IMPACT OF SOCIAL STUDIES EDUCATION ON YOUTH RESTIVENESS AMONG JSS STUDENTS IN KADUNA STATE

BY

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NCE; B Ed. (ABU)

M.ED/EDUC/24967/2012-2013

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

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POST-GRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA, NIGERIA IN PARTIAL FULLFILMENT OF THE REQUIRMENTS FOR THE AWARD OF THE DEGREE OF MASTERS IN SOCIAL STUDIES EDUCATION

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

AUGUST, 2016

DECLARATION

I hereby declare that this dissertation has been written by me and it is a record of my research work. This dissertation has not been presented in any previous publication for a degree. All quotations are indicated and all sources of information acknowledged by references.

_____ _____

Mary Buba LAMIDO Date

CERTIFICATION

This dissertation entitled: "IMPACT OF SOCIAL STUDIES EDUCATION ON YOUTH RESTIVENESS AMONG JSS STUDENTS IN KADUNA STATE" submitted by Mary Buba LAMIDO meets the requirements governing the award of Masters in Social Studies Education of Ahmadu Bello University Zaria and it is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedication to my beloved husband the Right Reverend Dr. A. B. Lamido who stood by me to see that I progress in my academic pursuit. I sincerely appreciate you.

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My profound gratitude first goes to the Almighty God for seeing me through the course of this study. Indeed He has been so faithful. To my supervisor, Prof. M. C. Ubah who was so kind, patient, tolerant and helpful to me, may God Almighty reward all your efforts, because words alone cannot thank you. Also, to my second supervisor, Prof. M. Sadiq who was never tired of going through this research work with all the critique of my work and the input he has made, I say may God bless and reward you bountifully.

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ABSTRACT

The study examined the impact of Social Studies Education on youth restiveness in Kaduna State. The study raised three (3) objectives, three (3) research questions and three (3) hypotheses. Descriptive research design of survey type was used in the study. The population of the study total was 25, 307 students spread across 36 public secondary schools in Zaria Educational Zone. Sample size of the study was 381 respondents. The data for the study was collected though self-generated questionnaires of four modified likert scale. Independent sample t-test, mean, percentages and standard deviation were used to analyse the data. The hypotheses were tested at 0.05 level of significance. The findings of the study revealed that Social Studies Education impacted positively on the students regarding to youth restiveness. The study also, found that: there was no significant difference between the mean opinion score of junior secondary school students based on class level; gender; and location regarding the impact of Social Studies Education on youth restiveness. The study recommends that teaching and learning facilities should be adequately provided in schools so as to motivate and encourage teachers. This will enable effective impartation of Social Studies curriculum contents to the students.

TABLE OF CONTENTS

COVER PAGE……i
TITLE PAGE ……ii
DECLARATION …… iii
CERTIFICATION……iv
DEDICATION ……v
ACKNOWLEDGEMENTS ……vi
ABSTRACT……vii
TABLE OF CONTENTS……viii
LIST OF TABLES……x
LIST OF APPENDICES ……xi
LIST OF ABBREVIATION ……xii
CHAPTER ONE: INTRODUCTION ……1
1.1 Background to the study ……1
1.2 Statement of the problem……4
1.3 Objectives of the study ……4
1.4 Research Questions……5
1.5 Research Hypotheses……5
1.6 Significance of the study ……6
1.7 Scope of the Study……7
CHAPTER TWO: REVIEW OF RELATED LITERATURE ……8
2.1 Introduction ……8
2.2 Theoretical Framework……9
2.3 Concept of Social Studies Education……10
2.3.1 Historical Development of Social Studies Education in Nigeria ……11
2.3.2 Nature of Social Studies Education ……14
2.3.3 Scope of social studies……15
2.3.4 General Aims and Objectives of Social Studies……17
2.3.5 Overview of the Philosophy of JSS Social Studies ……19
2.3.6 Relationship between Social Studies Education and youth Restiveness……20
2.3.7 Nigerian Core Values ……27
2.3.8 Nigerian School System and Value Re-Engineering……31
2.4 Concept of Youth Restiveness……34

2.5 Concept and Emergence of Nigerian Youths 37
2.6 Youths and Examination Malpractice 39
2.7 Youths and Drug Abuse 44
2.8 Review of Related Empirical Studies 51
Summary 56
CHAPTER THREE: RESEARCH METHODOLOGY 58
3.1 Introduction 58
3.2 Research Design 58
3.3 Population of the Study 59
3.4 Sample and Sampling Procedure 59
3.5 Instrumentation 60
3.5.1 Validity of the instrument 61
3.5.2 Reliability of the Instrument 61
3.6 Procedure for Data Collection 61
3.7 Procedure for Data Analysis 62
CHAPTER FOUR: RESULTS AND DISCUSSION 63
4.1 Introduction 63
4.2 Analysis and Presentation of Results 63
4.3 Summary of Major Findings 71
4.4 Discussion of Findings 71
4.5 Contribution of the Study to Knowledge 73
CHAPTER FIVE:SUMMARY, CONCLUSSIONS AND RECOMMENDATIONS 74
5.1 Introduction 74
5.2 Summary 74
5.3 Conclusion 75
5.4 Recommendations 75
5.5 Suggestion for Further Study 76
REFERENCE 77
APPENDICES 83

LIST OF TABLES

TABLE PAGE

Table: 1 Population Distributions of Schools and Students in Zaria 59

Table 2: Population Distribution of Sample Schools, Students and Teachers 60

Table 3: Distribution of respondents by Gender 63

Table 4: Distribution of Respondents by their Geo-Location 64

Table 5: Distribution of Respondents by their Class Level.....64

Table 6: Mean Opinion Score and Standard Deviation of JSS II and JSS III respondents on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State. 65

Table 7: Mean Opinion Score and Standard Deviation of male and female JSS students (respondents) on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State. 66

Table 8: Mean Opinion Score and Standard Deviation of Urban and Rural respondents on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State. 67

Table 9: Analysis of t-test of Mean opinion Score of JSS II and JSS III Respondents .68

Table 10: Analysis of t-test of Mean opinion Score of Male and Female Respondents 69

Table 11: Analysis of t-test of Mean opinion Score of Urban Respondents and that of their Rural counterpart 70

LIST OF APPENDICES

APPENDIX PAGE

I population distribution of schools and students in Zaria educational division.....85

II Impact Social Studies Education onYouth Restiveness Questionnaire.....86

III Research Introductory Letter 90

IV Reliability Statistics.....91

V output of data analysis.....92

VI Research Advisor`s Table of Determining Sample Size.....104

LIST OF ABBREVIATIONS

ACF: Arewa Consultative Forum

AG: Action Group

ANOVA: Analysis of Variance

BAT: British American Tobacco

BED: Bachelor of Education

CESAC: Comparative Education and Adaptation Centre

CVD: Cardio Vascular Disease

JCC: Joint Consultative Committee

JSS: Junior Secondary School

MEND: Movement for the Emancipation of Niger Delta

MOSOP: Movement for the Survival of Ogoni People

MOSSOB: Movement for the Actualization of the Sovereign State of Biafra

NCE: Nigeria Certificate in Education

NCNC: National Council of Nigerian Citizen

NERC: Nigerian Educational Research Council

NERDC: Nigerian Educational Research and Development Council

NGO: Non-Governmental Organization

NPE: National Policy on Education

NPC: Northern Peoples` Congress

NYSC: National Youth Service Corps

OPC: Oodua People`s Congress

PGDE: Post Graduate Diploma in Education

SOSAN: Social Studies Association of Nigeria

TYO: Tiv Youth Organization

UPE: Universal Primary Education

VD: Viral disease

WASU: West African Student Union

WHO: World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

There are many problems and challenges facing mankind in the contemporary world today. One of the greatest among them is the period that separates the childhood from adulthood. Sambo (2009) viewed that, this period has generated a lot of controversies regarding the problems adolescent encounter. Mamman (2005) viewed that, the adolescent period has also been described as a process of achieving the attitudes and beliefs needed for effective participation in society. The unfortunate situation is that it is at this period antisocial behaviour is learnt which latter culminate to youth restiveness.

Youth restiveness has been seen as a combination of actions, conduct or acts that constitute unwholesome socially unacceptable activities engaged by youths (Eche, 2016). Youth restiveness therefore, is any action carry out by youths that is against societal norms and values. Researchers such as Mezieobi, Nwaubani, and Anyanwu, (2012) and Mohammed, (2013) pointed out that youth restiveness manifest in violent demonstrations, looting, stealing and robbery attacks, intra and inter-tribal fighting, destruction and vandalization of public properties; rudeness; hyperactivity; ego centricity; vandalism; drug abuse; acts of violence and lawlessness; hostage taking; oil bunkering; arms insurgence; truancy; drug abuse; examination malpracticeand cultism among others.

Youth restiveness characteristics that are more common among secondary school students in the last decade include: truancy; drug abuse; and examination

malpractice.This situation has undermined effective teaching and learning in the school system (Fareo, 2013; Okwu, 2006). This situation has a concern to the nation.

Truancy is the intentional practice of absconding from school, staying away from classes or organised activities in school. Studies show that truancy among secondary school students has been responsible for their poor academic performance (Anumaka, 2010; Nyame, 2010). Some of the factors adduced to students' truant behaviour in school include: illness; financial hardship; age; social class; geographical area; and institutional influence schools related factors such as teachers attitude; poor administration; and high cost of education (Ubogu, 2004). This trend if left unchecked would possibly undermine socio-economic development of the country.

Drug abuse is the wrong use or inappropriate use of chemical substances that are capable of changing functions of cells in the body (Abul-Raheem, 2013). Drug could be seen as any substance in which when ingested could possibly cause behavior disorder and taking of such is drug abuse. Studies show that students abuse drug to reduce pain, anxiety and tension and are influence by ignorance and misinformation, parental background, urge to commit crimes, peer group, isolation and loneliness (Ajayi, & Ekundayo, 2010; Okwu, 2006). Drug abuse is associated to high health risk and poor academic performance (Ojikutu, 2010).

Examination malpractice is any act that compromises the validity and integrity of examination which could occur before, during or after examination period (Okwu, 2006). This trend is so pronounce that it is regarded among students as a normal act. A study by Alutu, and Aluede, (2006) reveal that students believe that cheating in examination is a common thing; not unethical; and without which it would be difficult for anyone to pass examination. Technological advancement has made this practice move from its simplest form of stretching neck to copy from others to use of internet

through smart phones (Anzene, 2014). This trend is said to have adverse effect on graduate productivity in the labour market and political development of Nigeria (Anzene, 2014; Oseni, 2014).

The above situation is as a result of decay in core societal values. Sambo (2009) view the discipline in schools and institutions of learning as deteriorated and leadership role in moral training of schools appears to have disappeared. Parents to some extent contribute to the lack of discipline and moral growth of their children which has resulted to the increasing youth restiveness in the country.This ugly trend can only be curbed through functional education because it serves as a tool for societal transformation, international connectivity and a vital instrument for social and economic mobility at all levels.

The introduction of Social Studies into the Nigerian educational system was to augments the deficiencies inherent in educational system (Ossai, 2014). It is also, to serve as a solution to emerging societal problems and to bring about national development and integration. The objectives of Social Studies in Nigeria have been stated to meet up with challenges prevalent in the society as follows:

i. To make the students aware of the problems of his country and the world in general and to appreciate interdependence between people;
ii. To create awareness and understanding of the evolving social and physical environment;
iii. To develop in the students a positive attitude to citizenship and a desire to make positive personal contributions to the creation of a united Nigeria;
iv. To develop a capacity to learn and to acquire skills essential to the formation of statutory professional life and pride in one's job and sound judgment; and

v. To develop in the students an appreciation of his cultural heritage and a desire to preserve it (Olure, 2015).

Social Studies is therefore, a subject in the school curriculum that is most suitable for transmitting the core societal values to the young generation. Therefore, this study intends to established impact of Social Studies in minimizing youths restiveness among some junior secondary school in Zaria and Sabon-Gari Local Government Area.

1.2 Statement of the problem

The prevalence of youth restiveness in Nigerian society is on the increase today. Due to the concern on the effect of these social vices on the society, government and non-governmental organization try to tackled the situation through radio jingles and awareness campaign which has not yielded much result. This phenomenon if not redressed will result to a decay in societal values in the country. The present study is set to determine the extent to which students' exposure to Social Studies Education minimizes youth restiveness characteristics such as truancy, drug abuse and examination malpractice in junior secondary school in Kaduna state.

1.3 Objectives of the study

This study focuses on the impact of Social Studies on youth restiveness in Kaduna state. The study has the following specific objectives:

i. To find out the impact of Social Studies Education in minimizing the incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among JSS II and JSS III students in Zaria inspectorate division, Kaduna State.

ii. To find out the impact of Social Studies Education in minimizing the incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) between male and female JSS students in Zaria inspectorate division, Kaduna State.

iii. To find out the impact of Social Studies Education in minimizing the incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) between rural and urban JSS students in Zaria inspectorate division, Kaduna State.

1.4 Research Questions

i. What is the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among JSS II and JSS III students in Zaria inspectorate division, Kaduna State?

ii. What is the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among male and female JSS students in Zaria inspectorate division, Kaduna State?

iii. What is the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among rural and urban JSS students in Zaria inspectorate division, Kaduna State?

1.5 Research Hypotheses

These research hypotheses will be tested to guide the study:

i. There is no significant difference between the mean opinion score of JSS II and JSS III students on the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among rural and urban JSS students in Zaria inspectorate division, Kaduna State.

ii. There is no significant difference between the mean opinion score of male and female JSS students on the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among rural and urban JSS students in Zaria inspectorate division, Kaduna State.

iii. There is no significant difference between the mean opinion score of rural and urban JSS students on the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among rural and urban JSS students in Zaria inspectorate division, Kaduna State.

1.6 Significance of the study

The finding of the present study will have great significance in that it will justify the introduction of Social Studies in to the country. Specifically;

- the finding of this study will establish confidence ofparents on Social Studiesas a tool for correcting societal ills;
- the finding of this study will enable policy makers to see the need for giving adequate support for the teaching and learning of Social Studies and introduction of the subject in senior secondary school curriculum;

- The study will equally help curriculum developers to formulate that will address the peculiarities of the youths;

- the finding of the study will also, create awareness to the students on the objective of Social Studies and the need to learn the course at higher level;

- The teacher can use the finding of the study to enlighten people who do not see the teaching of Social Studies to have any worth.

1.7 Scope of the Study

This study was limited to only government owned schools in Zaria, Zonal Education Office (ZEO), of Kaduna state. Due large population of students, this study will cover only JSS II and JSS III students in the entire zone.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is devoted to review of relevant literature related to the present study and empirical related studies. It therefore focuses on the following sub-topics:

- Conceptual Framework;
- Concept of Social Studies Education;
- Concept of Youth Restiveness;
- Concept and Emergence of Nigerian Youths;
- Theoretical Framework;
- Historical development of social studies education in Nigeria;
- The nature of social studies education;
- Scope of social studies;
- Social studies objectives for post-primary schools;
- General Aims and Objectives of Social Studies;
- An overview of the philosophy for JSS social studies;
- Relationship Between Social Studies Education and Restiveness;
- Nigerian Core Values;
- The Nigerian School System and Values Re-Engineering;
- Poverty in Nigeria;
- Emerging Issues on Poverty on the Nigerian Youths;
- Youths and Examination Malpractices;
- Youths and Sex Education;

- Youths and Drug Abuse and
- Review of Empirical Literature.

2.2 Theoretical Framework

Although there are several theories for explaining facts generated in research endeavours, for purpose of this study, the "Strain Theory of Deviance and the Frustration Theory" were adopted. This became expedient because all the factors that are commonly advanced as an explanation for youth restiveness can be located in the above context due to the fact that they all relate to the bottom line, which is dissatisfaction and unrealized goals.

The "Strain" theory as propounded by Merton (1968) contends that deviant behaviour results not from pathological personalities; rather, it is a consequence of the culture and structure of society itself. He reasoned that because all members of the society are placed in different strata of the social structure, they do not have the same access to the realization of their shared values and goals. The shared values and goals translate into cultural goals which could be material possession, educational attainment, and significant others. Merton further noted that people feel strained when they are incapable of meeting the cultural goals to which they are exposed owing to inaccessibility to the culturally approved and acceptable means of realizing the goals. The tendency therefore is to resort to deviant and unacceptable means.

In the same vein, the "Frustration" theory presupposes that a continuing or unresolved motivational conflict is a source of frustration (Atkinson & Atkinson, 1975). This theory argues that when a person's progress toward a desired goal is blocked, delayed, or otherwise interfered with, he or she encounters frustration. Blocked goal seeking therefore produces confusion, bewilderment, and annoyance.

Frustration, by implication, connotes an event rather than an emotional state; thwarting circumstances rather than their consequences. Apart from the various types of conflict that provide a major source of human frustration, there are other barriers to the satisfaction of drives Frustration, whether it is the result of obstacles, deficiencies, or conflict, has both immediate and remote consequences. This viewpoint is premised on the reasoning that when blocked in goal seeking, the individual or youth may react immediately or develop attitudes toward uncertainty or risk taking that has more enduring consequences. Restlessness and tensions are usually associated with many actions indicating unhappiness, dissatisfaction, and frustration and closely related to increased tensions; although aggression is often the result of frustrating circumstances, an explanation of aggression based solely on environmental influences is incomplete. Because of the problems inherent in the original version of the frustration aggression hypothesis, Berkowitz (1965) suggested three alterations to the theory. He opined that emotional reaction does not compulsorily cause aggression, but it creates a predisposition for aggressive acts. The strain theory of deviance and the frustration theory therefore have the utilitarian explanatory value for the youth restiveness.

2.3 Concept of Social Studies Education

Social Studies is a subject that helps individuals to be useful to the society and appreciate current practice in order to be acceptable by the immediate and large society. Authors, writers, commentators and pamphleteers define social studies differently all of them defining it in accordance with their academic background level of exposure and general life experiences. Therefore we should bear in mind that there is no single definition universally accepted. Awe (1976 1&2) declared that: social studies as a discipline if properly programmed and effectively taught should help to solve social problem that are facing developing countries like Nigeria where the old

norms. Norms are fast losing their grips and no effective substitutes to replace them. Ololobou (2007:2) conceptual social studies as: A program of study which the society uses to instil in student the knowledge skills attitude and action it consider important concerning the relationship human beings have with each their world and themselves Gelve (2006) viewed social studies as the study of man and the outcomes of his relationship with his environment. Moreover, Okam (2006:3) viewed social studies as: A complex but organized process through which individual acquire worthy knowledge attitude, Okam (2006) define social studies as comprising all efforts conscious and incidental direct made by a given society to accomplish certain desirable in terms of the individuals needs as well the need of the society where the program is based.NERC (1980) define social studies as "a way of seeing viewing and approaching thing with special regards to their proper place and function in the ordering and management of man's natural social and technology. In Ololobou (2001) viewed, social studies education as the development of attitude and values in citizens.

Going by the above definitions, it is apparent that social studies education is a discipline that focuses on solving the problem of man in the society.

2.3.1 Historical Development of Social Studies Education in Nigeria

Nigeria as the most populous nation in the black race has passed through general stages of education development. Social studies as an integrated discipline was not in existence during the colonial era in Nigeria (1840 – 1960) what was found in the primary post primary schools in the country was the teaching of kind of curriculum called general knowledge (Udoh 1989). The Nigeria child was therefore educated outside his /her own environment his society and culture. It was more appropriate at that time to know and explain concepts forms European perspective. 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 programme in Social Studies. The arrival of the recipient of such training programs greatly influenced their thought about social studies. For instance they perceived the social ills that accompanied Nigeria's transition from colonial era to independence. They discourse the high rate of acculturation among Nigerians and the rate at which the nation cultural traditional were breaking down. They therefore felt that the only way to salvage the country was to train the young ones in the manner that would provide them with opportunity to catch up with the new problem of change (Lawal, 2003).This problem of social studies was also complemented with an earlier effort introducing the subject on an experimental based in the Northern Nigeria teacher training institution as a formal school subject. However, between 1964 and 1965, social studies had been introduced into Nigeria through the Northern education project and the Aiyetoro comprehensive high school project of the western. During this same period, the then western Nigeria ministry of education 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 Aiyetoro comprehensive high school with the assistance of the Ford Foundation and the Comparative Education Study and Adaption Centre (CESAC). The experiment 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 service agency made a decision that social studies should be introduced in schools and colleges in the Northern in states. By 1969, social studies department was firmly established in the Institute of Education Ahmadu Bello University Zaria. In that year a national curriculum conference was held giving

recognition to the subject as a means of achieving national objectives of education ever. 1970 witnessed another tremendous position change in social studies as a material produced for primary and teachers colleges in the North were out and (CESAC, books were modified and refined. More states such as the then Lagos Kwara and Kaduna states began to introduce the subject in 1971). Also in that same 1971, Social Studies Association of Nigeria (SOSAN) conference was held to support the teaching and learning of the subject. Social studies syllabus was produced at National curriculum conference held in Ibadan. Concept, nature, objectives teaching strategies and aid evaluation technique were discussed at the conference under the sponsorship of Nigerian Educational Research Council (NERC).

Based on the necessity for training of pre – service teachers in primary schools the NERC produced syllabus for teachers colleges in 1972 and institute of Ahmadu Bello University Zaria introduced the subject in to its Post Graduate Diploma in Education (PGDE) program. In the same year a degree course in social studies in Ahmadu Bello University Zaria and Nigeria Certificate in Education (NCE) program in Advanced Teachers College, Sokoto was introduced in 1973. The following two years (1974 - 1975) witness another development at the Institute of Education University of Lagos where the subject was introduced at associate ship and NCE temps. The launching of Universal Primary Education (UPE) throughout the country led to the replacement of separates subject in the primary school with the teaching of social studies. In 1978, two years Bachelor of Education (B.ED) in social studies was also introduced at Ahmadu Bello University 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 schools and junior secondary schools.

In 1981, NERC now Nigeria Education Research and Development Council (NERDC) thought it wise to review the national primary school studies curriculum guide which was produced in 71 -1981. The year 1984 witnessed another rapid development because many more universities started post – graduate degree program in social studies examples of such institution include: Ife, Ibadan, Ilorin, Lagos, Nsuka and Jos. The Joined Consultative Committee (JCC) also approved teachers did not only produced the grade II social studies syllabus and text, it also went ahead to write course books on social studies for NCE for distance learning system, the distribution of which started in January 1990. Almost all colleges of education now offer social studies in their current programs. Degree and post - graduate program in social studies are now being offered in more than ten universities in Nigeria. The scepticism 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 Nigeria child's Education courtesy of the new 9 – year Basic Education curriculum launched in 2007. In a related development there is an on-going effort by stakeholders in the field of social studies education to pursue the review of and social studies education full implementation of social studies education curriculum for senior secondary schools in Nigeria. The curriculum was developed some years back, but its implementation is yet to be realized. This will serve as a measure boost to the subject.

2.3.2 Nature of Social Studies Education

Social studies is an innovative concept with an electric field involving the arts, sciences technology and social sciences. The nature of social studies in Nigeria and indeed in Africa aims at educational decolonization and corrects the mistakes of the colonial period. The content of the different syllabus on social studies reflect the African background examples the philosophies and experience of African leaders such

as kwame Nkrumah, of Ghana, Leopold Senghor of Senegal, NnamdiAzikwe of Nigeria etc. are made to bear on the contents of the social studies syllabi. The nature of social studies is concerned with the basic characteristic of the subject in terms of its content.

Adeyoyin (1991) identified eight different dynamic of social studies conception on the subject. They include:

- social studies as citizenship education;
- social studies as skills development;
- social studies as culture integration;
- social studies as dynamic education;
- social studies as social science;
- social studies as ecological studies and
- Social studies as discipline.

The nature of social studies either at the primary and secondary levels, places more emphasis on man. The NCCE minimum standard on social studies (1996) declared that: "The fundamental concern of social studies is with man and his complex relationship with the world around and beyond to instil in the students the basic knowledge and skills for investigation, analyzing and explaining these inter-relationships". The conception reflects the open ended nature of social studies as it emphasis the accommodation of social issues considered relevant to life.

2.3.3 Scope of social studies

According to Ndan and Jarimi (2011) social studies programme draws content from the various social science subjects and uses materials from the Local community that cannot be properly classified as belonging exclusively to any of them. Here it is

the content average of the social studies syllabus curriculum or programme. The scope of social studies is vast and ordinarily limitless.

Meziobi, Fubera and Meiziobi (2008) outline the following scope as:

a. the content is tailored specifically to a particular society like Nigeria nonetheless, content can be drawn from anywhere in the universe to enrich or compliment the local content,

b. The content focuses largely on what is on ground, the present with an eye on what it should be in the future. the past is never ignored as there are experiences that may be drawn to enrich the present or future content of social studies and

c. The content of social studies programme is drawn from the social science personal, or group, oral history, contemporary issues, mass media, personal or group experience of learners, teachers, and parents and from resource persons and places, ideas, past activities and thought etc.

The syllabus of social studies is flexible and can accommodate new trends or changes, problem or aspiration in the world or in a society that bears relevance to social studies teaching as the classroom must reflect the going on in the society. The implication of this, is that the scope of social studies is continuously enlarging to accommodate the rapidly of knowledge explosion and knowledge implosion. He went further to outline the restricted scope of social studies is by:

a) the society-relative nature of social studies which makes it very possible for a country to prescribe what its curriculum content will be for any level of the education system including the primary schools;

b) curriculum content is also limited by the level of the educational strata i.e. primary schools to which the prescription is designed for;

c) The goal emphasis deferrers from country to country and from one level of the educational system to the others. for example social studies goals in Nigeria and primary education are not the same with the USA, USSR and Japan and

d) The scope is also limited by the quality of social studies programme implementers.

Social studies goals will better achieved by qualified and committed social studies teachers than uncommitted non-qualified teachers in social studies classrooms:

a) Poor attitudes of learners to learning and bad study habits may lead to uncommitted attitude of teachers to teaching.

b) salary, fringe benefits on regular basis;

c) Nigeria schools being in general turmoil;

d) uncongenial schools and work environment and poor condition of service may impair social studies teachers' classroom inputs;

e) The value confusion in school and society which make what to beach in school not certain and paucity of instructional resource in schools.

2.3.4 General Aims and Objectives of Social Studies

According to Ndubisi (1981) Ololobou, 2010) aims at broad targets of schooling. They are general foreseen ends of education. They give guidance and direction to schools programme. Kissock (1981) made distinction between ultimate goals and mediate goals. Whereas, the former refers to general statement which relate closely to programme, rationale and scope. The latter are less broad out of the ultimate goals but guide educational activities at different levels of education

The general aims of social studies education as outlined by Ainaetal (1981) in Ololobou (2010) include:

- the development of an understanding of the environment in the learners;
- the development of useful skills and abilities which will enable learners to deal with and manage the forces of world around them and
- To inculcate in learners the desire and cultural diversities in the society.

However, Mazieobietal (2008) indentified seven (7) goals of social studies. They are;

a) didactic or knowledge and information goals;
b) reflective thinking goal;
c) affective goal;
d) citizenship transmission goal;
e) pupil self-enhancement goal;
f) socio political goal and
g) Skills goal.

In a related development Obi (2008) identified the following as objectives of social studies:

a) good citizenship;
b) development of critical thinking;
c) enlighten patriotism;
d) positive social attitude;
e) problem solving skills;
f) concept of historical time;
g) concept of integration; and

h) Concept of change.

Social studies objectives for post-primary schools

At the secondary school level, the objectives of social studies as stated in Dubey and Barth (1980, pg 7-8) includes:

1) to make the students aware of the problem of the world in general and to appreciate the interdependence between people;
2) to create the awareness and understanding of the evolving social and physical environment, its natural man-made, cultural and spiritual resources, together with the rational use and conservation of these resources for development;
3) to develop in the students a positive attitude to citizenship and desire in them to make a positive personal contribution to the creation of united Nigeria;
4) to develop a capacity to lean and acquire skills essential to the formation of satisfactory professional life, that is, pride in the job and sound judgment and
5) to develop in the student an appreciation of his cultural heritage and a desire to preserve it.

2.3.5 Overview of the Philosophy of JSS Social Studies

The philosophy of the JSS social studies came as an answer to specific and National problems in the late 1960s were most educators in Nigeria arrived at the conclusion that the school must ne Nigerian in our look rather than emphasizing foreign ideas (Esezobor, 2012). This was because having undergone the JSS social studies programme; the students must have achieved the basic knowledge and ideas

that are required of them to function in the society as an effective citizen. Consequently upon this, the child will build upon the foundation that was laid at the primary school. Ezezobor (2012) observed that the content of the social studies at the JSS include the physical features of Nigeria, natural resources, elements of weather and climate, history of education in Nigeria, origins of man, various institutions, leadership and followership, to mention a few. She went further to say that social studies at the JSS level is taught to familiarize the learner with his environment in all its ramification, to understand the working relationship between communities, towns, states and countries. He learns about Nigeria in different dimension such as location, its physical features, settlement, and relationship among ethnic groups and so on.

More so, the learner will be able to exposed to the problems in the society and equip them with necessary skills needed for their survival.

2.3.6 Relationship between Social Studies Education and youth Restiveness

Kissok cited in Okojie (2007:11) view social studies as a programme of study which a society uses to instil, in students the knowledge, skills, attitude and actions it considered important concerning the relationship human being have with each other, theirs world and themselves Fadaiye (2006), defines social studies education as the study of man as he interacts with his different environment this environment could be physical, social, political, economic or cultural. Attach 2011, also view it as the study of how man influences his environment with view of deriving maximum benefits from it which has been equally described as a way of life as or touches on all spheres of human endeavours. In the same view Aure (1976) social studies education as a discipline if properly programmed and effectively taught in schools, should help to solve social problems that are facing youth restiveness in our country like ours

(Nigeria) where the morals are fast losing their grip and no effective substitutes to replace them.

Fadeiye in Atteh (2011) affirms their social studies enable learners to understand their environment in all their ramifications. When people understand their environment, they will be able to solve the problems of survival in such as environment and equally live comfortably there. The relationship between social studies education in minimizing youth restiveness requires an effective citizen. Not just merely citizens but law abiding citizen and as Gilson (1990) puts it: "not people but people who neither steal nor kill, not judges but incorruptible judges, not policemen but police men who do not draw salary from the very gangsters they are supposed to catch, not fake soldiers but soldiers who are willing to lay lives for the defence of their country" (p.10). This implies that the youth must be built upon the foundation of honesty, hard work, tolerance, sincerity, truthfulness, fairness, justice, cooperation and other values put together. Thus, this is to say that social studies education foster to ample opportunity to minimize and inculcate such values and attitudes in the citizen (youths). It is in this regards that the social studies objectives for junior secondary schools was outline. And the goal of the Nigeria nation as stated in the National Policy of Education (NPE) (2004), opined to create a free, democratic, just and egalitarian, united, strong and self-relief nation. Thus, the philosophy of education in Nigeria is geared towards helping learners to achieve self-realization and actualization. Social studies as corrective tools is intended to achieved the following objectives at the JSS level taking into cognizance the goals of the nation and of education:

a) develop the capacity to learn acquire basic skills including, those of his listening reducing, speaking, writing and inculcation together with those of observation, analysis and inference essential for the formation of sound judgment. Aina et al (1981) asserted that these skills are accomplished through learning experiences which involve problem solving critical thinking social studies education will provide for the youth the essential healthy development of the ideas of democracy such as thinking and creative among others by preventing restiveness;

b) ensuring the acquisition of the relevant body of knowledge and information which is essential pre-requisite to personal development and to the making of positive contribution for the betterment of the society. Udeinya (1998) holds to the view that for any subject to be qualified to be included in the curriculum it should be declared relevant and essential to the achievement of the desired change in the behaviour of the learners and the overall development of the society. Thus, the federal government through the 1969 national curriculum conference saw the importance of social studies education in relation to the achievement of national goals, included as a core subject to be taught to the Nigerian primary, junior secondary schools and teachers training college students for learners to study the social norms and values of the local community and of the country as a whole, (NPE, 2004). It is through this achievement that the youth will have a sense of behaviour to whatever he/she has been taught;

c) create awareness and understanding of the physical environment and emerging, social and cultural processes. Balyejusa (1981), Uko (2002) pointed that the Nigeria child needs to know more about the history and the

geography of his own community than the history and geography of Europe. this is why the need for social studies in the Nigeria educational system is imperative as the subject seeks to reverse the colonial focus which makes the Nigeria child learn more of European culture than that about his own culture and environment, and to ensure she produces good respectable follower and leaders of tomorrow that would contribute their quota to the development of mankind and to the society;

d) develop the ability for a rational utilization of the cultural, spiritual and natural resources and their conservation for national development. Social Studies Education creates in us an awareness of our environment. That is, it gives us knowledge of the natural and human resources. There is no nation has develop and can develop, without a proper understanding of the environment, resources, the needs of the people, and of how best to utilize the resources to meet those needs. This is contrary to the type of education received during the colonial era, when the curriculum of schools focused on pupils learning experiences outside their immediate environment. Oyedepo and Ajitoni (2000) states that in geography for instance, learners were directed to learn the names of rivers, mountains, valleys, food-crops, and events in Europe" as they applied to other subjects in which Nigeria environment and Nigerians themselves, were relegated and unknown, hence no meaningful development was achieved during the colonial era but with the introduction of social studies education in Nigeria, relative development has been attained through the awareness of our environment;

e) appreciate the diversity and inter-dependences of all members of the local and national community and the needs for cooperation for national and

international understanding. Social studies education has been used to solve the pressing problems of National integration by this we mean the bringing together of the various ethnic group into a harmonious and good working relationship with the loyalty. After the Nigerian Civil War (1967-!970) compelled with its devastating effect, Okonkwo (2004) states that it came to be felt that, the study of the society and its proper understanding could be better done through an integrated subject that would enhance various aspects of separate social science subject and look at the realities of life in their interconnectedness. Social studies education in primary and tertiary institution enhanced that process of healing the wounds sustained during the civil war, hence social studies education place emphasis on activities which aimed at uniting rather than tearing the nation a part and

f) Inculcate positive attitude and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation. Social Studies will inculcate in learners a positive value, habits and attitudes towards our fellow human being in the society/school. These values and attitudes include honesty, love, loyalty, cooperation, patriotism, self-reliance and perseverance. This is contrast to the colonial system of education, whereby student were exposed to the British values customs, laws and codes of ethics Loyalty to the British authority was emphasized and the concept of self-reliance was relegated to the background. This positive values, habit and attitudes provided by social studies education has no doubt to enhanced the level of learners' behaviour and development of a nation. Social studies should help the learner develop positive social attitude. He should come to understand man (social organism) within the classroom, the local

community state, Nation and the family of Nations (world). He should learn that through his logical thinking. Social behaviours and action that can with the co-operation of members of his group, improve the society.

Poverty in Nigeria

Since shell-BP struck the first commercially substantive oil well in Oloibiri in 1956 and the commencement of exploration in earnest, the oil producing communities have known only poverty and misery (United State Agency). The imperative growth in the Nation's Gross Domestic Product (GDP) has not translated to reduction in the number of citizens living below poverty line. Indeed 55 percent of the populations live on less than one dollar per day one of the highest poverty rates in sub-Saharan Africa. With an annual population growth of about 2.5 percent, the GDP growth is grossly insufficient to alleviate poverty one of the most pressing problems (United States Agency, 2006). Nigerian is one of the poorest countries in the world after China and India (world bank 2014) worse still, with the abundant wealth in oil and gas Nigeria has done little to alleviate poverty due to resource mismanagement and over reliance on oil. The latest of rebasing of the Nigeria economy put Nigeria as a number 26th economist country in the world and the first in the continent of Africa. The irony of this is that these figures are not translated to improve standard of living in lives of the citizens. Friedman (1966) sees poverty as a form of disempowerment that can be viewed from three dimension: socio-economic, political psychological. To him, socio-economic disempowerment refers to a relative lack of access to the resource essential for livelihood; political agenda and voice; while psychological disempowerment relates to people internalized sense of worthless and passive submission to authority.

Poverty is a crisis that is habitual and it conveys message of hardship and difficulty. It speak public through visible misery persisting destitution endemic hunger and visible malnutrition (Akanmidu, 2004).Due to the nature of the poverty afflicting the people of Nigeria, the situation has led to the state of hopelessness and the resource of violence against the state multinational companies operating in Nigeria. The anger of the youth against Government and the wealthy is as a result of the unemployment and loss of livelihood with little or no Government and private paid employment, a large proportion of the people; particularly the youth face massive unemployment and a bleak future. Frustration from all these is now being expressed through hostage taking arson directed at oil installation and attacks on agency of Nigeria state. Nigeria's main challenges now are to curb insurgency reduce poverty diversify the economy improve basic health care and education for the poorest half of the population (unite states Agency 2006). Nigerian could be said to be one of the poorest countries in the world going by the human development indicators despite the fact that June 10, 2006 marked 50 years of oil exploration and production. During the period over 400 billion dollars accrued to the Nigerians state in terms of revenues found its way into the region where this oil produced in the way of investment in infrastructure or the development of human capital? Such economic growth is yet to translate to economic development and appreciable increase in the standard of living of the Nigerian masses. The economic social and cultural right of the people in the Niger-Delta, the main oil producing region in the country continues to be fulfilled leading to increasing frustration and tension both within and between communities. This also has pushed the suffering inhabitant especially the youth to the edge. The drift to violence has unleashed a monster that is now breathing down the neck of everyone. In all part of Nigeria today, there is arson and lawlessness epitomized by the incidence of arm

robbery ritual killing, assignation, stealing, kidnapping and many other forms of fraudulent acts. It is common and normal for a Nigerian youth to be involved in yahoo 'gambling' or taking a nine month pregnancy for a major amount of money all as a result of scratching poverty inhabiting the lives of the Nigerians youth. The elders and opinion leaders in the country acknowledge the right of the youth to be angry over the pervasive poverty in the midst of plenty. The irony in this situation shows that while Nigerian youth are dying in the process of getting job (employment), some government officials are spending more than 10 Billion Naira maintaining an aircraft. These are some of the contradiction that galls the bile of the Nigerian youth.

2.3.7 Nigerian Core Values

The Oxford Advance Learner's Dictionary defines values as "worth of something compared with the price paid for it and quality being useful or worthwhile or important". A re-known philosopher and educationalist Dewey (1968) perceived values as importance and something qualitatively cherished. Baduirng (2009) noted that values are basic beliefs and attitude in a society whether individuals or grouped which are considered worthwhile and which serves as guide to choices and behaviour in daily life. Esu (2009) further defined values as ideals that guide or qualify your personal conduct, interaction with others and involvement in your career on his part Balarin (2009) defines values to mean traits, practice, acts, ideals, belief, attitude and principles that a group or society considers to be merit, worthwhile dear, acceptable and right values deals with preference corning appropriate courses of action or outcomes. Your value represents your value belief arrival felling of what is good, important or desirable. It influences the choice one make among alternatives example of values are freedom, peace, comfort, health, honesty, security, knowledge etc. These values may spend greater share of all money on education rather that other things

unlike norms which define appropriate and acceptable behaviour in specific situation, values provide more guidelines (Haralambos, &Heald, 1980). Recently individual achievement and materialism are major values in western industrial society. Thus according to Halarambos and Heald (1980) the individual believe it is important and desirable to come top to win a race or reach top of his chosen profession in the west, the values of materialism motivate individuals to invest time and energy producing and acquiring material possession like norms, value of generosity. In term of serious, the acquisitive individual of western society would be best be regard as peculiar and more probably would be condemned as grasping self and antisocial.

It is obvious that the core values of Nigeria that have been weakened over the years need to be strengthened for sustainable natural development to be achieved. NEEDS (2004) described Nigeria as a multi ethnic society with a value system that is derived from the diversity of its pupil, religion, and culture. These core values NEEDS identified include respect for elders, honesty, accountability industry, discipline, self-confidence and moral courage. The above core values are grossly compromised in the present Nigeria socio-economic and political context to the extent that it has constituted serious moral problem. Their excessive compromise in greed, corruption, dishonesty, violent crimes, political killing, drug peddling and so many others and social behaviour capable of jeopardizing all sincere efforts directed at stimulating national development. This moral decay is mostly ramped among the youth on whose hands the future of our country lies. Given this circumstance, the need for value education cannot be over emphasised as value education involves education for character and good moral behaviours. This implies the teaching of respect and responsible adult life to the citizens. This is the core aim of social education i.e. producing effective citizen for healthy nation.

Basic fundamental moral values every nation should teach its citizen include respect for constituted authority and sanctity of life, responsible, value of honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, co-operation and courage, along-side some fundamental procedural values upon basic ingredients of democracy. They include the rule of law, equality of opportunity, due process, representative government, checks and balances and democratic decision making. These are the underlying values that guarantee democratic stability (Esu, 2011).

Nonetheless, Bolarin (1996) went further to identify some dominant values which formed the core values of the Nigerian society to include the following:

a) detesting laziness;
b) dignity of labour;
c) respect for parents/elders;
d) hospitality;
e) public spiritedness;
f) respect for authorities;
g) hard work;
h) respect for sanctity of life and
i) honesty and truthfulness.

The above cherished values radically started getting eroded and to corroborate. Aderinwale (2003), the parading has shifted and Nigerians have generally slipped away from those cherished core values and embrace a new culture, a new way of life, a new world views. The consequences are that those cherished values have been diluted by the prevailing societal vices. To Kanu (2004), the core public values of the society were the primary contents of education that constituted child upbringing and it emphasized development of such attitudes as hard work, open competition high

achievement orientation and communal cooperativeness within this world view, the worth of every individual was measured by the extent to which he/she contributed to the progress and welfare of the society and not by the amount of personal wealth amazed.

According to Onu (2011), report of a national frame work for values education Australian school 2002 identified global education curriculum to have emphasised the development of positive values and attitude, based on a strong sense of identity and self-esteem and encompassing caring others, recognising responsibility, a commitment to upholding the right of all people and an appreciation of adversity and difference it also encourages and empowers learners to translate their knowledge, skill and values into a preparedness to participate actively in community life. According to national and education revises (2005), Nigeria's philosophy of education is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at all levels of education in consequences, the quality of instruction at all levels according to the policy manual/guideline has to be oriented towards including the following values:

i. respect for the worth and dignity of the individuals;
ii. faith in mains ability to make regional decision;
iii. moral and spiritual value in the inter-personal and human relations;
iv. shared responsibility for the common good of the society;
v. respect for the dignity of labour and
vi. promotion of the emotional, physical and psychological health of all children.

The aforementioned enshrined in the national policy on education is Nigeria's effort aimed at inculcating the right type of values and attitude in the

minds of the Nigeria child from the onset which will be effectives in the entire ramification.

2.3.8 Nigerian School System and Value Re-Engineering

The school is the worthy platform for the restoration of our cherished society. In support of the above Bolarin (2005) observe that a look at the curricular for all level of education indicate that Nigeria cherished the inculcation of social norm teaching cooperation and team spirit, teaching good habit, character and moral training and the development of sound attitude. For education involves the transmission of the core value of the societies from generation to generation. The school being an agent of social reproduction and transformation according to Enueme (2011) is expected to assist the society in its attempt to socialize the people it has the responsible according to Enueme (2011) to examine carefully and classifying those values that are permanent to the society.

Through its various social program in addition to academic, the school should be able to change the orientation of the youth under its care. It is the responsibility of the school to shape the lives of the young ones and equip them with the right values, by equipping them with the right values. They now become responsible and productive member of the society stressing further that without value, men are not human beings and cannot take decision that can be beneficial to the society.

Indeed values according to Enueme (2011) are of significance to national development. Their existence and sustenance constitute a potent force toward the overall growth of the society from available literature; Enueme (2011) identified the different types of values to include moral values, aesthetic values, religious values,

political values, intellectual values if well directed can enhanced the national development effort.

However, looking at the practical situation in Nigeria in terms of sustainability of the values system, one will be left in no doubt that the challenges are quite enormous. Nigeria is a country with decayed values system and so overcoming the decay four decades and joining the elite club of development economics with task the energies of the Nigeria. This seen in the huge infrastructure deficiencies to fix insecurity of lives and property to solved, address the educational crises and upgrade our capacity in agriculture. Fundamentally, we need to build a socio – economic and political system that guarantees opportunity and voice to all.

There is an ethical crisis in our country Nigeria. This manifest itself in such forms as exhibition of negative ethical attitudes to work, lack of respect for law and order, cheating, drug pushing engaging in armed robbery, oil bunkering human trafficking and kidnapping. Above all there is pervasive lack of moral integrity in business, banking and commerce at home and abroad to such an extent that Nigerians are everywhere usually suspected of cheating, stealing and fraud especially of 419 Varity. This single most important index of our national moral debasement is of course corruption which has eaten deep into all facet of our national life. It manifest in different forms: among religious groups, in the judiciary, law enforcement agencies and among the political class. The big question to ask according to Enueme (2011) is, given the plethora of challenges, which of course the solution rest with the transformation of human orientation, what can be done to ensure a reversal of this negative situation? This is according to him is where value education becomes imperative. It is believed that values and moral development promote critical thinking and moral development. All these impact national development. On the strength of

this, Dike (2005) clearly asserted that to prepare for life in modern society, the citizen should be exposed to qualitative and acquire good morals values to enable them create human society and to function effectively in the society. Not only the citizen but, the leaders should also understand that education do not occur in a vacuum therefore theymust plan for it and put forward the challenges to the Nigeria political leaders to ensure values education in the nation's school curriculum for good character development.

To corroborate the above, Enueme (2011) position on values and character education would not have occurred by chance when he strongly noted that the need for character and moral educational institution is quite obvious especially when viewed against growing acts of fallen moral value such as stealing, cheating, cultism, examination malpractice, and sexual promiscuous indecent and absence mode of dressing, act of forgery of certificate to gain promotion into higher position etc. Similarly, Ewa (2003) submitted that character and values education are inescapable mission of schools. The goal of which is to help children develop good dispositions that will enables them to flourish intellectually, personally and socially. With this values education, schools can become communities in which virtues such as responsible, hard work, honesty and kindness are taught and respect celebrated and continually practiced. From the mandate of the school, it is convincing that the school system is seen as an agent of change and social reproduction (Enueme, 2011). This section according to him provided that education shall continue to be highly rated in the national development plan because education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be proceeded by an educational revolution. In line therefore, with the above

provision, values education must be strengthened as a radical paradigm shift which should be considered as an intervention of system re-branding.

2.4 Concept of Youth Restiveness

Chukuezi (2009) defined youth restiveness as a combination of actions or conduct that constitutes or runs contrary to accepted societal norms and standard. Youth restiveness has now assumed a global dimension in all the continents of the world where the youths are unsatisfied with government policies or where government has neither provided promulgated social welfare policies nor thought of implementing people oriented programme that will capture restiveness in youths. Therefore, this study aims at investigating the aetiological factors, effects, patterns and possible remediation using the potential in counselling and functional literacy for empowering the youth in Nigeria.

Restiveness among youths globally and those in Nigeria has become a behaviour pattern which has degenerated into a topical global issue. Youth restiveness portrays man's negative side of social development. This negative development is rather unfortunate and has become one of the many security challenges facing man in the contemporary society. In many occasions, lives and properties worth millions of naira have been lost or vandalized and some razed down by restive youths. As observed by Chukwuemeka and Agbara (2010), human society and in fact the entire universe is simply and squarely a complex entity. In view of this, individuals and groups have their complexities, needs, aspirations, hopes, goals, opinions, views and values which could be social, economic, religious, psychological or political. Consequently, there is bound to be restiveness among different groups of people especially youths who are at their prime age. The term youth has been variously defined. Ndu (2000) and Yusuf (2001) saw youths as neither adolescents nor children

characterized by excessive energy that needs to be exerted, which if not guarded, is channelled into negative tendencies. The United Nations general assembly and World Bank cited in Adewuyi (2008) define the youths as people between the ages 15-24 years. In Nigeria, the people within the age limit of thirty years are considered as youths hence they are allowed to participate in the national youths service scheme (NYSC). For this paper, for NYSC definition for youths is adopted.

Youths are filled with energy and when this energy is positively channelled or guarded, they are highly productive, and hence they are likely to contribute to the overall development of the society. On the other hand, when the energy is negatively channelled, restiveness and its resultant effects are likely to be felt.

Chika and Onyene (2010) observed that to be restive is to be unable to stay still, or unwilling to be controlled especially because one is bored or not satisfied with certain decisions, changed or existing laws considered to be unfavourable. Youth restiveness involves the combination of actions, conducts and behaviour which constitutes unwholesome, socially unacceptable behaviour exhibited by youths in the society.

Youth restiveness has been a device used by the youth to get what they want from the relevant authority. Chika and Onyene (2010) asserted that youth resistance to conditions, issues and unwelcomed leadership regimes dates back to 1934 when Herbert Macaulay floated a political party to kick against dependency with fellow elite youths that had contact with the West. In addition, political parties like the National Council for Nigerian Citizens (NCNC), the Northern People's Congress (NPC), the Action Group (AG), has their youth wings as vibrant as the other parties. Since then, there has been proliferation of youth association like students' unions, ethnic cliques and cleavages as well as clannish orientation among students which appear to have

legitimized restive reactions among the youths on campuses. The phenomenon of ethnic militia such as the Odua People's Congress (OPC) in the west, Movement for the Actualization of the Sovereign State of Biafra (MASSOB) in the East, Arewa Consultative Forum (ACF) in the North and Tiv Youth Organization (TYO) in the North Central, Movement for the Emancipation of the Niger Delta (MEND), Movement for the Survival of OgoniPeople (MOSOP) both in the South-South. These local forces which claim relevance in crime prevention and control but whose activities are parallel with State recognition is a threats to national security. Youth restiveness may be caused by a number of factors. Chukwuemeka (2008) observed that composite unemployment in Nigeria increased from 3.8% in 2006 to 4.2% in the first half of 2011. He further stated that structural unemployment results in talents not being used where they are available, hence idle mind is definitely the devil's workshop. Similarly, Coleman (1996) observed that psychological variables and deprivation is the basic product of conflict and restiveness of any kind. He further argued that the more widespread and intense deprivation is among members of a population, the greater is the magnitude of violence in one form or the other. In the foregoing therefore, one can argue that the unequal socio-economic development of the various ethnic groups in Nigeria led to inter-ethnic and intra-ethnic conflicts. For instance, Chukwuemeka, Anazodo and Nzewi (2011) found that dissatisfaction of the people of South-South especially the youths on the level of attention given to development of their region and the damages to their ecology by oil spillage are the major causes of the alarming rate of youth restiveness. Youth restiveness may occur as reprisal attack. For instance, the Tiv youths carried out reprisal attack on the Jukuns in Makurdi following the Tiv massacre in Taraba State and in Zaki-Biam by Nigerian soldiers. Chika and Onyene (2010) in their study attributed youth restiveness to adults'

coercive control over their children, denial of participatory opportunities to youths, resource scarcity and financial constraints and leaders failures, peer groups, and foreign interferences. The obvious effects of youth restiveness on the Nigerian society are loss of lives and properties, which constitute a major threat to security of the state as well as its corporate existence. It also discourages genuine economic and democratic development. Mezieobi, et al (2012) states that the common form of youth restiveness in Nigeria as follows: looting; rioting; armed robbery; public fight; murder; arson; demonstration; cultism; vandalism among others.

2.5 Concept and Emergence of Nigerian Youths

The National Youth Development Policy (2001) defines youth as people aged 18-35 years. They constitute about 40% of the more than 140 million people of Nigeria. The total population of youth between 10 and 24 in Nigeria was 45.4 million in 2006, which is 34 percent of the total population.From time past youth were perceived as heroes of the Nationalist movement. As students they were the militant wing of the anti-colonial struggle. As founders of the Nigeria youth movement, the Zikis movement, the West African Student Union (WASU) etc. they popularized the anti-imperialist consciousness theorized by the elder Nationalist Onge (2004) the youth fought the slightest manifestation of racial discrimination it was a youth in the person of Anthony Enahoro, who first move the motion for self-Government.Furthermore, the famous political Bureau report of (1986:163) also affirmed linkages of youth and natural destinies without resource to sentiment. The report denoted chapter (IX) to some special group in Nigeria politics and society, such as the traditional rulers, the military women, youth and students, from the sub-section on youth and students, the report explain thus: The youth can constitute a reservoir of energy and dynamism for any national struggle or campaign if they are adequately

guided mobilized and fully integrated into the social fabric of the nation. They may also constitute to national stability if they are allowed to drift by unemployment, indiscipline and moral bankrupt no nation aspiring to achieving national greatness can afford to ignore the youth and their attended social problem as they are vital sources of man power and do posses leadership potentials. These innate potential if fully exploited and properly channelled, would contribution to national development immensely.

The report classify the youth as persons between 6-30 years and noted that these age constituted about 59% of the national population with those between 15-30 years representing 47% of the productive population of the nation. The report further noted that the students segment of the youth has sustained it struggle using heritage of the anti-colonial movement, by voicing it opinion and on national issues. So far the report upholds that youth remain the greatest assets that any country can possess, potentially they are the greatest instrument in for society sustainable development youth are acknowledge to better engineers of positive national transformation if there potential are properly harnessed, therefore, any culture or country whether macro or micro that allows a good percentage of her youth to be misdirected and be consumed by poverty, risk her future national survival.

Relevance of Youth

Youth occupy a prominent place in any society. Apart from being the owners and leaders of tomorrow, they outnumber the middle-aged and the aged (Onyekpe, 2007). Besides numerical superiority, youth have energy and ideas that are society's great potentials (Onyekpe, 2007). The National Youth Development Policy (2001, p.1) asserts that: Youth are the foundation of a society. Their energies, inventiveness, character and orientation define the pace of development and security of a nation.

Through their creative talents and labour power, a nation makes giant strides in economic development and socio-political attainments. In their dreams and hopes, a nation founds her motivation; on their energies, she builds her vitality and purpose. And because of their dreams and aspirations, the future of a nation is assured.

2.6 Youths and Examination Malpractice

Examination has been as the process of testing knowledge or ability by questions (Oxford, 1993). Poor are examinable aided, collusion, internally aided, collusion, inspection or accreditation, I-tech fraud, leakage, admission, impersonation, computer fraud assault/intimidation.

Causes of examination malpractice

The causes of examination malpractice in Nigeria are numerous. several authors have put forward major causes would be classified into sociological and economic Omoba (2008), on the psychological causes, many students could be said to be ill prepared for examination as a result of laziness fear or absenteeism from lectures. Bello and Madaki (1997) stressed that the unpreparedness create lack of confidence in student's ability to pass the examination thereby resulting to cheating. Increase in number of students' enrolment was hardly matched by a corresponding provision of facilities and teacher. Also, the use of lecture method result in teachers spoon feeding the learners thereby giving little or no room for the development of formal reasoning patterns in the student and this make the student or candidates unprepared psychologically and cognitively for examination. Therefore, they tend to resort to cheating in order to pass.

Further still, with regards to economic causes, Ogiri (1998) remarked that most Nigerian's today are worshiper of money. This according to him made those in

charge of the examination to be blindfolded with money by candidate. These shift on societal value from rectitude to wealth at whatever means couple with the dwindling economic fortunes of the teachers are also some of the causes advanced for examination mal practice.Moreover, on social cause, Oseni (2014) pointed out that a nation cannot rise above its quality of family, moral and societal values and society where mediocre are celebrated at the detriment of honest and sound morals is on the path of dangerous zone. This implies that people no longer strive for merit through genuine means but by fraudulent practices. According to him, the society places more emphasis on paper qualification and does not want to know how the certificate is secured.

Nevertheless, scholars such as Alutu and Aluede (2006) and Anzene (2014) identified causes examination malpractice to include the following:

1. there is too much emphasis on paper qualification;
2. misguided ambitions on the part of the candidate;
3. peer influence;
4. negative attitude to the invigilators and supervisors;
5. morality in the society at large;
6. high expectation of parent;
7. choice of subject;
8. overcrowded seating arrangement;
9. problem of qualified teachers in student chosen subjects;
10. inability to cope with school work and
11. poor motivation for teachers.

In a related development, Ladan (2003) summarized the factors militating against elimination of examination malpractice to be generally apathy and continued

moral decline within the society, lack of disciplinary control over teachers and non-teaching staff difficulty in prosecuting malpractice offenders under various decrease, corruption by law enforcement agents (Gratification and unwillingness to prosecute offenders) and the existence of syndicates with sophisticated technique of perpetuating examination malpractice:

1. students are lazy at work;
2. lack of qualified teachers in school;
3. poor teaching methods by teachers;
4. lack of thorough supervision in school;
5. government not funding the school very well;
6. parent lacking taking care of their wards
7. lack of teaching material in schools;
8. other additional causes of examination malpractice are;
9. level of intelligence;
10. low motivation;
11. defective cognitive processes;
12. low morality level in our society;
13. insecure handling of exam materials and
14. the desire to satisfy parent and guardians.

Nevertheless, in his contribution, Anameze (1999) attributed examination malpractice in the following broad factors:

i. under funding of education, which resulted in overcrowded classroom and examination hall and over-stretched facilities. poor remuneration of teachers with it consequent low motivation, which result in haphazard

invigilators (supervision, and bring with money and other forms of gratification;

ii. general low ethical standard in Nigeria society. In Nigeria there is flagrant abuse of office. People tolerate act of indiscipline and dishonesty. This explains why parents, teachers, school administrators and examination officers are often implicated in examination malpractice and

iii. attitudes of Nigeria students' today shows that they have low self-confidence suffer from consistencies in their value system an lack of good study habit, all of which render them vulnerable examination malpractice.

Sambo (2009) identified the following reasons why students cheat in the examination which he called psychological reasons:

1. they make the wrong choices of courses they later find very difficult to cope with or change;
2. the fear failing and disappointing someone who cares for them;
3. they exhibit loss of academic confidence and imaginary incapacitation achieve;
4. relating to an opportunities or vulnerable lecturer of staff with classified examination information;
5. admitting students without the pre-requisite qualifications and
6. unforeseen human carelessness on the part of the department.

Consequences of examination malpractice

Bello and Madaki (2000) stressed that Nationally examination malpractice has consequences on the candidates, parent, educational system and the quality and

efficiency of work input of workers in both private and Government establishment for instance, first and foremost, candidates caught committing examination malpractice stand the risk of being barred from writing future examination without being caught, will have the tendencies to continue with fraudulent act from one level of education to another and even after graduation. These acts have resorted in cases of embezzlement of both private and public funds. Some who cheat in examination without being caught from primary school through secondary school to the university are among those notorious cult members who terrorize other students and create confusion in university campuses when they are not able to cheat further (Omooba 2008).

Further still, Landan (2003) affirms that, such candidate may also become armed robbers, drug addict, and prostitute and drop out. They are also among parents who give money to their children to purchase leakage examination papers. Parent and guardian on their part may experience psychological stress, frustration, disappointment and loss of money as a result of cancellation, imprisonment or banning of their children or ward from writing future examination. Examination malpractice has seriously consequences on Nigeria education system too. Firstly it diminishes the value of certificate awarded by the school system and examination bodies leading to a situation whereby the values of certificate awarded by them are called question. This also means the claim of Nigeria academics and professionals in knowledge skills would be fake inadequate (Omooba 2008).Furthermore, the consequences of examination malpractice also go further to the quality and inefficiency of work in both private and establishment the pity of, it is that this mediocre that has nothing to offer are employed to man sensitive position in our society that build a fraud would only enthrone ignorance and reward mediocrity (Nwaeze 1997). On the international scene, the evil effect of examination malpractice is further evident in the embarrassment and

rejection suffered overseas by holder of Nigeria educational and professional certificate is especially, within the last decade. This adverse consequence of examination malpractice underscores the urgency to eradicate it in our society (Omooba, 2008).

2.7 Youths and Drug Abuse

Drug includes all what are commonly called medicine and not only substance which affect mood, perception, or normal awareness as some erroneously believe. Over 350 thousand substances have been employed as drugs and about one thousand are in regular use Igbokwe (1997).Drug abuse may be defined as the arbitrary over dependence or misuse of one particular drug with or without a prior medical diagnosis from qualified health practitioners. According to the world book medical encyclopaedia, drug abuse is the harmful use of mind altering drugs. Drug abuse, according to Abdul-Raheem (2013) is the wrong use or inappropriate use of chemicalsubstances that are capable of changing functions of cells in the body. This day's even food, drinks these days are converted into "induced drugs" with the aim of achieving mood change, e.g. the mixing of Tom-tom sweet into a lacasera drink automatically becomes a hard drug. Generally these are certain drugs which users including youth becomes easily addicted to and therefore abuse a lot. These are mostly:

i. Central nervous system stimulant
ii. Central nervous system depressant
iii. Hallucinogen
iv. Narcotic analgesics
v. Alcohol
vi. Tobacco

Okwu (2006) asserts that the stimulants speed up people reaction and counteract fatigue whiles the depressant calm down people and relieve anxieties. Example of depressant includes Phenobarbitone and valium.

Alcohol though a social drug when taken in excess causes undesirable effect on individual personal judgment and social relationship. Tobacco is a stimulant that increases mental alertness and high doses causes unsteadiness and muscles tremors. Narcotic analgesics such as morphine, heroism and opium are pain relieving with marked effect on mood of people. (Okwu 2006). Drug abuse is a global health and social problem (world journal and of the medical sciences (2006). Majorities of the Nigerian youths depend on the other form of drug or the other for their various daily activities-social, educational economical, political etc. Such drugs include tobacco, Indian hemp, cocaine, morphine, heroine, alcohol, ephedemadras, glue, tutoline etc.

Oshikoya and Ali (2006) in their studies on perception of drug abuse among Nigerian undergraduate identified dependence and addiction as one of their major consequences of drug abuse. These changes are mal-adaptive and inappropriate to the social or environmental certain setting, therefore may place the individual at risk or harm. Drugs abuse among youth should be a matter of concern to all Nigerians especially the government, school heads, the religions leaders, traditional rulers and the NGO`S.

Bell (cited in Okwu 2006) noted that, drug abuse has many causes viz: cultural, social, economical, physiological and family pathology. These causes include drug abuse through ignorance; deliberate drug abuse, drug abuse for pleasure; drug abuse for curiosity, incorrect drug dosage, drug habit and addiction, home, school or work environment, personal feeling of inadequacy and membership of group/peer

pressure. Experiment with drug during adolescence (11-25 year) is common. At this age, they try so many new things. They use drug for so many reasons including curiosity, because it feel good to reduce stress, or to feel grown up. In one of the WHO and world heart foundations date, posit that in Nigeria, 22.1 percent of school youth age. Between 12-17 years use tobacco, in South Africa it is 19.4%, 15.1% in Ghana and 16.2% in Kenya. Some of the above causes of drug abuse are of particular interest to the educationist. For instance, it has been shown that most students who take drugs to aid them with their studies are those with poor educational record and family social problems. Similarly, students in particular may engage in do drug abuse due to group peer pressure and the need to belong and to be accepted by groups of which are members (Okwu 2006).

The Government of Nigeria seems to lose sight of its responsibilities, through its claim that tobacco should be regulated in a market oriented frame work, which strikes an optimal balance and the need to ensure health workforces the fear is that youth are lured into any debt from cardio vascular diseases (CVD), lung cancer and other tobacco related diseases. With this drug in mind, the secretary general of African heart network, Akinnoye urged Nigerian not to partner with industries that are industrious to them even if they cannot prevent the establishment (Abudu, 2008). This was a reaction to the multi-billion naira investment deal between last administration (Obasanjo's regime) and American tobacco (BAT) to build a tobacco plantation in Ibadan for the production of tobacco related product at the detriment of Nigerians. Already Nigerian youth are being offered cigarettes through promotion and musical concerts (Abudu, 2008). Although, drugs have very important beneficial effects to man, who abused they lead to a lot of undesirable consequences on the individual as well as on the society (Okwu, 2006) some of the social effect of drug abuse on

students includes wastage of money resource lack of concentration in studies; violent crimes such as fighting, rape suicide, murder etc and physical and psychosomatic disorders/diseases.

Some Areas Invaded By Drug Abuse

The widespread drug abuse have become a human tragedy affecting virtually 211 segment of people 211 over the world (Sambo, 2009) drugs entice captivate and ultimately destroys people who abuse them. It is common in our society today that quite a number of people are habitually abusing sleeping pills, analgesics anti-malaria, anti-biotic, alcohol, amphetamines', barbiturates major and minor tranquilizer. United Nation in Sambo (2009) acknowledges the devastating effect of drug abuse when it states that "growing abuse of drugs is much more than a street problem". It has invaded the home, the work place and educational institution affecting individuals of all ages and classes. Beyond the human destruction caused by drug dependence is the danger to traditional value, life-style and Nation economics. In short drug abuse poses a serious threat to societies everywhere, in the light of abuse statement, the UNDA control further identifies the following four agencies which have been indicated by drug abuse;

1. home and family;
2. school;
3. workplace and
4. drugs and crime.

The devastating effect of drug abuse on the family are perhaps, those pose the greatest threat to society as we know it, when one members of a family abuses drug be it a parent, child or other relative it causes destruction and disharmony often the family

and every family member suffers. Drug abuse often become so obsessed with the habit that everything going on around them, including the need and situation of other family members, are ignored, leading to a breakdown of the family as an entity. Aside from possible criminal behaviour brought into the home by the drug users, he or she suffers ranging degree of personal any wish both physically and psychologically. Family member suffer greatly as they watch the systematic and wilful destruction of an individual who is close to them, no are enjoys seeing a family member hurt and when drugs are involved, the insidious nature of the problem intensifies the pain (Sambo 2009).

According to Sambo (2009), there are other serious consequences when younger children unaware of the danger involved see older siblings or parents using drugs, they may erroneously, believe that drug taking is normal or accepted behaviour. Parent often cannot face the fact that their children take drugs, or attribute their deviant behaviour or to something the parents did not do in bringing up the child shame and embarrassment for too often prevent them from acknowledging their child drug problem. In failing to confront the problem they cannot help the child find the courage and the appropriate means to stop taking drugs.

Furthermore, most drug users begin taking drugs at early age, as adolescent or even as young adult. Taking drugs while the body is still forming interrupts the normal maturing process and compounds the danger posed to the user as an adult when children cannot multiply of divide at age of ill, they can be taught at 12 but when a child may not be able to start again. The time lost and the damage done may be irreversible. Since schools are concerned with the full development of children, including their moral and intellectual well-being they must also be concerned with the use of drugs both in and outside of school (Sambo, 2009).

Drug use in school causes a lot of problems, because it will undermine the students' academic ability and performance. Research in some countries has shown that the students who use marijuana regularly are twice as likely to receive below average mass of failing grades and school dropout are twice as likely to be frequent drug users (Sambo, 2009). The case is here clear, when a student uses drug the chances are that student's ability to learn will be inspired. Drug can also disrupt an entire school, or absent because of drug abuse, the progress of all student is impeded. Also the pressure is increased on those young people who have the good sense and the courage to resist drugs use theft, prostitution and the selling of drugs to other. Clearly, none of these activities is conductive to the development of a healthy productive life.

Moreover, societies pay a heavy toll for drug abuse in economic terms as well as in human terms. The United Nation and Drug Abuse Control (UNDAC) committee assert Sambo (2009) that most of the world's drug users are within 18-35 years of age they are employed and carry their behaviour to the work place. Widespread drug generates a number of serious problems. There are many account of drug being sold in work premises to and by employee's effort by concerned individuals and managers to stop these activities in many western countries after met with violence and intimidation. Some companies in western countries have regretted to drastic law enforcement action in an effort to bring the criminal activity under control: the use of drug snuffing dogs, body searches, searches of personal property and lie-detector test are becoming more and more fragment.

In addition to the criminal aspect on the job drug use decreased productivity and job related accident are more and more seen to be direct results that of employee drug use studies in other countries of the world have shown that in one industrialized Nation, drug users were found to be one third less productivity, over three times more

likely to be involved in an on-the- job accident , and absent from work more than twice as non-drug using employees Health care benefits paid to employee using drugs exceed the average level. Supply workmanship, combined with rising health care cost and lost productivity, increase and employers case of doing business and may hinder the company's ability to complete in the market place (Sambo 2009).

Further still, defective products and service pose services and health hazards to the public. As for many workers involve with the public such as pilots, truck drivers, public transportation operator, air traffic controllers, nuclear power plant-plant operators, Etc. it is impossible to excuse the self- indulgence of the drug user when public safety is in question. Furthermore, states cannot maintain armed forces or protect their citizen for crime if drug use is wide spread in the military and in law enforcement agencies increased illegal crop-growing has serious consequences; it may contribute to shortage in food crops in a given create an artificially based cash economy, and foster a close relationship between farmers and drug traffickers placing them to become dependent on the criminal activity as a means of survival.

In addition, the use of illegal drugs and crime go hand in hand in many cases, drug users will literally do anything to obtain enough drugs to satisfy a habit the crimes most frequently committed by drugs abusers are these by which the drug users can gain the money for the least amount of effort, usually by theft, prostitution and drug peddling. This however, does not limit the types of crimes committed, exemplified by stories of business executives who have intentionally damaged goods in order to acquire them at a reduced rate and then sell them for more money on the street to finance their habits. When individuals begin to take drugs, they accepted the obvious risks to their personal health and well-being, but physically and physiologically (Sambo, 2009).

After a prolonged use of or the development of an obsession for a drug, the personality of the user is notably altered. This is a major obstacle encountered when attempting to overcome drug deficiency. The problem is exacerbated if the user has also become adjusted to criminal behaviour. While obviously not all crimes are necessarily connected to the acquisition of drugs, many crimes however, are committed by individuals while under their influence (Sambo, 2009). A recent study of inmates in one industrialized nation found that over 50 percent admitted to being under the influence of drugs at the time they committed the crime for which they were imprisoned. Besides, one of the objectives of the group was to inspire patriotic sentiments and to check the neo-colonialist mentality spreading among the nation's educated class due to Western education (Okwu, 2006). At that time, it was aimed at uplifting the student social status and happiness in the campuses. They achieve all these by organizing dances, drama and other gyrations (Sambo, 2009).

2.8 Review of Related Empirical Studies

Ibrahim (2014) conducted a study to investigate the "opinion of JSS students on the influence of social studies education in addressing the problems of delinquency in Niger State". The study was a survey research and used 383 students from JSSII and JSS III as sample based on the sample sizeable by research Advisors 2006. The study used questionnaire as data collection instrument. Three objectives, research questions and hypothesis were raised respectively in the study. The data were analysed using independent t-test sample, mean and standard deviations. All the three (3) null hypotheses were retained. The study therefore concluded that social studies education is still making tremendous role in promoting desirable attitudes and discouraging undesirable ones. The study and that of Ibrahim (2014) used t-test, independent sample, mean and standard deviation as data analysis instrument. The two studies used

survey designs with questionnaire as data gathering instrument. Similarly, the two studies used JSS students as their target populations. Nevertheless, the two studies differ in some ways. While the current study used Zaria Inspectorate Division as its case study, the study conducted by Ibrahim (2014) used the entire students of Niger State as population. The current study uses simple random sampling technique while that of Ibrahim (2014) used purposive sampling.

More so, Muhammed (2014) conducted a study to investigate "the role of social studies education in controlling restiveness and moral decadence among JSS students in Niger State". The study was a survey research and questionnaire was used as data collection instrument. The study used purposive sampling technique to draw respondents numbering 384. The study raised three objectives, answered three questions and tested three (3) null hypotheses at 0.05 alpha level of significance. Data were analysed using one-way Analysis of Variance, t-test independent sample, mean and standard deviation. All the null hypotheses were retained. The study recommended among other things the need for periodic review of social studies curriculum to stand the test of time, the need to send social studies teacher for In-service and refresher course, the need to recruitment of well-motivated and qualified teachers etc. However, the current study and that of Muhammed (2014) differed in some ways. The current Study used Zaria Inspectorate Division while that of Muhammed used Niger State. The current Study used Independent t-test sample as data analysis tool while that of Muhammed (2014) used One-way Analysis of variance (ANOVA) and t-test Independent sample. The current study used Simple random sampling technique while that of Muhammed used purposive sampling. The two studies however, shares the following commonalities:

- they used JSS students as populations of the study;

- the current study and that of muhammed (2014) used survey with questionnaire as data collection Instrument and
- the two studies used t-test, mean and standard deviation as data analysis tools.

Sani (2012) focused on the "impact of social studies education in inculcating values and attitudes for self-reliance among JSS students". Two types of questionnaires were designed and administered to three hundred and sixty (360) student and twenty teachers in Niger state. The results revealed among others that social studies education has impact in inculcating values and attitudes for self-reliance. He adopted descriptive survey research. The data for the study were collected through the administration of the instrument to all the sampled respondents personally with the help of research assistants, percentages, frequency, means and standard deviation and independent t-test were used in testing the hypothesis. The research also revealed that the contents of social studies are adequate in fostering values and attitudes for self-reliance. The dearth of instructional materials and resources, inadequate use of teaching methods and evaluating techniques are problems confronting social studies education in achieving fully its objectives. Also the study indicate that the instructional materials and resources as well as teaching methods and evaluation techniques employed in social studies teaching are not adequate for inculcating values and attitudes for self- reliance among JSS 111 students. The above differ from the present study in the area of location, population and sample size. Also, while the present study is on minimizing youth restiveness among the JSS students the above study was on inculcation of attitude and values. It also agreed with the former that the inculcation of values and attitudes can impact good conduct and morals which is the focus and objectives of social studies.

However, both studies are geared towards one purpose; how social studies can bring about change in children.

In addition, Ahmadu (1979) Carry out a study on "integrative attitudes and values among various level of education in Nigeria". The research was carried out to investigate the behaviour patterns and attitudes of Nigeria's with different levels of education. Nine hundred and ninety respondents of the study were the primary pupils, secondary and university students and non- school group. The instruments used were questionnaire. Durn's test, a simple percentage spread and two tailed test were statistically used for data analysis. It was found out that education contributes to the expression of achievement of attitudes towards national integration in Nigeria in which social studies objectives stands for. The study is also related and relevant to the present study because integrative behaviour patterns and attitudes of students towards national integration is an act of patriotism, national consciousness among others which are values and attitudes are vital in minimizing youth restiveness through social studies education.

Igbo and Ikpa (2013) based their research work on "causes, effects and ways of curbing youth restiveness in Nigeria". The study focus was on the 1200 National service corps members Batch B 2012 in Benue state. They adopted survey design; the method of data collection was stratified random sampling to get the respondents that participated in the study. The method of data analysis was a descriptive statistics frequencies and percentages. The research finds out that illiteracy, unequal distribution of natural resources, poor child upbringing, unemployment, poverty among these causes these youth restiveness. It also discovers that youth restiveness is associated with upsurge of social vices and criminal (armed robbery, cultism, kidnapping etc.). Also the study has shown that effective counselling to youths, parents, and political

leaders at various levels of government could go a long way in curbing youth restiveness in Nigeria. Even though the study is relevant to the present study only that the present focus on JSS junior secondary school students while the former is on universities graduates (NYSC corps members). More so the work was done in Benue State

Another work reviewed is that of Ibrahim (2012) which was based on the 'Impact of social studies education in curbing indiscipline among JSS in Zaria and Sabon- Gari local government areas in Kaduna State". The design of the research was a descriptive survey. The method of data collection was structured questionnaire. The sample population was 400 groups of respondents. The method for data analysis was to test. The result of the research outcome state that there is direct relationship between indiscipline and social norms and that, with the effective teaching of social studies education students could be more disciplined and resourceful and social studies education has the power of making students more responsible citizens. The research work is of great importance to the present study because the present work focuses on minimizing youth restiveness while the former on curbing indiscipline. The area of coverage and level are the same i.e. secondary school at JSS level. Though the population and sample size differs in some ways, while the current study used Zaria Inspectorate division as its case study, the study by Ibrahim (2012) used both teachers and students of Kaduna State, which is wide in scope.

Mohammed (1997) conducted a study on "disciplinary problems in secondary schools in Sokoto State". The study's focus was on the entire secondary schools in Sokoto state. He adopted a descriptive designed; the method was used to sample the target population. The method of data analysis percentages and tabulations while correlation studies chi-square, one way analysis of variance (ANOVA) and t-test

statistics were employed in testing hypothesis at 0.05 level of significance. The research finds out that there is significant difference in the opinion of teachers and students on the issue of school discipline. This could be due to the fact that teacher's experiences and exposures very often differ from those of students. Also, the study has shown that there is a close relation in the opinions of teachers and students on disciplinary problems in secondary school.

Even though the study is relevant to the present study only that the location of the research area varies, the present study is based on youth restiveness among students at JSS level on like the former which embraces the entire secondary school. The current study used independent t-test, sample as data analysis tool while that of Mohammed (1997) used one-way analysis of variance (ANOVA) and t-test independent sample. The two studies however have the following difference

- they current study used different population in their study;
- the current study used independent t-test sample while Mohammed (1997) used one-way analysis of variance (ANOVA) and
- the two studies used different locations of research study.

Summary

In the forgoing review of literature, attempt was made to look in to the concept of social studies and youth restiveness. It was noted that, Social Studies as a school subject was introduced into the educational system to solve social problems in the society. Also, the conducts of most youths are contrary to accepted norms and the activities of ethnic militia groups posed security threat and challenge in the society today. "Strain Theory of Deviance and the Frustration Theory" were the theories reviewed in the literature. Literatures on poverty, drug abuse, obscene dressing and

examination malpractice were also, reviewed. The literature generally suggests that the school has a significant role to play in moulding the behaviour of the youths towards conforming to societal acceptable norms and values. Substance abuse, unemployment and idleness as seen in the literature, aggravates youths restiveness which could be over come through social studies education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the procedure to be used in carrying out the research workunder the following sub-headings:

- research design;
- population of the study;
- sample and sampling procedure;
- instrumentation;
- validity of the instrument;
- reliability of the instrument;
- data collection procedure; and
- data analysis procedure.

3.2 Research Design

The study used survey research design. Specifically, the study will use cross-sectional survey design. According to Wikipedia (2013), it is the most commonly used form of survey design. In a related development, gingery (2009) state that cross-sectional survey studies a single population or sample size during a single specified time frame and give us a “snapshot” of opinion data. However, the study will use the above design because of the following reasons:

- it describes the characteristics of a population;
- it describes differences among two or more population;
- it finds correlation and makes predictions and

- it has low refusal rate and it's efficient.

3.3 Population of the Study

The target population of the study comprised of the entire junior secondary school II and III Social Studies students and in Zaria Educational Office (ZEO), Kaduna state. The ZEO comprises of three local government areas (Sabon-Gari, Zaria and Soba) with a total of 25,307 students spread across 36 public secondary schools. Table 3.1 shows the distribution of schools, students and teachers in ZID.

Table: 1 Population Distributions of Schools and Students in Zaria Educational Division

Number of Schools	JSS II		JSS II		Total
	M	F	M	F	
38	5825	6411	6175	6896	25307

3.4 Sample and Sampling Procedure

The study used simple random sampling technique in selecting the respondents. Simple random sampling according to Obeka (2011) is the fundamental method of probability sampling. It uses the principles of randomization in sample selection. This is aimed at giving every subject in the population as equal chance of participating in the study.The idea is based on sample size table by research advisor (2006). They stated that for population of 26,322 at 95% confidence level and margin error of 5%, the above number could be used. A total number of 160 male and 221 female students will be selected from ten (10) purposively selected schools to participate in the study. Simple percentage was used to determine the number of students to be picked from each school. Table3.2 shows the population distribution of sample schools and students.

Table 2: Population Distribution of Sample Schools, Students and Teachers

Name of School	Location	JSS II		JSS III		Total	Urban	Rural
		M	F	M	F		Total	Total
GJSS Richifa	Rural	6	4	6	4	20	-	20
GGSS D/Bauchi	Urban	11	13	12	13	49	49	-
GJSS Yakasai	Rural	5	5	6	6	22	-	22
GJSS Chikaji	Urban	9	11	12	11	43	43	-
GJSS T/Saibu	Rural	6	4	7	8	25	-	25
GJSS K/Doka	Urban	8	10	12	7	37	37	-
GJSS Zaria	Urban	23	-	22	-	45	45	-
GGSS(WTC)	Urban	-25		-29		54	54	-
GJSSAminu	Rural	7	8	8	6	29	-	29
Barewa College	Urban	-30		-27		57	57	-
TOTAL		**75**	**110**	**85**	**111**	**381**	**240**	**141**

Source: Research Field Study 2014

3.5 Instrumentation

The study used a questionnaire titled: Youth Restiveness minimizing questionnaire, to collect the data for this study. According to Esezobor (2012), a questionnaire is a prepared question format eliciting information under investigation. The questionnaire is perhaps the most widely use instrument of data collection. It could be self-administered by respondent. It consists of a number of questions and hypotheses as well as demographic data of the respondents. The questionnaire could be an effective data collection tool if it is properly used. It requires thoughtful planning and testing to design to convince and motivate an unseen respondent (students). The researcher used structured questionnaire items, because it provides alternatives responses to enable the researcher survey the impact of social studies education in minimizing restiveness in students. Furthermore, the instrument was prepared based on the modified likert four point scale of strongly agreed (SA), Agreed (A) Disagreed (D) And Strongly Disagreed (SD). According to Philips (2001),

Likertstyle questionnaire is the most frequently use in social studies research due to high degree of freedom it permits in choosing response.

3.5.1 Validity of the instrument

To ascertain the face and content validity of the instrument, the questionnaire wassubmitted to Social Studies lecturers of Federal College of Education, Zaria who made some suggestions and contribution. After taking note of the inputs of the validators the instrument was submitted to the supervisors who made comments and some observations. After the necessary corrections were made, the final draft was accepted to be used for the study.

3.5.2 Reliability of the Instrument

In order to determine the reliability co-efficient of the research instrument, the Youth Restiveness Minimizing Questionnaire (YRMQ) was pilot-tested on 30 students outside of sampled subjects through test-retest on the interval of two weeks. The rationale is to forestall any problem that might arise during the actual study and thereby jeopardize the validity and reliability of the test. It will also acquaint the researcher with questionnaire administration procedure and practical problems involved when carrying out the study so as to rectify them and to assess the relevant and functionality of the research questions and hypotheses. The set of Data obtained from the pilot study was subjected to computer analysis using Statistical Package for Social Science (SPSS)and the reliability co-efficient of 0.71 was obtained. On this basis the instrument will be used for the study.

3.6 Procedure for Data Collection

The researcher obtained a letter of introduction from the department of arts and social science education, Ahmadu Bello University Zaria. Thisenabled the

researcher to obtained official data needed for the study from Kaduna state ministry of education, Zaria Education Officewhich were forwarded to the schools under study. This was aimed at introducing the researcher and the study motives and also as a means of soliciting for official permission and cooperation to utilize students for the study. The researcher and two research assistance who are social studies teachers administered the questionnaire to the respondents. This took the researcher seven working days to go round the schools to administer the questionnaire. Social studies teachers in the sample schools served as guide to the students in interpreting the questionnaire for easy understanding. The questionnaires were retrieved by the researcher and the research assistants.

3.7 Procedure for Data Analysis

The researcher employed different statistical tools in analysing the data for this study. This includes: simple percentage; frequency; statistical mean standard deviation and t-test. Simple percentages and frequency table were used to analyze the demographic data while statistical mean and standard deviation were used to answer the research questions raised in the study and t-test were used to test the hypotheses raised at 0.05 significant level. The data was subjected to IBM-SPSS analysis. The t-test statistics was used in this study because it enables the different means obtained in the study to be compared.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter focuses on the analysis of the data collected for the study. The main objective of the studywas to investigate the impact of Social Studies Education on youth's restiveness among JSS schools in Kaduna state. Instrument titled: was administered to obtain the data from a sample of three hundred and eighty one (381) respondents. The results are presented in four sections (4.2, 4.3, and 4.4). The result in section 4.2 focuses on the bio data of the respondents; answering of the research questions and testing of the hypotheses, while section 4.3deals with the summary of finding followed by discussion of findings in section 4.4.

4.2 Analysis and Presentation of Results

Analysis of Bio Data

The information on the gender of the respondents shows that they fall into different gender. Table 3 presents descriptive statistics for the distribution of respondents by gender.

Table 3: Distribution of respondents by Gender

Gender	Frequency (F)	Percentage (%)
Males	196	51.4
Females	185	48.6
Total	**381**	**100**

Table 3 shows that 196 respondents, representing 58% of the study sample were males while 185, representing 48.6% were males. This indicates that the number male respondents outnumbered their female counterpart in this study.

Data on the respondents` Geo-Location shows that they fall under different location. Table 4 illustrates the Geo-Location of the respondents.

Table 4: Distribution of Respondents by their Geo-Location

Geo-Location	Frequency (F)	Percentage (%)
Urban	240	63.0
Rural	141	37.0
Total	**381**	**100**

Table 4 shows that 240 respondents, representing 63.0%, of the sampled students were in urban location, while 141 respondents, representing 37.0% were in rural location. This indicates that most of the respondents in this study are in urban location.

Data on the respondents` level (class) shows that they fall into different class level. Table 5 illustrates the class level of the respondents.

Table 5: Distribution of Respondents by their Class Level

Level	Frequency (F)	Percentage (%)
JSS II	185	48.6
JSS III	196	51.4
Total	**381**	**100**

Table 5 shows that 185 respondents, representing 48.6%, of the sampled students were in JSS II, while 196 respondents, representing 51.4% were in JSS III.

This indicates that JSS III respondents are more than their JSS II counterpart in this study.

Answering of Research Questions

Three research questions that were raised in chapter one guides this study and the results were analysed by statistical mean and standard deviation. The analysis of results is as follows:

Research Question 1

What is the impact of Social Studies Education in minimizing the incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among JSS II and JSS III students in Zaria inspectorate division, Kaduna State?

In order to answer this research question, the mean opinion score and standard deviation of the respondents were computed. Table 6 Presents the Mean Opinion Score and Standard Deviation of JSS II and JSS III respondents.

Table 6: Mean Opinion Score and Standard Deviation of JSS II and JSS III respondents on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State.

Level (Class)	N	Mean	Std.
JSS II	186	63.3568	9.50756
JSS III	196	66.4694	8.60555
Total	381		

Table 6 shows that JSS II had mean opinion score of 63.3356 and standard deviation of 9.50756 while JSS III had mean opinion score of 66.4694 and standard deviation of 8.60556. This indicates that the mean opinion score of JSS II respondents is lower the

mean opinion score of JSS III respondents. Therefore, there is a difference between the mean opinion score of JSS II students and their JSS III counterpart regarding the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State.Social Studies Education has impacted positively on the students in the aspect of truancy, examination malpractice and abuse of drugs as shown in the direction of their responses.

Research Question 2

What is the impact of Social Studies Education in minimizing the incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) between male and female JSS students in Zaria inspectorate division, Kaduna State?

In order to answer this research question, the mean opinion score and standard deviation of the respondents were computed. Table 7 Presents the Mean Opinion Score and Standard Deviation of male and female JSS students (respondents).

Table 7: Mean Opinion Score and Standard Deviation of male and female JSS students (respondents) on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State.

Gender	N	Mean	Standard Deviation
Males	196	65.7092	8.88803
Females	185	64.1622	9.43027
Total	**381**		

Table 7 illustrates that male respondents had mean opinion score of 65.7092 with standard deviation of 8.88803 while female respondents had mean opinion score of 64.1622 with standard deviation of 9.43027. This indicates that the mean opinion

score of male respondents is higher the mean opinion score of female respondents. Therefore, there is a slight difference between the mean opinion score of male students and their female counterpart regarding the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State. Social Studies Education has impacted positively on both male and female students in the aspect of truancy, examination malpractice and abuse of drugs as shown in the direction of their responses.

Research Question 3

What is the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among rural and urban JSS students in Zaria inspectorate division, Kaduna State?

In order to answer this research question, the mean opinion score and standard deviation of the respondents were computed. Table 8 Presents the Mean Opinion Score and Standard Deviation of the respondents based on their school location.

Table 8: Mean Opinion Score and Standard Deviation of Urban and Rural respondents on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State.

Location	N	Mean	Standard Deviation
Urban	240	64.7125	9.55477
Rural	141	65.3759	8.50927
Total	**381**		

Table 8 illustrates that urban respondents had mean opinion score of 64.7125 with standard deviation of 9.55477 while rural respondents had mean opinion score of 65.3759 with standard deviation of 8.50927 9.43027. This means that the mean opinion

score of urban respondents is lower the mean opinion score of rural respondents. Therefore, there is a slight difference between the mean opinion score of urban students and that of their rural counterpart regarding the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State. Social Studies Education has impacted positively on both male and female students in the aspect of truancy, examination malpractice and abuse of drugs as shown in the direction of their responses (see appendix III).

Testing of Hypotheses

Hypothesis 1:

There is no significant difference between the mean opinion score of JSS II and JSS III students on the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among rural and urban JSS students in Zaria inspectorate division, Kaduna State.

In order to test the hypothesis, the mean score of JSS II respondents JSS III respondents were subjected to t-test analysis. Table 9 presents the result of the t-test analysis for the two groups.

Table 9: Analysis of t-test of Mean opinion Score of JSS II and JSS III Respondents

Level	N	Mean	Std.	T	Df	P value
JSS II	185	63.3568	9.50756			
				-3.3	379	0.001
JSS III	196	66.4694	8.60555			

Table 9 shows that the t = 3.3, df = 379, p = 0.001, which indicates that the probability value (P) is less than the alpha level ($p < 0.05$). Since the probability value

is less than the alpha level, the null hypotheses is rejected. Therefore, the researcher concludes that, there is significant difference between the mean opinion score of JSS II and JSS III students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State. The mean opinion score of JSSII (63.3568) is lower than that of their JSS III (66.4694) counterpart.

Hypothesis 2

There is no significant difference between the mean opinion score of male and female JSS students on the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among rural and urban JSS students in Zaria inspectorate division, Kaduna State.

In order to test the hypothesis, the mean opinion score of male respondents and that of their female counterpart were subjected to t-test analysis. Table 10 presents the result of the t-test analysis for the two groups.

Table 10: Analysis of t-test of Mean opinion Score of Male and Female Respondents

Gender	N	Mean	Std.	t	Df	P value
Males	196	65.7092	8.88803			
				1.648	379	0.100
Females	185	64.1622	9.43027			

at 0.05 alpha level of significance

Table 10 illustrates that the t = 1.648, df = 379, p = 0.100, which indicates that the probability value (P) is greater than the alpha level (p > 0.05). Since the probability value is greater than the alpha level, the null hypotheses is retained. Therefore, the

researcher concludes that, there is no significant difference between the mean opinion score of male and female students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State.

Hypothesis 3

There is no significant difference between the mean opinion score of rural and urban JSS students on the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among rural and urban JSS students in Zaria inspectorate division, Kaduna State.

In order to test the hypothesis, the mean opinion score of urban respondents and respondents and that of their rural counterpart were subjected to t-test analysis. Table 11 presents the result of the t-test analysis for the two groups.

Table 11: Analysis of t-test of Mean opinion Score of Urban Respondents and that of theirRural counterpart

Location	N	Mean	Std.	T	Df	P value
Urban	240	64.7125	9.55477			
				-.681	379	0.496
Rural	141	65.3759	8.50927			

At 0.05 alpha level of significance

Table 11 shows that the t = -.681, df = 379, p = 0.496, which indicates that the probability value (P) is greater than the alpha level (p > 0.05). Since the probability value is greater than the alpha level, the null hypotheses is retained. Therefore, the researcher concludes that, there is no significant difference between the mean opinion score of urban and rural students on the impact of Social Studies Education on truancy,

examination malpractice and abuse of drugs in Zaria inspectorate division, Kaduna State.

4.3 Summary of Major Findings

A difference exists between the mean opinion score of JSS II students and their JSS III counterpart regarding the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs. .

i. Significant differences exist between the mean opinion score of JSS II and JSS III students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs.
ii. No significant difference between the mean opinion score of male and female students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs.
iii. No significant difference between the mean opinion score of urban and rural students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs.

4.4 Discussion of Findings

This study investigates the impact of Social Studies Education on youth restiveness. From the analysis of results of hypotheses one, two and three the following findings were discussed.

The finding of hypotheses one in this study reveals that,there is a significant difference between the mean opinion score of JSS II students and that of their JSS III counterpart on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs. The result of analysis of the data shows that $t = 3.3$, $df = 379$, $p = 0.001$, which indicates that the probability value (p) is less than the alpha

level ($p < 0.05$), therefore, the difference in the mean opinion score in favour of JSS III. The difference in the students mean opinion score could be attributed to the number of years spent in school. The JSS III students are a year ahead of their JSS II counterpart and have learnt more Social Studies contents than their JSS II counterpart. However, the responses of the students reveals that Social Studies Education impacted them positively on truancy, examination malpractice and drug abuse. This is not unexpected because as a problem-solving discipline,Social Studies Educationdeals with issues that affect students such as: abuse of drugs; examination malpractice; and truancy. This finding lay credence to a recent study (Ibrahim, 2014) reviewed in this study.

The finding of hypotheses two reveals no significant difference between the mean opinion score of male and female students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs. The result of data analysis on hypotheses twoillustrates that the $t = 1.648$, $df = 379$, $p = 0.100$, which indicates that the probability value (p) is greater than the alpha level ($p > 0.05$) which means no significant difference between the mean opinion score of male and female students. This finding implies that gender does not make a difference in the opinion of students regarding the impact of Social Studies Education on youth restiveness. This finding corroborates that of Fareo (2013), Olibie and Ezeoba (2013), Obeka (2014) and Dania (2014)who found no significant difference between the mean achievement score of male and female students. However, it is conflict with the finding of Nsofor and Ala (2013) and Abudu and Fuseini (2013) who found that there is a significant difference between male and female in their mean achievement score.

The result of hypotheses three reveals that no significant difference between the mean opinion score of urban and rural students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs. The result of data

analysis on hypotheses three shows that the t = -.681, df = 379, p = 0.496, indicating that the probability value (p) is greater than the alpha level (p > 0.05) and meaning no significant difference between the mean opinion score of urban and rural students. This finding implies that weather a student attends rural or urban school; it does not make any difference in his/her opinion on impact of Social StudiesEducation.This finding lay credence to the finding of Yusuf and Adigun (2010). This finding dispels the notion that schooling in urban area impacted better than rural area on the students.

4.5 Contribution of the Study to Knowledge

This study contributes to knowledge and literature in the following ways:

i. The study has established that youth restiveness was greatly reduced in terms of engaging of examination malpractice because its disadvantages were treated in Social Studies class.

ii. According to the opinion of the students, the all agree that Social vices like drug abuse, and truancy was reduced due to thorough treatment of it in Social Studies class.

iii. The study was able to tap the opinion of students and they freely expressed their views. This is a break through because hitherto, researchers use to concentrate on only the opinion of teachers and school authorities.

CHAPTER FIVE

SUMMARY, CONCLUSSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the objectives of the study, methodology and findings of the study. Also, it draws out conclusion and recommendations for further study.

5.2 Summary

This study is entitled: Impact of Social Studies Education on Youth Restivenessamong JSS students in Kaduna State. The purpose of the study was to find out thedifferences between mean opinion score of: JSS II and JSS III students; male and female students; and urban and rural students. Three research questions guided the study and three hypotheses were used for testing of significance difference between the mean opinion score of: JSS II and JSS III students; male and female students; and urban and rural students.The target population of the study were all the JSS II and JSS III students in Zaria Educational Zone. Descriptive survey method was used in the study. A sample size of 381 respondents was used. Data for the study was collected through researcher-made questionnaire and were analysed by simple percentage, mean, standard deviation and t-test. The following findings emanates from the study:

- Social Studies Education impacted positively on the students regarding youths restiveness among JSS students in Kaduna state;
- no significant difference between the opinion mean score of JSS II and JSS III students on the impact of Social Studies Education on Youth Restiveness among JSS students in Kaduna State;

- no significant difference between the opinion mean score of male and female impact of Social Studies Education on Youth Restiveness among JSS students in Kaduna State; and
- no significant difference between the opinions means score of urban and rural students on the impact of Social Studies Education on Youth Restiveness among JSS students in Kaduna State.

5.3 Conclusions

Arising from the findings of this study, the following conclusions are made:

i. Social Studies Education impacted positively on the students regarding youths restiveness among JSS students in Kaduna state;

ii. no significant difference exists between the opinion mean score of JSS II and JSS III students on the impact of Social Studies Education on youth restiveness among JSS students in kaduna state;

iii. no significant difference exists between the opinion mean score of male and female impact of Social Studies Education on youth restiveness among JSS students in Kaduna State; and

iv. no significant difference exists between the opinions mean score of urban and rural students on the impact of Social Studies Education on youth restiveness among JSS students in Kaduna State.

5.4 Recommendations

Based on the findings of this study, the following recommendations are offered:

i. teaching and learning facilities should be adequately provided in schools so as to motivate and encourage teachers to effectively teach and students learn

effectively. This will enable effective impartation of Social Studies contents to the students;

ii. equal treatment of students irrespective of gender should be ensured and maintained in Social Studies instructions at all level. This will curtail variation in learning among students of different sex; and

iii. rural and urban schools should giving equal access to adequate educational facilities and motivation to enable both benefits Social Studies curriculum contents equally.

5.5 Suggestion for Further Study

This study investigates Impact of Social Studies Education on Youth Restivenessamong JSS students in Kaduna State. The following is suggestion for further study:

- Causes and Effect of Youth Restiveness on Academic Performance among JSS Social Studies Students in Kaduna State.

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APPENDICES
APPENDIX I

Population Distributions of Schools and Students in Zaria Educational Division

School	Location	JSSII		JSS III		Total	Total Urban	Total Rural
		M	F	M	F			
GJSS Aminu	Rural	355	362	265	300	1282	-	1282
GJSS Abba	Urban	-	98	160	149	542	542	-
Alhuda-Huda College	Urban	650	-	600	-	1250	1250	-
GJSS Awai	Rural	42	35	100	39	216	-	216
GJSSBogari	Urban	116	140	113	131	500	-	500
GJSSRiminDoko	Rural	94	120	100	98	412	-	412
GJSSDogari	Rural	35	30	90	42	197	-	197
Barewa College	Urban	418	-	500	-	919	918	-
GJSS Chindit (B)	Urban	482	-	500	-	982	982	-
GJSS Chindit (G)	Urban	-	490	-	468	958	958	-
GCC Zaria	Urban	220	285	225	280	1010	1010	-
GJSSDakache	Rural	137	220	180	240	777	-	777
GJSSDinya	Rural	95	65	90	52	302	-	302
GGSS D/Bauchi	Urban	-	680	-	698	1378	1378	-
GJSSGimba	Rural	97	80	100	73	350	-	350
GJSSGyellesu	Urban	236	200	210	190	836	836	-
GJSSKaura	Rural	177	165	181	153	616	-	616
GGSS K/Gayam	Urban	-	360	-	405	765	765	-
GJSS K/Jatau	Urban	140	200	151	180	671	671	-
GJSS K/Doka	Urban	172	150	130	157	607	607	-
GJSS Kinkiba	Rural	50	35	89	70	244	-	244
GSSS Kufena	Urban	180	210	160	225	775	775	-
GSS Kuyanbana	Urban	200	150	200	155	705	705	-
GJSS Likoro	Rural	115	95	150	121	481	-	481
GJSS Kugu	Rural	165	109	121	110	505	-	505
SIAS T/Karau 'B'	Urban	104	98	105	100	407	407	-
GJSS Matari	Rural	50	42	103	80	275	-	275
GJSS Magajiya	Rural	160	87	160	118	525	-	525
GJSS Muchiya	Urban	100	174	110	166	550	550	-
GJSS Pada	Rural	-	252	-	320	572	-	572
GJSS Richifa	Rural	80	50	85	55	270	-	270
GJSS R/Doko	Rural	130	140	200	110	580	-	580
GJSS T/Jukun	Urban	180	117	220	200	717	717	-
GJSS Y/Wada	Urban	200	160	251	250	862	862	-
GJSS T/Tukur	Urban	250	200	270	230	950	950	-
GGSS (WTC)	Urban	-	570	-	632	1205	1205	-
SIAS T/Karau 'A'	Urban	170	180	172	184	706	706	-
Total						**25307**	**18575**	**6732**

APPENDIX II

SOCIAL STUDIES EDUCATION ON YOUTHS RESTIVENESS SCALE QUESTIONNAIRE

SECTION A

Instruction: you are required to tick ( ) the appropriate response as they apply to you.

1. Sex: Male ( ) Female: ( ) 2. Class: JSS II ( ) JSSIII ( )

3. Location Urban ( ) Rural ( )

SECTION B

You are requested to tick ( ) the alternative that best describe your opinion in the section below SA = strongly agree, A = agree, D = disagree, SD = strongly disagree

S/N	ITEMS	SA	A	D	SD
1	The knowledge of Social Studies Education prompt Students to be punctual in school				
2	The knowledge of Social Studies Education discourages students from leaving the school before official closing hours				
3	The knowledge of Social Studies Education instils in studentsthe habit of doing homework/Assignment and submitting it in time				
4	Social Studies Education encourage students to stay away from classes when lesson is going on				
5	Students learn to absent themselves from school without valid reasons through Social Studies Education				
6	Through the knowledge of Social Studies Education students develop the willingness to participate in school activities in and				

	outside the classroom				
7	Social Studies Education is ineffective in curbing truancy among JSS students				
8	The knowledge of Social Studies Education enable students display honesty, loyalty and respect for school rules and constituted authority				
	Impact on Examination malpractice				
9	Social Studies Education condone students who copy assignment/test from others and submit for grading				
10	Social Studies Education discouraged JSS students from accepting or giving assistance during examination				
11	Social Studies Education tolerates students who write examination for others				
12	Social Studies Education imbibed in the students spirit of hardworking including reading hard to pass examination				
13	Examination malpractice has drastically reduced among JSS students through the teaching of Social Studies Education				
14	Through Social Studies Education JSS students learn to obey all examination regulations				

15	Social Studies Education discourages students from Seeking for and obtaining examination questions before time				
16	Social Studies Education imparted in the students the habit of reporting any one cheating during examination				
17	Social Studies Education is more effective than any other subject in curbing examination malpractice among JSS students				
	Impact on Abuse of Drugs				
18	Through the knowledge of Social Studies Education students' abuse of drugs has drastically reduced among JSS students.				
19	Social Studies Education enable students to avoid drinks that are intoxicating				
20	Through Social Studies Education JSS students avoid self-medication				
21	Though the awareness created by Social Studies Education JSS Students learnt to avoid smoking of cigarette, Indian hem or other weeds				
22	Social Studies Education encourage JSS students to be in company of those who smoke weeds or drink alcohol				
23	Social Studies Education helps JSS students to stop consumption of Nescafe, kola nuts to induce themselves to stay awake				

24	Social Studies Education do not expose JSS students to the effects of drug abuse on them and the society				
25	Social Studies Education do not create the awareness that taking any drug without doctors` prescription is an abuse of drug				

APPENDIX III

APPENDIX IV

APPENDIX V

OUT PUT OF DATA ANALYSIS

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FREQUENCIES VARIABLES=Class SEX Location
  /ORDER=ANALYSIS.
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Frequencies

Statistics

		Class	SEX	Location
N	Valid	381	381	381
	Missing	0	0	0

Frequency Table

Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	JSS II	185	48.6	48.6	48.6
	JSS III	196	51.4	51.4	100.0
	Total	381	100.0	100.0	

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	196	51.4	51.4	51.4
	Female	185	48.6	48.6	100.0
	Total	381	100.0	100.0	

Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	240	63.0	63.0	63.0
	Rural	141	37.0	37.0	100.0
	Total	381	100.0	100.0	

Research Question One

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
The knowledge of social studies education prompt students to be punctual in school	JSS II	185	3.1622	1.04553	.07687
	JSS III	196	3.3061	1.02690	.07335
the knowledge of social studies education discourages students from leaving the school before official closing hours	JSS II	185	2.2432	1.12784	.08292
	JSS III	196	2.1480	1.17388	.08385
the knowledge of social studies instills in the students the habit of doing homework/assignment and submitting it on time	JSS II	185	3.0865	1.02315	.07522
	JSS III	196	3.3265	.96371	.06884
social studies education encourages students to stay away from classes when lesson is going on	JSS II	185	1.9351	1.04575	.07689
	JSS III	196	1.8776	1.14816	.08201
students learn to absent themselves from school without valid reasons through social studies education	JSS II	185	1.7405	1.03090	.07579
	JSS III	196	1.6531	.93482	.06677
through the knowledge of social studies education students develop the willingness to participate in school activities in and outside the classroom	JSS II	185	2.9297	1.14703	.08433
	JSS III	196	2.9694	1.18498	.08464
social studies education is ineffective in curbing truancy among JSS students	JSS II	185	2.0703	1.12309	.08257
	JSS III	196	2.1480	1.10641	.07903
the knowledge of social studies education enable students display honesty, loyalty and respect for school rules and constituted authority	JSS II	185	3.0757	1.13956	.08378
	JSS III	196	3.3265	1.03553	.07397
social studies education condone students who copy assignment/test from others and submit for grading	JSS II	185	2.3405	1.79605	.13205
	JSS III	196	2.2245	1.18996	.08500
social studies education discouraged	JSS II	185	2.3351	1.11614	.08206

JSS students from accepting or giving assistance during examination	JSS III	196	2.1173	1.10082	.07863
social studies education tolerates students who write examination for others	JSS II	185	1.9622	1.08030	.07942
	JSS III	196	1.9082	1.06782	.07627
social studies education imbibed in the students spirit of hardworking including reading hard to pass examination	JSS II	185	2.9459	1.12641	.08282
	JSS III	196	3.1786	1.10651	.07904
examination malpractice has drastically reduced among JSS students through the teaching of social studies education	JSS II	185	2.7838	.99278	.07299
	JSS III	196	3.0561	.92925	.06637
through social studies education JSS students learn to obey all examination regulations	JSS II	185	3.1351	1.15538	.08495
	JSS III	196	3.2857	.97139	.06938
social studies education discourages students from seeking for and obtaining examination questions before time	JSS II	185	2.0757	1.10074	.08093
	JSS III	196	2.3827	1.18170	.08441
social studies education imparted in the students the habit of reporting any one cheating during examination	JSS II	185	2.7676	1.15393	.08484
	JSS III	196	3.0153	1.06928	.07638
social studies education is more effective than any other subject in curbing examination malpractice among JSS students	JSS II	185	2.6000	1.09941	.08083
	JSS III	196	3.1276	3.12624	.22330
through the knowledge of social studies education students' abuse of drugs has drastically reduced among JSS students	JSS II	185	3.0054	1.09593	.08057
	JSS III	196	3.2551	.90934	.06495
social studies education enable students to avoid drinks that are intoxicating	JSS II	185	3.0432	1.07757	.07922
	JSS III	196	3.3112	1.26494	.09035
through social studies education JSS students avoid self-medication	JSS II	185	2.6486	1.14721	.08434
	JSS III	196	2.8010	3.19554	.22825
through the awareness created by	JSS II	185	2.9514	1.20362	.08849

social studies education JSS students learn to avoid smoking of cigarette, Indian hemp or other weeds	JSS III	196	3.2500	1.11113	.07937
social studies education encourages JSS students to be in company of those who smoke weeds or drinks alcohol	JSS II	185	1.7892	1.06521	.07832
	JSS III	196	1.9490	1.16683	.08334
social studies education helps JSS students to stop consumption of Nescafe, cola nut to induce themselves to stay awake	JSS II	185	2.1892	1.03834	.07634
	JSS III	196	2.3163	1.74883	.12492
social studies education do not expose JSS students to the effect of drug abuse on them and the society	JSS II	185	2.3081	1.13117	.08317
	JSS III	196	2.0765	1.23174	.08798
social studies do not create the awareness that taking any drug without doctors' prescriptions is an abuse of drug	JSS II	185	2.2324	3.19051	.23457
	JSS III	196	2.4592	2.49582	.17827

Group Statistics

	SEX	N	Mean	Std. Deviation	Std. Error Mean
The knowledge of social studies education prompt students to be punctual in school	Male	196	3.2041	1.03735	.07410
	Female	185	3.2703	1.03862	.07636
the knowledge of social studies education discourages students from leaving the school before official closing hours	Male	196	2.3214	1.00957	.07211
	Female	185	2.0595	1.27336	.09362
the knowledge of social studies instills in the students the habit of doing homework/assignment and submitting it on time	Male	196	3.1480	.95732	.06838
	Female	185	3.2757	1.03981	.07645
social studies education encourages students to stay away from classes when lesson is going on	Male	196	1.9031	1.03070	.07362
	Female	185	1.9081	1.16898	.08594
students learn to absent themselves	Male	196	1.6990	.92053	.06575

from school without valid reasons through social studies education	Female	185	1.6919	1.04631	.07693
through the knowledge of social studies education students develop the willingness to participate in school activities in and outside the classroom	Male	196	3.0051	1.06457	.07604
	Female	185	2.8919	1.26370	.09291
social studies education is ineffective in curbing truancy among JSS students	Male	196	2.0204	1.03259	.07376
	Female	185	2.2054	1.18916	.08743
the knowledge of social studies education enable students display honesty, loyalty and respect for school rules and constituted authority	Male	196	3.1633	1.07840	.07703
	Female	185	3.2486	1.10965	.08158
social studies education condone students who copy assignment/test from others and submit for grading	Male	196	2.2959	1.11133	.07938
	Female	185	2.2649	1.85041	.13605
social studies education discouraged JSS students from accepting or giving assistance during examination	Male	196	2.4592	1.06379	.07599
	Female	185	1.9730	1.11039	.08164
social studies education tolerates students who write examination for others	Male	196	2.1020	1.08121	.07723
	Female	185	1.7568	1.03749	.07628
social studies education imbibed in the students spirit of hardworking including reading hard to pass examination	Male	196	2.9388	1.08431	.07745
	Female	185	3.2000	1.14588	.08425
examination malpractice has drastically reduced among JSS students through the teaching of social studies education	Male	196	2.9796	.87682	.06263
	Female	185	2.8649	1.05712	.07772
through social studies education JSS students learn to obey all examination regulations	Male	196	3.1939	1.04423	.07459
	Female	185	3.2324	1.09098	.08021
social studies education discourages students from seeking for and obtaining examination questions before time	Male	196	2.3776	1.10954	.07925
	Female	185	2.0811	1.17904	.08668

social studies education imparted in the students the habit of reporting any one cheating during examination	Male	196	2.7908	1.03879	.07420
	Female	185	3.0054	1.18641	.08723
social studies education is more effective than any other subject in curbing examination malpractice among JSS students	Male	196	2.6480	1.01453	.07247
	Female	185	3.1081	3.24191	.23835
through the knowledge of social studies education students' abuse of drugs has drastically reduced among JSS students	Male	196	3.0255	.98936	.07067
	Female	185	3.2486	1.02300	.07521
social studies education enable students to avoid drinks that are intoxicating	Male	196	3.2194	1.20590	.08614
	Female	185	3.1405	1.16177	.08541
through social studies education JSS students avoid self-medication	Male	196	2.8571	3.15253	.22518
	Female	185	2.5892	1.25711	.09242
through the awareness created by social studies education JSS students learn to avoid smoking of cigarette, Indian hemp or other weeds	Male	196	3.0561	1.18188	.08442
	Female	185	3.1568	1.14790	.08440
social studies education encourages JSS students to be in company of those who smoke weeds or drinks alcohol	Male	196	1.8776	1.09325	.07809
	Female	185	1.8649	1.15067	.08460
social studies education helps JSS students to stop consumption of Nescafe, cola nut to induce themselves to stay awake	Male	196	2.5000	1.63770	.11698
	Female	185	1.9946	1.16328	.08553
social studies education do not expose JSS students to the effect of drug abuse on them and the society	Male	196	2.3622	1.23055	.08790
	Female	185	2.0054	1.11559	.08202
social studies do not create the awareness that taking any drug without doctors' prescriptions is an abuse of drug	Male	196	2.5612	3.79221	.27087
	Female	185	2.1243	1.21167	.08908

Group Statistics

	Location	N	Mean	Std. Deviation	Std. Error Mean
The knowledge of social studies education prompt students to be punctual in school	Urban	240	3.3708	.93736	.06051
	Rural	141	3.0071	1.15571	.09733
the knowledge of social studies education discourages students from leaving the school before official closing hours	Urban	240	2.1167	1.15119	.07431
	Rural	141	2.3262	1.14328	.09628
the knowledge of social studies instills in the students the habit of doing homework/assignment and submitting it on time	Urban	240	3.2917	.94533	.06102
	Rural	141	3.0709	1.07335	.09039
social studies education encourages students to stay away from classes when lesson is going on	Urban	240	1.8167	1.07059	.06911
	Rural	141	2.0567	1.13246	.09537
students learn to absent themselves from school without valid reasons through social studies education	Urban	240	1.5958	.95898	.06190
	Rural	141	1.8652	1.00157	.08435
through the knowledge of social studies education students develop the willingness to participate in school activities in and outside the classroom	Urban	240	3.0458	1.15076	.07428
	Rural	141	2.7872	1.17600	.09904
social studies education is ineffective in curbing truancy among JSS students	Urban	240	1.9708	1.08005	.06972
	Rural	141	2.3475	1.13380	.09548
the knowledge of social studies education enable students display honesty, loyalty and respect for school rules and constituted authority	Urban	240	3.3542	1.01638	.06561
	Rural	141	2.9504	1.17307	.09879
social studies education condone students who copy assignment/test from others and submit for grading	Urban	240	2.2083	1.68128	.10853
	Rural	141	2.4043	1.17095	.09861
social studies education discouraged JSS students from accepting or giving assistance during examination	Urban	240	2.2250	1.15684	.07467
	Rural	141	2.2199	1.03573	.08722
social studies education tolerates	Urban	240	1.8292	1.02683	.06628

students who write examination for others	Rural	141	2.1135	1.12816	.09501
social studies education imbibed in the students spirit of hardworking including reading hard to pass examination	Urban	240	3.1917	1.08080	.06977
	Rural	141	2.8511	1.15842	.09756
examination malpractice has drastically reduced among JSS students through the teaching of social studies education	Urban	240	2.9000	1.01783	.06570
	Rural	141	2.9645	.88165	.07425
through social studies education JSS students learn to obey all examination regulations	Urban	240	3.3208	1.03150	.06658
	Rural	141	3.0284	1.10158	.09277
social studies education discourages students from seeking for and obtaining examination questions before time	Urban	240	2.0875	1.17356	.07575
	Rural	141	2.4823	1.07307	.09037
social studies education imparted in the students the habit of reporting any one cheating during examination	Urban	240	2.9167	1.15772	.07473
	Rural	141	2.8582	1.04596	.08809
social studies education is more effective than any other subject in curbing examination malpractice among JSS students	Urban	240	2.9542	2.87574	.18563
	Rural	141	2.7305	1.11406	.09382
through the knowledge of social studies education students' abuse of drugs has drastically reduced among JSS students	Urban	240	3.1583	1.03492	.06680
	Rural	141	3.0922	.97028	.08171
social studies education enable students to avoid drinks that are intoxicating	Urban	240	3.1833	1.07059	.06911
	Rural	141	3.1773	1.35901	.11445
through social studies education JSS students avoid self-medication	Urban	240	2.6208	1.20407	.07772
	Rural	141	2.9078	3.66626	.30875
through the awareness created by social studies education JSS students learn to avoid smoking of cigarette, Indian hemp or other weeds	Urban	240	3.1042	1.17576	.07589
	Rural	141	3.1064	1.15079	.09691
social studies education encourages	Urban	240	1.6708	1.03292	.06667

JSS students to be in company of those who smoke weeds or drinks alcohol	Rural	141	2.2128	1.18206	.09955
social studies education helps JSS students to stop consumption of Nescafe, cola nut to induce themselves to stay awake	Urban	240	2.2500	1.63257	.10538
	Rural	141	2.2624	1.06667	.08983
social studies education do not expose JSS students to the effect of drug abuse on them and the society	Urban	240	2.2125	1.15741	.07471
	Rural	141	2.1489	1.24175	.10457
social studies do not create the awareness that taking any drug without doctors' prescriptions is an abuse of drug	Urban	240	2.3167	2.87824	.18579
	Rural	141	2.4043	2.81825	.23734

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T-TEST GROUPS=Class (1 2)
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  /VARIABLES=COMPOSITE_SCALE

  /CRITERIA=CI (.9500).
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T-Test

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Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
COMPOSITE_SCALE	JSS II	185	63.3568	9.50756	.69901
	JSS III	196	66.4694	8.60555	.61468

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
COMPOSITE_SCALE	Equal variances assumed	.864	.353	-3.354	379	.001	-3.11263	.92816	-4.93762	-1.28764
	Equal variances not assumed			-3.344	369.889	.001	-3.11263	.93083	-4.94302	-1.28224

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T-TEST GROUPS=SEX(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=COMPOSITE_SCALE

  /CRITERIA=CI(.9500).
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T-Test

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Group Statistics

	SEX	N	Mean	Std. Deviation	Std. Error Mean
COMPOSITE_SCALE	Male	196	65.7092	8.88803	.63486
	Female	185	64.1622	9.43027	.69333

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
COMPOSITE_SCALE	Equal variances assumed	5.036	.025	1.648	379	.100	1.54702	.93847	-.29824	3.39228
	Equal variances not assumed			1.646	373.887	.101	1.54702	.94008	-.30148	3.39553

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T-TEST GROUPS=Location(1 2)
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  /VARIABLES=COMPOSITE_SCALE

  /CRITERIA=CI(.9500).
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T-Test

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Group Statistics

	Location	N	Mean	Std. Deviation	Std. Error Mean
COMPOSITE_SCALE	Urban	240	64.7125	9.55477	.61676
	Rural	141	65.3759	8.50927	.71661

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
COMPOSITE_SCALE	Equal variances assumed	3.963	.047	-.681	379	.496	-.66339	.97433	-2.57915	1.25238
	Equal variances not assumed			-.702	321.038	.483	-.66339	.94547	-2.52349	1.19672