

SSE 211:

SOCIAL STUDIES AND THE SOCIAL SCIENCES

UNIT 1 CONCEPT OF THE SOCIAL SCIENCES

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1.0 INTRODUCTION

Two academic titles in the course of your study look alike, namely: the Social Sciences and Social Studies. Although they look alike in words, yet they are different from one another in many ways. That their titles appear so close should not confuse students that they are one and the same thing. In this Module, attempt is made to explain what each area of learning and study clearly stands for. You would be introduced to their different meanings, the messages they carry, their goals, their focus, what the outcomes for students, who study them, should be. You would also learn the areas in which they are connected or related and their overall importance in the learning and study process. First, you will deal with the area of knowledge and study called, the Social Sciences.

2.0 OBJECTIVES

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

- i. explain the meaning of the Social Sciences;
- ii. identify the different areas of learning that make up the Social Sciences; and
- iii. indicate the focus of the Social Sciences as an area of learning.

2.1 HOW TO STUDY THIS UNIT

- i. Read through the unit systematically. Note the important ideas as you read.

- ii. Attempt all the activities and TUTOR-MARKED ASSIGNMENTS in the unit.
- iii. If you follow these guides, you will greatly benefit from the study.

2.2 WORD STUDY

Concept	-	a general idea
Endeavour	-	an effort to do something especially something new or difficult
Science	-	the study and knowledge of the physical world and its behaviour that are based on experiments and proven facts and are organised into a system
Society	-	people in general living together in organised communities with laws and traditions controlling the way they behave towards one another
Social	-	relating to society and to people's life in general
Group	-	a small number of people who are together in the same place

3.0 MAIN CONTENT

3.1 THE MEANING OF THE CONCEPT OF SOCIAL SCIENCES

The Social Sciences is an academic field of endeavour described as 'the science studying social groups.' Another definition is that it is 'an academic discipline concerned with society and the relationship among individuals within a society.' It is a term that refers to 'the science of society' or 'the subject that deals with the study of the social life of people or groups of individuals.'

The Social Sciences is a broad field of study and learning that has many branches within it. These include subjects such as geography, history, economics, psychology, political science, sociology, anthropology, archeology, law and linguistics. These individual areas of knowledge are taught largely at the tertiary levels of education world – wide including that within the Nigerian educational system, especially in the Universities.

SELF ASSESSMENT EXERCISE I

1. Define the Social Sciences in three ways.
2. Mention the recurring (operative) words in these definitions.

3.2 BRANCHES OF THE SOCIAL SCIENCES

Although the Social Sciences constitute a distinct area of study and learning, it has several branches that are independent of one another. Each one, which represents a specialized area of knowledge and learning, is presented to you as follows:

Geography: the study of the earth's physical features and the people, plants and animals that live in different regions of the world.

History: the study of the record or account of past events and developments.

Economics: the study of the way goods and services are produced and sold; the way money is managed; the commercial activities of a society.

Psychology: the study of the mind and how it affects behaviour in a particular person or group of people.

Political Science: the study of politics and the way political power is used in a country; the study of the State, government and politics (activities associated with the governance of a country).

Sociology: the scientific study of human society, the way it is organised and functions and the way people behave in relation to each other.

Anthropology: the study of human societies, customs, and beliefs (culture)

Archeology: the study of ancient human society done by looking at tools, bones, buildings, and other things from that time that has been found (through excavation of sites and analysis of physical remains).

Law: the area of knowledge or the study of the system dealing with rules and the way they work.

Linguistics: the study of language and how it works

SELF ASSESSMENT EXERCISE II

1. List the ten (10) components in the Social Sciences learning area
2. Explain clearly three of these branches – Political Science, History, and Sociology

3.3 THE IMPORTANCE OF SOCIETY AND SCIENCE IN THE SOCIAL SCIENCES

Two words or concepts are key to an understanding of the Social Sciences and the way Social Sciences operate as a unique area of learning and study. In the definition of the concept of the Social Sciences, society and science constantly occur. The word 'society' is important because it is central to what the subject is all about, and it is the main concern of all the Social Science branches of knowledge. Their preoccupation is

with human beings. They do not deal with plants or animals. They are not concerned with the moon or the stars.

The other operational word in the definition of the Social Sciences is 'science'. The discipline is known for its scientific way of learning or/and how it studies society. It emphasizes the use of methods that resemble those of the natural sciences (biology, botany, zoology, physics and chemistry) as tools for understanding society. Sometimes, it uses figures and analysis, borrowing from Mathematics or Statistics. It adopts a systematic way in carrying out its activities on society, through data collection, field work and the analysis of what it finds out about the set-up in society. The only difference is that in the Social Sciences, scientific way is not by the use of the science laboratory and chemicals.

SELF ASSESSMENT EXERCISE III

1. Explain the words 'society' and 'science' as key to the definitions of the social sciences.
2. Mention tools the Social Sciences use in the discharge of its work as a field of learning.

4.0 SUMMARY AND CONCLUSION

The Social Sciences is a branch of knowledge that focuses on the study of society, individuals and groups within the society. It is relationships between and among groups in the society, the way they live as groups and as individuals. Within this branch of learning, there are up to ten (10) branches of study. All of them use science as their tools for their activities. The Social Sciences are areas of learning mainly offered to students at tertiary institutions, particularly in universities in Nigeria.

5.0 TUTOR-MARKED ASSIGNMENT

1. How is the Social Sciences defined by scholars?
2. Define Society and Science

6.0 REFERENCES

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UNIT 2 THE CONCEPT OF SOCIAL STUDIES

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1.0 INTRODUCTION

The emphasis in Unit 1 was that the Social Sciences is not a single block, as an area of learning and study. It is made up of individual branches of academic disciplines. Social Studies, on its part, does not encourage the study of human beings in such highly departmentalized or fragmented forms. Social Studies, therefore, should never be considered as synonymous with the Social Sciences or sociology. On the contrary, Social Studies is a single subject area, which borrows or draws its ideas and content from the Social Sciences in its primary focus on the study of man, in identifying human problems and the efforts at finding solutions to them (to promote its objectives and goals).

In this unit, attempt would be made to define and explain the concept of Social Studies. The emphasis is that Social Studies is not geography. It is neither history nor government. It is not economics. It is also not an amalgamation of the Social Sciences. It is an integrated field of learning and study, with its own distinctive features. Unlike the social sciences, social studies is most commonly taught in the lower, middle and upper basic education level, and at the tertiary institutions in Nigeria.

2.0 OBJECTIVES

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

- i. explain the meaning of Social Studies;

- ii. acquaint yourself with the various definitions of Social Studies; and
- iii. discuss the concept of integration and its usefulness in Social Studies.

2.1 HOW TO STUDY THIS UNIT

- i. Read carefully through this unit.
- ii. Try to understand in clear terms what Social Studies means.
- iii. Read the unit over and over to understand the key elements in Social Studies as presented by scholars from different parts of the globe.
- iv. Note, if there is any similarity between the area of learning and study discussed in unit 1 and the one presented in this unit.

2.2 WORD STUDY

Amalgamation combined	-	a process in which two or more things are combined
Skill (s)	-	the ability to do something well, usually as a result of experience and training
Values	-	the principles and beliefs that influence the behaviour and way of life of a particular group and community
Attitudes	-	someone's opinions or feelings about something as shown by their behaviour
Integration	-	the process of combining with other things in a single larger unit or system

3.0 MAIN CONTENT

3.1 THE MEANING OF THE CONCEPT OF SOCIAL STUDIES

There is no universally accepted or agreed definition of the concept of Social Studies among scholars. Most definitions arose from the value placed on the concept and the role writers want the concept to play. Some definitions, as in the case of New Zealand, the United States and Nigeria are borne out of the desire of authorities to use Social Studies to address and resolve certain national ills and shortcomings in society. That explains partly why definitions of Social Studies vary greatly between countries, and among educationists. Social Studies pertaining to one country may not concur with the Social Studies pertaining to another country. The definitions are also influenced by the nature of the story of Social Studies. It deals with man in his environment; environments vary and problems vary and change from time to time. Also, definitions are influenced by the initial academic backgrounds of scholars before they become converted into the field of Social Studies. Such relatively new converters display a bias towards their former areas of specialization in attempting to carve out their own

definitions of the concepts. What you would also find out, as you master the concept, is that some definitions are not entirely original, that is, they turn out to be refinements of the earlier definitions, although without leaving out the essential ingredients (elements) that make Social Studies unique. This is so, again, because the subject derives its ideas, style and its very existence from a broad and diverse range of sources. It selects or borrows its content from a wide variety of disciplines.

SELF ASSESSMENT EXERCISE I

1. Why has there been lack of agreement on common definition of Social Studies among educators?
2. Discuss and attempt your own definition of Social Studies.

3.2 DEFINITIONS OF SOCIAL STUDIES

Social Studies is ‘the integrated study of the social sciences to promote civil competence’, according to the United States of America’s National Council for Social Studies.

From a pool of readings, Egunjobi (2004) rolls out the following definitions. He says, ‘it is the study of man in his environment’; ‘It is a way of life, a practice of living effectively within one’s immediate cultural environment and the modern world at large.’ ‘It is the application of relevant knowledge and skills from the social sciences for better living.’ It is ‘a discipline in which the teaching and learning of attitudes and skills over-shadow the acquisition of facts and information.’ ‘A subject designed to enable individuals become socially competent and efficient.’

From its many manuals at the National Teachers’ Institute, Kaduna, there has been a build-up of different explanations of social studies. That supervised by Adeyanju (2000) for NCE through Distance Learning is typical and says Social Studies is ‘a programme of study which a society uses to inculcate in the pupils the knowledge, skills, attitudes, values and actions it considers important concerning the relationship human beings have with each other, their environment and themselves.

Ololobou (1999) defines social studies as an organised, integrated study of man and his environment, physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizens.

Danladi; Onuorah, and Ahmed’s (2012) Social studies manual for the re – training of junior secondary school teachers MDGs Project 2012 Edition, defined it as the study of man in his environment, a programme through which society imparts knowledge, skills, values and desirable attitudes considered worthwhile.

A range of definitions from New Zealand and beyond are outlined to highlight the diversity of understanding around the term. Social studies in New Zealand’s Curriculum is ‘the systematic study of an integrated body of content drawn from the Social sciences and the humanities. It enables students to develop their knowledge and understandings of the diverse and dynamic nature of society and of how interactions

occur among cultures, societies and environments. Students develop and apply skills as they investigate society, explore issues, make decisions and work cooperatively with others. The understandings and skills they develop enable them to participate in society as informed, confident and responsible citizens' (Ministry of Education, 1997).

Another view from the New Zealand Curriculum defined Social studies as 'the subject most directly concerned with the study of society and human activity in the context of continuity, change, and contemporary issues. It is also concerned with the development of reflective thinking and social action through informed and enlightened civic participation.

A school level curriculum guide in the curriculum of Papatoetoe High School (2004) stated that: Social Studies is about people, the tangata (Maori) and the world we live in. Students can develop their knowledge and understanding of society and the interactions among cultures, ethnic groups and environments. Skills are developed and applied as students investigate society, explore issues, make decisions and work cooperatively with others.

The most widely referred to overseas definition of Social Studies, from the United States is: 'the integrated study of the social sciences and humanities to promote civic competence.' Within the school programme, social studies provides coordinated, systematic study, drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology as well as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decision for the public good as citizens of a culturally diverse, democratic society in an interdependent world.' (National Council for the Social Studies, 2002).

While there are some clear overlapping concerns across these definitions, it is also apparent that 'Social studies' means different things to different people. Each definition emphasizes, in a unique way, the important elements of the content and purposes of the subject. Zevin explains the nature of the three different types of goals that lead to conflicting understandings about social studies – didactic goals that focus on telling, reflective goals that emphasise the need to digest, analyse and apply information, and affective goals that focus on the feelings, emotions and values based aspects of social change and citizenship (Zevin, 2000).

SELF ASSESSMENT EXERCISE II

1. List the Social Science subjects which provide contents for the Social Studies.
2. Why is Social Studies known as integrated Social Science?

3.3 THE CONCEPT OF INTEGRATION IN SOCIAL STUDIES EDUCATION

The concept "integration" is derived from Latin word "*integer*" meaning whole, or entire. Integration as a concept has been variously defined by varied scholars. Hornby (2001) defined integration as the act or process of combining two or more things so

that they work together. It is, according to Wikipedia (2009), the process of training close and seamless coordination between several departments, groups, organizations, systems, etc. The concept of integration generally means combining parts so that they work together or form a whole. In most cases, when diverse component parts of ideas, items or things are integrated or fused together, the end result is usually a complex whole that produces better result which is invariably the vantage position. Social Studies Education as an integrated Social Science Subject enjoys today in its study of man and his environments.

Social Studies Education is a single integrated social science subject which uses integrated disciplinary approach in its study of man and his social environment. Social Studies Education integrates relevant concepts, ideas, principles, methodologies, values, attitudes in the Social Sciences, Arts, Humanities and Languages to build up its own body of knowledge/content area centred round man and his environments. The subject draws very much on materials, methods and concepts of the social science subjects which help the teachers to present a complete body of knowledge about man and his environments to the learners (Fadeiye, 2005).

The totality of man and society, according to Iwegbu (2009), is generally composed of different parts as obtained in living things. The survival of these components is largely dependent on one another. The component parts of human environment may among others, include economic, cultural, geographical, social, religious, political, psychological which the different traditional subjects individually studies. These diverse areas of man and society must be clearly understood if achieving a total and comprehensive knowledge of man and society must be realised. Therefore, the idea of integration has made this possible. For instance, Economics as a traditional subject deals with the study of the economic activities of man. Government/political science deals with the study of the political aspect of man, same is religion which deals with the religious aspect of man which the whole idea of integration has put together in a form of marriage that has given birth to an enlarged discipline that has today captured every aspect of man and society in one body of knowledge called Social Studies Education (Iwegbu, 2009).

In line with the above analysis, Fadeiye (2005) emphasizes that if we are treating any topic in Social Studies Education, we will come across concepts that are taken from the different traditional subjects as shown above. For instance, he asserted that when treating a topic like “community”, the Social Studies teacher will make mention of the origin of the community which is historical, mention must also be made of the system of administration which is political science/government; the mode of worship of the people which is religion; the location of the community which is geography; their trade connection within and with the other communities which is economics; the relationship among the people of the community which is sociology.

ADVANTAGES OF INTEGRATION IN SOCIAL STUDIES EDUCATION

Advantages of integrated Social Studies Education, according to George (2013), include;

1. Increased understanding, retention and application of general concepts

2. Better overall comprehension of global interdependence along with the development of multiple perspective and point of view, as well as values.
3. Increased ability to make decisions, think critically, creatively and synthesize knowledge beyond the disciplines.
4. Enhanced ability to identify, assess and transfer significant information needed for solving novel problems.
5. Promotion of cooperative learning and a better attitude towards oneself as a learner and as a meaningful member of a community.
6. Increased motivation that will bring about the development of those skills, knowledge and attitudes that will make responsive and responsible individuals in the society.

SELF ASSESSMENT EXERCISE III

1. Define the concept of integration in Social Studies.
2. Explain three (3) advantages of integration in Social Studies.

4.0 SUMMARY AND CONCLUSION

The concept of Social Studies as a distinct field of study and learning has been covered in this unit. It has been made clear that its definition is a function of several factors or influences, ranging from the role the discipline is out to play in a country or community; the varying characters of communities world – wide; the changing times; the bias from scholars who came from other disciplines to develop a recent love and passion for the subject. The point is made that Social Studies defies one single definition for the above reasons. The point is also stressed that whatever definition one finds would not fail the test of containing the fundamental ingredients that make Social Studies a distinct field of learning and study – namely: ideas, generalizations, knowledge, skills, attitudes and character or behaviour.

5.0 TUTOR-MARKED ASSIGNMENT

1. How is Social Studies defined by educators?
2. Why does Social studies adopt an integrated approach to the process of education in schools?

6.0 REFERENCES

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UNIT 3 THE RELATIONSHIP BETWEEN SOCIAL STUDIES AND THE SOCIAL SCIENCES

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 - 3.3 Areas of 'Interconnectedness' Between Social Studies and the Social Sciences
- 4.0 Summary and Conclusion
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1.0 INTRODUCTION

In discussing the concepts of the Social Sciences and Social Studies in units I and II respectively, the differences between these two areas of learning and study were touched upon. It was stressed that these two look-alike fields of academic pursuit are close to being two opposite sides of the same coin; that is, that the one is not the same as the other, and that their resemblance is largely in the wordings of their respective titles. The impression was that, at a deeper level and from the angles already pointed out, they are different from one another. Yet, these two areas of learning and study have many things in common, if and when closely compared and critically examined in some detail. The association between the two areas of study is our concern in this unit.

2.0 OBJECTIVES

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

- i. distinguish between Social Studies and the Social Sciences; and
- ii. explain the areas of association of the Social Sciences and Social Studies.

2.1 HOW TO STUDY THIS UNIT

- i. It is advisable you read Units I and II again. Then read this unit carefully and attempt the activities and the TUTOR-MARKED ASSIGNMENT.
- ii. Pay particular attention to the major points of emphasis in this unit.

2.2 WORD STUDY

- Parentage - parents considered as belonging to a particular class
- Umbilical - the long tube that connects a baby to its mother before it is born, through which it receives food and oxygen. It is cut immediately after birth
- Connectedness – things such as ideas, events or facts that are connected or related to each other
- Concept - an idea of something that exists
- Generalization - a statement that is true in most situations but is based on a small number of instances or too few facts
- Imperative - something that is very important and urgent
- Theories - ideas that explain how or why something happens
- Genetic - relating to genes and the study of them

3.0 MAIN CONTENT

3.1 THE RELATIONSHIP BETWEEN SOCIAL STUDIES AND THE SOCIAL SCIENCES

As a preliminary observation, Social Studies and the Social Sciences are related because they both come from the same body of knowledge. They both spring from the same origin, from the world's pool of ideas. They are, therefore, of the same parentage and are tied to the world's fountain of learning, an umbilical cord, as a mother is drawn to her children.

For a more comprehensive explanation of the 'connectedness' of Social Studies with the Social Sciences, it is better to discuss this on how Social Studies relates to each of the branches of the Social Sciences. It is advised that you bear in mind that Social Studies draws ideas, concepts, knowledge and generalization from the various branches of the Social Sciences as detailed out below.

i. Social Studies and Political Science

Political science deals with the study of the exercise of power. In other words, it is concerned with how society is organized politically. Political science is studied to promote the understanding of the general principles on which government activities can be successfully carried out.

Social studies has the responsibility to increase the level of political awareness and participation among the populace. In doing this, the application of certain political science concepts becomes imperative. Among such concepts are voters' registration, ballot papers, ballot boxes, political party, constitution, constituencies, legislature, and freedom. Moreover, political science provides social studies opportunities to study

various shades of political behaviours and theories applicable to enhance their understanding. Social studies will be incomplete without the knowledge of the contribution of political science.

ii. **Social Studies and Sociology**

Sociology studies society. It is concerned with the structure and functions of institutions and organization in the society. It studies group interactions and their effect on the group. Social studies applies sociological concepts because individuals need the group for survival and their behaviour is largely shaped by group norms and sanctions. Individuals are equipped by the group with the necessary patterns of behaviour to enable them adapt to their cultural and physical environment. Without the contribution of sociology, it would be a herculean task for social studies to inculcate desirable norms and values in the individual.

iii. **Social Studies and Psychology**

Scott and Marshall (2005) define psychology as the science of behaviours of the science of the mind. It deals with human mental behaviour, activities and motivations. In psychology, human behaviour is caused by genetic, physical and social factors. Thus, psychological generalization through which an individual's behaviour is interpreted is widely applied in social studies. In this regard, social psychology is particularly important.

iv. **Social Studies and Economics**

Economics studies how man decides how to use his limited resources to satisfy unlimited wants. It is concerned with scarcity and choice. Economics concepts are vital to the study of social studies because through economics, people are aware that the resources (natural, human and financial) are scarce (limited) in relation to wants which are unlimited.

v. **Social Studies and Geography**

Geography studies the physical environment and its relationship with man. It focuses on the study of weather and climate and relief such as rivers, seas, oceans, mountains and hills, vegetation and valleys and how these have influenced man and vice versa. The contribution of geography to the understanding of social studies is particularly important. Human geography focuses attention on how the natural features referred to and even man-made ones such as infrastructure (or lack of them) determine man's needs, problems and challenges. The application of geographical principles enables the social studies student to know how the physical environment influences man and how man in turn influences the physical environment.

vii. **Social Studies and Anthropology**

Anthropology is the study of the entire range of cultures and societies in the world, although originally the discipline tended to concentrate on non-western and so-called primitive societies (Scott & Marshall, 2005). Anthropological concepts encourage

social studies students to study different aspects of a cultural system. As culture is an integrative whole, anthropology allows Social Studies students to collect data on different aspects of culture related to history, religion, geography, economy, technology and language, etc. Moreover, archaeological anthropology which is the study of human behaviour and cultural patterns and processes through the culture's material remains (Kottak, 2004), enables social scientist and social studies teachers to construct the past. Because of the absence of documented records in pre-historic times, archaeological concepts become vital to the social studies teachers in his estimate of the activities of man in his various environments.

SELF ASSESSMENT EXERCISE I

1. With examples, explain in what ways Social Studies is associated with the Social Sciences.
2. Explain the usefulness of Geography and Anthropology to Social Science.

3.2 DIFFERENCES BETWEEN SOCIAL STUDIES AND THE SOCIAL SCIENCES

In human creation, twins could come out of the same womb. They could look alike in facial appearance and body physique. Yet, a closer study of twins would gradually reveal striking differences in many regards. This is the case with Social Studies and the Social Sciences which have been inherited from the world of learning and handed over from the same origin in the world's civilization of scholarship. Those features or elements that do not make Social Studies the same as the Social Sciences are set out below in some detail.

While Social Studies is a practical-oriented discipline by nature, the Social Sciences are more theoretical in approach. The primary concern of the Social Sciences is the building of theories, concepts and generalizations about human behaviour. Here, the interest is purely academic with emphasis on research. On the other hand, Social Studies focuses on the utilization of the built-up theories, generalizations and research findings through their integration and inter-relations with life experiences. In other words, the purpose of Social Studies is not

- i. necessarily to contribute to knowledge but to use existing knowledge to find solution to human problems. We can call social studies social sciences in action.
- ii. The social sciences focus mainly on the expansion of the boundaries of knowledge and the production of highly specialized scholars in its various disciplines. Social studies, on the other hand, is concerned with the development of social and inquiry skills and the improvement of social attitudes as well as behaviours. Social studies is not primarily concerned with learners acquiring what is done in the social sciences but mainly to enable learners use such knowledge and information to understand the environment and device coping strategies. This also reinforces the fact that social studies is more practical-

oriented than the social sciences. The social sciences are research and sciences oriented while social studies is an applied field of study.

- iii. While the medium of passing information and instructions in the social sciences are highly specialised, social studies allow flexibility, with emphasis on what is of benefit to the learners.
- iv. The social sciences deal with cultural heritage of skills, knowledge and understanding in terms of human relationship. But social studies through its teachers link the learners to maintain such heritage.
- v. While the social sciences focus mainly on how man makes social judgement without necessarily being interested in the desirability or otherwise of such judgement, social studies as a means of socialization and enculturation, is rooted in value judgement in determining and inculcating what is considered good.
- vi. While the social sciences are compartmentalized into separate disciplines which makes each of them address a fraction of human behaviours, social studies, on the other hand, adopts a wholistic approach without compartmentalization. This is possible because of its integrated nature.

SELF ASSESSMENT EXERCISE II

1. Explain the relationship between Social Studies and the Social Sciences.
2. Discuss the differences between Social Studies and the Social Sciences.

3.3 AREAS OF 'INTERCONNECTEDNESS' BETWEEN SOCIAL STUDIES AND THE SOCIAL SCIENCES

One way one knows how social studies depends on the social sciences is through the ideas, concepts, knowledge and generalization social studies draws from the various branches of the social sciences. The subject builds on these areas of knowledge for its task in solving societal challenges.

The second level of the interrelationship is how both social studies and the social sciences differ in their respective operations and the foci of their activities. Social studies is practical-oriented while the social sciences are theory-based, concept-ordained and generalization-directed. Their interest is very largely academic and research-oriented. Social studies is utilitarian, problem-solving and hence goes about using the outcomes of the social sciences research to deal with man's diverse problem. A third one is that the social sciences develop generalizations and build theories about man's behaviour. But they do not integrate these into a whole for the child to understand or drive home their relevance or function or importance to society. Social studies integrate and interpret them in its attempt to study and understand man from various sides.

4.0 SUMMARY AND CONCLUSION

In the course of this unit, various definitions of social studies and the social sciences were given. A detailed discussion of the relationship between social studies and each discipline of the social sciences were given. The differences between social studies and the social sciences were not left out. Similarly, the relationship between social

studies and the arts was adequately attended to. It is hoped that this unit enables the students to understand the integrated nature of social studies as a discipline.

5.0 TUTOR-MARKED ASSIGNMENT

1. Give three definitions each of Social Studies and the Social Sciences
2. Discuss the differences between social studies and the social sciences

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UNIT 4 THE AIMS AND OBJECTIVES OF LOWER AND MIDDLE BASIC EDUCATION LEVEL SOCIAL STUDIES

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 - 2.2 Word Study
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 - 3.1 Differences Between Goals and Objectives
 - 3.2 The Primary School Social Studies Objectives
 - 3.3 Classification of Social Studies Instructional Objectives
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

In our daily activities, it is necessary to have goals and objectives. In this unit, the goal is the same as aim. A goal is a broad term while an objective, although similar to goal, is subject of a goal which is measurable in a classroom situation. An attempt will be made later to distinguish between the two particularly in the classroom setting. Generally, it is better for any human being to have his goals and objectives. A man who wakes up in the morning and has no aims and objectives may continue to wonder irresponsibly along the streets. By the same token, social studies teachers should have goals otherwise they may be shirking their responsibilities since there will be no way by which their teaching achievements can be measured.

2.0 OBJECTIVES

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

- i. differentiate between social studies goals and objectives;
- ii. list at least four sources of goals;
- iii. list the objectives of social studies at the lower and middle basic education school level; and
- iv. explain the three domains of instructional objectives.

2.1 HOW TO STUDY THIS UNIT

As you read through this unit,

- i. Think of a country where the inhabitants have no plans.
- ii. Relate the situation in (i) above to a classroom situation where the teacher does not plan what to teach, how to teach it, and in fact has no note of lesson.
- iii. Relate the situation (ii) above to a classroom situation where the teacher plans what to teach, how to teach it, how to evaluate what he has taught and also regularly writes his note of lesson.

2.2 WORD STUDY

Goal: long – term intention of educational or any programme

Objectives: the outcome of instruction or result of predetermined action in measurable terms against set expectations.

3.0 MAIN CONTENT

3.1 DIFFERENCES BETWEEN GOALS AND OBJECTIVES

For teaching to be successful, the teacher and the students must have goals and objectives. The two terms are related but they are different in meaning. Some people may define social studies as a course devoted to the promotion of citizenship education and reflective inquiry. The argument may further add that social studies has the responsibility for preparing the youth for roles as active participants in their various communities. The educational goal or aim of social studies is very broad and vague. It is, therefore, a long-range purpose which is very indefinite to be achieved in a short time, particularly in any short-term teaching-learning situation.

Therefore, as earlier explained, goals are broad and they can be looked upon as demands or desires. For example, the goals of social studies at the lower and middle Basic education school level in Nigeria, as found in the National Curriculum for Primary Social Studies, are that the child should:

- a) develop the ability to adapt to his changing environment;
- b) inculcate national consciousness and national unity;
- c) become good citizens capable of and willing to contribute to the development of the society; and
- d) inculcate the right types of values and attitude.

In social studies, the term educational objective is a measurable statement or a performance objective which is measurable at the end of the lesson. The objectives are precise, unambiguous and short-ranged. Such instructional objectives usually have verbs such as differentiate, list, name, explain, write, select, choose, identify, describe, state, apply, etc.

As an illustration, the objectives below are instructional objectives:

- a) By the end of this lesson, students will be able to name at least ten state capitals in Nigeria.
- b) After going through the unit, the students should be able to explain, with reasons, the importance of cooperation at the community level.
- c) By the end of this lesson, students should be able to give at least four (4) reasons for the spread of Islam in Hausa states.

All of the above objectives are precise and can be measured at the end of the lesson or unit.

SELF ASSESSMENT EXERCISE I

1. Categorize the statements below into aims and objectives
 - i) The teaching of social studies is to help develop certain characteristics in each student to enable him become a mature and worthwhile citizen in a democratic Nigerian society.

- ii) The objectives of social studies is the training of learners to develop independent habits of thought and judgement.
- iii) At the end of the lesson, students will be able to distinguish statements expressing descriptive beliefs, explanatory beliefs, predictive beliefs, and normative beliefs.
- iv) Identify correctly which of the nations has the greater number of people.

Aim	Objective

3.2 THE PRIMARY SCHOOL SOCIAL STUDIES OBJECTIVES

As earlier pointed out, the primary school social studies objectives as found in the National Curriculum for Primary Social Studies, are that the child should:

- a) develop the ability to adapt to his changing environment;
- b) inculcate national consciousness and national unity;
- c) become good citizens capable of and willing to contribute to the development of the society; and
- d) inculcate the right types of values and attitude.

The above are goals because they cannot be measured in a short time. At the time a primary school child graduates from school, he must have been exposed to contents related to the above objectives. In the long run, the child is able to perform some skills, and there is a change in his behaviour concerning his knowledge, skill values and attitudes.

In a nutshell, he is able to adapt himself to new situation that might pose challenges to him. He is able to live in peace with his fellow human beings irrespective of religion and ethnic background. He is able to differentiate what is good from what is bad. In summary, he is able to identify societal problems and tries to solve them through the use of critical and reflective thinking. As he does all these, his ability to do them is built up over the years, not just after a lesson. The social studies objectives above are, therefore, meant for preparation for life.

SELF ASSESSMENT EXERCISE II

1. Study the lower and middle Basic Education level school social studies goals and try to compare them with instructional objectives in this unit. What are the differences between the two?

3.3 CLASSIFICATION OF SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES

Instructional objectives in social studies can be classified into three domains. These are the Cognitive, the Affective and the Psychomotor domains. The learning of factual content of any subject involves instruction in the cognitive domain. The cognitive objectives enable both teachers and students explore facts and information about a problem or concern under examination. It makes the teacher and the learner ask questions starting with what, where, how, why, etc. Examples of this domain of instructional objectives are given below.

1. Pupils can list at least ten state capitals in Nigeria.
2. Pupils will be able to name at least four (4) heads of state in Nigeria after Independence.
3. Pupils will be able to explain why the cattle Fulani migrate to southern Nigeria during the dry season.

The affective domain encourages such verbs as appreciate, admire, respect and sympathize. The affective domain in social studies aims at inculcating in pupils certain indispensable virtues which will help them have the right attitude to life. Such vital virtues like tolerance, courage, self-discipline, appreciation, respect, patriotism, endurance, obedience, kindness and industry are within the realm of the affective domain. Examples of affective goals in social studies are:

1. At the end of this lesson, the pupils should be able to appreciate cultures of other people.
2. By the end of this unit, pupils should be able to have respect for human beings irrespective of race, religion or nationality.

Affective domain objective can be formulated in several ways to measure children's attitude and reaction towards a given experience such as: *help, express sympathy, advise, suggest solution, willingness to undertake responsibility, etc.*

The psychomotor domain enables pupils to acquire skills of doing things or of manipulation. For example, lifting weight or driving a car falls within the realm of psychomotor domain.

SELF ASSESSMENT EXERCISE III

Explain the differences inherent in the three domains of educational objectives.

4.0 SUMMARY AND CONCLUSION

Social studies has its intentions. The long range broad intention is the goal, while the precise measurable and unambiguous intention is the objective. Sources of goals include the society, the government, professional bodies, parents and researchers. The lower and middle Basic Education level school social studies goals are documented in

the teachers' guide and they spell out what the teacher is to achieve over a long period of time. Objectives are classified into cognitive, affective and psychomotor domains.

5.0 TUTOR-MARKED ASSIGNMENT

1. Tabulate the verbs below into the domains they are frequently used

Cognitive	Affective	Psychomotor

Identify, respect, extrapolate, reject, apply, list, appreciate, run, pull, sympathise.

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UNIT 5 THE DEVELOPMENT OF SOCIAL STUDIES IN NIGERIA

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 Studies in the Colonial Era in Nigeria
 - 3.2 Social Studies in 1960s and 1970s in Nigeria
 - 3.3 The Era of Consolidation (1980s)
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

As a student of social studies, you should be interested in knowing how the subject came into the school curriculum in Nigeria and Africa. What accounts for its rapid growth and acceptance? What problems has the subject encountered and how can we sustain interest in the subject? In this unit, we will understand how it was introduced as an experimental subject and later as a compulsory subject in the lower, middle and upper Basic Educational level schools in Nigeria. We shall also examine the growth of the social studies programme in Africa. We will identify those organizations that were responsible for its introduction and growth. The ultimate aims are for you to have a full understanding of how the subject has developed an internally consistent value so that you can defend and even improve on its philosophy.

2.0 OBJECTIVES

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

- i. describe three stages in the development of social studies in Nigeria;
- ii. explain the relevance of African social studies programme to national development;
- iii. explain at least three problems that social studies faced at the initial stage; and
- iv. identify those organizations that contributed to the development of social studies in Nigeria.

3.0 HOW TO STUDY THIS UNIT

This unit takes an historical approach. You will, therefore, understand it easily by:

- i. carefully reading through the unit, noticing the sequence and dates;
- ii. raising some questions in your mind on the importance of each stage to the development of social studies;
- iii. making notes on the contributions of a particular body that was helpful to the development of the subject;
- iv. running through the unit at the end of your reading and checking areas you have not thoroughly mastered; and
- v. attempting a chart on your own.

2.2 WORD STUDY

Comprehensive School	-	a single school, usually under one authority, which provides all subjects for all children from which they develop their talents
CESAC	-	Comparative Education Study and Adaption Centre
NERC	-	Nigeria Education Research Council
Lopsided	-	badly balanced
J. C. C.	-	Joint Consultative Council on Education
PGDE	-	Post Graduate Diploma in Education
ASSP	-	African Social Studies programme

3.0 MAIN CONTENT

3.1 SOCIAL STUDIES IN THE COLONIAL ERA IN NIGERIA

Social studies as an integrated discipline, which you are now familiar with, was not in existence during the colonial era in Nigeria (1842 – 1960). What was found in the primary and post-primary schools in the country was the teaching of a kind of curriculum called “General Knowledge”. Later in the 1950s, social sciences (geography, economics and political science) were introduced to the secondary schools. These studies emphasized the learning of British constitution, the history and geography of the United Kingdom in particular and Europe in general, aspects of British empire as well as civics pertaining to British law and code of ethics. No emphasis was placed on African culture. The Nigerian child was, therefore, being educated outside his own environment, his society and culture.

It was fashionable at that time to know and explain concepts from European examples. The historical events, political systems, civic rights and responsibilities of the colonial masters were accurately explained by a Nigerian who lacked comparative ability for the Nigerian situation. You can then guess the result of that kind of social studies education. It did not promote good and active citizenship. It did not facilitate the transmission of our cultural heritage. There was not enough knowledge and social skills necessary for national and home membership, and there was no desire, and will, to participate in civic and social activities, to mention a few.

As Nigeria approached independence, there were efforts to indigenize the content of most of the courses in the primary and secondary schools. This was to correct the

lopsided nature of colonial education. When independence was achieved in 1960, there was the opportunity to experiment: American education. It was this experiment that brought the new social studies.

SELF ASSESSMENT EXERCISE I

1. What was the nature of social studies during the colonial era in Nigeria?
2. Was social studies of the colonial era appropriate for the Nigerian child?

3.2 SOCIAL STUDIES IN 1960s AND 1970s IN NIGERIA

It was at Aiyetoro Comprehensive High School in the present day Ogun State of Nigeria that social studies, as an integrated subject, was first introduced to secondary school pupils in 1963. The establishment of the school was the handiwork of the American as an experimental comprehensive school in Africa. It was referred to as “The Ohio Project” which was first attempted in Northern Nigeria in 1956. The western regional government at Aiyetoro introduced many new subjects to the junior class of the school among which was social studies, taught by a few Americans assisted by two Nigerians at the beginning-Messrs M.A. Makinde and A.A. Oladiji. By 1977, the department of social studies in the school had twelve members of staff. In 1965, the western Nigeria’s ministry of education began preparation for the propagation of the subject by convening a conference of the principals of schools in the region.

The conference agreed to outline the social studies syllabus for secondary school classes I and II, and this was assigned to the department of social studies in Aiyetoro Comprehensive High School. With the assistance of the Ford Foundation Aid and the Comparative Education Study and Adaptation Centre (CESAC), the department produced a textbook for classes I and II in 1968. The trial and experimental teaching of social studies as produced in the booklet could not go on well in the eastern states owing to the civil war. In the northern states, the educational committee of the Interim Common Services Agency, (following the creation of six states from the former Northern Region) decided that social studies should be introduced into schools and colleges in the northern states. In 1969, the department of social studies was established in the Institute of Education Ahmadu Bello University, Zaria. Social studies began to get national recognition when in 1969 the National Curriculum Conference that was held in Lagos adjudged the subject to be one of the learning experiences through which part of the designed national objectives of education can be achieved.

In 1970, the social studies materials produced for primary and teachers’ colleges in the northern states were and the CESAC book was refined. More states started to introduce the subject. Kaduna, Kwara and Lagos in 1971. Delegates representing the Ministry of Education in East Central State who attended Social Studies Association of Nigeria (SOSAN) conference in 1971 gave their support to the subject.

In 1971, the first National Curriculum Workshop was held in Ibadan under the auspices of the Nigeria Education Research Council (NERC), and the first national social studies syllabus for primary schools was produced. The syllabus explained the nature and concept of the subject; the objectives of the subject and the teaching strategies, teaching aids and evaluation techniques were suggested. The syllabus became the fountain from which most states derived their social studies programmes. However, the subject did not receive the blessing of many schools in the country. Some were scared off by its newness, others by lack of understanding of its nature, while others rejected it because of shortage of teachers. Some saw it as a big challenge to their disciplines and campaigned against it.

Realizing the necessity for pre-service training of social studies teachers of primary school, the NERC produced a syllabus for Teachers' College in 1972 and the Institute of Education, A. B. U. Zaria, introduced the subject into the Post Graduate Diploma in Education (PGDE) the same year. In 1973, while the NERC was producing the secondary school social studies syllabus, more states were introducing the subject-Kano, Plateau and others. Degree courses in social studies started at the Ahmadu Bello University, Zaria and NCE programme in Advanced Teachers' College, Sokoto, during the same year. Between 1974 and 1975, the Institute of Education, University of Lagos introduced the subject at Associateship and NCE levels. In 1976, when the Universal Free Primary Education was launched throughout the country, the teaching of social studies in the primary schools replaced separate subjects of the social sciences. More Advanced Teachers' Colleges (Maiduguri, Oron, Owerri (Alvan Ikoku)) started teaching social studies, and in 1977, it became compulsory in Teachers' Colleges.

By 1980, social studies was being offered at all levels of our education, except the senior secondary school. The new National Policy on Education has made it a core subject in the primary and junior secondary schools. Various bodies, NERC (now NERDC), CESAC, Social Studies Association of Nigeria, Institute of Education in most of the universities worked relentlessly to propagate the subject. Seminars, workshops, re-fresher courses, in-service programmes were organized for the development of the subject and its teachers.

SELF ASSESSMENT EXERCISE II

1. What is the importance of Aiyetoro Comprehensive High School in the development of social studies in Nigeria?
2. Mention two problems that confronted the spread of social studies before 1977.

3.3 THE ERA OF CONSOLIDATION (1980s)

In 1981, the NERC deemed it fit to revise the national primary social studies curriculum guide which it had produced in 1971. The revised guide was published in 1983 by the Federal Ministry of Education and titled "National Curriculum for Primary Social Studies, 1983". Between 1981 and 1984, while many more universities started post-graduate degree programmes in social studies (Ife, Ibadan, Lagos, Nsukka

and Jos), the Joint Consultative Committee (JCC) also approved the Junior Secondary school social studies syllabus.

The 1980s also witnessed an increase in the number of textbooks on social studies. The Institute of Education, University of Ibadan published the ACE study series in 1981. The NERC also came out with textbooks on the nature and methods of social studies. The National Teachers' Institute did not only produce the Grade II social studies syllabus and texts, it also went ahead to write course books on social studies for NCE by Distance Learning System, which started to come out in January 1990. SOSAN publications came to the climax with the launching of the maiden edition of its journal in October 1989.

As more and better resource materials in social studies are being produced, so also is the training of professional social studies educators. As at 1990, almost all Colleges of Education and Advanced Teachers' Colleges were offering social studies in their programmes. Degree and post-graduate programmes in social studies are being offered in more than ten universities in Nigeria.

The era of skepticism on the nature and philosophy of social studies is over. It is now a compulsory subject in the first nine years of education. What needs attention now is adequate textbooks for the tertiary level and highly qualified social studies educators in our Colleges of Education and universities to meet the ever increasing needs of social studies.

SELF ASSESSMENT EXERCISE III

1. Why do you consider the 1980s as the era of consolidation for social studies in Nigeria?
2. What would you suggest for sustaining interest in social studies in the country?

4.0 SUMMARY AND CONCLUSION

The development of social studies in Nigeria has been interesting and of great importance. In the colonial era, there was general knowledge, history and geography in the primary and secondary schools respectively. These programmes educated the Nigerian child outside his environment. The new integrated social studies started with a humble beginning at Aiyetoro Comprehensive High School in 1963. The support of Ford Foundation, CESAC, and the USAID encouraged the department of social studies of Aiyetoro in the propagation of the subject. The recommendation of the National Curriculum Conference of 1969 and the result of the National Curriculum Workshop of 1971 launched social studies to the nation's primary schools.

By 1973, the primary, secondary and teacher's college social studies programmes had been developed. The National Policy on Education of 1977 finally registered the subject as one of the core subjects in the primary and junior secondary schools. Consequently, more colleges of education and universities now offered course leading

to the award of the NCE (Social Studies) and B.Ed (Social Studies) programmes. In Africa, social studies acquired status that is more meaningful and relevant to the development needs of African countries during the Mombassa Conference of 1968. Social studies was recommended to be adopted as a School subject in all African countries. Since then, social studies has been seen in many African countries as a process of education which would help re-establish African identity and cultural heritage.

Social studies is used in some African countries to foster nationalism, unity, and interdependence among diverse populations. Finally, social studies in Africa is used as a tool for solving numerous social problems confronting African nations. In Nigeria, and other African countries, social studies adopts an integrated problem-solving approach which is based on reflective thinking.

5.0 TUTOR-MARKED ASSIGNMENT

1. Why did African countries adopt social studies in their school curriculum?
2. When did social studies in Africa acquire a recognized status in the continent? Why?
3. Give account of the development of social studies in Nigeria from 1960 to 1980.

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UNIT 6 SCOPE OF THE SOCIAL SCIENCES: IMPORTANCE OF SOCIETY

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Definition of Society
 - 3.2 Structure of Society
 - 3.3 Importance of Society in the Social Sciences
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

What distinguishes the social sciences from the other disciplines most, is the central role society plays in its very existence as well as in its activities. It is the epitome of what keeps the discipline alive and active. As the footballer cannot do without the well-cut grass field, the artist/dramatist without the theater stage and the scientist the laboratory, so also can the social scientist not do without society.

The Social Sciences' platform is society. Everything it does revolves around it. No practitioner of law can be in practice without people, without criminals, or people who flout the laws of society. Society is the preoccupation of the Social Sciences. There can be no politics, a key area of the social sciences, without society, as there can be no society without politics. It deals with society and those things related to society such as social norms, social roles, and social ills. In this unit, you will learn, first, the definitions of society, and, second, its importance.

2.0 OBJECTIVES

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

- i. explain the concept of society;
- ii. identify different types of society;
- iii. discuss the purpose of society; and
- iv. explain the importance of society.

2.1 HOW TO STUDY THIS UNIT

- i. Read the unit over and over again.
- ii. Fix your mind on the central theme of the unit – Importance of Society.
- iii. Grasp properly the meaning of the concept, and be able to use it as freely as possible.
- iv. Attempt the questions set under the activities and the TUTOR-MARKED ASSIGNMENT.

2.2 WORD STUDY

Community	- the people who live in an area
Network	- a group of people, organizations, or places that are connected or that work together.
Distinctiveness	- being easy to recognize because of being different from other people of the things of the same type
Culture	- activities involving music, literature and other arts; a set of ideas, beliefs, and ways of behaving of a particular group of people and organisation
Derivative (s)	- something that has developed or has been obtained or is from something else.
Aggregate	- the total of several things or numbers
Tradition	- a very old custom, belief or story

3.0 MAIN CONTENT

3.1 DEFINITION OF SOCIETY

As a societal being, man does not live in isolation. He always lives with, and among, others, interacting with them and sharing common interest. He lives in groups either as a family member, community member or a member of a social organization. Different groups of people make up a society. A society is an organization of people or other forms of living within a territory persisting through generations, and relating, independent of other societies. Nigeria, for instance, is a society. There is also the Urhobo society, the Fulani society and the Ibibio society. Katsina State or any other state in Nigeria can equally be a society. People also belong to societies like Drama, Science and Debating societies.

As people live in societies, they develop from their life experiences a set of rules and procedures which can enable them to live together in harmony. This set of rules and procedures together, with supporting sets of ideas and values, is called culture.

Society can also be defined as a group of people who share a common economic, social, and industrial infrastructure. Society is an organization of people who share a common cultural and social background. It is a human community, usually with a relatively fixed territorial location, sharing a common culture and common activities. Do you know how the word, 'society' originated? The word is a derivation of the French word '*societe*', which came from the Latin word '*societas*' meaning 'a friendly association with others'. What is the purpose of society?

One of the primary purposes of society is the formation of an organized group of individuals, who can support each other in various ways. It is in those difficult times that you realize the importance of being a part of society. It is the members of your social group who come forward to give you the help you need. The support given by society can be of the physical, emotional, financial, or medical form.

SELF ASSESSMENT EXERCISE I

1. Define society in three (3) ways in your own words.
2. State one (1) primary purposes of society.

3.2 STRUCTURE OF SOCIETY

A society is characterized by social networks. They form an integral part of society. Social networks are defined as the patterns of relationships between people. Relationships give rise to social interactions between people of a society. Individuals who belong to different ethnic groups can come together, thanks to societies. Their interactions give rise to strong social bonds that result in long-lasting relationships. A society gives rise to a family system and an organization of relationships, which form the heart of any social group. Culture is an important element of society. Individuals of a particular society share a common culture that shapes their way of living. Their means of subsistence and their lifestyles are derivatives of their culture. Culture defines the pattern of human activity in a society. The culture of a society is represented by the art, literature, language, and religion of the individuals who form it. The individuals belonging to a society are bonded by common cultural values, traditions, and beliefs that define their culture.

SELF ASSESSMENT EXERCISE II

1. Explain the role of culture in the life of society.
2. Define Culture.

3.3 IMPORTANCE OF SOCIETY IN THE SOCIAL SCIENCES

For the sake of emphasis, the social science is an academic discipline or a knowledge area concerned with society and the relationships among individuals within a society. To prove that society is very central to the various branches or fields that make up the social sciences, examples of the usefulness of society in their scheme of things would be drawn out. Let us start with political science, which is an academic discipline that deals with the theory and practice of politics and description and analysis of political systems and political behaviour.

Political science is also concerned with power in international relations, the great powers and superpowers. Take for example elections which are part and parcel of the practice of politics. Election process entails voters' registration, political party, ballot papers, a winner in the election. One may ask, who constitutes a political party? Who are the voters? For who are the ballot papers and boxes for? They are the individuals that constitute society. Without these individual elements, members of society, the study of politics by political scientists would not be possible.

Sociology is the systematic study of society and human social action. 'Socio' means anything linked to society. For example, social stratification deals with inequality and class structure, that individuals are rich versus those that are poor; groups who occupy high positions versus those who occupy low ranks. Sociology contributes enormously to understanding society. Without society, how will sociology's contribution as an academic area in the social sciences be recorded and highlighted?

Another sub-discipline or branch of the social sciences is economics that seeks to analyze and describe production, distribution and consumption of wealth; the science

which studies human behaviour as a relation between scarce means having alternative uses. Put differently, yet, it is the study of how people seek to satisfy their needs and wants, and the study of the financial aspects of human behaviour. Marketing is one activity that groups and individuals can hardly avoid. It is crucial to economics because it is built on society.

Anthropology, another sub-discipline within the discipline of the social sciences, would not be alive without the centrality of society in its operations. By definition, the word 'society' is one way or the other pervasive in the subject. Anthropology is the holistic 'science of man', a study of the totality of human existence. It is characterized in many cases, with its emphasis on understanding particular individuals, events or eras. The word is derived from 'anthropos' the Greek for 'human being' or person. Its goal is to provide an account of humans and human nature; its drive is to study peoples in societies with more simple (sometimes called primitive) social organizations. In every aspect of the subject, society is a desideratum, a thing you need or what, that you cannot do without.

On a general final note, members of a society as a body need to be concerned about each other. The basic purpose of society is to be part of a collective movement and move ahead together. Being a part of society is about taking everyone along; it is about taking unanimous decisions for the achievement of a common goal. Social inequality, racial and ethnic discrimination, economic disparity, poverty, and overpopulation are some of the major concerns of society today. As an organized social group, it is the duty of all to heed these concerns and work towards the betterment of society. One other reason why society is important is that it gives you a framework to work together. It provides you with a platform to make collective efforts towards improving social conditions. Most importantly, a society serves as a strong support system in our life.

SELF ASSESSMENT EXERCISE III

1. Explain how important society is, to the field and study of the Social Sciences.
2. State three (3) ways in which members of a society should take care of one another.

4.0 SUMMARY AND CONCLUSION

In this unit, the concept of society has been explained in a variety of ways. In simple terms, society refers to people, in general living together in organised communities, with laws and traditions controlling the way they behave towards one another. It is also a system, with networks generating distinctive cultural patterns and institution.

It has been abundantly explained that without society, there would be no field of learning and study called Social Sciences. Some examples from the branches have been used as illustration of the central place society occupies in their respective activities.

Above all, society itself has a primary utilitarian purpose, to care for its members and to rally round members to be useful towards its members, the community and the nation at large.

5.0 TUTOR-MARKED ASSIGNMENT

1. Explain society in your own way.
2. List three (3) ways in which society can be useful to itself as an organization.

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UNIT 7 THE SOCIAL SCIENCES: SCIENTIFIC APPROACH TO LEARNING

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 Scientific Method and Characteristics
 - 3.2 Classification of Research
 - 3.3 The Meaning and Uses of Statistics in Research
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

One of the characteristic features of the Social Sciences in its operations is its attachment to the scientific approach or method in conducting research. Social Studies adopts this approach from time to time, but it is, for the Social Sciences, a way of life. It adopts it as a tool for investigation.

In this unit, you will learn about the concept of scientific approach to research, and types of research; elements of the scientific method; classification of research; and the place of statistics in scientific research.

2.0 OBJECTIVES

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

- i. define the concept of scientific method of research;
- ii. state the main features of the scientific method;
- iii. explain the various classifications of the scientific method/research; and
- iv. state the meaning and uses of statistics in the scientific method.

2.1 HOW TO STUDY THIS UNIT

- i. Make sure you understand the technical terms that are associated with the scientific methods. Use your dictionary to assist you.
- ii. Read the unit as many times as possible so that you can effectively grasp its main points.
- iii. Answer all the questions in the activities and those in the TUTOR-MARKED ASSIGNMENT.

2.2 WORD STUDY

- Phenomena - extremely impressive or surprising.
- Empirical - based on real experience or scientific experiments rather than on theory.

- Hypothesis - an idea that attempts to explain something but has not yet been tested or proved to be correct.
- Philosophy - the study of theories about the meaning of things such as life, knowledge, and beliefs.

3.0 MAIN CONTENT

3.1 THE SCIENTIFIC METHOD AND CHARACTERISTICS

Definition

The scientific method is a body of *techniques* for investigating *phenomena*, acquiring new *knowledge*, or correcting and integrating previous knowledge. To be termed 'scientific', a method of inquiry must be based on *empirical* and *measurable* evidence subject to specific principles of reasoning. The *Oxford English Dictionary* defines the scientific method as "a method or procedure that has characterized natural science since the 17th century, consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of *hypotheses*."

The chief characteristic which distinguishes the scientific method from other methods of *acquiring knowledge* is that scientists seek to let *reality* speak for itself, supporting a theory when a theory's predictions are confirmed and challenging a theory when its predictions prove *false*. Although procedures vary from one *field of inquiry* to another, yet identifiable features distinguish scientific inquiry from other methods of obtaining knowledge. Scientific researchers propose hypotheses as explanations of phenomena and design *experimental* studies to test these hypotheses via predictions which can be derived from them. These steps must be repeatable to guard against mistake or confusion in any particular experimenter. *Theories* that encompass wider domains of inquiry may bind many independently derived hypotheses together in a coherent, supportive structure. Theories, in turn, may help form new hypotheses or place groups of hypotheses into context.

Scientific inquiry is intended to be as *objective* as possible in order to minimize *bias*. Another basic expectation is the documentation, *archiving* and *sharing* of all data collected or produced and of the *methodologies* used so that they may be available for careful scrutiny and attempts by other scientists to *reproduce and verify* them. This practice, known as *full disclosure*, also means that *statistical measures* of their *reliability* may be made.

Essentially, research can be conceptualized as any organized enquiry which focuses on eliciting relevant information for tackling specific problems. In the words of Osuala (1993), research should be seen as "a process of arriving at dependable solutions to problems through the planning and systematic collection, analysis and interpretation of data." From this definition, it can be inferred that research is a problem solving process.

Nzeribe (1996) defined research as "any organized inquiry carried out to provide information for the solution of a problem." Indeed no individual, organization or institution is free from problems. It is also worthy to note that every problem has

solution. Research is, therefore, seen as a suitable procedure for obtaining solution to various problems of individuals, organizations and institutions.

Hawes (1982) defined research from another perspective. According to this scholar, research can be regarded as “a process of systematic inquiry, investigation and analysis of data in order to increase knowledge, test hypothesis where necessary and arrive at a conclusion.”

SELF ASSESSMENT EXERCISE I

1. Explain the concept of scientific method.
2. Discuss the concept of research.

3.2 CLASSIFICATION OF RESEARCH

Although the broad aim of any research is to extend knowledge, there are remarkable differences in forms or types of research. Research may differ according to types of data collection, analysis and interpretation of results or the objectives of the research.

According to Hawes (1982), research may be classified based on the underlying objectives or the use to which the end-result is intended to be put. By this method of classification, three (3) types of research can be identified, namely:

- i) Basic research;
- ii) Applied research; and
- iii) Action research.

BASIC RESEARCH: Basic research, which is also referred to as pure research or fundamental research, is aimed at discovering basic truths or basic principles. It is undertaken mainly for the expansion of knowledge and not for direct practical utilization. It is the type of research which results in the testing and development of theory. It may or may not be immediately concerned with direct field application of the developed theory.

APPLIED RESEARCH: Applied research, also known as field research, is concerned primarily with establishing relationships and testing theories in the field setting. The aim is to test theories, models or concepts derived from basic research in real problem situation. Applied research may be called demonstration research.

ACTION RESEARCH: Action research focuses on solution of a problem in a particular setting. The emphasis in this type of research is not on development of theory or on obtaining generalized scientific knowledge, but on increasing knowledge concerning subjects involved in the study.

Other classifications of types of research can also be

- Historical research;
- Descriptive research; and
- Experimental research.

- a) **Historical research:** This describes what, and may be defined as the application of scientific method to the description and analysis of past events. The main purpose of historical research is to discover occurrence and generalizations that may be helpful in understanding the past and the present, and, to some extent, make projections into the future. Primary sources of historical research include eyewitness accounts in the form of official records, legislative bodies' report etc.
- b) **Descriptive research:** Descriptive research is an on-going oriented study. It is concerned with the collection and analysis of data for the purpose of describing, evaluating or comparing current or prevailing practices, events or occurrences.
- c) **Experimental research:** Sometime known as the non-experimental research, can further be classified into the following:
 - Survey research;
 - Correlation studies; and
 - Case studies.

A Survey research is one in which a population or items are studied by collecting and analyzing data from only a few people (i.e. sample). The purpose of a survey research is not the collection of data per se but the discovery of meaning in data collection so that facts and events can be better understood and interpreted. Methods of survey research include; use of Questionnaire, personal interview and observation.

Correlation study seeks to establish what relationship exists between two or more variables. The degree of relationship is expressed as a co-relational co-efficient. Correlation study only indicates if a relationship exists, it does not indicate causation.

A case study is the intensive analysis of one instance or a few instances of a phenomenon for the purpose of a greater understanding of the phenomenon and the possibility of generalization.

SELF ASSESSMENT EXERCISE II

1. List the three (3) types of research.
2. Explain any two (2) of those classes in some detail

3.3 THE MEANING AND USES OF STATISTICS IN RESEARCH

Horlow (2000), defined statistics as the science and art of handling aggregates of facts, observing, enumerating, recording, classifying and otherwise, and systematically treating them. Cowelen (2000), defined statistics as the science of collection, presentation, analysis and interpretation of numerical data. Browley (1981), defined statistics as numerical statement of facts in any department of enquiry placed in relation to each other. Statistics can further be defined as the science of collection, presentation, analysis and interpretation of data which means statistics is concerned with scientific methods of collecting, organizing, summarizing, presenting

and analyzing data. What is even more important is that it facilitates drawing valid conclusions and making reasonable interpretation based on analysis.

Uses of Statistics:

- i. It enables us to draw general conclusions and to make predictions about what will happen under certain conditions. No government can run efficiently without having an accurate record of statistical data relating to the functions of each arm or agency of the government.
- ii. Statistics is helpful in investigation.
- iii. Statistics provide the tools for comparison and further evaluation.
- iv. Statistics is useful in planning, controlling and decision making.
- v. Statistics helps in estimation and prediction and interpretation.

SELF ASSESSMENT EXERCISE III

1. Write down, in your own words, in which two (2) ways you find statistics useful as a tool in scientific research.
2. Define statistics.

4.0 SUMMARY AND CONCLUSION

The Social Sciences adopt the scientific method in carrying out investigations into the activities of human society. This contains specific features of which its focus is on objectivity in investigation and a systematic approach and analysis of data. There are three (3) main branches of research - basic, applied and action. The scientific method also relies on statistics.

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UNIT 8 CONCEPT OF SOCIAL ROLES

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 Roles
 - 3.2 Role Conflict
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

There are some ideas which you will constantly come across in your study of Social Studies and the Social Sciences. You need to get the full explanations of their meanings to help your general understanding. In the previous units, you have learnt some of the concepts which are quite wide in scope, such as Social Science, Social Studies and Society. In this unit, you will be familiarized with the concept of social roles.

In ordinary conversation, you hear of such expressions as “teacher’s role”, “parent’s role”, “government’s role”, “children’s role”, and so on. These expressions imply that everybody, either as an individual or a group of individuals, assumes a position in the group, and each position has a set of behaviours.

2.0 OBJECTIVES

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

- i. identify examples of social roles;
- ii. explain the concept of social role in your own words; and
- iii. explain the concept of social norms.

2.1 HOW TO STUDY THIS UNIT

- i. Patiently study/read this unit carefully.
- ii. Read the sections again and attempt the activities.
- iii. Make sure you attempt all the activities and the TUTOR-MARKED ASSIGNMENT attached to this unit.

2.2 WORD STUDY

- Predictability - if something is predictable, it happens in the way you would expect.
- Conflict - angry disagreement between people or groups.

3.0 MAIN CONTENT

3.1 THE CONCEPT OF ROLES

There are many ways that people can influence our behavior, but perhaps one of the most important is that the presence of others seems to set up expectations.

We do not expect people to behave randomly but to behave in certain ways in particular situations. Each social situation entails its own particular set of expectations about the “proper” way to behave. Such expectations can vary from group to group. One way in which these expectations become apparent is when we look at the roles that people play in society. Social roles are the part people play as members of a social group. With each social role you adopt, your behaviour changes to fit the expectations both you and others have of that role.

At one time or the other, you may have heard the word “role” being used to mean the part being played by an actor in a drama. This is correct in that context. In another sense, you must also have heard the word (role) being used to mean the special functions or duties to be carried out by a person or a group of persons. For example, the role of the father in the home is to provide leadership and material needs for the children. He pays their school fees; he buys their clothes and dresses; he buys food, etc. The role of the children includes taking proper care of the home, and running errands. The role of the teacher is to prepare his lessons, deliver and teach his lessons, mark assignments and exercises, enforce discipline in the school, and the likes. The role of the police is to maintain law and order and protect lives and properties.

SELF ASSESSMENT EXERCISE I

1. Explain the concept of social role.
2. Give two (2) examples of ascribed roles.

3.2 ROLE CONFLICT

A common problem of roles is what is often termed ‘role conflict’. This results from the limited time available to the individual and the many roles he is involved in. Often conflict does arise in the performance of these roles. For example, as a husband who is supposed to perform a particular role in relation to his wife and children at home, the individual might be engaged at that particular time in performing a role required of him by his position as the managing director of a firm. This could be regarded as a strain or conflict in roles which if not carefully managed might either lead to marital instability or ineffective administration. Most individuals are confronted with such strain and have to develop various methods of coping with the situation in order to satisfy the demands being upon them.

SELF ASSESSMENT EXERCISE II

1. Explain the concept of role conflict.
2. Mention two (2) reasons for role conflict in the society.

SOCIAL NORMS

Think of how many roles you play in a single day, e.g. son, daughter, sister, brother, students, worker, friend etc. Each social role carries expected behaviours called norms. Social Norms are unwritten rules about how to behave. They provide us with an expected idea of how to behave in a particular social group or culture. For example, we expect students to arrive to lesson on time and complete their work.

The idea of norms provides a key to understanding social influence in general and conformity in particular. Social norms are the accepted standards of behaviour of social groups. These groups range from friendship and work groups to nation states. Behavior which fulfills these norms is called conformity, and most of the time roles and norms are powerful ways of understanding and predicting what people will do.

There are norms defining appropriate behaviour for every social group. For example, students, neighbours and patients in a hospital are all aware of the norms governing behaviour. An individual moves from one group to another, his behaviour changes accordingly.

Norms provide order in society. It is difficult to see how human society could operate without social norms. Human beings need norms to guide and direct their behaviour, to provide order and predictability in social relationships and to make sense of and understanding of each other's actions. These are some of the reasons why most people, most of the time, conform to social norms.

SELF ASSESSMENT EXERCISE III

1. Explain the concept of norms.
2. Explain briefly the importance of norms in the society.

4.0 SUMMARY AND CONCLUSION

There is considerable pressure to conform to social roles. Social roles provide an example of social influence in general and conformity in particular. Most of us, most of the time, conform to the guidelines provided by the roles we perform.

We conform to the expectations of others, we respond to their approval when we play our roles well, and to their disapproval when we play our roles badly. But how far will conformity go? Zimbardo's Stanford Prison Experiment illustrates the power of social roles in relation to conformity.

5.0 TUTOR-MARKED ASSIGNMENT

1. Give three (3) reasons why Roles are important in the running of the society.
2. Give two (2) reasons why Norms are necessary in the organization of society.

6.0 REFERENCES

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UNIT 9 SOCIAL CHANGE

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 Meaning and Concept of Social Change
 - 3.2 How Social Change Occurs
 - 3.3 Agencies of Social Changes in Nigeria
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

In this unit, you are to learn about the community of people who are linked together by language, common outlook and common environment. The term ‘society’ will be examined. You will also learn about the meaning of social change. The main characteristics of social change will be examined. The reasons that bring about social change will also be discussed.

2.0 OBJECTIVES

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

- i. define social change;
- ii. give reasons for social change; and
- iii. identify the agencies of social change.

2.1 HOW TO STUDY THIS UNIT

- i. Patiently study/read this section carefully.
- ii. Read the sections again and attempt the activities.
- iii. Use your dictionary to look for some difficult words in the unit.
- iv. Make sure you attempt all the assignments and activities attached to this unit.

2.2 WORD STUDY

- Society - social system, whereby people live together in organized communities.
- Solitary - living alone, without companions.
- Solitude - a state of being without companions.
- Change - coming into a new plan or opinion. Alteration.

- Norm - the values and attitudes of the people.
Fluidity - ability to flow easily like water, not solid the quality of being fluid.

3.0 MAIN CONTENT

3.1 THE MEANING AND CONCEPT OF SOCIAL CHANGE

The word 'social' derives its meaning from society. Changes occur in the society when people no longer find satisfaction in following the original way of doing certain things, and thus prefer new ways. Changes in any society are normal and the life of man is full of various changes. Such changes can be natural or environmental and even man-made. Natural upheavals such as volcanic eruption or earthquakes which destroy settlements can change the pattern of a society, from one with shelter to one without shelter. It can also change their life from one of affluence to another of poverty.

Social change can be easily described as a change which takes place in the society. These changes can be planned and sometimes they are not. Such changes, however, normally introduce new plans or replace what used to be with something different. Whenever they occur, they give rise to new experiences and result in further learning as adjustments are made to new events and information. For example, a father may take a new job, or a new wife or move the family to a new town; the government may build a new road or a new factory, school, university, or hospital which may change the life of the people in the town or village.

Sometimes, change occurs because a new way appears better and more rewarding and so people abandon the old ways. Sometimes, there is a conflict between the two ways of doing something but the most useful way succeeds because its greater benefits are clearly apparent. Often too, a change occurs because a powerful force is supporting it. For example, many of the changes which occurred during the colonial period were due to the fact that the government had the force to insist that they were made.

SELF ASSESSMENT EXERCISE I

1. Define social change
2. Mention two (2) elements in the concept of social change.

3.2 HOW SOCIAL CHANGE OCCURS

The following are very important in the way social changes occur:

1. **Culture contact:** The arrival of Europeans has changed the Nigerian society. Our traditional Nigerian society had norms – polygamy was very important, for the greater number of wives, the wealthier was the husband, so was the case with the number of children. Many societies were without recognized religion. The head of the family was supreme. The Oba/Obi/Emir or local chief was the head of the community. Obedience was total and unquestionable. Every male was a soldier in the event of war. The age groups had common interests, so they were always in co-operative unions. There was no money economy. Trade

by barter was popular. Farming was the major occupation. Hoes and cutlasses were the farming equipment.

Lands were not bought before use – land was there for the asking, but equally common were germs and diseases. These are a few of the social situations which existed in Nigeria. You will agree that things have changed drastically today. There was no sex education and contraceptive pills were not available to unmarried girls. It is obvious, therefore, that with contact, came the invasion of the native community of new value systems regarding religion, education, politics and modes of mobility.

2. **Impact of Technology:** The impact of technology was great because it brought new system of production. Industries gave the developing countries, like Nigeria, new modes of employments. Growth in population has made Nigeria to become more independent in her social and material demands.
3. **International Contact/Trade:** The changes in Nigerian society have occurred as a result of international contact/trade producing a new set of values. Slave trade and killing of twins have disappeared completely. Changes have been mostly unconscious and non-deliberate. Where deliberate efforts were made to force a change, underground rebel groups have always fought back in violence and resistance.
4. **Mass Media:** One of the factors of social change is that it is something that has often been introduced from outside through the mass media. Mankind has not had a uniform peace in development and enlightenment over time. Some societies have become enlightened through the influence of people who had a long history of civilization and development. No society lives in isolation. There had been fluidity of ideas through contacts from the beginning of time. These new ideas that are published normally influence changes in other areas, such as attitudes, values and skills.

SELF ASSESSMENT EXERCISE II

1. Name three (3) reasons why social changes occur.
2. Discuss two (2) ways in which mass media can bring about social change in Nigeria.

3.3 AGENCIES OF SOCIAL CHANGES IN NIGERIA

Nigeria, like any other human society, is in a state of constant change. In fact, changes in the society are part of growth which help man to modify his ideas when he comes in contact with other people, new ways of doing things, new experiences. Even the ‘gossip’ of strangers modifies his often rigid views about things. One carries out the instructions of those who he respects as more knowledgeable than himself and gradually changes occur. Except where they are accompanied by force, changes will always take place gradually through the following agencies:-

1. Education

How has Western education brought about changes in Nigeria? In order to understand this very well, you need to remember, or to be reminded of, the form of education in Nigeria before the coming of the Europeans. Indeed, there were several forms of education, all of which were family centred. One was through initiation into cultism. The tenets of the societies included what should be done or what was forbidden. Life began with the child being accepted into the different societies through taboo or the distinctive ethnic marks on his face and cheek. Occupational, and later military education was given. This then was the earliest form of education which changed the lives of the people. With the advent of the European missionaries, education underwent a drastic change based purely on preparing citizens to spread the religious teaching of the different religious bodies. Thus, education instead of being family centred came to have a wider scope. Education, as it is today, has brought changes in technological, industrial, commercial and utilitarian forms. In order to effect these changes, the Federal Government of Nigeria has taken over education from the various missionary bodies. Religious instruction is no longer compulsory in the country's educational institutions.

2. Health Services

There is a shift from traditional medicine to orthodox medicine. Health centres and hospitals are patronized. Despite the introduction of modern facilities, many people, including the educated ones, still cling to traditional methods of medication. Medical revolution came with the missionaries in which emphasis was on the need for clean environment, digging pits for places of convenience and boiling water before drinking, and so on. The colonial Government intensified this practice by the establishment of the Department of Health, building health centres and infectious disease homes, the employment of sanitary inspectors and by establishing research centres for the study of tropical diseases in several towns. Leprosy centres were built. e.g. Ogbomoso in Oyo State; Zaria in Kaduna State and so on.

3. Religion:

Traditional Nigerians believe in the existence of the Supreme Being who is the creator of the universe. He is believed to have direct influence on the lives of man. He controls, maintains and sustains the universe. Nigerians believe that God is too great to be approached directly, hence He is always approached through divinities, ancestors, and spirits who are the intermediaries. They came to learn that rewards follow basic ethical patterns of living good lives and punishments for living reckless lives. With the introduction of Islam, traditional religion was described as paganism, polytheism, fetishism and heathenism. Islam declared, "there is no God, but Allah and Mohammed is the prophet." Christianity adopted the same views and attributes as Islam. They both condemned some aspects of traditional religion and efforts were made to exterminate them. So far, these three religions have co-existed and have made their contributions to social changes in Nigeria through character development.

4. Government /Politics

The government has also participated in social changes. The Federal Government and different state governments have played some definite roles in encouraging social changes. Such encouragement has come in the form of establishing health centres, hospitals, welfare homes in order to save lives. They also encourage sporting activities to promote inter-ethnic co-operation. Together with the World Health Organization, they help to finance research on tropical diseases thereby helping to check the spread of diseases. In the field of Agriculture, with the co-operation of the World Food and Agriculture Organization (F.A.O), they have built research centres for the improvement of food values, and to control pests and parasites which destroy crops. They help to introduce crops from other parts of the world. In education, they make financial resources available to enable schools and colleges train and built up healthy generations of children and thereby attempt to ensure continuous development.

SELF ASSESSMENT EXERCISE III

1. List and explain any three (3) agencies of social change in Nigeria.
2. Discuss how Religion can bring about social change in Nigeria.

4.0 SUMMARY AND CONCLUSION

A society is a group of persons who are linked together in honesty, common cultural outlook, pattern of beliefs and norms. Each society has its tenets, belief system, norms and values. Social change can be described as a change which takes places in the society. Every society is in a continuous state of change. Social change is possible as a result of cultural contact, impact of technology, and international contact. Agencies of social change are: Education, Religion, Occupation, Health Department and Communication.

5.0 TUTOR-MARKED ASSIGNMENTS

1. Explain the concept of social change.
2. Discuss how changes have been brought about by Religion Nigeria.

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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 Concept of the Social Sciences
 - 3.2 Similarities and Differences Between the Social Sciences and Social Studies
 - 3.3 Concept and Usefulness of Integration in Social Studies
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

As you are now very much aware, since the beginning of Module 2, the entire Module has been built around two related fields of learning and study; Social Studies and the Social Sciences. The lower share in the discussions in the Module could be due to the fact that, elsewhere in the curriculum at 200 level, more attention is paid to Social Studies, the area you are to focus on and graduate therefrom. In order to consolidate your study and learning on these 2 academic fields, it would help you if we re-visit the core concepts of the Social Sciences and Social Studies. We should also revisit areas of similarities and differences; and finally highlight that key area which marks out Social Studies as a distinctive field of learning and study. The issue of its integration and integrative learning will also be summarized.

2.0 OBJECTIVES

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

- i. summarise the concepts of the Social Sciences and Social Studies;
- ii. explain the similarities and differences between the Social Sciences and Social Studies; and
- iii. discuss Social Studies as an integrated academic discipline and its usefulness.

2.1 HOW TO STUDY THIS UNIT

- i. Try to quickly revise the main points covered in units 1 to 9, possibly jotting down in a small notebook the key ideas.
- ii. Read carefully through this unit to discover that a few ideas have been injected, so that your knowledge of the entire Module would have been further enriched and made more effective.
- iii. Attempt all the activities and TUTOR-MARKED ASSIGNMENTS.

3.0 MAIN CONTENT

3.1 CONCEPT OF THE SOCIAL SCIENCES

The Social Sciences is an academic field of endeavour described as ‘the science studying social groups.’ Another definition is that it is ‘an academic discipline concerned with society and the relationship among individuals within a society.’ It is a term that refers to ‘the science of society’ or ‘the subject that deals with the study of the social life of people or groups of individuals.’

The Social Sciences is a broad field of study and learning that has many branches within it. These include subjects such as geography, history, economics, psychology, political science, sociology, anthropology, archeology, law and linguistics. These individual areas of knowledge are taught largely at the tertiary levels of education world – wide including that within the Nigerian educational system, especially in the Universities.

CONCEPT OF SOCIAL STUDIES

Series of definitions have been given to what Social Studies is. We should be conscious of the fact that Social Studies covers a wide range of studies since it takes and uses concepts, ideas, skills, knowledge, attitudes and values from the social science subjects like geography, government, economics, religion, sociology and a host of others.

Authors, writers, commentators and pamphleteers define social studies differently, all of them defining it in accordance with their academic background, exposure to wide reading or as a result of their experience. Therefore, we should realize that there is no single definition of social studies that is universally accepted.

Social studies is the study of man, as he interacts with his different environments. These environments could be physical, social, political, economic or cultural environment to mention a few. Social studies is also the study of how man influences his environment with a view to getting maximum benefits from it. The subject also deals with how the environment influences man in return. Social studies has also been described as a way of life, as it touches on all spheres of human endeavour. Social studies also describe how man tries to solve the problems of survival in whatever environment that man finds himself. Social studies equally studies the society, the relationship between people and the world in which they live. Awe (1976:1&2) saw social studies as a problems-solving discipline. She declared that:

..... Social studies as a discipline if properly programmed and effectively taught should help to solve social problems that are facing developing countries like ours (Nigeria) where the old norms are fast losing their grips and no effective substitutes to replace them.

NERC (1980) defined social studies as “a way of seeing, viewing and approaching things with special regard to their proper place and function in the ordering and management of man’s total natural, social and technological environment”. CESAC

(1979) defined social studies as a relationship between man and his physical and social environment as well as his relationship between science and technology.

SELF ASSESSMENT EXERCISE I

1. Explain the concept of the Social Sciences.
2. Explain the meaning of the concept of Social Studies in your own words.

3.2 SIMILARITIES AND DIFFERENCES BETWEEN THE SOCIAL SCIENCES AND SOCIAL STUDIES

a) Social Studies and History:

Social studies and history are closely related. History studies the past activities of man in detail and seeks to answer questions about what forces or factors that influence or shape man's activities. As social studies is the study of man in different environments, the knowledge of history will help the social scientists in understanding these environments – how the past activities of man had influenced his present status in such environments. The social scientist will use the knowledge of history to appreciate how people and events have influenced their multifarious environments. The concept of time (date) in history will also help social studies teaching.

b) Social Studies and Geography:

Geography deals with the study of the world, especially in matters dealing with relief, drainage, temperature, land formation and many others. Human geography is particularly relevant to social studies. The knowledge of human geography, with reference to rivers, irrigation, dams, canals, products, vegetation and the like will no doubt assist the social studies teacher in understanding the relationship between man and its physical environment. It will also throw light on how man can successfully subdue his physical environment so as to derive maximum benefit from it. As human geography focuses attention on how the natural features of the environment relate to man's needs and problems, the social studies teacher will be able to understand such phenomena and this will assist him or her in his/her teaching. The concept of region in geography for instance will help the social studies teacher to classify and analyze the different patterns of natural features.

c) Social Studies and Economics:

Economics studies man's activities concerning earning a living and satisfying his unlimited wants even though within the limited available resources. Economics studies human behaviour in relation to production, distribution, buying and selling, use of services and commodities, transportation and communication etc. the concept of value or scale of preference implies choice among competing demands of an individual, a group or even a nation. As concepts are very vital in social studies, the concepts in economics will be of tremendous advantage to social studies.

d) Social Studies and Sociology:

Sociology studies human beings that live in social groups and how such groups fulfil obligations in the society. Sociology also deals with social institutions and the

organizations in the society. Human interaction and social relationships are parts of the preoccupation of sociology. The concept of group is very important in sociology and this concept will also help the social scientists in their discussions about man and his different environments.

SELF ASSESSMENT EXERCISE II

1. Explain, giving two (2) examples how Social studies is different from the Social Sciences.
2. Discuss, with two (2) examples, the similarities between Social Studies and the Social Sciences.

3.3 CONCEPT AND USEFULNESS OF INTEGRATION IN SOCIAL STUDIES

Social studies, as a discipline, is no longer an appendage of the Social Sciences. The discipline has gone a long way in emerging as a distinctive area of learning. The era when it was treated as “a bit of history”, “a bit of geography” has passed. It is no longer a “hotchpotch”, a confused addition of bits and pieces of the Social Sciences and Humanities. This was sometimes referred to as “inter-disciplinary” form of teaching.

The new emphasis is to conceive and implement social studies as an integrative discipline, and to impart themes from a unified angle.

What is integration? What difficulties do we face in promoting learning through integrated approach? What are the advantages of the integration approach?

We would illustrate by giving a concrete example from a theme, the “problem” or “issue” of “corruption” in Nigeria. Note that the reference to “problem” is to a specific challenge that requires solution through careful study and investigation. This is a matter that investigation inquiry, and discussion that would test to a solution.

The first step is to define “corruption” from different angles. In so doing, you are not limited to finding answers in the content of the Social Sciences only but from a wider field. Answers to man’s problems are wide and varied. It is all the data collected from the several sources or disciplines that are used, not just one or two sources.

Usually, the teacher raises questions to guide or lead the student in making his or her inquiry, so that he or she would follow a logical line of finding out, one that could lead to a conclusion that may not have been thought of.

For example, such lead questions are asked:

- i) Find out the types of corruption that are common in Nigeria.
- ii) What factors bring them about?
- iii) What factors appear to be most responsible?
- iv) Is one factor linked to another?
- v) How, in the light of 3 and 4, do we solve the problem?

The steps followed are:

- a) Definition of the concept.
- b) Gathering of information
- c) Examining the information to arrive at conclusions (solution)
- d) Making observations
- e) Arriving at conclusion (or solution) based on the information collected.

Usually, the kind of conclusion or solution on corruption arrived at cannot be the same by all the students. Various solutions would be proffered, but each would be according to the values of each student, according to his or her background.

Difficulties in applying integrative approach:

1. It is rigorous and difficult to define or limit the area to cover.
2. It is difficult to gather the material from various sources.

Usefulness of applying integrative process:

Integration advocates and utilizes the “Wholistic Approach” to teaching and learning. According to Okam, “its structure is in line with Gestalt theory whose slogan stipulates that the whole is greater than the sum of its parts.” He goes on “An issue, a problem or a topic is best tackled by making use of appropriate knowledge for different subject disciplines. In this manner, the topic is seen as a whole. Children do not naturally observe the world from the perspectives of academic disciplines”. He concludes: “A child sees the world as one unit and naturally asks questions which cut across artificial subject divisions. An integrated approach to learning attempts to follow the child’s natural ways of learning, viewing the world as a whole, the teacher’s role being to provide experiences and to assist the inquiry process by suggesting further lines which might be followed” (Okam 1998:301).

SELF ASSESSMENT EXERCISE III

What are the methods of operation in both social studies and social science?

4.0 SUMMARY AND CONCLUSION

In rounding off Module 2, three areas have been isolated as a way of making solid the overall theme of the Module and its sub-themes. These are the concepts of the Social Sciences and Social Studies. There is an attempt to explain how these fields of study and learning differ and are similar in content and operation. On operation, Social Studies adopts the integrative approach while Social Sciences was the scientific research method. But the key issue is that both can trace their respective origins to a common source: to the universal world of learning.

5.0 TUTOR-MARKED ASSIGNMENT

Explain the interrelationship between the Social Sciences and Social Studies

6.0 REFERENCES

Refer to all the references used in unit 1 to 9.