

SSE 113: INTRODUCTION TO SOCIAL STUDIES EDUCATION AND NATION BUILDING

UNIT 1 THE PHILOSOPHY OF SOCIAL STUDIES EDUCATION

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1.0 INTRODUCTION

Having taken a general overview of Social Studies by discussing its elements in module 1, the next thing to do logically is to examine the philosophy of Social Studies education. It is for this reason that in this unit we will discuss the concept of social studies within the context of the objectives that underlie the philosophy and aims of education in the Nigerian society. Having gone thus far in the study of the subject, you will agree with me that every society's educational aims and goals are developed to help achieve its national objectives. The same applies in the Nigerian situation.

The Nigerian educational system has undergone many changes in recent times and there are many more changes that are likely to occur in the future. The National Policy on Education is the government's own way of achieving that part of its national objectives by using education as a tool. There is no policy on education that can be formulated without first identifying the overall philosophy and objectives of the nation.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. identify the general philosophy of social studies; and
2. identify the link between the national objectives and the philosophy of social studies.

2.1 HOW TO STUDY THIS UNIT

1. As you read carefully through this unit, cast your mind back to the definition of social studies as well as its aims and objectives.
2. Use your jotter to note down important points.
3. Do all the activities in the unit.
4. Do the activities TUTOR-MARKED ASSIGNMENT at the end of the unit.

2.2 WORD STUDY

Philosophy	–	basic ideas and thoughts
Egalitarian	–	equal opportunities
Dynamic	–	changing

3.0 MAIN CONTENT

3.1 PHILOSOPHY OF EDUCATION IN NIGERIA

The philosophy behind the foundation of social studies education in Nigeria is generally based on the five main national objectives (NPE, 2013) as stated below:

- i. A free and democratic society.
- ii. A just and egalitarian society.
- iii. A united, strong and self-reliant nation.
- iv. A great dynamic economy.
- v. A land of bright and full opportunities for all the citizens.

To be in harmony with Nigeria's national objectives, the philosophy has to be geared towards self-realization, better human relationships, individual and national efficiency, effective citizenship, national consciousness, national unity and indeed towards socio-cultural, economic, political, scientific and technological progress. The above mentioned objectives have to be achieved through a proper implementation of the Social Studies curriculum at the lower basic, upper basic, and tertiary levels of education.

SELF ASSESSMENT EXERCISE I

What is the philosophy of education in Nigeria?

3.2 PHILOSOPHY OF SOCIAL STUDIES

The national aims and objectives are directly linked to the Social Studies curriculum in the primary, secondary and tertiary institutions of learning. The curriculums at all levels generally focus towards the following:

- a. The inculcation of the right type of values and the attitudes for the survival of the individual and the Nigerian society.
- b. The inculcation of national consciousness and national unity.
- c. The training of the mind in the understanding of the world around.

- d. The acquisition of appropriate skills, abilities, and competence both mental and physical by children at these levels.

3.3 PHILOSOPHY OF PRIMARY SCHOOL SOCIAL STUDIES

At the lower basic school level, the emphasis in the curriculum is the creation of general awareness of the child with regards to his immediate environment. Here the family, school, community and the village or town community feature prominently. At the middle basic school level, the main focus is in the area of national consciousness. The child is exposed to the Nigerian national setting, the peoples of Nigeria national symbols, social activities and the political and economic settings.

The general objectives of social studies in the lower, middle and upper basic education schools are:

- a. The creation of awareness and sensitivity to man's environment.
- b. The change of attitude positively towards the social, cultural and political values in the immediate community and the society in general.
- c. The encouragement of voluntary participation in social and civic duties, thereby developing a sense of responsibility in the children.
- d. The acquisition of skills necessary for solving societal ills.

SELF ASSESSMENT EXERCISE II

What is the philosophy of lower, middle and upper basic school Social Studies?

3.4 PHILOSOPHY OF NCE SOCIAL STUDIES

The NCE social studies curriculum attempts to instill in the students the basic knowledge, desirable values and skills for investigating, analyzing and explaining these interrelationships. The Social Studies programme (whether single or double major) is therefore designed with the objective of producing teachers who are both professionally committed and academically competent in its philosophy, content and methodology. The programme is therefore designed to achieve the following:

1. Produce professionally and academically competent social studies teachers for the lower, middle and upper basic schools.
2. Prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through the acquisition of knowledge, attitudes, values, appreciations and skills necessary for developing social and civic responsibilities.
3. Produce students who are capable of benefiting from further education in social studies.

SELF ASSESSMENT EXERCISE III

What is the philosophy of social studies for tertiary education?

3.5 PHILOSOPHY OF SOCIAL STUDIES AT THE GRADUATE LEVEL

The philosophy of B.Ed. Social Studies is as follows:

1. Products of the programme are expected to be teacher trainers, methodologists, and curriculum developers, inspectors within teachers' colleges, curriculum resource centres and ministries of education.
2. They are expected to be subject specialists at the secondary and teachers' colleges levels.
3. Outstanding graduates will become future lecturers in colleges, faculties and institutes of education.
4. They are expected to be conscientious and active in helping to mould Nigerian citizens, by being able to analyze, evaluate and articulate useful social criticism and able to take a leadership role in examining important social problems.

4.0 SUMMARY AND CONCLUSION

With social studies philosophy reflecting the needs of society, one easily understands the usefulness of Social Studies as a process of education which examines ways of working in the society in order to understand social problems and thereby seek solutions to them. The philosophy of social studies at all levels of education is aimed at achieving the general aims and goals of Nigeria's education.

5.0 TUTOR-MARKED ASSIGNMENT

Discuss the link between the philosophy of Social Studies and the aims and objectives of education in Nigeria.

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UNIT 2 THE CONCEPT OF SELF RELIANCE

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- 3.0 Main Content
 - 3.1 Strategies for Self Reliance in Nigeria
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1.0 INTRODUCTION

If you remember one of the major objectives of social studies is to produce students that are self-reliant, Self-reliance is that ability to depend on yourself to get things done without depending on anyone. It has to do with the capacity to rely on one's capabilities in managing his or her resources. It connotes independence, self-determination and self-sufficiency.

For any nation to have a laudable and achievable development plan, that nation must first of all find the means of utilizing its human resources by developing employment schemes to generate an economy of self reliance. Many countries of the world including Nigeria experience unemployment problems as a result of an increase in population without any aggregate increase in the labour sector of the economy. Nigeria is presently facing the problem of unemployment because the available human resources have neither been adequately managed nor developed, and for any nation to become self-reliant, it must develop and manage its human resources effectively.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. define self-reliance; and
2. suggest strategies for self-reliance in Nigeria.

2.1 HOW TO STUDY THIS UNIT

1. Read carefully through the unit.
2. Use your jotter to jot down important points.
3. Do the activities in the unit.
4. Do the activities and the TUTOR-MARKED ASSIGNMENT at the end of the unit.

2.2 WORD STUDY

Self-reliance – depending on oneself to get things done.

Independence – not depending or relying on anyone.

Self-determination – making up one’s mind strongly about an issue.

Self-sufficient – ability to meet one’s needs without relying on someone.

Laudable – deserving to be praised and admired.

Aggregate – a total number.

Strategy – a plan that is intended to achieve a particular purpose.

SELF ASSESSMENT EXERCISE I

Attempt your own definition of self-reliance.

3.0 MAIN CONTENT

3.1 STRATEGIES FOR SELF RELIANCE IN NIGERIA

A large number of developing nations like Nigeria have development plans but not all of them engage in real planning because these development plans fail to have human resources built into them. They do not cater for the development of the citizens. The success of any national development plan depends on its ability to achieve the articulated goals as well as its ability to formulate these goals in such a way that the goals express the aspirations of the citizens through whose efforts the plan is carried out. With goals one can plan, but if the goals are not such that will take the nation’s citizens into account, the plan is worthless. An obvious economic goal of any nation like Nigeria is the one that will make an individual a self employed, a self-sufficient member of the nation. Whatever the case may be the most common goal is that of a high rate of economic growth per capital income of the nation’s citizen and the only way of achieving this is by making the populace self-employed and self-sufficient. Through this, the members of the society will get every avenue to utilize their potentials. Nigeria can adapt some strategies to make her human resources self-employed and self-sufficient. Even though some of these strategies have been embarked upon by the Federal Government since independence, there is still the need to make these, strategies workable. Such strategies include the following:

Functional Education

In the past, Nigeria depended on foreign nations for her skilled labour but this did not lead to strength and self -reliance in any way. It has been accepted that literacy is the foundation of all development plans. By considering the national goals, we can see that the nation can never be socially or politically united when there are differences and inequalities in the education of the citizens. The nation cannot be strong when a great majority of its citizens live in ignorance in the era when knowledge means strength. No nation like Nigeria can claim to be self -reliant until it can realize and make use of its own potentialities. No economy can be great and dynamic until there is enough high level and intermediate power available to direct its labour force. All these levels of manpower are products of a functional education that will make Nigeria to attain self- employment and self- sufficiency.

Looking through the five national objectives, we can easily conclude that education is the most important tool for building the Nigeria we all yearn for.

In a bid to make for self-employment and self-sufficiency, Nigeria has changed her educational system to allow for self-employment. With the 6-3-3-4 system of education, graduates at any level are capable of getting themselves self-employed. In a way to help the graduate at all levels, the government had embarked on self-employment programmes through the National Directorate of Employment, through some loan schemes they are able to start their own businesses. In Nigeria, the government has introduced settlement scheme programmes for some agriculturally trained persons where those who are trained in agricultural education are settled in large numbers to practice agriculture. Government has provided them with housing and allocated to each of them about 25 acres of land to practice farming. They were given loans to take up and engage in poultry and other types of farming. With the policy of education for self-employment, Nigeria is on its way to making her citizens to be self-employed and self-sufficient, thereby becoming self-reliant.

SELF ASSESSMENT EXERCISE II

Describe the 6-3-3-4 system of education.

1. Small Scale Industries

There had been programmes to address the problems of unemployment in Nigeria. There was the concept of Mass Mobilization for Economic Recovery, self-reliance and social justice (MAMSER). The Federal Government also directed the Ministry of Labour to include among others, National Directorate of Employment to tackle the problem of unemployment.

In this era of mass mobilization, both the federal and state governments have tackled unemployment problem by establishing small scale industries in the local government areas. In addition, Agricultural Development Programmes (ADP) are being pursued in various forms in most states. All these laudable programmes are being embarked upon to inculcate in Nigerians, faith in their ability to be self-reliant, the capacity to get what one needs. In essence, a Nigerian would begin to think first, of how to make himself useful not by being employed by someone else but by being employed by himself and hopefully by employing others. When this happens the individual becomes useful not only to himself but to the society at large. At this level the individual is said to be self-reliant.

2. Agricultural Programmes

When programmes like Operation Feed the Nation (OFN) and the Green Revolution Programme were launched in the 70s and 80s, the intention was to make citizens self-reliant and self-sufficient. To help the farmers in enhancing their produce, the federal, state and local governments should construct good access roads and improve the general transportation system for evacuation at little cost to their farm products. DEFRI, the Directorate of Food, Road and Rural Infrastructure ensured then that all the roads in rural areas for possible mobilizations were made. More efforts should be intensified to provide rural roads, cottage industries, electricity, water and other infrastructures directly to organize and willing communities so that poverty will be eradicated. The citizen will also be gainfully employed by him or her and be self-sufficient and self-reliant.

3. Community Efforts

With the awareness for social mobilization, people now form themselves into credit and cooperative societies where members are able to take short and long term loans to set up their own businesses. The interest on the repayment of the loan is not high and this has encouraged many of the members of the communities to get themselves employed. Apart from these cooperative and credit societies, some communities now operate community banks, and in some areas there are people's banks. Both of these are established to cater for the masses. With the establishment of these banks, members of the community are able to take loans and other credit facilities that allow them to set up their privately owned businesses. What is required now is that the government should continue to monitor the operations of the cooperative and credit societies as well as the banks to ensure that they achieve the laudable objectives for which they were established. By so doing, the nation will attain the objective of its citizens being united, strong and self-reliant among other noble objectives.

SELF ASSESSMENT EXERCISE III

Outline some of the strategies for self-reliance.

4.0 SUMMARY AND CONCLUSION

The need for self-reliance in a developing nation like Nigeria can never be overemphasized. If the nation must attain the objective of her citizens becoming united, strong and self-reliant the right strategies must be adopted and be fully implemented. All that has been discussed is meant to equip you as a Social Studies educator in training that man within the context of his problem oriented and issues arising find solutions to all problems and issues arising as a result of his interaction with the environment.

5.0 TUTOR-MARKED ASSIGNMENT

Explain why attempts by various Nigerian governments have not resulted in the desired goal of having self-reliant citizens.

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UNIT 3 THE CONCEPT OF DEVELOPMENT

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- 2.0 Objectives
 - 2.1 How to Study This Unit
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- 3.0 Main Content
 - 3.1 Characteristics of Development
 - 3.2 Development Planning in Nigeria
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- 6.0 References

1.0 INTRODUCTION

Development is defined as the national process of organizing and carrying out prudently conceived and staffed programmes as one would organize and carry out military or engineering operations. It is conceived as an aspect of growth and change that is desirable, broadly predicted, planned and administered or at least influenced by government action. It can be seen as an activity or something which people do with clear aims in mind and with a certain amount of planning so as to bring about some positive changes in a society. It is a multidimensional process that involves the re-organization and re-orientation of the entire political, economic and social systems.

Development should lead to improvement in incomes and outputs. It should lead to radical changes in institutional, social and administrative structures, popular attitudes and sometimes even customs and beliefs as well as reduction of inequality between the rich and the poor and the eradication of absolute poverty.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. define development;
2. describe the stages of development;
3. state reasons why Nigeria has experienced difficulties in the implementation of its development plans; and
4. suggest ways for better development.

2.1 HOW TO STUDY THIS UNIT

1. Read through the unit carefully.
2. Use a jotter to note down important points.
3. Do the activities in the unit.

4. Do the TUTOR-MARKED ASSIGNMENT at the end of the unit.

2.2 WORD STUDY

Prudent – wise use

Development – being transformed; growth plus change

Re-organize – change initial organization

Re-orientate – change initial orientation

SELF ASSESSMENT EXERCISE I

Define development using your own words.

3.0 MAIN CONTENT

3.1 CHARACTERISTICS OF DEVELOPMENT

Development can be described as a process that is associated with a continuous improvement in the capacity of the people and their society to control and manipulate their physical environment as well as themselves for their own benefits and those of humanity. It should be seen as a process initiated by Nigerians and executed by Nigerians for the good of Nigerians. Any development plans should be able to transform citizens in every aspect of social, economic and social life.

Another characteristic of development is that it can be internally and externally generated. For example, the presidential system of government being practised is externally generated and education policies are modeled along the British and American systems of education. The concept is aimed at improving the general standard of living and welfare of mankind.

Development takes place in stages or planned in stages. The development of a country does not remain static but the level varies from one part of the globe to the other and is more closely associated with changes in the economy and living standard of the people.

Stages of Development or Growth

Walt Whitman Rostow's stages of economic growth are the most popular theory of development. All societies can be identified in their economic dimension as lying within five categories namely:

- The traditional society.
 - The pre condition for takeoff.
 - The take off
 - The drive to maturity
 - The age of mass consumption
1. The traditional society is characterized by age old customs and production systems, little impact of modern science and technology and no need for change.
 2. The pre-condition for take-off in the stage in which gradual attitudinal changes are observed, a slight increase in savings and investment and modern technology is introduced.

3. The take-off stages is characterized by marked increase in investment, attitudes and institutions which are clearly oriented towards growth and the commencement of foundation industries.
4. The drive to maturity is the stage which modern technology spreads to all sectors of the economy, and range of production expands.
5. The age of high mass consumption in which basic needs are easily met and there is noticeable popular consumption of durable goods.

SELF ASSESSMENT EXERCISE II

Describe the stages of development.

3.2 Development Planning in Nigeria

Since Nigeria came into being in 1914, there have been as many as nine or ten development plans. The purpose of these plans is to guide the actions of the nation. Some objectives of development planning in Nigeria are highlighted as follows:

- i. Improvement in the standard of living of the people
- ii. Increase in the per capital income
- iii. Equitable distribution of income
- iv. Decrease in the level of unemployment
- v. Increase in the supply of high level manpower
- vi. Diversification of the economy
- vii. Balanced development
- viii. Indigenization of the economy
- ix. Development of appropriate technology
- x. A great and dynamic economy
- xi. Increased productivity.

The planning and implementation of the development plans are not problem- free. They are associated with such problems, according to Ololobou (2007):

- i. Inadequate data base for effective planning.
- ii. Inadequate capital (money) for plan implementation.
- iii. Lack of appropriate manpower to implement plans.
- iv. Political instability and corruption, inefficient leadership negatively affect plan implementation.
- v. Unforeseen developments (e.g. natural disasters and fluctuating raw materials prices) have affected plan implementation.
- vi. Poor infrastructure.
- vii. Some plans are over ambitious and difficult to implement.

The impact of terrorism and other types of unrests in the country on the implementation of development plans cannot be overemphasized.

SELF ASSESSMENT EXERCISE III

Describe the characteristics of a developed society.

Ololobou (2007) went further to suggest that if 'improvement in the quality of the citizen' is the shared view of development, then the important facilitators of the development process would be:

- i. Fear of the Lord in all we do and say.
- ii. Trying to understand and adapt.
- iii. Creating room for merit and encouraging excellence.
- iv. Rejection of sectionalism and parochialism.
- v. Respect for hard work and uprightness.
- vi. Self-denial and working for the general good.
- vii. Fairness to all.

4.0 SUMMARY AND CONCLUSION

Any country that is developed is characterized by a stable political system, economic growth, commercial agriculture, industrialization, high living standard, improved adequate health services, functional educational system, improved transport and communication system. If Nigeria can boast of these, it is only then that we can talk of political, economic, social, cultural and technological development.

5.0 TUTOR-MARKED ASSIGNMENT

Discuss reasons for the failure of development plans in Nigeria and suggest a way forward.

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UNIT 4 THE CONCEPT OF NATION-BUILDING

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 - 3.2 Steps to be Taken Towards Effective Nation Building
- 4.0 Summary and Conclusion
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- 6.0 References

1.0 INTRODUCTION

Nation building means the constructing and structuring of national identity using the power of state. Politically it entails the ability of the nation to sustain itself as sovereignty and ensure the freedom and liberty of its people. It ensures genuine freedom and liberty under the authority of rule of law and the constitution. It ensures sustainable development through working policy packages. The prioritization and optimization of any resources that a country has are essential prudence for its sustenance as an economic entity. It implies the process by which a people develops its political, social, cultural, even economic and geographical identity not only by voluntarily defending the political state but by also ensuring freedom and liberty to the citizens that are participating and open to constructive correction and/or democratic expulsion of failed actors in a peaceful manner. This means that democracy should be attained democratically (Dewey, 2007).

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- 1 define nation building;
- 2 identify the problems of nation building in Nigeria; and
- 3 suggest steps to be taken towards nation building in Nigeria.

2.1 HOW TO STUDY THIS UNIT

1. Read carefully through the unit.
2. Use your jotter to jot important points.
3. Do the activities in the unit.
4. Do the activities and the TUTOR-MARKED ASSIGNMENT at the end of the unit.

2.2 WORD STUDY

Sovereign	–	exercising supreme authority
Prioritize	–	to list or rate by order of importance
Optimize	–	to make functional to the greatest possible limit
Jump start	–	to spring up
Statecraft	–	conscious planning
Happenstance	–	to happen by chance

3.0 MAIN CONTENT

3.1 THE CONCEPT OF NATION-BUILDING

Nation building is a normative concept that means different things to different people. It assumes that someone is doing the building intentionally.

Nation building refers to a concerted effort to bring people or peoples together for the purpose of achieving common objectives. According to Adekanye (1981:38):

Nation building involves the psychological reconstruction of individuals, a process of infusing into the people of new independent territories who differ widely in languages, religion and values with a new sense of common belonging and shared identity.

Amustutz (1990:180) would want us to believe that:

Nation building is the name given to the group of processes involved in the growth and development of the nation.

In short, nation building could be described as an attempt to promote the survival of a nation and to build a virile and dynamic nation. Furthermore, it is an attempt to harness all the potentials of the nation, human and national resources for the benefit of the citizens of a nation. Nation building also involves the contributions of individuals, groups and organizations in the realm of politics, economic, religion; social and cultural.

Many people believe that nation building is evolutionary rather than revolutionary; it takes a long time and is a socio political process that cannot be jump-started from outside. It is not a one-short affair. It comprises of such elements as genuine self rule, creating effective governing institutions, cultural match and the need for a strategic orientation (long term planning).

SELF ASSESSMENT EXERCISE I

What do you understand by nation building?

Problems of Nation Building in Nigeria

Nation building in Nigeria is not without its peculiar challenges. Gambari (2008) highlighted the following as problems of nation building in Nigeria.

1. Threats and challenges posed by the environment.

2. The quality of leadership that has confronted these challenges.
3. The fragility of political and development institution.

We need to understand the environment so that we can clearly identify our strengths, weaknesses and core challenges. We also need to involve a system of leadership selection and accountability which produces the sort of leaders that will confront the challenges of the environment in a way that is beneficial for nation building. Nigeria faces five main challenges of nation building.

1. The challenge from our history.
2. The challenge of socio economic inequalities.
3. The challenge of an appropriate constituted settlement.
4. The challenge of building institutions for democracy and development.
5. The challenge of leadership.

SELF ASSESSMENT EXERCISE II

What do you regard as the problems of nation building in Nigeria?

We have recorded successes in the quest for nation building such as keeping the country together in the face of many problems or challenges but these challenges continued to keep us from achieving our full potential. The next section suggests steps to be taken towards effective nation building.

3.2 STEPS TO BE TAKEN TOWARDS EFFECTIVE NATION BUILDING

There are different ways of promoting nation building in Nigeria: these are stated below.

- There should be political education for both leaders and followers. Our political leaders, both civilians and soldiers, should be educated to rise above petty jealous and ethnic chauvinism. There is that urgent need to educate our leaders to be national in outlook and take comments or criticism in good faith. We need to allow people to express their views without associating such views with ethnicity. We should avoid a situation where people are labelled as unpatriotic because they are radicals; that they are not from the area of the people in power or at the corridor of power. Therefore, Nigeria needs dynamic and forward-looking leaders who are naturally and nationally conscious that Nigeria is greater than an individual or an ethnic group.
- Nation building will be possible when Nigerians, regardless of their geographical, ethnic, social, religious, economic, political affiliation, and other considerations appreciate the bitter truth that Nigeria belongs to all of us. Nigerians should be conscious of the fact that it is not the fundamental birth-right of any ethnic group to remain perpetually in power, or for a particular ethnic group to produce the president of Nigeria always. This is very important because of wrong assumption that is held in some notable quarters that some ethnic groups are born to rule, some are diplomatic in earning their living, while some are technologically oriented (Sule, 1993).
- Political parties should not be regionally or stately based, rather they should be national in outlook. The formation of the two political parties-the Social Democratic Party (SDP) and the National Republican Convention (NRC) under the Babangida's administration was a right step in the right direction and a serious attempt at promoting nation-building. The nullification of June 12, 1993 election results has equally embittered many Nigerians, which cut across ethnic, religious, political barriers etc. In fact, shortly after the annulment, president Babangida came under severe attack for

bringing dishonour to the Nigerian Armed Forces. Hence, it is therefore in the best interest of Nigerians that political parties should not be dominated by a particular ethnic group or group rather they should be national in outlook.

- Government should not interfere in religious matters. Government, whether Federal, State or Local, should remain neutral and be free from religious issues. They should adhere to the Nigerian constitution (1999:38) which pronounces that the government of the Nigerian federation or state shall not adopt any religion as state religion.
- Public enlightenment should be embarked upon to make Nigerians have a sense of belonging and thereby promote nation-building.
- Rewarding outstanding performances by the three tiers of government will help to promote nation-building. In the same vein, offenders should be punished however important they may be in the society. Hence, no offender should be treated like a sacred cow that cannot be slaughtered.
- The introduction of the NYSC is also a calculated attempt at nation building. All efforts should be put up to see that the NYSC achieves its laudable objectives.
- The use of the national symbols by the Federal Government will help nation building as they give a sense of pride and belonging to the nation.
- The Jaji Declaration by General Olusegun Obasanjo in 1977 and the Ethical Revolution of President Shehu Shagari in 1979, the War Against Indiscipline by the General Buhari-Idiagbon regime in 1984, the Mass Mobilization, Social Justice and Economic Recovery (MAMSER) of the General Babangida's regime in 1987 and the War Against Indiscipline and Corruption (WALC) of General Abacha's government in 1993 were all laudable programmes designed to achieve effective nation building in Nigeria. The implementation of such programmes should not however be restricted to papers, but they should be seen in action.

SELF ASSESSMENT EXERCISE III

Discuss three ways by which you can promote nation building.

4.0 SUMMARY AND CONCLUSION

The attempt to build a virile, enviable and stable Nigeria since independence has been thwarted by political, economic and socio-religious problems. For instance, political stability in Nigeria has not only undermined and frustrated efforts at nation-building, but it has threatened the way existence of Nigeria.

5.0 TUTOR-MARKED ASSIGNMENT

What suggestions would you make for nation building to be effective in Nigeria?

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UNIT 5 EDUCATION AND NATION-BUILDING

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- 6.0 References

1.0 INTRODUCTION

Education is usually seen as the key that unlocks the door to development. It is described as the process through which an individual acquires the skills to function as an adult member of the society. By implication, it means the development in the child of what the society believes to be valuable and also the development of broad knowledge and understanding.

It has been identified as a very important agent for change and development. The main objective of education has been to enable a child fit properly into the society. As society changes with time, there is usually the need to appraise the system of education to confirm the needs, aspirations and objectives of society. In Nigeria, education is not just the responsibility of one tier of government but that of all tiers of government.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. define education;
2. trace the growth of education in Nigeria; and
3. identify the role of education in nation building.

2.1 HOW TO STUDY THIS UNIT

1. Read through the unit carefully.
2. Use your jotter to jot down important points.
3. Do the activities in the unit.
4. Do the activities and the TUTOR-MARKED ASSIGNMENT at the end of the unit.

2.2 WORD STUDY

Education – the act or process of imparting or acquiring knowledge, skills, and approved character and behaviour.

Emancipate – liberate

3.0 MAIN CONTENT

3.1 The Growth and Development of Education in Nigeria

In order to understand the role that education should play in nation building in Nigeria, there is the need to become familiar with the role that education has played in the past. Most people have the wrong impression that people did not have any education until western or Islamic education were introduced in Africa and this impression still exists in the minds of those who think that literacy is education. Because our elders could not read and write, that does not mean that they did not have education. As has been stated earlier, education has to do with all the processes by which the individual develops his abilities, attitudes and other forms of behaviour which he or she lives in the society. It is the process through which a society transmits its life pattern to the younger generations. Traditional Nigerian society had the following objectives of education:

1. Development of the child's physical skills.
2. Character and moral training
3. Development of intellectual and social skills
4. Vocational training
5. Development of a sense of belonging and cultural heritage

SELF ASSESSMENT EXERCISE I

Define education in your own words.

Every traditional society in Nigeria had these objectives of education which were implemented in diverse ways. Islamic education was introduced along with the spread of the Islamic religion which spread to Kanem/Borno, Hausa land and Central Sudan through traders. It has the following objectives:

1. Continuity of man's essential goodness
2. The development of piety
3. Service to Allah and man
4. Intellectual development
5. Individual adjustment

The abolition of slave trade in the 19th century brought back the resumption of missionary activities, which now established schools with the sole aim of teaching Nigerians to read and write so that they would be able to read and interpret the Bible. With the advent of colonial rule, education was mainly aimed at the production of clerks, messengers and interpreters. Reading, writing, numeracy and singing thereby formed the curriculum of the schools. Throughout the colonial period, the provision of education by the Christian missionaries was always supplemented by the colonial government and some well to do private Nigerian individuals who were interested in promoting education.

The attainment of independence heralded a more rapid expansion in education. In compliance with the Ashby report, the government of the then northern region embarked on a plan of attaining the target of 25 percent of school age children being in school by 1970. The then western region had earlier in 1955 designed a programme for the Universal Primary Education (UPE) which was later followed by the then eastern region. The expansion took place at the grammar school but technical and vocation institutions were not affected. A similar expansion occurred at the tertiary level with establishment of the universities at Nsukka, Lagos, Zaria and Ile Ife in order to increase rapidly the annual intake into Ibadan, which had been low since its establishment in 1948. It was at the 1969 National Curriculum Conference in Lagos that the existing national goals of education were reviewed. The new education system had in mind the current and future needs of the nation in the task of nation building and reconstruction.

SELF ASSESSMENT EXERCISE II

Describe the types of education we have in Nigeria.

3.2 National Policy on Education

Emanating from the recommendations of the 1969 national curriculum conference at Lagos was the Federal Government organized seminar that brought together seasoned education experts in 1973 to deliberate on all aspects of the national policy in education. The recommendations and amendments of the two conferences were responsible for the policies that have resulted to the 6-3-3-4 system of education. Such a huge government investment is based on the fact that education is now seen as an instrument for affecting positive societal development.

One cannot easily appraise how meaningful as education policy is unless one is able to identify the national goals and aspirations. As stated in the second national developments plan, the five main national objectives of Nigeria are:

1. A free and democratic society
2. A just and egalitarian society
3. A united, strong and self-reliant nation
4. A great and dynamic economy
5. A land of bright and full opportunities for all citizens

From these broad national objectives, the national policy education stipulates the following as the educational aims and objectives:

1. The inculcation of national consciousness and national unity
2. The curriculum of the right type of values and attitudes for the survival of the individual and the Nigerian society
3. The training of the mind in the understanding of the world around and
4. The acquisition of appropriate skills, abilities and competencies both mental and physical and equipping the individual to live in and contribute to the development of the society.

Based on the above objectives of education, it is expected that every subject in the curriculum at any level reflects, at least one of the objectives. Teaching and learning in Nigeria are no more to be done with a view of imparting and acquiring more facts, but with the aim of

achieving stated national objectives, thus the national policy stipulates that teaching at all levels should be oriented towards the attainment of the following values of the society.

1. Respect for the worth and dignity of the individual.
2. Faith in man's ability to make rational decisions.
3. Moral and spiritual values in interpersonal and human relations
4. Shared responsibility for the common good of society.
5. Respect for the dignity of labor and
6. Promotion of the emotional, physical and psychological health of all children.

SELF ASSESSMENT EXERCISE III

Highlight the aims and objectives of Nigeria's education.

3.3 Education and Nation Building

The national policies on education give a sense of direction to all those who are concerned with education in the state. Thus, though there are minor differences in some of the policies at the state level, due to local peculiarities, these do not deviate much from the national goals. There are thus some national education policies which help to identify us as Nigerians, these common educational policies help to ensure that education is used as a process for nation building through appropriate manpower development. Education is a process and promoter of development. This is so because an educated person can bring about development in a society. His outlook in life is broad and well focused. He can accept new idea and try new ventures. Education can serve as a potent instrument for social re-construction and general development. Education equips the citizens to evolve and maintain a political system that has a high degree of democracy, autonomy and self-sustaining growth. It is a powerful means of welding together into one nation, the various ethnic groups in Nigeria. Furthermore, education is the foundation for sustained life-long learning. It provides answers to ignorance and servitude. It is the gateway to the future and the key to nation building. We cannot claim that we are building a nation if our educational policies are such that disrespect all other views except our own, encourage mistrust of one another, disregard dignity of labour, encourage thinking only of our own good alone and not that of the nation, as well as through cultural and inter-personal relationship.

4.0 SUMMARY AND CONCLUSION

The role of education in nation building can never be over emphasized. It prepares the individual towards positivity as it equips him/her with skills and exposure. It enables the individual or citizen to discover the truth, thereby emancipating him/her from unnecessary culture of fear and servitude and therefore plan well on how to develop his community and country at large.

5.0 TUTOR-MARKED ASSIGNMENT

Discuss the role of education in nation building.

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UNIT 6 CIVIC RIGHTS AND RESPONSIBILITIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 The Constitutional Rights of Nigerian Citizens
 - 3.2 Restriction or Limitation of the Rights of Citizens
 - 3.3 Responsibilities of Citizens to the Nation
 - 3.4 Reasons Why Citizen and Government Need Each Other
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

The 1999 constitution has made adequate provisions for Nigerians to have appropriate knowledge of their rights and obligations. This was done with the hope that this knowledge would lead to active participation in the affairs of one's community.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. differentiate between rights and responsibilities;
2. highlight the responsibilities of the Nigerian citizen; and
3. state reasons why citizens and government need each other.

2.1 HOW TO STUDY THIS UNIT

1. Read through the unit carefully.
2. Use your jotter to jot down important points.
3. Do the activities in the unit.
4. Do the activities and the TUTOR-MARKED ASSIGNMENT at the end of the unit.

2.2 WORD STUDY

Civic	–	National
Constitution	–	On established law
Right	–	Something to which one has a just claim.
Responsibility	–	Being accountable

3.0 MAIN CONTENT

3.1 THE CONSTITUTIONAL RIGHTS OF NIGERIAN CITIZENS

The constitution contains rules and regulations by which the citizens of a country are governed. In the same constitution the rights and obligations of the citizens and that of the government are spelt out. Civic rights are those things that belong to the citizens/followers and leaders which nobody should take away or deprive them of such rights.

In chapter IV Sections 33-46 of the 1999 Constitution of the Federal Republic of Nigeria the following rights have been provided:

- i. Right to life
- ii. Right to personal liberty.
- iii. Right to dignity of human person
- iv. Right to freedom of conscience and religion.
- v. Right to education.
- vi. Right to work
- vii. Right to freedom of expression and publication.
- viii. Right to freedom of association and public meetings.
- ix. Right to private life and family.
- x. Right to property.
- xi. Right to fair hearing.
- xii. Right to freedom of movement.
- xiii. Right to freedom from discrimination.

SELF ASSESSMENT EXERCISE I

List 5 rights of Nigerian citizens.

These rights are legal entitlements and claims which are inalienable to the citizens of a state and which the government of a state has a duty to protect and guarantee. Citizens have certain inalienable rights which they enjoy within the state and it is the responsibility of the state not only to guarantee these rights but to also determine their limitations. The limitations are aimed at ensuring that powerful or indisciplined citizens do not encroach on others' rights.

3.2 RESTRICTION OR LIMITATION OF THE RIGHTS OF CITIZENS

A citizen's right may be restricted, limited or even withdrawn if he or she mis-uses those rights. This is necessary in order to guarantee peace and stability. A citizen, for example, can not because of the right of expression make false accusation against others or take the law into his or her hands. Therefore, there are certain legal and reasonable conditions under which the fundamental rights of a citizen can be denied, curtailed or even revoked.

- a. If a citizen is found guilty of armed robbery, treason or murder, he or she can be denied of his or her right to life.
- b. During the periods of national emergency like invasion by external aggressors, or civil war in the country and other similar occurrences, citizens' movements may be restricted and citizens could even be detained without trial, if the government feels that such citizens constitute security-risks to the state.

- c. A citizen's right to expression and the press may be limited by the laws of slander, libel or even sedition.
- d. A citizen can be deprived of the right of free movement if he or she is found guilty of criminal act and could be sent to jail.
- e. The right of movement can also be denied a citizen if he or she suffers from insanity or any of the infectious diseases.
- f. Citizens can be denied of their rights if the denial is needed to pave way for peace, order and security. This happens when people demonstrate, go on public procession and assemble illegally.

SELF ASSESSMENT EXERCISE II

List five (5) responsibilities of a Nigerian citizen.

3.3 RESPONSIBILITIES OF CITIZENS TO THE NATION

Responsibilities are those obligatory duties that a citizen must perform in order to make the country great. Citizens should note that every right carries a corresponding duty or obligation. Appadorai (2004:189) in explaining the importance of citizens' obligation to the nation states that: "We alone regard a man who takes no interest in public affairs, not as harmless but as a useless character".

By implication, this means that any citizen who fails in any way to contribute to the development of his country is useless. When responsibilities are honestly and faithfully carried out by citizens, it contributes immensely to the development of the nation. A good citizen is expected to place the interest of the state over and above any other interest. He/she should not neglect his country because he takes care of his/her household, business or other engagements. There should be total commitment and dedication to the service of the country in whatsoever capacity. Any citizen who places his personal interest above that of his country or nation is an enemy of progress and development. The civil responsibilities of the Nigeria citizen are as follows:

1. **Paying of tax:** Citizens are expected to pay their taxes promptly and honestly for the development of the nation.
2. **Obedience to the laws of the state:** Citizens are expected to obey the laws of the state so as to ensure good governance and development of the state. No meaningful progress can be achieved in a chaotic and disorderly atmosphere so these laws help citizens to live in peace and harmony with one another.
3. **Loyalty to the community and government of the country:** A good citizen should be dedicated and committed in serving the nation by being faithful and paying allegiance to constituted authority.
4. **Defence of the state against internal and external aggression:** Citizens should be ready to be enlisted in the armed forces to defend the territorial boundaries of the state, especially when threatened by enemies.
5. **Respect for constituted authority:** Our leaders should be given the respect they deserve. If they must be criticized, it should be done in a constructive manner.

6. **Voting during elections:** citizens who have attained the age of 18 years and above should vote during all elections and also present themselves to be voted for, so that they will actively participate in the government of their nation or country.
7. **Taking care of public property:** Public property like government quarters, taps, electricity, government vehicles and other property should be maintained and preserved in a good manner.
8. **Assisting the police in preventing crimes or arresting criminals:** People with dubious and questionable characters should be reported to the police. Citizens should not harbour criminals in their homes but should expose the wicked as nefarious activities to the police.
9. **Respecting the national symbols:** The national flag and the coat of arms should be handled with care and citizens should show respect for the nation by standing at attention whenever the national anthem is sang and/or played.

3.4 REASONS WHY CITIZENS AND GOVERNMENT NEED EACH OTHER

We have identified the civic rights and responsibilities of the citizens and the government. The government has obligations to provide health services, protection, education, employment, housing and other social services. The citizens are in turn expected to be loyal, patriotic, hard working and honest. In order to have a peaceful society, both the government and the citizens must perform their civic responsibilities. It is true that good leadership depends on good followership.

SELF ASSESSMENT EXERCISE III

Differentiate between rights and responsibilities.

4.0 SUMMARY AND CONCLUSION

Rights and duties are like demands and supplies. Citizens that enjoy rights are bound to also have duties. As citizens of the country we are expected to perform certain duties, having been given our rights. We should always think more of what we can do for our country than what our country can do for us. If we always have this at the back of our minds, then we will enjoy being citizens with unreserved rights and responsibilities.

5.0 TUTOR-MARKED ASSIGNMENT

Why do you think the citizens and the government need one another?

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UNIT 7 THE CONCEPT OF SOCIAL INSTITUTIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 The Concept of Social Institutions
 - 3.2 Evolution and Functional Arrangement of Social Institutions
 - 3.3 Development of Social Institutions
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

Living in groups is not peculiar to man. The elephant, the deer, the cattle, the birds and the monkeys move in groups. But the group size of man is comparable only to the insects. The insect society is very elaborate. The ants live together in colonies. They have their own method of building houses, obtaining food, dividing their labour and even conducting wars with other ant groups. The lower animals, like men, like to live together in groups and they hate isolation. They may also cooperate in doing things in common. For instance even though the ants are very tiny, they can kill snakes and other animals when they unleash their terror on their victim through biting. The Holy Bible recognized the sense of group life of the ants and how industrious they are and recommended in Proverbs chapter six verse 6 which says,

‘Go to the ants, you sluggard, consider its ways and be wise’.

We can also observe that ants in their wisdom, try to collect and store their food during the dry season, so that they would not have the problem of feeding during the dry season. They have leaders, kings and queens. In this unit, we are going to learn about the purpose, evolution and general functions of social institutions.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. explain the concept of social institutions;
2. mention and describe the function of social institutions; and
3. show the need for and the ingredients that bind people together in group life.

2.1 HOW TO STUDY THIS UNIT

1. Read through the unit carefully.
2. Cast your mind to any observation you have made in the activities of ants and imagine the roles of individuals or groups of individuals in the community.
3. Do the activities in the unit.
4. Do the activities and the TUTOR-MARKED ASSIGNMENT at the end of the unit.

2.2 WORD STUDY

Sluggard	–	habitually lazy.
Matrix	–	an environment or material from which something else develops
Gregarious	–	associating with others of one's kind.
Usurp	-	taking somebody's position without having the right.

3.0 MAIN CONTENT

3.1 THE CONCEPT OF SOCIAL INSTITUTIONS

The term social refers to the phenomena associated with two or more persons in a matrix of relationship with one another in such a way that the action of one person or the collective agreement of all concerned serves as a cue or determines the behaviour of others. On the other hand, institution refers to a regular pattern of doing things or a regular way of getting things done in the society. The concept is defined as established, behavioural patterns which are imposed upon the individuals by society, for instance, language. An institution may be defined as the established practices and usages which govern the relationship between individuals, groups, the established forms, conditions or procedures that characterize group activity. The word 'established' in these definitions implies that institutions are formed and maintained by society, without which society cannot function.

SELF ASSESSMENT EXERCISE I

Define social institutions

3.2 EVOLUTION AND FUNCTIONAL ARRANGEMENT OF SOCIAL INSTITUTIONS

Man, like monkeys and cattle; lives in groups, just as some insects like ants and bees. Thus, we often say that man is a gregarious animal. This means that man's living is marked by an inclination to associate with others of his kind, tending to live in a flock, herd, or community rather than alone. You should note that there is emphasis on "others of his kind". The hunter's dog is not a substitute for a human being when the hunter is alone in the bush. The hunter would be happier if he comes across another, though unknown and strange hunter (even if the stranger could later turn to be an enemy). Man to each other and individuals and among individuals. This also implies that there should be a body, individual or group, which will be responsible for formulating these laws and executing them. Hence, the emergence of government as social organization or authority figure that exercises power and sees to the obedience of the law. Historically, government started from patriarchal to monarchical or representative democracy. Besides these ingredients, society also has customs and traditions which guarantee unity. A custom is a habit socially transmitted. Though they have no legal power, customs are practiced and observed by individuals as accepted behaviours. All these

ingredients help to enforce group over individual will, which is a problem associated with living in group or society. You will learn more about these in subsequent unit.

SELF ASSESSMENT EXERCISE II

Analyse the advantages of living in groups.

3.3 DEVELOPMENT OF SOCIAL INSTITUTIONS

Through the gregariousness of man – the innate desire to flock or live together in communities – man has never failed to exploit and embrace certain enduring complex roles, norms and values. These have given birth to patterns of behaviour which have become a well-established part of a social structure to that extent that they have been institutionalized. Thus it has become the case that organized clusters of folkways ideas, behaviour norms, rules and system of social relationships which a society considers to be highly important are embodied in the institutions of that society.

An institution can be defined as ‘an organic system of social relationships which embodies certain common values and procedures and meets certain basic needs of the society’. An institution is characterized by many features including the followings:

1. A set of behaviour patterns which have become highly standardized.
2. A body of traditions, rituals and ceremonies symbols and vestment and other paraphernalia. In many societies, there are certain basic institutions amongst which are social, economic, political and religious institutions.

In this unit, we are concerned with social institutions. Social institutions essentially emerge as unplanned products of social living. A social institution represents an organization of norms which is geared towards an achievement of some goals or activities that people feel are important. Social institutions develop gradually from the social life of the people. These institutions are characterized by certain activities, roles and functions which have become so standardized and routinized that they have become approved means of accomplishing important goals. Social institutions are usually characterized by institutional tracts including those associated with codes of behaviour, attitudes, values and symbols. Some of the attitudes and behavioural patterns which members of social institutions are expected to demonstrate include a display of affection, responsibility and respect for standards or expectations that have become patterned regular and predictable. Thus, in a social institution, a set of relationships have become established and these derive from a regular and developed system of statutes and roles. This system of role and statutes expectations has become generally accepted within the body framework of social institutions.

For instance, in every society, be it civilized or primitive, there is a definite, formal, regular and accepted way of performing every human activity. Every institution, depend on an association or organization to make it work effectively. For example, education is an institution but it depends on school organization to make it work. Similarly, marriage is an institution, but it could not function without the organization of family, clans or kinship. The following shows social institutions and their related associations.

INSTITUTION	ASSOCIATIONS
Religion	– Church, mosque, shrines

Education	–	Schools, workshops
Health	–	Hospitals, dispensaries, maternity clinics, etc.
Legal	–	Courts, lawyers
Political	–	Council, political parties, age group
Economic	–	Trade unions, co-operations, firms and professional associations.
Marriage	–	Family clans and kinship

Man is, therefore, a social creature in the sense of his forming, or having a tendency to interact and co-operate with other people. A human society is made up of families or people who maintain social and/or physical relationships. In some cases, they have common goals and expect certain behaviours from the members.

Associating with others of our own kind starts with small groups such as the family. The group life extends from the family level to large associations such as kinship, political parties, religious associations, township groups, ethnic group and national communities. Any form or size of group living has some overriding gains to be derived from it. Human infants require a long period of protection and up-bringing (socialization). Thus, group living offers protection to the young, the old and the weak ones. Furthermore, the individual gains a sense of morale and identity from the group. Another merit is that of mutual assistance members receive from one another. People group together to make available for themselves and for their society or community certain goods and services (economic organization or institution). Thus, in group life there are specialized occupations, lines of authority and a detailed distribution of duties and privileges. What you can now notice is that the main essence of the gregarious nature of man is social organization, which refers to the system of relationship between persons and among groups with regard to the division of activities and the functional arrangement of mutual obligations within society.

Apart from this functional arrangement there are still some other ingredients which make unity possible in group life. One important ingredient is rules and regulations. For the orderliness and smooth running of the society, it is quite essential for the society to observe some rules and regulation, and expect certain form of behaviour from its members. All these, form the ingredients of society's culture. Official rules which have compelling force of governing or controlling the behaviours of people are referred to as laws. A breakdown of laws in most cases brings anarchy and disorderliness.

The establishment of law enforcement agencies, i.e. the police, the judiciary and the lawyers in the society is to guarantee the unity and peaceful co-existence among its members. Where there is peace, people are most likely to make progress. The agencies established, work within the framework of the society's constitution, which is a body of legal or traditional principles regulating the relationship between state authorities.

SELF ASSESSMENT EXERCISE III

Describe the characteristic features of social institutions.

4.0 SUMMARY AND CONCLUSION

Social organization (institution) refers to how people organize themselves for purposeful activities. The organization could be in groups by certain members of the society or collectively by members of the entire society. Since people are not independent units like inanimate objects, they organize themselves into many kinds of groups and organizations. Hence, we have various social groups, associations and institutions like marriage, religious, political, educational, health, legal and economic institutions. This people do to enable them live a full, happy and useful life. Social organizations also help to maintain peace, order, harmony in the society. That is, if individuals know the groups and organizations they belong as well as the requirements and expectations of these groups and organizations and obey them, surely there will be peace, harmony and happy living. On the contrary, if people or groups fail to perform their duties or usurp the duties of others, there would be trouble, suffering and chaos or confusion.

5.0 TUTOR-MARKED ASSIGNMENT

State any three types of social institutions and their associations.

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UNIT 8 PATTERNS OF SOCIAL INSTITUTIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Social Institutions
 - 3.2 Patterns of Social Institutions
 - 3.3 Laws and Regulations
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

From our discussion in unit 7, we learnt that man is a very social animal who does not like to live in isolation. He shares joy in working together, living together and satisfying the wants or needs of one another collectively. We also learnt that social institutions develop gradually from the social life of the people. An institution is an organized system of social relationship which embodies certain common values and procedures and meets certain basic needs of the society. In order that these institutions serve the purpose for which they are established, social institutions have specialized occupations, lines of authority and a detailed distribution of duties and responsibilities. There are also rules and regulations for the orderliness and smooth running of such institutions and these serve as a guide to the members within the institutions. In this unit, our discussion will focus on those procedures that make up the patterns of social institutions.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. outline the different patterns of social institutions; and
2. describe the patterns of a social institution.

2.1 HOW TO STUDY THIS UNIT

1. Read carefully through the unit, taking note of important points.
2. Do the activities in the unit.
3. Do the activities and the TUTOR-MARKED ASSIGNMENT at the end of the unit.

2.2 WORD STUDY

Pattern – Form or model

Leader – Someone who leads

Follower – Someone who follows

3.0 MAIN CONTENT

3.1 SOCIAL INSTITUTIONS

There must first of all be membership, without which an institution cannot function. It is usually agreed that in order to be a member of an institution, there are three things that are involved. According to Akintunde S.A and Olotu G. (2006), membership of any social group involves:

1. Some type of interaction.
2. A sense of belonging or membership.
3. Shared interests or agreement on values, norms, goals and
4. A structure which has definable recognized arrangement of parts.

SELF ASSESSMENT EXERCISE I

What does membership of a group entail?

3.2 PATTERNS OF SOCIAL INSTITUTIONS

LEADERSHIP

A leader according to Fadeyiye J.O (2005) is somebody who leads others and coordinates their activities which are designed to benefit the general populace. Such a leader plays a dynamic role in directing and coordinating the activities of the group towards achieving the set goals or objectives of such a group. They emphasize unity of purpose. In all social institutions there are leaders. For example in the family the husband is the leader while his wife and children are the followers. The head teacher leads in the primary school, the provost leads in the college of education, and the vice-chancellor leads in the university. Leadership connotes responsibility and authority. Because the leader is the head of the institution or group he is expected to have the abilities to lead in such a way that the group is sustained and also makes progress.

FOLLOWERSHIP

A follower is someone who follows; whenever there is a leader, by implication, there is a follower. A follower who believes in his group and perceives it as an avenue for establishing his collective and personal desire is expected to:

- Accept his leader and recognize his authority.
- Be obedient to the rules guiding the group strictly.
- Must be faithful in his dealings with the group.
- Must accept responsibilities necessary as a member.
- Must be committed to activities being carried out by the group.
- Must not allow his personal interest to overrule the interest of the group.
- Must be humble and tolerant at all time.

- Support his group both spiritually and physically.
- Must be friendly to all members of the group.

In essence, he must conform to the rules, responsibilities and activities that form the bond of the group or institution.

RELATIONSHIP BETWEEN LEADERSHIP AND FOLLOWERSHIP

These terms could be regarded as birds of the same feather which are said to flock together. They are mutually related in terms of function as they both have functions to carry out. For example, the leader gives instructions, directs the affairs of the group or institution, coordinates its activities but if there are no followers, no one will support the leader by carrying out the said instructions. Also political stability in any nation could only be attained if the followers are ready to carry out the legal instructions of the leader.

Both terms also play a vital role in the realization of institutional goals. If the two do not cooperate, there would be disintegration, destabilization and backwardness. But with the desired cooperation, the group or institution would realize its set goals.

Both the leader and the follower guarantee the stability of the institution, state or nation.

SELF ASSESSMENT EXERCISE II

State reasons why Leadership and Followership are important

Basic Problems Associated with Leadership and Followership

Basic problems affect leadership and followership in Nigeria and it is important that we run through them because they affect our social institutions.

1. **Ignorance:** Many Nigerians are not conversant with occurrences around them.
2. **Ethnicity:** Political parties are ethnically based and supported.
3. **Dependent economy:** The economy of Nigeria depends on that of foreigners.
4. **Poverty:** This makes people to misuse their offices while many others sell their votes.
5. **Illiteracy:** Many are illiterate who are still being deceived by the educated ones.
6. **Corruption:** This is mostly due to poverty which is the reason for always having empty government treasuries.
7. **Disrespect for the rule of law:** We have all types of criminals in the country because everyone wants to be rich at all cost.
8. **Poor political culture:** The political orientation of the people is based on discrimination, bitterness and ethnic solidarity.
9. **Sycophancy:** Because of illiteracy and the mad rush for money or position, there is a tendency for someone to praise rich or powerful people in order to gain an advance.
10. **Misplaced values:** In Nigeria, we value money more than anything else.

3.3 LAWS AND REGULATIONS

All social institutions have laws and regulations that guide the behaviour of members within them towards the realization of set goals. These are usually based on the following:

1. **Norms:** Standards of behaviour that a people or society applies to determine their social duties and also guide their social behaviour.
2. **Attitudes:** Changes that are known as attitudinal shifts usually occur when there is a shift in the patterns of people's living which are relative to changes in the

environment, attitudes denote the patterns of living within a particular environmental situation which are always more permanent to the situation in which the individual exists.

3. **Values:** These are those very ideals that are stressed in the styles of life of a social group. They could be cultural, economic, religious and political. Values are expected to be upheld tenaciously by every member of a social group. These styles of life may conflict with the interest of class, of force, of production etc. A condition for the stability of a social system is that there should be integration of its value standards to constitute a common value system.
4. **Beliefs:** These beliefs are formed through socialization about the working of some systems in the world and about how it ought to work. What this means is that we develop a system of reasoning about this physical or abstract and accept the conclusions to guide our approach to life situations. We also develop beliefs about how people including ourselves ought to behave. Beliefs could be personal and could also be from social orientation received from the environment. It is these beliefs that inform the kind of social norms that exist in a society.
5. **Roles:** These are social responsibilities that are attached to social positions. Social roles become more demanding as a person grows. As one grows, he engages in more social groups and seeks group SELF ASSESSMENT EXERCISE in every social group e.g. an individual being a father in the family, a principal of a school while at the same time he is a member of a club or a committee and so on.
6. **Reference groups:** These groups give members some satisfaction and psychologically the members' assurance that they are socially relevant is renewed. People usually like to identify with such groups like the association seeking for more women participation in politics and governance, millionaires club, landlord association and so on.
7. **Group processes:** In every group, there are those potentials that can either be sustained or delayed depending on the activities of each member.

SELF ASSESSMENT EXERCISE III

How do institutions come up with laws and regulations?

There is the tendency for a social group to be sustained or to disintegrate. This is why each group endeavours to set rules and regulations to guide the conduct and interaction of the members. The methods and means used to control the activities of members differ from one group to the other. That is why we say that a group process is actually dynamic. For a social group to be sustained, each member of the group must conform to the norms and rules guiding the group.

Every social institution is governed by rules and administered by people who play different roles. It is only by acknowledging, valuing, understanding and accommodating social changes that social institutions can attain and maintain social stability.

4.0 TUTOR-MARKED ASSIGNMENT

Discuss the relationship between the leader and the follower in any institution of your choice.

5.0 SUMMARY AND CONCLUSION

In this unit, we have discussed the patterns of social institutions. We particularly looked at leadership and followership, the relationship between the two and the basic problems that are

associated with them, we finally looked at the place of rules and regulations in the existence of social institutions.

6.0 REFERENCES

Fadeiye, J.O. (2005) A Social Studies Textbook for Colleges and Universities (Part I). Ibadan: Akin Johnson Press and Publishers.

Jacob, S., and Ndazhaga, A.A (2005) Social Studies in a Changing World for Nigerian Schools and Colleges. Pankshin: Academic Trust Fund.

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UNIT 9 STRUCTURE AND FUNCTIONS OF SOCIAL INSTITUTIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Social Institutions II
 - 3.2 Functions of Economic Institutions
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

You will recall that in unit 7, we discussed the concept of social institutions while unit 8 focused on the patterns of social institutions. In this unit, we are going to discuss the structures and the functions of these social institutions. We have already mentioned that a social institution refers to an accepted, orderly and enduring way in which people relate to one another in a particular sphere of life. This simply means that the established ways of solving our economic, political, educational and religious problems in Nigeria make up the social institutions in Nigeria. So in a bid to discuss the structure and functions of social institutions, in this unit, we will be looking at some examples of social institutions and the functions they are meant to perform. We will specifically look at the legal and economic institutions.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. describe the structure of social institutions; and
2. state the functions of social institutions.

2.1 HOW TO STUDY THIS UNIT

1. Read through the unit carefully
2. Use your jotter to jot down important points.
3. Do the activities as you study the unit.
4. Do the activities and the TUTOR-MARKED ASSIGNMENT at the end of the unit.

2.2 WORD STUDY

Structure – something arranged in a definite pattern.

Function – purpose for existence.

3.0 MAIN CONTENT

3.1 SOCIAL INSTITUTIONS II

Social institutions are defined differently by social scientists, while some see trade union as an institution, others see it as an organized way of doing things to achieve societal goals. An institution according to Sunday Jacob, Ali Audu and Jere Ndazhega (2005) is an organized system of relationships which embodies certain common values and procedures and meet certain basic needs of the society. They are also sets of beliefs, norms and values which define how people groups and organizations should resolve common societal values. They highlighted the following as important basic institutions in which members of the society organize themselves into groups to ensure its success.

1. Political institution
2. Economic institution
3. Religious institution
4. Legal institution
5. Education institution

This list is not exhaustive as I believe you are quite conversant with them. Could you add same more?

SELF ASSESSMENT EXERCISE I

Mention the social institutions that are found within your locality.

Now let us look at some of these institutions to get a better understanding of their structure and functions.

1. Legal Institutions

A legal institution is an outfit of society that is charged with the responsibility of maintaining peace and order and ensuring that rules and regulations are followed by members. When people from diverse walks of life live together, there is bound to be misunderstanding and conflict among them. Like in the case of Nigeria, there are many social problems like quarreling, fighting, killing, abortion, divorce, cheating and robbery just to mention a few.

The society does not just fold its arms and watch while these things happen. It needs some measures to direct and control the actions of its members so as to minimize disputes among people and also settle same when they occur. It is to this effect that legal institutions are established. A legal institution deals with law and exists in every human society for the regulation of human conduct. It is a synthesis of order and justice and serves the purpose of resolving conflicts and protecting the interest of human aggregation in an orderly manner.

The legal institution is set to take care of these problems and it functions through the following provisions in Nigeria:

1. Village elder's councils
2. The police force
3. The prisons
4. Customary courts

5. Sharia courts
6. Modern courts
7. State houses of assembly and national assembly.

Police: This is the body of men and women who work for the government to keep law and order as well as arrest offenders. They also protect the lives and property of people.

Court: This is simply referred to as the seat of justice. It is where offenders are judged as prosecuted by the police in most cases. The courts in Nigeria are graded as customary, Sharia and modern courts. The Supreme Court is the highest in Nigeria and cases are finally dispensed here. When you loose a case at this level, you can only appeal to God. Courts in Nigeria are still based on English laws, with the exception of the customary and Sharia courts, which are run according to the customs and tradition of the people. The Sharia courts are run according to the dictates of Islamic religion.

Convicted offenders are sent to prison to serve their jail terms.

The State Houses of Assembly and the National Assembly (House of Representatives and the Senate) could be said to be both legal and political institutions since they make laws for the good governance of the country.

Functions of Legal Institutions

Legal institutions, perform the following functions:

- Peaceful resolution of conflict.
- Interpretation of the law and constitution.
- Prevention of crime and punishment of offenders.
- Guardians of the law.
- Serve as checks against abused of power by other organs of government.
- Safeguard the rights and liberties of the people.
- Protect the life and property of individuals.
- Maintain peace and order and encourage cooperation in society.
- Rehabilitation of offenders.
- Enforce the laws of the land.
- Promote moral and social responsibility and help individuals to know their rights and duties.

SELF ASSESSMENT EXERCISE II

‘The police is your friend’. Explain this statement from your experience as a Nigerian.

3.2 FUNCTIONS OF ECONOMIC INSTITUTIONS

The economic institution serves the following functions:

1. It is charged with the responsibility of production and distribution of goods and services.
2. It makes people aware of economic interdependence.
3. It shoulders the creation of market centres.
4. It determines what type of goods to be produced for consumption.
5. It promotes inter-community or societal economic understanding among members.

6. It provides transport facilities.
7. It creates and encourages labour force.
8. It advises the government on economic matters.
9. It establishes industries and gives advice to the appropriate quarters on how best to manage and maintain economic policies.
10. It makes money available and advises individuals on how best to make use of it.
11. It recommends to the government what kind of money should be made available.
12. It helps the government to obtain foreign exchange and other financial transactions.
13. It reserves excess money by gradual withdrawal from circulation.
14. It sets standards and approves the quality of goods produced or purchased.

All the social institutions are meant to serve specific functions and all these are geared towards meeting the basic needs of the society. You can begin to think about other social institutions and the functions they serve. Very soon, you will be discussing more about social institutions in subsequent units of some modules.

SELF ASSESSMENT EXERCISE III

Highlight some of the functions of the economic institution.

4.0 SUMMARY AND CONCLUSION

Social institutions are vital organs of society. As we have seen with the legal and economic institutions, society can only be stable and progressive if its institutions are purposeful, efficient and effective. It rests on the government and the citizens to ensure that these social institutions that have been established are well funded, free of corruption and **meritocratic** in disposition and effective in outlook.

5.0 TUTOR-MARKED ASSIGNMENT

Select any institution and describe its structure and functions.

6.0 REFERENCES

- Fadeiye, J.O. (2005) A Social Studies Textbook for Colleges and Universities (Part I). Ibadan: Akin Johnson Press and Publishers.
- Jacob, S., and Ndazhaga, A.A (2005) Social Studies in a Changing World for Nigerian Schools and Colleges. Pankshin: Academic Trust Fund.
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UNIT 10 CONSOLIDATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 The Philosophical Background of Social Studies
 - 3.2 Civil Rights and Responsibilities
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

Social Studies programme is succinctly defined in the school curriculum as the study of human beings and their interaction with their physical and social environment in the past, present and emerging future. Human relationships are important and are studied as learners find ways of building or developing their personalities of living at home, in communities and relating in other parts of the world. It is in this direction that in this module we have discussed the philosophical background of social studies and have also discussed different concepts that have to do with man as he relates with his environment as well as with other people. This unit serves as a review of all the concepts we have discussed to serve as a reminder of all that we have learnt so far.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. define self-reliance;
2. define development;
3. define nation building;
4. define education;
5. Identify the rights and responsibilities of Nigerian citizens;
6. define social institutions; and
7. state the functions of social institutions.

2.1 HOW TO STUDY THIS UNIT

1. Reflect on what you have learnt from units 1-9 of the module.
2. Go over the units and make sure you understand the different concepts.
3. Do the necessary corrections in your TUTOR-MARKED ASSIGNMENT.
4. Consult your subject tutor for clarification in areas that you have difficulties.
5. Most of the activities and TUTOR-MARKED ASSIGNMENTS will be repeated.

3.0 MAIN CONTENT

3.1 THE PHILOSOPHICAL BACKGROUND OF SOCIAL STUDIES

Social studies teaching and learning across the world and Nigeria in particular is not by accident but was introduced to address contemporary issues that border on the society. The school became a handy tool to design a curriculum that will develop effective living and cordial relationship among the pupil. A curriculum of that magnitude is expected to equip the learner with the ability, capability, skills, understanding, attitude and habits that will help to contribute immensely to this goal. It is worthy of note that Nigerian social studies programme has a set of goals and objectives that are relevant to the philosophy and objectives of the Nigerian education. The professional social studies teacher has the responsibility of forming citizens of localities and the country by preparing adequately and delivering content areas that promote a balance between patriotism and citizenship. The philosophical basis of social studies include the need to make education more relevant to the needs of the individuals, society and the country.

Self-reliance

For a nation to produce citizens that are self reliant, there is the need for education to be functional, small scale industries must be established, agricultural programmes put in place and community efforts should be encouraged. We discussed all the strategies in unit 2 and also went further to discuss why past development plans have failed to produce self-reliant individuals.

SELF ASSESSMENT EXERCISE I

Define Self-reliance

CONCEPT OF DEVELOPMENT

Development is a multi-dimensional process that involves the re-organization and re-orientation of the entire economic and social systems. The evidences of development in any society are a stable political system, economic growth, commercial agriculture, industrialization, high living standards, improved health services, functional education system, improved transport and communication systems.

SELF ASSESSMENT EXERCISE II

Define Development

NATION BUILDING

Nation building is described as the attempt to promote the survival of a nation and to build a virile and dynamic nation. It is an attempt to harness all the potentials of the nation, human and natural, for the benefit of the citizens. Individuals, groups and organizations all have to make contributions in the political, economical, religious and social realms. In Nigeria, nation building has been an uphill task because of some major challenges which cannot just be swept under the carpet. If nation building is to be achieved, then the necessary steps have to be taken towards effective nation building.

EDUCATION AND NATION BUILDING

The role of education in nation building can never be over emphasised. It is the key that unlocks the door to development. It prepares the individual for the occupation of adult roles. It also prepares him towards positivity as it equips him or her with skills and explosive. It enables the individual to discover the truth, thereby emancipating him or her from unnecessary culture of fear and servitude and therefore enabling him or her to plan well on how to develop his/her community and country at large.

SELF ASSESSMENT EXERCISE III

Define Education and Nation-building

3.2 CIVIL RIGHTS AND RESPONSIBILITIES

Citizens are entitled to certain rights that must not be denied them. But alongside these rights are corresponding responsibilities which are obligatory for the citizens to perform in order to make the country great. In order to ensure peace there are times that these rights are restricted, limited or even withdrawn if an individual misuses them. If both the government and the citizens are awake to their responsibilities to each other, we will definitely have a peaceful society.

SOCIAL INSTITUTIONS

Social institutions refer to the way people organize themselves for purposeful activities. We have various social institutions like the family, religious, political, educational, health legal and economic institutions. Units 7 to 9, we discussed the patterns of social institutions, their structure and functions. In order to drive the point, home we specifically discussed the legal and economic institutions by looking at their types and function.

4.0 TUTOR-MARKED ASSIGNMENT

Discuss the functions of any social institutions of your choice.

5.0 SUMMARY AND CONCLUSION

This unit has virtually summarized and reviewed all that we discussed from unit 1 to 9 in their module. By now I believe you are ready to begin with module 3.

6.0 REFERENCES

All the references used in Unit 1 to 9.

APPENDIX I

ANSWERS TO ACTIVITIES AND TUTOR-MARKED ASSIGNMENTS IN SSE 111

UNIT 1

SELF ASSESSMENT EXERCISE I

1. Origin
2. Definition
3. Goals and objective
4. Purpose
5. Scope
6. Value-consciousness
7. Historical development
8. Relationship with other social science
9. Areas of specialization
10. Problems
11. Prospects

SELF ASSESSMENT EXERCISE II

1. Social studies educators place more emphasis on effective learning than social scientists.
2. The social studies are very scholarly disciplines, exploring the frontiers of knowledge, social studies is less so. It focuses on critical thinking and reflective inquiry.
3. Social studies is more interested in contemporary issues/current affairs than the social sciences.
4. Social studies is more broad-spectral in sourcing its content than any of the social sciences.

SELF ASSESSMENT EXERCISE III

- Huge potentials for growth.
- Taught in all primary schools
- Taught in all junior secondary schools
- Included in all teacher education programmes at NCE and degree levels up to Ph.D.

TUTOR-MARKED ASSIGNMENT

The experiences could differ depending on the individuals but such problems could include:

- Lack of understanding of the subject by principals.
- Allocating social studies to teachers not trained in the discipline.
- Shortage of teaching materials.
- Shortage of textbooks.
- No provision for social studies resource room or workshop, etc.

UNIT 2

SELF ASSESSMENT EXERCISE I

The learner could select any definition and back his/her choice with reasons.

SELF ASSESSMENT EXERCISE II

1. Their visions of the function and characteristics of the subject matter differ.
2. Focus of social studies is not understood by many people. It focuses on critical thinking and reflective inquiry.

SELF ASSESSMENT EXERCISE III

The students' definition should include the three common features that are stressed in every definition:

- The individual or man himself.
- The relationships within the society.
- The environments

It should focus on the use of critical and reflective thinking to solve the problems of man's survival.

TUTOR-MARKED ASSIGNMENT

Challenges to include

1. Lack of the relevant approach of problem-solving and the evaluation of the attitudes values and skills.
2. No basic background in the teaching of suggestion for minimizing these problems.
 - Organize workshops and seminars for teachers of social studies.
 - Textbook writing.
 - Research in social studies.
 - Curriculum development etc.
3. Correct concepts in social studies (3) misconception of the concept of social studies.

UNIT 3

SELF ASSESSMENT EXERCISE I

- Programme goals
- Programme objectives
- Lesson objectives

SELF ASSESSMENT EXERCISE II

Goals are broad and communicate a long range of purposes and intentions while aims are specific and can be measured in a classroom setting.

SELF ASSESSMENT EXERCISE III

Objectives of Social Studies

1. The development of a strong sense of responsibility and affective citizenship.
2. To inculcate positive attitude and appropriate values, honesty, integrity and togetherness for the development of the nation.

3. To create an awareness and understanding of our physical, environment and evolving social and cultural processes.

TUTOR-MARKED ASSIGNMENT

Cognitive	Affective	Psychomotor
List, identify	Sympathise	Run
Reject, extrapolate	Appreciate	Pull

UNIT 4

SELF ASSESSMENT EXERCISE I

1. The environment.
2. various skills for relating to the environment
3. Values, attitudes, aspirations and actions that are conducive for peaceful coexistence and overall societal development.
4. Emergent and contemporary issues.

SELF ASSESSMENT EXERCISE II

The scope of social studies refers to the content or subject matter, skills, values, attitudes and beliefs that have been or can be included in the social studies programme.

SELF ASSESSMENT EXERCISE III

- Any country can decide on its own curriculum.
- Goal emphasis differs from one country to the other
- The quality of social studies program implementers.
- Unconducive school and work environment.
- Poor conditions of service for teachers.
- Poor attitude of learners to learning and bad study habits.
-

TUTOR-MARKED ASSIGNMENT

The student can choose any issue and discuss (HIV/AIDS, Ebola virus, human trafficking etc).

UNIT 5

SELF ASSESSMENT EXERCISE I

- Nigeria uses social studies to inculcate the concepts of nationalism, unity and interdependence among a citizenry that is diverse.
- Nigeria uses social studies as a tool for solving societal problems.

SELF ASSESSMENT EXERCISE II

- Both internal and external factors.
- Response to curriculum reform trends in the world.
- Nigeria education before independence not reflecting the needs and problems of the country.
- The integrated approach of social studies to learning.
- The outcome of the conference at Kenya
- Success of the pilot test at Aiyetoro.

TUTOR-ASSESSMENT ASSIGNMENT

The reasons for introducing social studies in Nigeria should be discussed by the student in a manner that shows that the student understands the rationale for social studies.

UNIT 6

SELF ASSESSMENT EXERCISE I

Traditional content areas include:

1. The learning of people's physical and social environments and their inter-relationships.
2. Respect for elders, honesty and other positive values.
3. Character, values and virtues development
4. Loyalty to the community etc.

SELF ASSESSMENT EXERCISE II

- Cultural bound
- Knowledge was more of British environments
- Knowledge was viewed from the separation of subjects.
- Content was generally not Nigeria sensitive.

SELF ASSESSMENT EXERCISE III

- The formation of Social Studies Association of Nigeria
- The selection of social studies as one of the subject for the UBE
- The inclusion of social studies in the National Policy of Education document as one of the core subjects in primary and junior secondary schools.
- Its recognition at the tertiary levels of education

TUTOR-MARKED ASSIGNMENT

Discuss social studies in

- Colonial Nigeria
- From 1960-1981
- From 1982 and beyond.

UNIT 7

SELF ASSESSMENT EXERCISE I

- Inter-disciplinary - deliberately links two or more subject areas and they are taught together as social studies.
- Multi-disciplinary - no new area of knowledge is produced
 - contents and methods are taken from other disciplines.

SELF ASSESSMENT EXERCISE II

- Central issues are properly identified and focused
- Social studies is presented with one or more societal problems.
- The student is not limited to a specific subject area in using the integrated approach to solve issues.

SELF ASSESSMENT EXERCISE III

- It focuses on the identified problem areas of the society.
- It makes children to think far and by themselves.
- It avoids arbitrary distinctions that divide academic discipline.
- It enables students to understand the complexity of social problems.
- It prepares youths broadly for adult roles in the society.
- It provides general education.
- It encourages greater flexibility, imagination and creativity on the part of the teacher.

TUTOR-MARKED ASSIGNMENT

1. Social studies is presented with one or more societal problem.
2. It requires considerable thought and skill for proper solution.
3. It calls for critical thinking to be able to solve man's social problem.
4. It is not limited to single subjects like history, geography or economics but many areas could be explored.
5. Data could be collected from many disciplinary sources.

UNIT 8

SELF ASSESSMENT EXERCISE I

- At Aiyetoro Comprehensive High School
- In 1970

SELF ASSESSMENT EXERCISE II

- The irrelevance of colonial social studies to the Nigerian environment.
- The re-awakened interest and appreciation at the functionality of social studies.
- The wave of curricular reforms in the world.
- The inclusion of Nigeria in Africa to keep the decision agreed on at the Mombassa Conference.

TUTOR-MARKED ASSIGNMENT

- High potentials for growth.
- Taught in all junior and secondary schools
- Inculcate in all teacher education programmes at NCE and degree levels up to Ph.D.

UNIT 9

SELF ASSESSMENT EXERCISE I

6 – Years Primary School

3 – Years Junior Secondary School

3 – Years Senior Secondary School

4 – Tertiary Education

SELF ASSESSMENT EXERCISE II

- Develop the ability to adapt to his changing environment.
- Inculcate national consciousness and national unity
- Become a good citizen capable of and willing to contribute to the development of society.
- Inculcate the right type of values and attitudes.

SELF ASSESSMENT EXERCISE II

The student should be able to explain that whether the student ends his education at the primary or junior secondary school at the primary or junior secondary school, social studies would have equipped him with the desired skills to live meaningfully in the society.

TUTOR-MARKED ASSIGNMENT

- Any topic of the student's choice.
- Approach should be learner centred and not teacher centred.
- Lesson should be activity packed to enable student to acquire knowledge through discovery by carrying out the activities.

UNIT 10

The answers to the activities and the assignment are in units 1-9.

APPENDIX II

ANSWERS TO ACTIVITIES AND TUTOR-MARKED ASSIGNMENTS IN SSE 113

UNIT 1

SELF ASSESSMENT EXERCISE I

- The creation of awareness and sensitivity to man's environment.
- The change of attitude positively towards the social cultural and political values in the immediate community and society in general.
- The encouragement of voluntary participation in social and civic duties.
- The acquisition of skills necessary for solving societal ills.

SELF ASSESSMENT EXERCISE II

- Self realization.
- Better human relationships.
- Individual and national efficiency.
- Effective citizenship
- National consciousness
- National unity
- Socio-cultural, economic, political, scientific and technological progress.

SELF ASSESSMENT EXERCISE III

- Produce professionally and academically competent teachers.
- Prepare teachers who will inculcate in their students rational adjustment to their environments.
- Produce teacher trainers, methodologists and curriculum developers for the subject.
- Produce individuals who are conscientious and active in helping to mould Nigerian citizens.

TUTOR-MARKED ASSIGNMENT

The link is that the national aims and objectives of the nation are directly linked to the social studies curriculum in the primary, secondary and tertiary institutions of learning.

UNIT 2

SELF ASSESSMENT EXERCISE I

- The ability to depend on yourself to get things done without depending on anyone but relying one's capabilities in managing his/her resources. It has to do with independence, self-determination and self-sufficiency.

SELF ASSESSMENT EXERCISE II

6 – Lower basic

3 – Middle basic

3 – Upper Basic

4 – Tertiary Education

SELF ASSESSMENT EXERCISE III

- Functional education
- Small scale industries
- Agricultural programmes
- Community efforts
-

TUTOR-ASSESSMENT ASSIGNMENT

- Right strategies need to be adopted and implemented, not just flamboyant policies that are never implemented.

UNIT 3

SELF ASSESSMENT EXERCISE I

- The process of change that transforms the life of the individual in a society through some conscious effort.

SELF ASSESSMENT EXERCISE II

Rostow's stages of economic growth

- Traditional society
- Preconditions for take off
- The take off
- The drive to maturity
- The age of mass consumption

SELF ASSESSMENT EXERCISE III

- A stable political system.
- Economic growth
- Commercial agriculture
- Industrialization
- Functional educational system
- Improved transport and communication system
- Improved adequate health services
- High living standards

TUTOR-MARKED ASSIGNMENT

Problems

- Inadequate data base for effective planning
- Inadequate money for implementation
- Inappropriate manpower
- Political instability
- Inefficient leadership
- Poor infrastructure
- Unforeseen development

Way Forward

- All the problems listed above should not just be swept under the carpet.

- Conscious efforts should be made towards the effective implementation of future development plans.

UNIT 4

SELF ASSESSMENT EXERCISE I

- Concerted efforts to bring people together for the purpose of achieving common objectives.

SELF ASSESSMENT EXERCISE II

- The challenge from our history.
- The challenge of socio-economic inequalities.
- The challenge of an appropriate constituted settlement.
- The challenge of leadership
- The challenge of building institutions for democracy and development.

SELF ASSESSMENT EXERCISE III

- Nation building is a product of deliberate planning.
- Nation building is a dynamic process.
- Nation building is about building a political entity which corresponds to a given territory.
- Nation building is based on accepted rules and common citizenship.

TUTOR-MARKED ASSIGNMENT

- Political education
- Political parties should be national in outlook
- Government should not interfere in religious matters
- Nigerians should be given a sense of belonging.
- Outstanding performances should be acknowledged.

UNIT 5

SELF ASSESSMENT EXERCISE I

- The acquisition of skills for one to effectively occupy functional adult roles in the society.

SELF ASSESSMENT EXERCISE II

- Traditional education
- Islamic education
- Western education

SELF ASSESSMENT EXERCISE III

- The inculcation of national consciousness and national unity.
- The curriculum of the right type of values and attitudes for the survival of the individual and the Nigeria society.
- The training of the mind in the understanding of the world around.

- The acquisition of appropriate skills, abilities and competencies both mental and physical and equipping the individual to live in and contribute to the development of the society.

TUTOR-MARKED ASSIGNMENT

- Prepares individuals towards positive living
- Equips people with skills and exposure.
- Enables people to discover the truth
- Emancipate people from unnecessary culture of fear and servitude.
- Enables people to plan and develop their communities.

UNIT 6

SELF ASSESSMENT EXERCISE I

Any 5 rights could be listed.

SELF ASSESSMENT EXERCISE II

Any 5 responsibilities could be listed.

SELF ASSESSMENT EXERCISE III

- Rights are those things that strictly belong to the citizens and no one should be denied of such rights.
- Responsibilities are obligatory duties that must be performed by the citizens.

TUTOR-MARKED ASSIGNMENT

Government provides:

- Health services
- Protection
- Education
- Employment
- Housing etc.

Citizens are expected to be:

- Loyal
- Patriotic
- Hardworking
- Honest

When both the government and the citizens carry out their responsibilities, we have a peaceful society.

UNIT 7

SELF ASSESSMENT EXERCISE I

- The established practices which govern relationships between individuals or groups or those established procedures that characterize group activity. It embodies certain common values and procedures and meets certain basic needs of society.

SELF ASSESSMENT EXERCISE II

- Group offers protection
- A sense of morale and identity
- Mutual assistance is received.
- Provision is made for one another.

SELF ASSESSMENT EXERCISE III

- A set of behaviour patterns.
- Specialized occupations
- Lines of authority
- Rules and regulations
- Law enforcement

TUTOR-MARKED ASSIGNMENT

Any three (3) could be mentioned

- Institution – Associations
- Religion – Church, mosque, shrines
- Education – Schools, workshops
- Health – Hospitals, dispensaries, maternity clinics
- Legal – Courts, lawyers.
- Political – Council, political parties, age group
- Economic – Trade unions, cooperations, firms and professional associations
- Marriage – Family, clans and kinship

UNIT 8

SELF ASSESSMENT EXERCISE I

- Some type of interaction
- A sense of belonging
- Shared interest
- A structure with a definable recognized arrangement of parts.

SELF ASSESSMENT EXERCISE II

- Both complement each other
- Help to attain political stability
- Both play a vital role in realizing institutions goals.
- Both can guarantee the stability of the institution.

SELF ASSESSMENT EXERCISE III

Through the following:

- Norms
- Attitudes
- Values
- Belief

- Roles
- Reference groups
- Group processes

All of these form the basis of rules and regulations in social institutions.

TUTOR-MARKED ASSIGNMENT

The student can choose any institution and discuss the relationship between leadership and followership.

UNIT 9

SELF ASSESSMENT EXERCISE I

- All institutions are supposed to exist in whatever form.

SELF ASSESSMENT EXERCISE II

- Discussion should be done bearing the functions of the police in mind.
- Keeping law and order.
- Keeping law and order
- Arresting offenders
- Protecting lives and property

SELF ASSESSMENT EXERCISE III

- Production and distribution of goods and services
- Creation of market centres.
- Advising government on economic matters.
- Setting standards and approving the quality of goods produced.
- Creating and encouraging labour force.

TUTOR-MARKED ASSIGNMENT

Left to the discretion of the student.

UNIT 10

All the answers are found in the answers from unit 1 to 9.