

Assessment of Political Socialization among Secondary School Students in Zaria Metropolis

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Abstract

The study was on the assessment of political socialization among secondary school students in Zaria metropolis. Three objectives were developed simultaneously with research questions to guide the study. Descriptive survey research design of cross sectional type was adopted for the study. The population of the study comprised 31 Secondary Schools in Zaria metropolis, in Kaduna State. The total population was 68,280. Multi-stage sampling technic was used for the study. Four schools (Alhudahuda College, GSS T/Wada, GDSS D/Bauchi and GSS K/Doka) representing 10% of the schools were sampled for the study using simple random sampling by balloting, while the target population from the selected four schools was 11,729. Research Advisor (2010) table of sampling suggested a sample size of 370 at 95% confidence level and at 5% margin of error. Proportionate sampling technique was used to select the exact number of respondents per school. Accidental sampling technic was used to administer the instrument on the respondents. Researcher designed instrument tagged 'Political Socialization Questionnaire' (POLSOQ) was used. The instrument was validated by experts in the field of Sociology and Education and Political Science. The Instrument was pilot tested at GSS Gyallesu, Zaria. A reliability index of 0.72 was arrived at using Pearson Product Moment Correlation Coefficient (PPMC). Data were analysed using Statistical Package for Social Sciences (SPSS). Research questions were analysed using frequency and percentage. The findings revealed that there was low level of political awareness among Secondary School students; curricular activities in Zaria metropolis was well saturated with aspects of political socialization; and there was little training with regards to assessment of political socialization in the extra-curricular activities in Zaria metropolis. The paper recommended that teachers need to display more expertise in delivery in an attempt to socialize students politically and adequate instructional facilities should be provided in our schools so that teachers can give the best out of themselves.

Keywords: assessment, political, socialization, & metropolis

Introduction

The term political socialization connotes a specific sort of political learning whereby students build up the mentalities, values, convictions, assessments, and practices that help them turn out to be productive members of the society they belong (Merrill, 1998). Socialization is to a great extent a single-direction measure through which young people acquire a comprehension of the political world through their collaboration with grown-ups and other social forces (Glasberg, Davita, Shannon & Deric, 2011). Through socialization, people acquire the feeling of having a place in the general public and are headed to the internalization of their public political culture.

Powell & Cowart (2013) view political socialization as a study of the developmental processes by which people of all ages and adolescents acquire political cognition, attitudes, and behaviors. Because of this Sapiro(2004) exclaimed that people acquire information on how the political framework works. They internalize the political benefits of society and its belief system and comprehend its images and customs. Antonis(2017) posed that,they are educated about the job of dynamic and detached individuals from the political framework and can partake in political and urban life, likewise.

Several researchers like Donnelly (2009), Habashi and Worley (2009) Linimon and Joslyn (2002) van Deth, Abendschon, and Vollmar (2011) found that alongside the family, schools are viewed as a focal road for political socialization in the hierarchical model and propagate the political construction of the general public through civic or citizenship instruction. The focal point of research concerning the political socialization of young people and students has been chiefly on the comprehension of grown-ups' arrangement of political information given in the school educational programs, family, and media connection (Gordon and Taft, 2011 & Youniss, 2011).

In an attempt to explain curricular activities, Kashyap (not dated) posed that activities that are undertaken inside the classroom, in the laboratory, workshop or in library are called 'curricular activities.' These activities are an integral part of the overall instructional program. In the organization of these activities or programs there lies active involvement of the teaching staff of the educational institutions. On the other hand co-curricular activities are those activities which are organized outside the classroom situation. These have indirect reference to actual instructional work that goes on in the classroom. Although no provision has been made for these activities in the syllabus but provision has been made in the curriculum.

Empirical Studies

Kudu, Ibrahim, and Abubakar (2015) conducted a study on the perception of Social Studies teachers on Social Studies Education in teaching democratic values in Junior Secondary Schools in Kwara State, Nigeria. It was a survey study and 372 teachers were used for the study. Simple random sampling and purposive sampling techniques were employed. The instrument was researcher designed-questionnaire. Three objectives, research questions and hypotheses were raised to guide the study. The data were analyzed using independent t-test, mean and standard deviation. The study retained all the hypotheses. The findings revealed that there was no significant difference on account of gender, location, and level of qualification among teachers in Kwara State; the teachers have positive views on the ability of Social Studies Education in addressing democratic values.

In another study, Peter (2007) assessed the undergraduate Social Studies students' perception of Political Socialization for mobilization and participation in the democratic process in Nigeria. Five research objectives, research questions, and hypotheses were simultaneously developed to guide the study. The study used a descriptive survey design. Three Federal Universities were purposefully sampled from the Federal Universities in Nigeria, where 301 respondents made up of 300 and 400 levels of undergraduate Social Studies students. Respondents were randomly selected via simple random sampling technique. A structured questionnaire was used for data collection. The study revealed that to a higher extent, political socialization enhanced mobilization and participation in the democratic process among the undergraduate Social Studies students of Federal Universities in Nigeria. The study recommended that content areas of the Social Studies curriculum that deal with aspects of political socialization should be compacted into a unit to be taught as a course of its own, and political socialization as a course should be made compulsory for all undergraduate students so that it will benefit those from other disciplines.

In the same vein, Odaudu, (1997) conducted a study on Teachers' and students' perceptions of democratic values in the Social Studies program of Colleges of Education in Northern Nigeria. The study was aimed at finding out the opinion of students and teachers on democratic values in the social studies program of Colleges of Education in Nigeria. A sample of 6 Colleges of Education out of 46 colleges that offer Social Studies at NCE level was drawn for collecting data for the study. Five hypotheses were formulated for the study. Researcher designed questionnaire was the instrument. Data were analyzed using percentages and t-test statistics for research questions and hypotheses respectively. Results showed that hypotheses 1, 3 and 5 were retained, while hypotheses 2 and 4 were rejected.

In a similar research, Adekeye (2000) investigated the political socialization of J.S.S. students in Nigeria. The study focused on the extent to which formal teaching and learning of Social Studies as provided in the Junior Secondary Schools in Nigeria has helped to shape the political orientations and attitudes of the students for the purpose or transforming them into enlightened loyal and patriotic citizens. The sample was made up of 729 JSS III students and 40 Social Studies teachers, drawn from 18 secondary schools selected from Abia, Bauchi, Kaduna, Kwara, Oyo and Rivers states. A state representing the six geopolitical zones of Nigeria. Ten hypotheses were tested in the study. The statistical methods used for the data analysis were Analysis of Variance (ANOVA). The results of the study showed that hypotheses one and six were retained while significant difference was found between the performance of students from private and public schools as students from private schools performed significantly better than those from public schools; students from urban area performed significantly better than their counterparts from rural areas.

Tajudeen (2007) investigated the efficacy of Social Studies curriculum in promoting democratic values and political participation among Junior Secondary School Students in Kaduna State, Nigeria. The study was guided by three objectives, with simultaneous research questions and hypotheses. Descriptive survey method was employed with total population of 9995 out of which a sample of four hundred and fifteen (415) respondents were randomly selected from nine (9) selected Junior Secondary Schools across 26 Junior Secondary Schools in Giwa Educational Zone. Questionnaire was used for data collection. Mean and standard deviation were used for descriptive analysis, while Independent t-test was used for inferential analysis. The three (3) null hypotheses formulated for the study were all rejected.

Another study by Irmiya and Bitrus (2019) was on Students' Perception of Social Studies Education for Effective Citizenship in Federal College of Education, Pankshin, Nigeria. The purpose was to investigate students' perception of Social Studies Education with bearings on effective citizenship in Federal College of Education Pankshin, Plateau State. Cross-sectional survey research design was adopted to answer the research questions and four (4) hypotheses were raised in the study. Stratified sampling technique was used to select a sample size of 253 students from a population of 265 students. Questionnaire was the instrument. The data was subjected to descriptive and inferential analysis. The mean and standard deviation were used for the research questions while the Pearson Product Moment Correlation Coefficient was used in analyzing hypothesis one. For the other hypotheses t-test of independent samples was used. The results revealed that students positively perceived all the Social Studies traditions identified in the study at varying degree. The findings further established that, there was no significant difference between male and female students perception of the content of social studies education. But there is a linear relationship among students perception on the goals of the discipline and the extent of their implementation to promote effective citizenship. Thus, it was recommended among others that the need for teachers to introduce students to the major traditions in social studies so as to enhance their perception of the subject.

In a study on co-curricular activities in Malaysia, Kamaruddin, Mohd, AbdRasid, Mohamad and Nor (2017) evaluate student's performance in Co-curricular activities based on AHP Norlina Udin physical activities, curricular activities or sports assessment is one of the School-Based Assessment (SBA) that has been proposed by the Ministry of Education (MOE) in public schools in Malaysia. Currently, the teachers need to record activities manually. Besides that, parents are not being provided by the school of any report of their children's performance. It is important to build a Decision Support System so that the evaluation of student performance in the co-curricular activities can be performed in fair and transparent manner. In addition, the report can be made centralized and be accessed by the stakeholders involved. In this research, an expert who is a Coordinator in co-curricular activities at a secondary school

had been interviewed in order to gain his perception pertaining this matter. Analytic Hierarchy Process (AHP) technique was adopted in the design and implementation of the system. The result shows that the system can evaluate the performance and generate reports based on the stakeholders' requirements

Ogochig and Thinguri (2013) evaluate the effectiveness of co-curricular policy in developing talent among the youth in Secondary Schools in Transmara West Sub-county in Kenya. The objectives of the study were to assess the level of awareness on co-curricular policy among stakeholders and to assess the training needs of head teachers, games HODs, club patrons and coaches in areas of skills shortage identified. The study adopted mixed methodology with the naturalistic and participant-oriented research design. From a population of 4202, the study used stratified sampling technique to sample 9 head teachers, 90 teachers and 270 students from the 9 schools sampled with each providing 30 students for the study thus making a sample of 369 respondents. The data was analyzed using descriptive and inferential statistics. The findings revealed that there was inadequate time allocated for co-curriculum activities and that most schools did not take co-curricular activities seriously. Most respondents were not aware about the co-curricular policy. There was also need for schools to expose their teachers to structured training in order to empower them with the necessary skills and techniques needed to develop talent among the youth under their watch.

Statement of the Problem

Youths are growing up with insatiable desire for wealth, luxury and power. Personal discussion with leaders of tomorrow proved that we have a very long way to go. Qualities of good leadership are not in their files. Schools can assist by equipping our youths with the needed skills to be good leaders, hence the idea of investigating the occurrence of political socialization in schools.

Theoretical Framework

Contingency theory founded by Hoy and Miskel (2001) depicts this study. The theory proposed two different hypotheses. They are leadership traits and characteristics of the situation. When the two hypotheses are combined a leader with good behaviour and integrity will be produced. Leadership traits simply refers to biological or inherited leadership qualities, while characteristics of the situation connotes the leadership skills acquired by students within the four walls of the school. School training has direct effect on leadership effectiveness. The founders explained that the level of political motivation and ability of teachers and students to translate what they learn to action are all related to initial democratic goals of the school. The socio-economic status of students may also relates to their achievement in academic matters and local politics. Hoy and Miskel (2001) uphold the view that it is most likely that the situational characteristics of the school in respect to the training offered, have greater impact on leadership behaviour and leadership effectiveness.

Objectives of the Study

The study is aimed at assessing the:

1. political awareness of secondary school students in Zaria metropolis;
2. availability of elements of political socialization in the curricular activities of secondary schools in Zaria metropolis; and
3. availability of elements of political socialization in the co-curricular activities of secondary schools in Zaria metropolis.

Research questions

1. What is the extent of political awareness of secondary school students in Zaria metropolis?
2. Does the curricular activities contain elements related to political socialization of secondary school students in Zaria metropolis?
3. In what ways does the extra-curricular activities relates to political socialization of secondary school students in Zaria metropolis?

Methodology

Descriptive survey research design of cross sectional type was adopted for the study. The population of the study comprised all Secondary Schools in Zaria metropolis, in Kaduna State. As at February, 2022 there were thirty one (31) Secondary Schools in Zaria metropolis. Multi-stage sampling technic was used for the study; 10% of the schools were sampled for the study using simple random sampling by balloting. Out of the 31 schools four (4) were randomly selected. The total population was 68,280, while the target population from the selected four schools was 11,729 (Alhudahuda College 3090; GSS T/Wada 4042: GDSS D/Bauchi 1998; and GSS K/Doka 2599). Research Advisor (2010) suggested that in a population close to 10,000the sample size should be 370 at 95% confidence level and at 5% margin of error. Hence the decision of selecting 370 students for the research. Proportionate sampling technique was used to select the exact number of respondents per school (Alhudahuda College 3090=98; GSS T/Wada 4042=127; GDSS D/Bauchi 1998=63; and GSS K/Doka 2599=82). On arriving at the selected schools, accidental sampling technic was used to administer the instrument on the respondents. Researcher designed instrument tagged ‘Political Socialization Questionnaire -POLSOQ’ was used. It was designed on four Likert-like scale. The instrument was validated by experts in the field of Sociology and Education and Political Science. The Instrument was pilot tested at GSS Gyallesu, Zaria. A reliability index of 0.72 was arrived at. Research questions were analysed using frequency and percentage. Data was analysed using Statistical Package for Social Sciences, where research questions were answered using frequency and percentage.

Results

The results are presented in frequency and percentage.

Research Question One: *What is the extent of political awareness of secondary school students in Zaria metropolis?*

Table 1: Political awareness of secondary school students in Zaria metropolis.

S/N	STATEMENT	SA	A	D	SD	Remarks
1	I voted for my candidate during the last election	64(17)	29(8)	237(64)	40(11)	Rejected
2	I will vote for the right candidate in the next election	222(60)	61(16)	50(14)	37(10)	Accepted
3	Some candidates are good materials for nation building	53(14)	104(28)	207(56)	6(2)	Rejected
4	More strict laws should be enacted to eradicate corruption	235(64)	42(11)	60(16)	33(9)	Accepted
5	I can assess a political candidate	98(26)	79(22)	127(34)	66(18)	Rejected

6	The existing government is going in the right direction	50(14)	27(7)	154(42)	139(37)	Rejected
7	The present government is executing projects beneficial to the country	57(15)	35(9)	162(44)	116(32)	Rejected
8	More strict laws should be enacted to curtail use of money in political campaigns	222(60)	67(18)	50(14)	31(8)	Accepted

Key: SA=Strongly Agreed; A= agreed; D=disagreed; and SD=Strongly Disagreed

Note: Figures in parenthesis represent approximated percentage.

Table 1 shows the extent of political awareness of Secondary School students in Zaria metropolis. Out of the eight statements raised, three were accepted, while four were rejected. The most accepted item was item 8, which states that more strict laws should be enacted to curtail use of money in political campaigns, 78% of respondents agreed with the statement, with 222(60%) for Strongly Agreed and 67(18) for Agreed. On the other hand the most rejected statement is item 7 which states that the present government is executing projects beneficial to the country. Cumulatively, 78% of the respondents rejected the statement, with 116(32%) for Strongly Disagreed and 162(44) for Disagreed. Result shows that level of political awareness among Secondary School students is low.

Research Question Two: *Does the curricular activities contain elements related to political socialization of secondary school students in Zaria metropolis?*

Table 2: Assessment of Political Socialization Aspects in the Curricular Activities.

S/N	STATEMENT	SA	A	D	SD	Remarks
1	We learn how to organize ourselves during classroom experiments	234(63)	111(30)	16(4)	9(3)	Accepted
2	We learn to respect the opinion of fellow students during classroom discussions	134(36)	201(54)	21(6)	14(4)	Accepted
3	We were taught how to associate and relate with other people in the courses we learnt	154(42)	156(42)	29(8)	31(8)	Accepted
4	The use of audio-visual aids taught us how to become good citizens	57(15)	35(9)	162(44)	116(32)	Rejected

5	Rules pertaining to examinations may assist us in our day-to-day affairs	150(40)	143(39)	41(11)	36(10)	Accepted
6	Question-answer session open up door for knowledge	90(24)	211(58)	50(14)	13(4)	Accepted
7	We learn how to love our dear country in some subjects	234(63)	99(27)	28(8)	9(2)	Accepted
8	We admire lessons taught on past heroes	145(40)	148(40)	46(12)	31(8)	Accepted

Key: SA=Strongly Agreed; A= agreed; D=disagreed; and SD=Strongly Disagreed

Note: Figures in parenthesis represent approximated percentage.

Table 2 shows the assessment of political socialization aspects in the curricular activities in Zaria metropolis. Out of the eight statements raised only one was rejected. Cumulatively, statement number one has 93% acceptance; item two had 90%; item three with 84%; item five is 79%; while items six, seven and eight had 82%; 90% and 80% acceptability respectively. Item four was rejected with 74% responses. Result shows that the curricular activities in Zaria metropolis is well saturated with aspects of political socialization.

Research Question Three: *In what ways does the extra-curricular activities relates to political socialization of secondary school students in Zaria metropolis?*

Table 3: Assessment of Political Socialization Aspects in the Extra-curricular Activities

S/N	STATEMENT	SA	A	D	SD	Remarks
1	I am an active member of debating society in my school	38(10)	26(7)	132(36)	174(47)	Rejected
2	I listen to political programs on radio	132(36)	87(24)	51(14)	100(26)	Accepted
3	I watch political programs on television	151(40)	32(9)	107(29)	80(22)	Rejected
4	I have interest in sports due its well organized nature	78(21)	59(16)	130(35)	103(28)	Rejected
5	Leadership skills can be acquired in games and sports	57(15)	35(9)	162(44)	116(32)	Rejected
6	Games, sports and athletics are meant for health improvement	27(7)	37(10)	130(35)	176(48)	Rejected
7	Games, sports and athletics are meant for fun and recreation	64(17)	101(27)	137(37)	68(19)	Rejected

8	Games, sports and athletics can serve as viable tools for national unity and integration	151(41)	86(23)	90(24)	43(12)	Accepted
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Key: SA=Strongly Agreed; A= agreed; D=disagreed; and SD=Strongly Disagreed

Note: Figures in parenthesis represent approximated percentage.

Table 3 shows the assessment of political socialization aspects in the extra-curricular activities in Zaria metropolis. Out of the eight statements raised, items 2 and 8 were accepted, while 1, 3, 4, 5, 6 and 7 were rejected. The most accepted item was item 8 that has 64% acceptability, while item 2 has 60%. Item 8 states that Games, sports and athletics can serve as viable tools for national unity and integration, while item 2 states that I listen to political programs on radio. On the other hand statements 1 and 6 coincidentally had 83% of respondents as the highest. Respondents rejected the statements I am an active member of debating society, and also Games, sports and athletics are meant for health improvement. On a general note, findings revealed that there was little training with regards to assessment of political socialization in the extra-curricular activities in Zaria metropolis.

Discussion

The findings of this study have some similarities and differences with previous researches. This study found that level of political awareness among Secondary School students in Zaria metropolis is low. Similarly, Irmiya and Bitrus (2019) conducted another study on efficacy of citizenship education curriculum. The findings of Irmiya and Bitrus (2019) revealed that there is a linear relationship among students perception on the goals of the discipline and the extent of their implementation to promote effective citizenship. This study and that of Irmiya and Bitrus' (2019) are similar because this study is on political socialization while that of Irmiya and Bitrus (2019) is on citizenship education, the two concepts are synonymous, so also the findings. On the contrary, this study differs with the findings of other studies like Peter (2007) who discovered that to a higher extent, political socialization enhanced mobilization and participation in the democratic process among the undergraduate Social Studies students of Federal Universities in Nigeria and Adekeye (2000) found that Social Studies as provided in the Junior Secondary Schools in Nigeria helped to a large extent in the development of political orientations and attitudes of the students for the purpose or transforming them into enlightened loyal and patriotic citizens. In addition to that Tajuddeen (2007) found out that Social Studies Curriculum promotes democratic values and political participation in Kaduna State. This study was conducted in secondary schools, Tajuddeen (2007) was conducted in Junior Secondary School, and that of Irmiya and Bitrus (2019) was in College of Education. There is evidence of uniform availability of political socialization at all levels of education.

Another outcome of this study was that the curricular activities in Zaria metropolis was well saturated with aspects of political socialization. In the same vein, Kudu, Ibrahim, and Abubakar (2015) found that teachers of Social Studies had positive views on the ability of Social Studies Education in addressing democratic values. This is because different aspects of Social Studies curriculum were well captured as found in Kudu, Ibrahim, and Abubakar (2015). But the findings of this study contradicts the findings of

previous studies. For instance, Irmiya and Bitrus (2019) found that there was no significant difference between male and female students' perception of the content of Social Studies education and Adekeye (2000) found that learning facilities were not adequately available in public schools.

In a similar research, Adekeye (2000) found that formal teaching and learning of Social Studies as provided in Junior Secondary Schools in Nigeria in the development of political orientations and attitudes of students for the purpose of transforming them into enlightened loyal and patriotic citizens. Adekeye (2000) revealed that students from private schools performed significantly better than those from public schools and students from urban area performed significantly better than their counterparts from rural areas. This is a clear indication that secondary school curriculum carried with it many aspects of political socialization and training.

Findings of this study revealed that there was little training with regards to assessment of political socialization in the extra-curricular activities in Zaria metropolis. Findings of Ogoch and Thinguri (2013) corroborates this study, their findings revealed that there was inadequate time allocated for co-curriculum activities and that most schools did not take co-curricular activities seriously. On a sad note, they also found that most respondents were not aware of the co-curricular policy. The result is indirectly saying there was little training with regards to political socialization in the extra-curricular activities as obtained in the outcome of this study.

Conclusion

Socialization transforms human being to be contributing member of the society he belongs. Political socialization prepare ground for good democratic dispensation. Students are the future leaders of tomorrow, if they can receive good political training from inception, they may likely improve on the current political and social conditions. Our nation is bedevilled with so many problems. With functional political awareness, political training in the curricula and extra curricula activities, we will hear of the problems no more.

Recommendations

In view of the findings of this study it is recommended that teachers need to display more expertise in an attempt to socialize students politically; adequate instructional facilities should be provided in our schools so that teachers can deliver the best out of them; and create enabling environment in our schools, such that a fertile ground will be prepared for political training and socialization to be well pronounced in the extra-curricular activities.

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