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ABSTRACT

This study examines the influence of political education on national development, highlighting its significance in promoting democratic values, civic engagement such as voting, and informed decision-making. Political education empowers citizens with knowledge, skills, and critical thinking abilities, enabling them to participate effectively in the democratic process. It cultivates an understanding of political institutions, processes, and policies, fostering a sense of responsibility and ownership among citizens. By promoting civic literacy, political education encourages active citizenship, community involvement, and social cohesion. The survey research design was adopted in the study. 250 residents in Ibadan North Local Government constituted the population of the study. Descriptive statistics was used for the data analysis. The result indicated that to some extent political education has contributes to national development although lack of political education among the residents in Ibadan Local Government has resulted into low voter's turnout, poor political participation in rally and public protest. The study concludes that political education is a vital component of national development, influencing the political, economic, social, and cultural fabric of a nation. Its significance cannot be overstated, as it empowers citizens, promotes democratic values, and fosters informed decision-making. The study recommends that as nations strive for sustainable development, political education must be prioritized, ensuring that citizens are equipped with the political knowledge, skills, and critical thinking abilities necessary to develop the nation.

Keywords: Citizenship, Democracy, Political Education, National Development

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INTRODUCTION

As Nwankwo (2012) observed, one of the basic problems confronting Nigeria's political system today is lack of effective participation of the people in matters affecting them. Participation is a factor of multiple variables comprising involvement in decision-making process, implementation of made decisions, sharing in the benefits of made and implemented decisions and monitoring the entire process (Nwankwo, 2003). Compared with the past, particularly the immediate post-independent Nigeria, there appears today to be a sudden withdrawal of the people from political life (Nwankwo, 2012). Indeed, there is today a culture of every man to himself, which pervades the entire society including those who occupy public positions thereby hindering the necessary development. Corroborating this stand, Vincent (2011) observes that most Nigerians are often misinformed or completely uninformed about the workings, actions and policies of government. He goes further to assert that some of the people who participate in elections and other programmes do not clearly understand the issues involved; some vote wrongly because they were told to do so or because they were disinterested in the electioneering process while others stay away from the entire electioneering process completely.

Another problem is that of a general feeling of despondency on the part of many Nigerians. A general feeling of alienation permeates the entire political terrain of Nigeria. Nwankwo (2012) asserts that apathy and powerlessness are key factors that can best be used to describe citizens' political life in Nigeria. It is this apathy of the people that stood in the way of massive citizens' consciousness while powerlessness is indicated by the fact that most Nigerians do not seem to have any means of participating in politics other than during elections which on many occasions are fraught with challenges. As such, there is the belief that there's little or no control over what elected officials do as representatives of the people in between elections to the extent that many have lost confidence in politics and associated activities and therefore spent incalculable efforts in fruitless sectional, ethnic and religious quarrels (Obasanjo, 2009).

Explaining the concept of powerlessness, Nwankwo (2012) noted that it has multiple negative ramifications: the breakdown of trust in indifference and even hostility to government and its activities. Others include high level corruption, basing of political activity on greed, selfishness and domination, lawlessness, jungle justice, etc, rather than the awareness of the inherent requirement of peace and mutual coexistence. All these are issues of concern endangering developmental processes. In order to resolve this challenge, there is a need to go beyond the use of mere political propaganda

through occasional jingles, media broadcast, caravan shows, lessons and verbal arguments. Though important in any polity, political propaganda must not be made to replace real political education, which in addition to lessons and verbal arguments must also be action and model-based. They cannot also be achieved by a sudden jump. On the contrary, it is a slow, systematic and continuous process of orientation and re-orientation in premise and goal. It progresses to whole hearted acceptance and internalization of a new set of values affecting the individuals as well as the social groups, day in day out and in practically every sphere of activity. Here the family, the school, Churches/ Mosques and other relevant institutions have roles to play. Several studies have focused on the effect of leadership on the development of every human society (see Iyoha, 2009; Wunsch, 2004; Oviasuyi et al., 2010; Emmanuel, 2012; Oni, 2014). This is because of the belief that the task of development rest mainly on those at the helms of affairs who are saddled with the responsibility of piloting the affairs of a society, ensuring the well-being of its citizens, providing and maintaining the necessary infrastructures, maintaining peace, order and stability, as well as ensuring equity in the distribution of resources and fair treatment and justice for the oppressed. More so, the role of the citizens as well as the impact of their actions on societal development has been discussed extensively (Yusuf, 2005). The interface between both parties is where the missing link exists.

Consequently, the focus of this study is specifically to appraise the extent to which the Nigerian Political education nurtures politically active citizens that are “questioning in nature”, confident to ask “why”, seek the facts, probe and challenge; openness in public affairs, able to access information adequately and correctly, participate in public debate and decision-making and have respect for diversity of age, ability, gender, race, status, ethnic and religious differentiation as well as divergent opinions. These are outcomes of effective political education and are sine qua non to the development of any society.

Despite the recognized importance of an informed citizenry for a healthy democracy and national development, many countries struggle with low levels of political education and participation. This raises a critical question: To what extent does a lack of effective political education hinder national development, and how can we improve political education programs to create a more engaged and informed citizenry that contributes to a nation's progress? The study has its focus basically on the influence of political education on national development. Hence, this study will be limited to Ibadan Local Government area.

Conceptual Clarification: Political Education

An appropriate approach to examine the concept of political education is to attempt a cross-examination of its different definitions as expounded by different authors. This is because no meaningful appraisal can be made of the impact of political education without a well-grounded understanding of the meaning of the concept itself.

Galston (2001), while investigating the impact of citizen knowledge on the exercise of citizenship and informal civic education as a component of political socialization, asserts that political knowledge is a key determinant of instrumental rationality; more knowledgeable voters display much higher levels of ideological consistency; civic knowledge promotes support for democratic values and promotes political participation. Several attempts have been made by different scholars to advance a definition for political education in order to ensure an understanding of the concept. Political education is a process of liberating the psychological and mental attitudinal behaviour of the citizens of a nation by sensitizing and concretizing them in order to have increasing awareness that would enable them to fully, actively and productively participate in the developmental process of their community.

Political education as a system for the acquisition and internalization of the values, sentiment and norms of society in which they live and actually get involved to ensure that the common good of the citizens is catered for including resisting anti-social and unguided youthful exuberance. Political education as a means of conveying to the learners, the body of knowledge, set of values and behavioural orientation that are considered vital and necessary for the sustenance and wellbeing of the people. In other words, political education is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society. For Iyamu (2009), political education is a conscious effort to inculcate in a people, a set of values and attitude contingent on the need and problems of the society. Omare (2009), states that the manifestation of Political education can be seen in the behavioural traits such as critical thinking, activism, inquiry, goals and value of a good political system. Hamad et al. (2001) define political education as the process in which political attitudes and behaviours are germinated and formed which however is not limited to party politics such as voting, and electioneering campaign. Since good citizens are made, not born, civic knowledge is the bedrock of political participation (Galston, 2001).

Accordingly, Dave (2006) avers that political education is aimed at developing young people into responsible citizens, who understand their rights and responsibilities and can play an active part in society. By implication therefore, political education requires a citizen to be well informed, gather facts, reject ethnocentrism, religious jingoism and

encourage national consciousness. What this suggests is that political education will develop in individual skills, attitudes and values that will enable them to show concern for the wellbeing and dignity of others, respecting the worth of others and approaching civil decision in a rational manner. From the foregoing, it can be deduced that political education performs the function of engendering political awareness within a society through the preparation of the people for the socio-political world in which they live so that they will become useful to themselves and contribute meaningfully to the growth and development of their society. In practical terms, it aims at getting the people to take part in their government, to assume their responsibilities of contributing to the development of the society, to make them aware of their rights, to provide them with the encouragement to defend their rights without fear and thus struggle against the impositions and domination of a few privileged, to harness and tap the latent forces in the people, to make them politics as an essential aspect of the entire social fabric and to make them less vulnerable to undue influences in the political process.

Political education is a means; of socializing the citizens of a given country to cultivate the virtues, knowledge, and skills necessary for political participation, Political education covers both formal education offered in school such as Civic Education, Government and Political Science and, non-formal education offered by the National Orientation Agency (NOA), Civil Society Organizations, Independent National Electoral Commission (INEC), among others. A broader examination of the concept of political education reveals that it is meant to educate the masses on how to carry out their roles as citizens.

Hamad et al (2001) sees political education as the process in which political attitudes and behaviors are germinated and formed which, however is not limited to party politics such as voting, and electioneering campaign.

The Directorate for Social Mobilization states that political education in the Nigerian context can be described as a process of mental liberation which breaks down apathy and the culture of silence of vast majority of Nigerians and empowers them to participate effectively and meaningfully in the process of nation building. It also includes teaching the people to know their right and obligations in the society; encouraging effective participation by the people in social and political processes in societies. This infers the creation of a new national political culture that facilitates the establishment and consolidation of an integrated, enduring and viable democratic order in the Nigerian society. The manifestation of political education can be seen in the behavioral characteristics such as critical thinking, activism, inquiry, goals and values of a good political system (Omare, 2009).

Based on the aforementioned description of political education, it can be deduced that political education principally performs the function of engendering political awareness within a society through the preparation of the people for the socio-political world in which they live. This should enable them become useful to themselves and contribute significantly to the growth and development of their country. In concrete terms, it aims at getting the people to take/part in their government, to assume their responsibilities of contributing to the development of the society, to make them aware of their rights and defend them without fear, to harness and tap the latent forces in the people, to make them see politics as an essential aspect of the entire social fabric and to make them less vulnerable to induce influences in the political process (Azeez & Ebenezer, 2017).

The substance of political education therefore involves the following:

1. Educating and mobilizing the Nigerian masses to realize that the people themselves are the best defender of democracy and social justice.
2. Educating Nigerians to realize that democracy remains an indispensable precondition for rapid national development.
3. Educating Nigerians about the dangers of apathy and political silence
4. Education Nigerians about their rights, duties and obligations as citizens of the Federal Republic of Nigeria.
5. Raising the consciousness of the Nigerian masses to realize that poverty derives from exploitation and lack of democracy in the nation.
6. Educating Nigerians through popular organizations such as Labor /: Unions, Women Organizations, Farmers Associations, Professional Associations, and Community Development Organizations etc. to take democratic decision on public issues affecting social justice.
7. Educating and mobilizing Nigerians to identify with the Nigerian nation and reject acts that threaten the corporate identity, integrity and solidarity of the country.
8. Educating and mobilizing Nigerian military and paramilitary forces to maintain the rule of law, protect the country and promote the democratic rights and wishes of Nigerian.
9. Educating and mobilizing Nigerians to identify, reject and expose corruption in all facets of Nigerian national life
10. Educating and mobilizing Nigerian to identify with just and democratic struggles of Africans, black people and other oppressed people in any part of the world.

Roles of Political Education in Democratic Governance

There is no consensus of opinion on the importance political education to democratic governance. Fundamentally, political education not only provides appropriate orientation in governance, citizenship obligation and events of the political process, but it also articulates viable options, for accountable governance, rule of law, separate of power, citizens relation with the decision-making structure of the state and meaningful diplomatic relations with other countries of the world.

Political education for democratic citizenship refers to the clear and purposeful process of teaching and promoting the development of democratic knowledge, skills, values or attitude necessary in a democracy. It is an educational system that has a democratic structure and follows democratic processes. Eleonora (2002) affirm that there exists a strong correlation between political education and democracy. They emphasize that a more inclusive, more widely exploratory, and more aesthetically informed political education broadens opportunities for richer experiences of a democratic life. Kaliba (2000) further points out that despite various aims of political education, it remains a democratizing force that helps people to participate actively in all aspects of democratic life.

Political education teaches the content of democratic knowledge which the people must learn. The content of civic literacy includes, learning what democracy is, the history of their societies, how societies and government are organized and how governments functions. The must also have vital Knowledge of economic, political, social and legal structures and systems of how they work and function. The people are also taught about the constitutions of their countries, and universal human rights. They are made to know and understand international relations, because the world now has become a global village. They learn how democracy and democratic processes and structures are created, how democracy works and how it is sustainable. Furthermore, they are taught why societies choose democratic Principles and organizations. Finally, they are taught that in democracy, pone's voice must be listened to, that decisions are made by the majority vote, and that the rights of the majority must be respected and protected.

Furthermore, political education also enhances democracy by teaching democratic skills which the people must acquire to participate maximally in society. These democratic skills taught ensure that the people must know how to read and write; know how to engage in true dialogue and processes of conflict resolution, management, and negotiation. Thus, they are taught how to engage constructively in discussion of controversial public issues. The people also learn how to cooperate, think critically and independently, know how to access pros and cons of alternative solutions to problems.

Through the teaching and learning of: democratic values or attitudes, political education also promotes democracy in Nigeria. These democratic values include integrity, self-discipline, responsibility, respect and tolerance, justice, freedom and human rights among others. These are not innate values and therefore must be taught thoroughly as democratic knowledge and skills are taught. The essence of teaching democratic values is anchored on the fact that democracy is founded on specific values that must be explicitly labelled, identified, practiced and promoted in group-settings, not just in the family, so that, people learn that values are not just private and personal choices, but also choices that have public and social consequences (Eleonora: 2000).

Countries like Soviet Union, U.S.A., South Africa, Latin America, Colombia, Paraguay and Mexico etc. have made deliberate efforts in the past decades to educate their citizens on how to live in democracy. These countries have restructured themselves and their institutional structures and processes to align with working democracies. Also, they have developed and implemented powerful curricula of education for democracy, beginning in elementary schools, knowing that the children and youths need to be taught how to survive in this current system of government, in addition, various international organizations and partnerships that support these efforts are great allies in the process of planning, implementing, and strengthening existing programs formally and informally.

Problems of Non Formal Political Education in Nigeria

In Nigeria, numerous channels have also been used to promote education or democracy. Civic education is a core discipline in primary and secondary schools. Tertiary institutions also promote Education for democracy through the teaching of political sciences and other social science discipline. Democratic institutions like Centre for Democratic Studies (CDS), National Orientation Agency (NOA), Civil Society Organizations, Independent National Electoral Commission (INEC), and National Institute for Legislative Studies etc play critical roles in promoting education for democracy in Nigeria. The above initiatives indicate that education for democratic citizenship can be pursued, and that it is a necessary component of the process of strengthening local, Organizational and national democracies.

Based on this, it is obvious that political education in Nigeria is designed to facilitate the transformation of Nigeria's environment and culture from a largely negative one to where people are enlightened to be politically conscious and organized into popular formation for the defense of democracy and social justice. Thus, the cardinal goal of political education in Nigeria is to raise the political consciousness of the people with a view to widening the scope of participatory democracy in the whole federation.

Despite the teaching and learning of political education through various channels like educational institutions, institute for democratic studies, national institute for legislative studies, National Orientation Agency (NOA) etc. Democracy and the process of democratic experiment in Nigeria has been faced with enormous challenges and prospects. The fate of democracy especially the Nigerian experience is one bedeviled with ethnicity, massive corruption, mismanagement of public funds, electoral fraud and malpractices, Boko Haram terrorism, Fulani herdsmen killings, flagrant disregard for the rule of law, constitutionalism and abuse of fundamental human rights being perpetuated by political office holders and politicians which are prevalent in this current democratic era are clear examples of pseudo-democracy.

The apparent ignorance in political education among Nigerians has affected people's attitudes towards government policies and programs. It has also influenced wrong attitude and perception generally towards people from different parts of the country. This wrong perception has been formed by people and this has not augured well for the much desired unity and political stability in the country.

Interestingly, events in the Fourth Republic have indicated that, 57 years after the independence of Nigeria, the legacies of political bitterness and violence are still hunting the country. Political conflicts, violence of ethnic and religious clashes have been a reoccurring decimal on the nation's political landscape since the re-birth of democracy in May 29, 2009. Of major concerns are the incidences of political thuggery in major states in Nigeria, which led to the killing of innocent citizens and destruction of property in various parts of the country, and this violence normally occurs due to the low political education of the people.

The phenomenon of political violence has particular relevance in Nigeria political history. This is demonstrated by political turbulences in Western Nigeria and Tiv division in the 1960s; the collapse of the First Republic in 1966; the upheaval in Northern Nigeria in May and September of the same year; the two counter coups of July 1966 and July 1975 and the civil war; and the crises that led to the collapse of the Second and Third Republics.

Balogun (2002), highlights that Nigeria as a nation since the inception of the current democratic experiment in 2009, witnessed sporadic and: turbulent violent conflicts, these conflicts range from ethnic/communal violent clashes, religious and political violence and illegal activities of quasi-security outfits and ethnic militia. Between 2009 and 2016, Nigeria has witnessed not less than 96 violent conflicts, all politically motivated. This violent conflict has on several occasions resulted in wanton destruction of lives and properties, disrupted essential services, threatened the credibility and

legality of constituted authorities. Moreso, the economic havoc, fear of insecurity and political instability about by the conflicts retarded development and undermined the corporate existence of the country.

The religious crisis such as the Sharia crisis has been a common phenomenon that has been recurring and exhibited through the Boko Haram and shia Moslems, especially in the northern part of Nigeria. Also, the increasing spate of political thuggery in all parts of the world. The activities of secessionist terrorist organizations - Independent People of Biafra (IPOB). This situation now appears to be an endemic feature and a universal phenomenon that is of particular relevance to Nigeria democratic experiment of today. The practice of political thuggery is encouraged persistently by Nigerian politicians. They take undue advantage of the low political knowledge of the youths in politics and encourage them to kill innocent citizens and destroy properties by giving them money. Politicians believe that they must manipulate the electoral process to win at election and this is usually done through employing the youths. The above democratic challenges are dangerous and therefore promoting sustainable democracy in the country by adopting the doctrine of a viable political culture through a well-designed systematic method of educating the entire populace in Nigeria becomes imperative.

The Nexus between Education, Political Education and National Development

Explicitly, the inter-link between the three terms underscores the imperatives of nationhood. Hence, as earlier indicated, education is the bedrock of any meaningful and sustainable development. It is, therefore, imperative to social, economic and political development of every developing or developed economy. Apparently, education identifies the plights, set the priorities and design the modalities to actualize the targets of national development.

However, there are gaps between the national education curriculum and the rising challenges and expectations emanating from Nigerian society. Scholars and stakeholders in education sector continue to stress the need for scientific and technological based education that responds efficiently to the challenges of Nigerian nation-state in the global competitive economy. For instance, most of the graduates produced yearly by the Nigerian tertiary institutions lack entrepreneurial to be selfreliant and productive. Furthermore, the relevance of political education in the successive educational reforms and curriculum is exemplified in the civic or citizenship education and civics taught at primary, secondary and post-secondary institutions of higher learning. Soja (2014) indicated that:

It is an educational process, formal and/or informal, through which the citizens get acquainted with the basic requirements of good citizenship. It behooves us to note that citizenship education is also referred to as political socialization. (p. 1)

Citizenship education is a component of political education designed to inculcate in the minds of people the values of responsibility, selflessness, patriotism and industry as the indices of a good citizen. On this assumption, Domike and Osakwe (1996) opined that it is necessary to provide Nigerians the type of education that is characterized with inter-cultural education. Essentially, political education not only provides appropriate orientation in governance, citizenship obligation and events of the political process, but it also articulates viable options or alternatives for accountable governance, rule of law, citizen's relation with the decision-making structures of the State and purposeful diplomatic relations with other countries of the world. Conclusively, education and political education are the indices of national development. This is because it prioritizes on defective challenges and specifies modalities for the realization of laudable targets of national development.

Theoretical Framework

Several theories have been developed by political scientists to explain political education and democratic awareness among the citizenry. However, two theories that are worth examining are the agenda-setting theory and political communication theory. Agenda setting theory emphasize the mass media as an agent of educating the people, McCombs and Reynolds (2002) opine that agenda-setting theory describes the "ability to influence the salience of topics on the public agenda which the mass media possesses. Essentially, the theory opines that the importance attached to a news item by the listening/ reading audience is determined by the frequency and prominence of coverage given to the news issue by the media. Lippmann (1922) argues that the mass media is the link between events in the world and the images of these events in the citizens' minds.

Political communication theory explains the purposeful processes in which, elected and appointed leaders, the media, and public citizens use messages, to construct meaning about political practices. Robert & Woodward describe the theory as the ways and intentions of message senders to influence the political environment. Communication theory is described by Claude Shannon (2001) as an approach to social and political analysis. It is concerned with the communication process, and asserts that the most vital aspect of any political system is how information is received and processed.

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Political Communications theory is an approach to social and political analysis, which emphasises the communications process, and asserts that the most crucial aspect of any political system is how information is received and processed (Isaac, 1985, p.289). Communication, that is, the ability to transmit messages and to react to them makes organisations (Deutsch, 1963, p.77), any thorough analysis of political organisations and systems must at least include consideration of the role of communication. More specifically, Ulmer (1962, p.397) sees communication as vital in implementing man's control of his environment. This view from Ulmer remains the key point and the main contribution of the communications approach to the study of politics. Just like in the systems approach, it is through communication that inputs are received and acted upon, and outputs are generated by a system; in short, the effectiveness of a system—how effective it handles the demands of its environment—can be measured in terms of its ability to accurately analyse messages from the environment and effectively transmit messages that express reactions.

METHODOLOGY

Research Design

The research design adopted for this study was the descriptive survey research design, which involved the use of questionnaire. The entire people resident in Ibadan North local government area of Oyo State constitutes the population for this study. The sample for this work is selected using stratified sampling technique. This implies that the population is categorized into segments (before random selection) in order to ensure adequate and appropriate representation. This makes a total of three hundred (300) respondents sampled for the purpose of this study.

RESEARCH AND DISCUSSION

Analyses of Research Questions

To what extent does political education increase voter's turnout?

Interpretation:

From table 1, 32% of the respondents says yes that they have you received formal political education. 68% says no. this indicate that only few have political education needed for national development. Those that says yes, 68.8% have civic classes in school, 18.8% have political science courses in college, 6.3% attend workshops or

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conferences on politics, while only 6.3% had online courses or tutorials. This indicates that they are conversant with political education in various settings.

In another vein, 20% were very knowledgeable in politics, 12% were to somewhat knowledgeable, 20% were not very knowledgeable, 48% were not at all knowledgeable. This shows that few were knowledgeable in political issues in the country.

Of the respondents, 28% believe political education has impact on voter's turnout, 48% says no, 24% were unsure. This shows that political education has no significant on voter's turnout.

Furthermore, 72% think political education is very important for informed decision-making in voting, 16% to somewhat important, 4% says not very important, while 8% says not at all important.

Overall, it can be deduced that majority did not have political education, thus they lack political knowledge which have grossly affected voters turnout.

Does political education contribute to a more stable and predictable political environment that attracts investment and fosters economic growth?

Interpretation:

From the table 2 above, of the respondents, only 32% says that political education contributes to a more stable and predictable political environment that attracts investment and fosters economic growth while 68% says no. This shows that political education has not contribute to a more stable and predictable political environment that attracts investment and fosters economic growth.

Furthermore 80% of the respondents says political stability is very important to consider investment opportunities, 8% says it is somewhat important, while 12% says it is not very important. This indicates that majority values the political stability that may affect investment opportunities.

To determine if political education has increased your confidence in the government's ability to create a favorable business environment, 64% says yes, 24% says no while 12% were unsure. In other words, one can say to a significant extent, political education has increased the majority confidence in the government's ability to create a favorable business environment.

Lastly, of the respondents, 70% says yes that they believe political education has helped them understand the impact of political decisions on the economy, while 30% says no. This shows that political education has strengthen the people's understanding of the impact of political decisions on the economy.

Overall, it is clear that political education can contribute to a more stable and predictable political environment that attracts investment and fosters economic growth.

CONCLUSION AND RECOMMENDATIONS

This study examined the impact of political education on national development in Ibadan North local government area and how the political education has affected voter's turnout; influence citizens' knowledge of political processes, institutions, and policies; determine whether political education lead to citizens holding their elected officials more accountable for policy decisions; contribute to a more stable and predictable political environment that attracts investment and fosters economic growth; and empower citizens to participate meaningfully in economic decision-making processes. As it was seen in the study, that political education is very important to individuals life and helps them to contribute to their society effectively and also an element for national development. For this reason is why the interest of political education should be promoted among the populace and every individual have equal access to political education despite irrespective of their age, gender and education status.

Recommendations

The research proposes alternative solutions to the challenges or obstacle that faces political education and its influence on national development in Ibadan North Local Government. The researcher's recommendations are as follows:

- a) Political leaders should partnership with non-governmental organizations that values political education and are committed in improving political knowledge of individuals in the society. The non-governmental organizations can provide resources to support the political educational initiative in the local area.
- b) Political Leaders can engage parent, and even the community to support political education and also share and discuss challenges they observe in the development of the local government and suggest possible strategy or solution in their own perspectives of how the challenges can be solved politically.

- c) Political leaders should ensure that political education is inclusive and accessible to all students regardless of their background, disabilities and also provide support for students with needs.
- d) Political leaders should encourage teachers training and development program for teacher to train them to further be able to deliver quality political education because teacher are the main implement of political education.
- e) Political leaders should develop political will and commitment to political education and also have the interest of political education at hand to ensure that the political education develops people's attitude towards contributions to national development..

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Have you received any formal political education (e.g., in school, workshops, or training programs)?		
Option	Frequency	%
Yes	80	32.0
No	170	68.0
Total	250	100.0
If yes, what type of political education did you receive?		
Civics classes in school	55	68.8
Political science courses in college	15	18.8
Workshops or conferences on politics	5	6.3
Online courses or tutorials	5	6.3
Total	80	100.0
How would you rate your current level of political knowledge?		
Very knowledgeable	50	20.0
Somewhat knowledgeable	30	12.0
Not very knowledgeable	50	20.0
Not at all knowledgeable	120	48.0
Total	250	100.0
Do you believe political education has an impact on voter's turnout?		
Yes	70	28.00
No	120	48.00
Unsure	60	24.00
Total	250	100.00
How important do you think political education is for informed decision-making in voting?		
Very important	180	72.00
Somewhat important	40	16.00
Not very important	10	4.00
Not at all important	20	8.00

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Total	250	100.00
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Table 1

Source: field survey, 2024

Do you believe political education has helped you understand the importance of a stable and predictable political environment for economic growth?		
Opinion	Frequency	%
Yes	80	32.0
No	170	68.0
Total	250	100.0
How important is political stability to you when considering investment opportunities?		
Opinion	Frequency	%
Very important	200	80.0
Somewhat important	20	8.0
Not very important	30	12.0
Not at all important	0	0.0
Total	250	100.0
Do you think political education has increased your confidence in the government's ability to create a favorable business environment?		
Opinion	Frequency	%
Yes	160	64.0
No	60	24.0
Unsure	30	12.0
Total	250	100.0
Do you believe political education has helped you understand the impact of political decisions on the economy?		
Opinion	Frequency	%
Yes	175	70.0
No	75	30.0
Total	250	100.0

Table 2

Source: field survey, 2024