
**ASSESSMENT OF VALUE EDUCATION ON
SOCIAL STUDIES STUDENTS' KNOWLEDGE
OF ELECTORAL MISCONDUCT IN ELECTION
RIGGING IN HIGHER INSTITUTIONS IN
OGUN STATE, NIGERIA**

Amos Adekunle **ADEDIRAN** & Isaac **SOBOLA**
*Social Studies Department, Federal College of Education,
Abeokuta, Ogun State, Nigeria*

Abstract

The study examined the effect of value education on Social Studies students' knowledge of electoral misconduct in election rigging in higher institutions in Ogun State, Nigeria. This study employed descriptive survey research design where questionnaire was used to acquire necessary data for the research work. Population comprises of all Students of higher institutions in Ogun State. Simple random sampling technique was used to select two hundred (200) students as sample for the study. Two higher institutions were chosen for this study in which one hundred (100) students were randomly selected from each of the chosen institution. Four (4) research questions were raised and answered in this study. Reliability of the instrument was determined using test-retest method and data collected was analyzed using simple percentage, mean and standard deviation statistical tools. The research findings revealed that there was high response on the influence of teaching and learning of value education to inculcate value, attitude, moral and good character in conducting fair and perfect election in Ogun

State, Nigeria; it also revealed that there was high response on the teaching of Social Studies to develop positive attitudes of togetherness, comradeship and cooperation towards a healthy nation in order to reduce electoral misconduct in election rigging in Nigeria as a whole. Therefore, it is recommended among others that, school teachers need to play a key role in shaping the behaviour of children from the grass root by imparting good values as children get influenced by teachers at a tender age than at teenage or adulthood.

Keywords: Value education, Knowledge, Electoral misconduct, Election rigging

Introduction

Election is an irreducible feature of democratic governance. Democracy according to Adediran, Atanda and Oguntayo (2020) is defined as a social system of administrating a nation-state where political parties and independent candidates compete for elective positions in a free and fair election atmosphere, and in which the citizens are legally empowered to choose those who will run the affairs of the state in a given period. The term values education according to Mezieobi and Edinyang (2013) can be defined as a multifaceted process of socialization in schools, which transmits dominant social values in order to provide and legitimate the necessary link between the individual, the group and society. Values education also encompasses the transmitting of moral and ethical traits and standards(Ojo & Oluwole,2013).

More also, Social Studies according to Okon (2014) is an aspect that studies man in a holistic view in an integrated manner as it draws its contents from other social sciences and humanistic disciplines. Hence, Obasi (2000) defined Social Studies as “citizenship education which deals with the study of people in specific places (History), in various groups (Sociology); how they organize themselves (politics) and earn a living (Economics).

Nwaubani (2010) posited that “Social Studies plays vital transformational roles in influencing the values and attitudinal

needs of the learners when appropriately taught". Hence, the overall objective of Social Studies basically at junior secondary school level in Nigeria is character development and reformation. This is according to Mezieobi (2014) in line with Nigeria's philosophy of education which emphasizes the integration of the individual into sound and effective citizen. However, among the purpose of values education in the classroom, for example, some of basic purpose is to inculcate and instill, socially desirable values in students through direct teaching, including story-telling, or indirectly through routine practices in the classroom, role models, reinforcement, praising, simulating and role playing.

Election according to Bolarin (2009) is a major instrument for the recruitment of political leadership in democratic societies; the key to participation in a democracy; and the way of giving consent to government; and allowing the governed to choose and pass judgment on office holders who theoretically represent the governed (Dye,2001). Political violence are a sum total of violence that are associated with the political process. It could come from within or outside the country and manifests in various forms (Chidebulu,2009).

Nigeria is bedeviled with the challenges of not only economic transformation but that of reconstructing and rebuilding the society's values system. The strengthening of the values system provides an enabling platform for a breakthrough the nation's vision 20:20:20 (Ogheneakoku, 2010). This is based on the fact that it is a country abundantly blessed with natural and human resources but in the last four decades of its independence. Hence the research examines the effect of value education on Social Studies students' knowledge of electoral misconduct in election rigging in Nigeria.

Purpose of the Study

The main objective of this study is to assess value education on social studies students' knowledge of electoral misconduct in election rigging in Nigeria. Specifically, the study is to:

- I. examine the influence of teaching and learning value education in inculcating value, attitude, moral and good character in conducting fair and perfect election in Nigeria
- ii. evaluate the awareness of Social Studies in developing positive attitudes of togetherness, comradeship and cooperation towards a healthy nation among individual students.
- iii. examine some of the causes of electoral misconduct in election rigging in Nigeria
- iv. influence electoral management on the awareness of election process to enable students acquire relevant body of knowledge and information in conducting election

Research Questions

The following research questions guided this study:

- i. What is the influence of teaching and learning of value education in inculcating value, attitude, moral and good character in conducting fair and perfect election in Nigeria?
- ii. Will the teaching of Social Studies develop positive attitudes of togetherness, comradeship and cooperation towards a healthy nation among individual students?
- iii. What are the causes of electoral misconduct in election rigging in Nigeria?
- iv. Will there be influence of electoral management on the awareness of election process to enable students acquire relevant body of knowledge and information in conducting election?

Methods

The researcher adopted a descriptive survey research design. The population of this study consists of all Social Studies Students of Federal College of Education, Abeokuta and Tai-Solarin University of Education, Ijagun, Ogun State. The sample for this study consists of all Social Studies Students in Federal College of Education, Abeokuta and Tai-Solarin University of Education, Ijagun, Ogun State. The sampling techniques employed in this research is the simple random sampling techniques. The research

instrument for this study was self-structured questionnaire. In order to validate the research instrument, a draft copy of questionnaire was given to the experts for corrections and modification before it was administered to the respondents. Reliability of the instrument was analysis through test-retest method which ascertains its reliability of 0.98. The data collected was analyzed using simple percentage, mean, standard deviation.

Results

Research Question One: What is the influence of teaching and learning of value education in inculcating value, attitude, moral and good character in conducting fair and perfect election in Nigeria?

Table 1: Mean ratings of the responses of respondents on the influence of value education in inculcating value, attitude, moral and good character in conducting fair and perfect election in Nigeria

S/N	Items	SA%	A%	SD%	D%	Mean (x)	SD	
1.	Value education is a designed moral value that guides people towards their eventual role in the society.	78	20	1	1	3.9	0.99	
2.	Value education helps in inculcation of desirable values, norms, attitudes approved by the society in order to have good citizens in the future	81	16	2	1	3.8	0.97	
3.	This type of education is the key that help generally for sustainable of national integration and social orderliness.	74	23	3	-	3.75	0.96	
4.	Value education teaches core moral values, such as honesty and responsibility, care, etc and helps to raise morally responsible and self-disciplined citizens.	66	34	-	-	3.64	0.95	
5.	Teaching value education in school will help in revealing all the negative actions that can lead to immoral act	60	32	6	2	3.48	0.93	
	Overall Total	Mean (x) = 3.74 and STD = 0.96						

Table 1 shows the mean rating the responses of respondents on the question “What is the influence of teaching and learning of value

education in inculcating value, attitude, moral and good character in conducting fair and perfect election in Nigeria?” The table reveals that the mean and standard deviation of the items listed above is very high at (\bar{x} = 3.74, SD = 0.96).

Research Question Two: Will the teaching of Social Studies develop positive attitudes of togetherness, comradeship and cooperation towards a healthy nation among individual students?

Table 2: Mean ratings of the responses of respondents on the teaching of Social Studies in developing positive attitudes of togetherness, comradeship and cooperation towards a healthy nation among individual students

S/N	Items	SA%	A%	SD%	D%	Mean (x)	SD
6.	Social Studies Education enables students to have self control and respect for the customs of other groups in the society	78	19	2	1	3.7	0.96
7.	Social Studies Education is regarded as a subject of prime relevance for achieving social harmony as it focuses on man, his problems and how he can find solution to the problems	84	14	-	2	3.8	0.97
8.	Social Studies Education helps students to develop the skill to critique social institutions constructively	81	19	1	-	3.8	0.97
9.	Social Studies Education promotes values of tolerance truthfulness and cooperation among students	63	34	3	-	3.5	0.94
10.	Social Studies Education emphasizes compromise to achieve harmonious independence among of members of society	69	25	4	2	3.6	0.95
	Overall Total	Mean (\bar{x}) = 3.7 and STD = 0.96					

Table 2 shows the mean rating the responses of respondents on the question “Will the teaching of Social Studies develop positive attitudes of togetherness, comradeship and cooperation towards a healthy nation among individual students?” The table reveals that the mean and standard deviation of the items listed above is very high at (\bar{x} = 3.7, SD = 0.96).

Research Question Three: What are the causes of electoral misconduct in election rigging in Nigeria?

Table 3: Mean ratings of the responses of respondents on the causes of electoral misconduct in election rigging in Nigeria

S/N	Items	SA%	A%	SD%	D%	Mean (x)	SD
11.	Ethnically-based political parties	66	33	1	-	3.6	0.95
12.	The party in power may be bent on emerging victorious.	69	25	4	2	3.6	0.95
13.	The winners-take-all attitude.	72	25	2	1	3.7	0.96
14.	Irregularities in the conduct of the elections.	78	19	2	1	3.7	0.96
15.	Declaration of candidates with minority votes as winners	60	34	6	-	3.5	0.9
Overall Total		Mean (\bar{x}) = 3.6 and STD = 0.9					

Table 3 shows the mean rating the responses of respondents on the question “To what extent has entrepreneurial skill programmes help to alleviate poverty among graduate students of higher institution?” The table reveals that the mean and standard deviation of the items listed above is very high at (\bar{x} = 3.6, SD = 0.9).

Research Question Four: Will there be influence of electoral management on the awareness of election process to enabled students to acquire relevant body of knowledge and information in conducting election?

Table 4: Mean ratings of the responses of respondents on the influence of electoral management on the awareness of election process to enabled students to acquire relevant body of knowledge and information in conducting election

S/N	Items	SA%	A%	SD%	D%	Mean (x)	SD
16.	School management can influence students attitude by regular conduction of seminar and conferences related to election	83	17	-	-	3.8	0.97
17.	Monitor political campaigns and provide rules and regulations which shall govern the political parties.	87	11	-	2	3.9	0.99
18.	Ensure that all electoral commissioners, electoral and returning officers take the oath of office prescribed by law	78	21	1	-	3.8	0.97
19.	School administrators should enlighten the learners with some of consequences of misconduct of election	86	12	2	-	3.8	0.97
20.	Involvement of students in class representative, departmental president etc with thorough check up and listening to other members opinion with instant judgment	81	18	1	-	3.8	0.97
	Overall Total	Mean (x) = 3.8 and STD = 0.97					

Table 4 was on the influence of electoral management on the awareness of election process to enabled students to acquire relevant body of knowledge and information in conducting election?" The table reveals that the mean and standard deviation of the items listed above is very high at (\bar{x} = 3.8, SD = 0.97).

Discussions

Based on the finding of this study, Values education also encompasses the transmitting of moral and ethical traits and standards. This was supported with Nwaubani (2010) who posited that "Social Studies plays a vital transformational role in influencing the values and attitudinal needs of the learners when appropriately taught".Based on the finding of this study, electoral process snow balling into legitimacy crisis is one of the major impediments of an enduring democracy in developing States.Based on the finding of this study, election is a formal decision-making process by which a population chooses an individual to hold public office. This is in line with Dieter(2006) who was of opinion that election is an irreducible feature of democratic governance.

Conclusion

In the light of this findings, it was obtained from the result that,each of the selected research questions showing high positive influence on the teaching and learning of value education in inculcating value, attitude, moral and good character in conducting fair and perfect election in Nigeria; the teaching of Social Studies develop positive attitudes of togetherness, comradeship and cooperation towards a healthy nation among individual students.

Recommendations

Sequel to the findings of this study, it was recommended that, school teachers need to play a key role in shaping the behaviour of children by imparting good values as children get influenced by teachers at a tender age than at teenage or adulthood.Teaching of

value education should be taught about the dignity of labour and make them self-dependent. That, Ministry of Education should monitor the implementation of Social Studies to find out the extent of achievement of Social Studies objectives for national development in Nigeria. That, seminars, conferences and workshops should be conducted for Social Studies teachers to help retrain and refresh them on the epistemological, ontological and axiological underpinnings of Social Studies for effective teaching, learning and achievement of Social Studies objectives in junior secondary schools.

References

- Adediran, A. A. Atanda, J. O. & Oguntayo, F. F. (2020). Assessing civic education as instrument for building true democratic structures among students of tertiary institutions in Ogun state, Nigeria. *An International Journal of Education and Social Development*, 11(1) 41-52
- Bolarin, T. A. (2009). Values disorientation in the Nigerian system. In Ivowi, U. M. O. (Ed) *Education for value*. Lagos: The CIBN press limited.
- Chidebulu, V. N. (2009). *Fundamentals of Social Studies education*. Warri: Stable.
- Dieter, N (2006) *Elections and electoral system*. New Delhi, Macmillan India Ltd.
- Dye, R. T. (2001) *Politics in America*, New Jersey: Prentice-Hall, Upper Saddle Rivers
- Mezieobi K. A. (2014). Social issues: bulldozing corruption impeding Nigeria's National transformation via the instrumentality of Social Studies education. In S. D. Edinyang, D.I. Mezieobi, D. I. Igba& L. Yaro (eds) *Current Development in Social Studies Education*. Calabar: Graphic Frame.
- Mezieobi, D. I. & Edinyang, S. D. (2013). Social Studies: an introduction. In S. D. Edinyang, D. I. Mezieobi& I. E. Ubi (eds) *Selected Issues in Social Studies Education*. Calabar: Maesot.

- Nwaubani, O. O. (2010). Enhancing value education potentials of primary school in Nigeria through Social Studies: strategies and implications for integrated National development. In E. Osakwe (ed) *Social Studies and Integrated National Development in Nigeria*. Ibadan: Kraft Books.
- Obasi, I. N. (2000). *Research methodology in political science*. Enugu: Academic Press Ltd
- Ogheneakoke, E. C. (2010). Refocusing Social Studies education for sustainable development in Nigeria. In E. Osakwe (ed) *Social Studies and National Development in Nigeria*. Ibadan: Krafts Book.
- Ojo, A. & Oluwole, M. (2013), Turbulent election history: an appraisal of precipitating factors in Nigeria. *International Journal of Politics and Good Governance*.5 (52) 1-18.
- Okon, B. A. (2014). Social interaction and social change. In S. D. Edinyang, D. I. Mezieobi, D.I. Igba& L. Yaro (eds) *Current Development in Social Studies Education*. Calabar: Graphic Frame.