in Kaduna State ($t(401)= -2.472$, $p=.014<.05$).

4.6. Discussion of Major findings

The purpose of this research was to assess the efficacy of Social Studies curriculum in promoting democratic values and political participation among junior secondary school students in Kaduna state, Nigeria. The findings of the study are as follows:

Hypothesis one revealed significant difference between the mean opinion scores of JSSIII and JSSII Students on efficacy of Social Studies education curriculum in development of democratic values and political participation in Kaduna state, Nigeria and the mean difference was 3.18 in favour of the JSS III students ($t(401)=2.357$, $p=.019<.05$). Therefore the null hypothesis was rejected. This implied that the Social Studies Education Curriculum irrespective of students' level of study, the learning experiences and contents of Social Studies education curriculum reflects themes or sub-themes that help in developing democratic values as well as enhance political participation among learners. These findings concurred with the submission of Mike (2011) that Social Studies have the aim of promoting civic competence of the citizens.

Supporting this view Mbaba and Omabe (2012) opine that, Social Studies is a vehicle through which desired cultural norms and democratic values of the society are being inculcated to its young ones. Hence, Social Studies as an agent of citizenship training could help impact on the youth democratic values like one man one vote, non-violation of election rules, recognizing opposition, voting rationally, defending the nation, participating in election and above all respect to the rule of law and constituted authorities. These when practiced could lead to national development. More still, Social Studies education enhances citizens' knowledge of their fundamental Human Rights and the need to respect the rights of others.

More so, Ezegebe, Eskay, Anyanwu and Abiogu (2014) stated that, the study of Social Studies education enables the citizens to internalize the fundamental human rights, democratic values, participation in political activities and respect same towards a better society. The knowledge of rights, duties and obligations among the students (citizens) may help in producing functional and informed citizens that may contribute to national development.

Null hypothesis two showed significant difference between the mean opinion scores of male and female Students on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State ($t(401)=1.958$, $p=.05=.05$) and the mean difference was 2.65 in favour of the male students. Therefore, the null hypothesis was rejected. This implies that, male students in secondary schools of Kaduna state develop more interest in politics or political activities than the female students. This agreed with the findings of Adelabu and Akinsolu (2009) which revealed that, the students are politically influenced in the university system. However, more old than new are influenced. In the same to the male students are more politically socialised than female. It was also found that the main agents of students' political education are the

curriculum, the students union and the lecturers. Similarly, Falade (2014) findings revealed that 57% of the participants were not actively involved in political activities. Also, there was effect of gender on political participation. 30% and 13% of males and females respectively were highly involved in political activities. Also, 38% and 12% of males and females respectively were regularly involved in voting exercise. More so, Olorunmaiye (2009) study revealed that, the patriarchal system and male domination of the society, which relegates women to subordinate role, has created women's inferiority complex and alienated them from the mainstream politics in Nigeria. The Nigerian political culture of thuggery and gangsterism has made the political terrain too dangerous for most women to venture into mainstream politics. Besides, the stigmatization of women politicians by fellow women discourages the political participation of the women, while religious beliefs and institutional arrangements that restrict women to family responsibilities in the country coupled with lack of decisive affirmative action to encourage female's political participation, have created a legacy that limit women's political participation.

Null hypothesis three revealed significant difference was found between the mean opinions scores of Urban and Rural Students on the efficacy of Social Studies Curriculum in improvement of democratic values and political participation in Kaduna State, the mean difference was -3.59 in favour of the rural students and $t(401) = -2.472$, $p = .014 < .05$. Therefore, the null hypothesis which stated no significant difference was rejected. This implied that, even in the rural areas, Social Studies education is a vital curriculum instrument for development in students democratic values and as well viable tool for enhancing political participation among rural students for effective democratic development in Kaduna state. This concurred with the statement of Sandaht (2015) that, Social Studies is a wide and pluralistic term but it focuses on topics related to democracy,

citizenship, human rights, socialization, marginalization and societal changes and challenges. Social Studies education helps individuals to acquire the knowledge on democracy, political system of their society, it also offer them with the political or democratic values and ideology that will help them to participate fully in the political process of their society. Also, Garba (2015) maintained that, social studies education is saddle with the responsibility of inculcating political socialization, appropriate forms of political behaviour in the citizens and ensure corruption free nation through creation of political awareness among students in Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter provided summary, conclusion and offer recommendations based on the outcomes of the study as well as provided suggestions for further study on the topic.

5.2. Summary

The study titled “efficacy of Social Studies Education Curriculum in promoting democratic values and political participation among Junior Secondary Schools in Kaduna State-Nigeria” The study was presented in five main chapters, which this section intends to summarize the all chapters. Chapter one gave the general background of the study and clearly stated the problem behind the study. The statements of specific objectives were stated which include: to examine the perception of JSSII and JSSIII students on the efficacy of Social Studies education Curriculum in promoting democratic values and political participation in Kaduna State, as well as male and female; Urban and Rural JSS students on the efficacy of social studies education Curriculum in promoting democratic values and political participation in Kaduna State. Moreover, three research questions were stated to be answered as well as three corresponding research hypotheses to be tested. The significance was also discussed in the chapter. The study was delimited to some selected JSSII and JSSIII Student in Giwa Education Zone of Kaduna state-Nigeria. Chapter two presents the detailed literature reviews and the theoretical framework related to the study. The concept of Social Studies, its objectives, nature and scope of Social Studies education programme in Nigeria were discussed. The conceptual frameworks of Social Studies Curriculum and Models of Social Studies Curriculum were discussed. In addition, the concept of Democracy, Democratic values and political participation were also highlighted. Nevertheless, the chapter also highlighted some related empirical

studies that have direct or similar bearing with the current study by stressing their similarities and differences with the current study. Chapter three discussed the study's methodologies adopted. The descriptive survey method was adopted for the study. Simple random sampling technique was used in determining the sample size of the study with the help of the Research Advisors table (2006). Based on the above, the study sampled 415 JSSII and III students. The instrument used for data collection was self structured questionnaire which was divided into a bio data section containing three variables and another section containing thirty (30) structured questions along with the three research objectives, research questions and research hypotheses. Chapter four presented and discussed the results of the study for data analysis. The first part presented the analysis of the bio data variables; the second section answers the research questions by using item frequencies, mean and standard deviations was used, which revealed the following:

- i. There was significant difference between the mean perception score of male and female students on the efficacy of Social Studies education Curriculum in promoting democratic values and political participation in Kaduna state.
- ii. There was significant difference between the mean perception score of Urban and Rural students on the efficacy of Social Studies education Curriculum in promoting democratic values and political participation in Kaduna state.
- iii. There was significant difference between the mean perception score of JSSIII and JSSII Students on the efficacy of Social Studies education Curriculum in promoting democratic values and political participation in Kaduna state.

5.3. Conclusions

The main objective of this study was assessment of efficacy of Social Studies education Curriculum in promoting democratic values and political participation among Junior Secondary School Students in Kaduna state. Based on the above findings, the study concluded that the Social Studies education Curriculum helps in promoting democratic values and as well enhance political participation irrespective of gender, location and level of study among JSS students in Kaduna state.

5.4. Contribution to Knowledge

Based on the findings from the study, the following are contributions to knowledge:

- i. Social Studies education Curriculum content promotes democratic values and political participation among JSS III more than JSSII Students because at JSS III there were social values in their Curriculum in Kaduna state.
- ii. Social Studies education Curriculum content promotes democratic values and as well develops political participation among Male JSS Students than Female JSS Students in Kaduna state.
- iii. Social Studies education Curriculum content promotes democratic values and as well develops political participation among Rural JSS Students more than Urban JSS Students in Kaduna state.

5.5. Recommendations

Based on the findings, the following recommendations are hereby put forward:

- i. Social Studies Education Curriculum content of JSS II should be given more emphasis on Issues of democratic values and political participation in order to boost students' morale on politics.

- ii. Social Studies Teachers should give special consideration to female JSS Students on how to participate in political activities in their respective communities as their male counterpart participate.
- iii. Social Studies Teachers should be encouraged to use various methods and strategies to teach citizenship and political contents of the curriculum at both rural and urban areas. This will help in promoting JSS Students from both rural and urban areas to participate actively in politics and can help in promoting positive democratic values in them.

5.6. Suggestions for further studies.

- i. The research of same kind can be conducted in other state of the nation so that, the Teachers perception could be assess.
- ii. Research on Teachers and Students opinion on the role of social studies education curriculum in promoting democratic values among NCE Students in Kaduna state-Nigeria.
- iii. Efficacy of Social Studies Education Curriculum in improving political participation among Undergraduate Students of Nigerian Universities.

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APPENDIXES
APPENDIX I
SOCIAL STUDIES CURRICULUM FOR DEMOCRATIC VALUES AND
POLITICAL PARTICIPATION QUESTIONNAIRE (SOSCDVPPQ)

Department of Arts and
Social Science Education
Faculty of Education
Ahmadu Bello University,
Zaria.
Date:.....

Dear Respondent,

The researcher is a M.Ed Student of the above named Institution Carrying out a research work on the “Efficacy of Social Studies Curriculum in promoting democratic values and political participation among JSS Students in Kaduna State, Nigeria”.

The Purpose of this study is to help in assessing the Junior Secondary School Social Studies Curriculum in order to make improvement.

The questionnaire items are designed to elicit the right type of response based on your own objective opinion. The reliability of the study depends on your Sincerity and solemn judgment.

You are therefore kindly requested to honestly provide the required information to the best of your ability.

Thank you.

SIGNED
Tajudeen AHMAD
P14EDAS8079

Section A: Bio-data

Please tick (), supply or indicates as appropriately.

1. Gender (i) Male () (ii)Female ()
2. School Location: (i) Urban () (ii)Rural ()
3. Class (i)JSSII () (ii)JSSIII ()

Section B: Students views on the efficacy of Social Studies Curriculum in promoting democratic values and political participation in Kaduna State.

Please read the Statement in section B carefully and show your reaction to each Statement by ticking () under one of the responses provided in right hand using the following four point scale namely: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)

S/N	Statement	SA	A	D	SD
1	Social Studies Education Curriculum equips Students with knowledge of the essential rudiments of democracy.				
2	Social Studies Education Curriculum equips Students with knowledge of political participation.				
3	Social Studies Education Curriculum content preaches against money politics and God fatherism that stain Nigerian’s politics.				
4	Social Studies Education Curriculum objective foster cooperation and tolerance among citizens				
5	Social Studies Education Curriculum is aimed at promotion of knowledge and application in the process of solving problems in the society				
6	Social Studies Education Curriculum content has the power in developing social attitude and values of cooperation, participation and interdependence.				
7	Social Studies Education Curriculum’s objectives seek to develop a spirit of national consciousness and patriotism in participating at local, national and world heritage				
8	Social Studies Education Curriculum was designed in such a way that will encourages democratic values				
9	Social Studies Education Curriculum was aimed in encapsulating democratic values in the Students.				
10	Social Studies Education Curriculum content concerned with directed search for solution to human problems.				
11	Social Studies Education Curriculum objective instruct Students in finding solution to their political problems.				
12	Social Studies Education Curriculum content helps Students in				

	acquiring desirable attitudes towards participation in politics.				
13	Social Studies Education Curriculum content foster cooperation and tolerance among Students.				
14	Social Studies Education Curriculum objective encourages Students to develop a commitment to social responsibility, justice, and action.				
15	Social Studies Education Curriculum content helps Students to acquire group interaction and group participation skill.				
16	Social Studies Education Curriculum does not equip Students with knowledge of the essential rudiments of democracy.				
17	Social Studies Education Curriculum does not equip Students with knowledge of political participation.				
18	Social Studies Education Curriculum content does not reaches against money politics and God-fatherism that stain Nigerian's politics.				
19	Social Studies Education Curriculum objective does not foster cooperation and tolerance among citizens				
20	Social Studies Education Curriculum do not aimed at promotion of knowledge and application in the process of solving problems in the society.				
21	Social Studies Education Curriculum content do not have the power in developing social attitude and values of cooperation , participation and interdependence				
22	Social Studies Education Curriculum's objective does not seek to develop a spirit of national consciousness and patriotism in participating at local, national and world heritage.				
23	Social Studies Education Curriculum content do not designed in such a way that will encourages democratic values.				
24	Social Studies Education Curriculum does not aimed in encapsulating democratic values in the Students.				
25	Social Studies Education Curriculum content does not concerned with directed search for solution to human problems.				
26	Social Studies Education Curriculum objective do not instruct Students in finding solution to their political problems.				
27	Social Studies Education Curriculum content does not helps Students in acquiring desirable attitudes towards participation in politics.				
28	Social Studies Education Curriculum content does not foster cooperation and tolerance among Students.				
29	Social Studies Education Curriculum objective does not encourages Students to develop a commitment to social responsibility, justice, and action.				
30	Social Studies Education Curriculum content do not helps Students to acquire group interaction and group participation skill.				

APPENDIX II
REEACH ADVISOR TABLE FOR DETERMINING SAMPLE FROM A GIVEN
POPULATION

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

† Copyright, The Research Advisors (2006). All rights reserved.

APENDIX III

Letter of authority from the Department of Arts and Social Sciences, Faculty of Education, ABU Zaria



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

Our Ref: DASSE/S.1

Date: 30th - 08 - 2016

SHAI THE DIRECTOR
REGIONAL EDUCATION OFFICE
GITWA

Dear Sir,

STUDENTS' FILED RESEARCH

The Department of Arts and Social Science Education, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

TOPIC OF RESEARCH:

Assessment of Efficiency of Social Studies
Curriculum to promote Democratic Values
and political participation of students in
Kaduna state, Nigeria.

Thank you for your continued cooperation.

Yours sincerely,

AAAM 25/7/2016
Research Adviser



APPENDIX IV

**Letters of introduction from Kaduna State Ministry of Education Zonal Office
Giwa.**

**KADUNA STATE MINISTRY OF EDUCATION
ZONAL OFFICE GIWA**

P.M.B 103, GIWA

Our Ref: _____

Your Ref: _____



Date: _____
1st September, 2016

The Principal,

RE: INTRODUCTION LETTER TO ACCESS RESEARCH INFORMATION

The bearer, **Tajudeen Ahmad** with Registration number **P14EDAS8079** is a Students of Department of Arts and Social Science Education, Ahmadu Bello University Zaria. He is currently carrying out his research work on the Topic: **Assessment of Efficacy of Social Studies Curriculum in Promoting Democratic Values and Political Participation Among JSS Students in Kaduna State, Nigeria**, in some selected Junior Secondary Schools in Giwa Division.

Hence, you are kindly requested to accept and help him to succeed please.

Handwritten signature of Aliyu Hussaini Fatika in blue ink.

Aliyu Hussaini Fatika
HOD/PPS
FOR: Director

APPENDIX V

Reliability Testing

RELIABILITY

```
/VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 rq16 rq17 rq18  
rq19 rq20 rq21 rq22 rq23 rq24 rq25 rq26 rq27 rq28 rq29 rq30  
/SCALE('Tajudeen Reliability Test') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE SCALE CORR  
/SUMMARY=TOTAL CORR.
```

Reliability

[DataSet1] C:\Users\umar\Documents\Tajudeen Pilot.sav

Scale: Tajudeen Reliability Test

Case Processing Summary			
		N	%
Cases	Valid	41	82.0
	Excluded ^a	9	18.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics			
Cronbach's Alpha Based on Cronbach's Standardized			
Alpha	Items	N of Items	
.801	.804	30	

APPENDIX VI

T-TEST GROUPS=sex(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=tefficacy
 /CRITERIA=CI(.95).

T-Test

Social Studies efficacy t-test

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
total efficacy	1 male	202	94.7411	11.23385	.86447
	2 female	201	91.2211	12.15284	.92811

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Differer ce	Std. Error Differer ce	95% Confidence Interval of the Difference Lower Upper	
total efficacy	Equal variances assumed	1.035	.310	1.958	401	.051	3.52672	1.35142	-.01216	5.30560
	Equal variances not assumed			1.935	282.083	.054	2.64672	1.36784	-.04574	5.33918

APPENDIX VII

STATISTICAL ANALYSIS OUTPUT

T-TEST GROUPS=location(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=tefficacy
 /CRITERIA=CI(.95).

T-Test

Social Studies Efficacy t-test

Group Statistics				
location	N	Mean	Std. Deviation	Std. Error Mean
total efficacy 1 urban	181	89.0103	11.45507	1.16309
2 rural	222	92.5991	12.12516	.81379

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
total efficacy	Equal variances assumed	1.880	.171	2.472	401	.014	3.58879	1.45156	6.44470	-.73288	
	Equal variances not assumed			2.528	17	.012	3.58879	1.41951	6.38855	-.78903	

APPENDIX VIII

T-TEST GROUPS=level(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=tefficacy
 /CRITERIA=CI(.95).

T-Test

Social studies efficacy t-test

Group Statistics					
Level	N	Mean	Std. Deviation	Std. Error	Mean
total efficacy 1 JSS III	199	96.3204	10.22846	.91131	
2 JSS II	204	94.1502	11.24497	.93252	

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differer ce	Std. Error Differer ce	95% Confidence Interval of the Difference Lower Upper	
total efficacy	Equal variances assumed	9.473	.002	2.357	401	.019	3.17015	1.34923	.52557	5.83473
	Equal variances not assumed			2.426	312.322	.016	3.18015	1.31104	.60056	5.75974