SSE 212:

SOCIAL STUDIES EDUCATION AND PATTERNS OF NATION-BUILDING

UNIT 1   SOCIAL STUDIES EDUCATION

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1.0   INTRODUCTION

This topic under this unit is not entirely new to you. You have been familiar with it severally in the course of your study and learning at the lower ladder of your pursuit of education, particularly at the National Certificate of Education level. But in this unit, your main concern is the concept of Social Studies Education as it specifically relates to the task of nation-building. You should keep in mind these questions: how does Social Studies programme ser   d preparation in grooming active, effective citizens for the task of na   ng? What are those components or elements in this field of study and lea   can assist and be used in the task of building a nation?

2.0   OBJECTIVES

By the end of this unit, you should be able to:
i.   identify those areas in Social Studies Education that can be used to mould citizens for the work of nation-building; and
ii.   explain the meaning of Social Studies Education in your own words.

2.1   HOW TO STUDY THIS UNIT

i.   Go over your notes on the concept of Social Studies Education to refresh memory on the concept.
ii.   Read again unit 2 of SSE 212 on the concept of Social Studies.
iii.   As you read this unit, relate it particularly to the goal of nation-building.
iv.   Take note of difficult words; let your dictionary assist you.

v.   Attempt the activities and the TUTOR-MARKED ASSIGNMENT provided in this unit.

2.2 WORD STUDY

Skill(s)   -   the ability to do something well; expertise or dexterity.

Competence   -   the quality or extent of being competent

3.0 MAIN CONTENT

3.1 COGNITIVE COMPONENTS OF SOCIAL STUDIES EDUCATION AND RELEVANCE TO NATION-BUILDING

In several aspects of its curriculum, Social Studies Education shows that it is a pathway to nation-building enterprise because of the goodies it provides in knowledge, skills and behaviour training. The definition of the curriculum in the United States says it is 'the integrated study to promote civic competence', '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 (USA National Council for Social Studies, 2002).

Social Studies Education inculcates and utilizes the necessary attitudes, values and skills to fit the individual into society. This arm of learning and study enables students to develop their knowledge and understanding of the diverse and dynamic nature of society, how interactions occur in cultures societies and environment.

Those who have the advantage of studying Social Studies in the classroom or outside it, are deliberately brought into learning prepare that prepare students to develop and apply skills as they investigate society, explore issues, make decisions and work cooperating with one another. Social Studies Education is not theory, it is practical and utilitarian towards making definite impact on society, and, by extension, efforts at bringing societies together under one umbrella. Consequently, the understandings and skills students develop enable them to participate in society as informed, confident and responsible (New Zealand Social Studies Curriculum, 1997).

Another aspect of the practical-oriented Social Studies Education is the aspect that emphasizes that students should be educated to display civic courage, that is, the willingness to act as they are living in a democratic society whose goal is a genuine democratic society, one that is responsive to the needs of all.

SELF ASSESSMENT EXERCISE I

State one component area social studies has been used either in the US or New Zealand for preparing its citizens for nation-building.

3.2 RELATIONSHIP BETWEEN SOCIAL STUDIES EDUCATION NATION-BUILDING TASK IN NIGERIA

The creation of an enlightened society is a crucial prerequisite to nation-building. The place of Social Studies Education in this regard was glaring in the late '60s and early '70s in Nigeria when in the formulation of Nigeria's National Policy on Education (1971), the key role of Social Studies towards nation-building was emphasized. As a scholar puts it:

Education in Nigeria has become of great concern to government. The Federal Government has set forth a National Policy on Education (1969), which established a national objective, which, in turn, serves as the foundation for the programme objectives of Social Studies. . . . .

Social Studies was from there on to cater for the following objectives:

i.   good citizenship

ii.   development of critical thinking

iii.   enlightened patriotism

iv.   positive social attitudes

v.   problem-solving skills

vi.   concept of interaction

As a megaforce, the field of learning and study was to inculcate the concepts of nationalism, patriotism, unity and interdependence among the diverse peoples of Nigeria. These are pointers to the conscious use of Social Studies as elements of cement for nation-building in Nigeria.

Social skills are to be imparted through Social Studies Education and to contribute to national development in Nigeria as reflected in National Policy on Education (2013). Such skills include self-confidence, initiative, power of imagination and resourcefulness. Others still include honesty, cooperation, open-mindedness, participation, interdependence, integrity, trust worthiness, diligence, obedience as well as national consciousness and patriotism.

Social Studies education inculcates democratic values, which are essentially the core values of a democratic society. Okam (1998) stressed that 'inherent in a democracy is respect for the rights and differences of others'. It is argued that there are other certain values which citizens in democracy must internalize if democracy it to survive. These values include the dignity of every human being, personal freedom, equity and justice for all, peace and order amongst men, economic wellbeing for all, and a sense of responsibility for, and brotherhood with one's fellow beings. These attributes are possible through exposure to Social Studies Education and they continue to be expounded in the National Policy on Education (2013: 11-14).

Social Studies education has come to be seen as a tool for national growth and development. It is also used as a partial solution for social problems prevalent in many countries of the world. For example, in Germany, it was initiated after the Second World War, as a means of developing a new political order. In Britain, Social Studies

is used to legitimize the teaching of social science. Particularly, it is most related sociology, which prepares students for their role in the society.

In African nations, Social Studies, is being used to improve the self-image of people in the society after a colonial heritage (Sierra Leone); to learn ways of improving the economy after military rule (Ghana); to transform the political culture (Ethiopia) and inculcate the concepts of nationalism, unity and inter-dependence among citizenry of new nations with diverse populations (Nigeria). Other countries use Social Studies to solve their peculiar problem.

SELF ASSESSMENT EXERCISE II

Under these headings, state broadly how social studies education can help in preparing pupils (students) toward the task of nation-building in Nigeria:

1) Knowledge 2) Character/Behaviour 3) skills

OTHER WAYS SOCIAL STUDIES EDUCATION CAN BE USED TO PROMOTE THE TASK OF NATION-BUILDING IN NIGERIA
Social studies education is a problem solving course of study. It deals with societal issues and problems and prescribes effective ways of solving them. Social studies centres principally round man and his activities in his physical and social environment. It is in view of this that Kissock (1981) saw the subject as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with each other, themselves and their world.

Social studies is a corrective subject that is geared towards helping learners to achieve self-realization and self- actualization through its inter-disciplinary nature. It entails the training, orientation and utilization of social skills knowledge and values by individuals in order to become functional and effective citizens of the society. It is also used in developing national consciousness and commitment in students as necessary ingredients for national development.

Social studies uses its integrated approach in helping students (citizens) to develop their political literacy and encourage democratic values and principles for the promotion of functional citizens. It propagates and inculcates the philosophy of living in unity and harmony as one indivisible nation founded on the principle of freedom, equality and justice.

In social studies education pupils are taught all the activities of life. They are introduced to various forms of learning. They learn to be constructive and artistic. They are taught that mere adherence to hardwork is insufficient but are made to realize the appreciation of work (dignity of labour). The learners are taught to be creative, imaginative and assess situations. They must be critically minded and be able to contribute to aspects of national growth such as economic, social, political and cultural.

The learners in social studies education are taught to be able to adapt to situations and possess the ability to solve some immediate environmental problems. They are taught to apply scientific ideas and erase from their minds superstitious beliefs especially in this changing world. Learners are made to know that no society is isolated and that interdependency is important.

In social studies education students get to know that the physical environment is the controlling factor of much existence and contains a lot of diseases which are caused by carelessness, negligence and laziness. They are taught how to live in clean environment. The causes of some of the diseases, their symptoms, mode of transmission and curative measures are taught to help in taking preventive measures.

Ideas of dedication and sincerity are taught in social studies education. Learners are encouraged to utilize their hands and skills. Since social studies is a practical subject, learners engage in practical activities and manual labour. Learners are sent on excursion to places of interest from which they collect data based on what they have seen and learnt.

Social studies as a subject is largely based on socio-cultural, political and economic inculcation of honesty, fair play, hard work, patriotism, obedience, discipline, loyalty, respect, self-confidence, among others and serve as corrective tool in curbing some of the vices or problems in our society. Learners of social studies are equipped with vast knowledge of the society, its components, attributes, problems and measures of solving persistent problems.

4.0 SUMMARY AND CONCLUSION

In different countries of the world, Social studies education has been deliberately introduced to the curriculum of schools – primary, secondary teacher training and tertiary institutions to address problems peculiar to their respective environments. It is an area of study that has a lot to contribute towards the attainment of national objectives. This is because it involves the adult and the young within the society to develop their competencies to enable them to solve and manage the socio-political and other forces arising in their midst.

Okam (1996) particularly stressed the desirability of exploiting the content of social studies for the purpose of assisting individuals to cultivate virtues that would transform them to citizens with skills, attitudes, knowledge, competencies, moral values and reasoned judgement to effectively live, interact and contribute to the economic, social and political setting. The role of social studies, in this regard, would capitalize on the training of learners and students, to promote interaction among citizens, promoting feelings of oneness in a nation. These point to the utilitarian values of social studies education for the overall purpose of building a virile and united nation in Nigeria.

5.0 TUTOR-MARKED ASSIGNMNET

Summarise the use of Social studies education in promoting the development of well-behaved citizens as part of nation-building in Nigeria.

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UNIT 2   PATTERNS OF NATION – BUILDING

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1.0 INTRODUCTION
Nigeria is a multi-ethnic nation as a result of which it is referred to as a country having cultural pluralism. This means it is made up of several cultural groups (numbering between 250 and 400) each of which has a distinct way of life. Each of the group has its language, dressing mode, religious practices, marriage customs, building styles, child rearing practices etc.

You will recall that a nation has in an earlier unit been defined as a group of individuals who are not only living together but are also united with harmony or agreement of aims and feelings of mutual love and sympathy fairly as a result of common heritage. From such a definition, Nigeria's ethnic group appear to be individual nations making the country a multi-national society.

The idea of nation-building implies efforts geared towards bringing together all of these different smaller national groups into one bigger united nation called Nigeria. This effort to integrate the different groups is a very big task which undoubtedly is never quite smooth. Consequently, cultural, political, economic and social problems frustrate the efforts.

The purpose of this unit is to further clarify the meaning of the term "nation" and the phrase "nation-building" and its processes as well as a nation-building in Nigeria.

2.0 OBJECTIVES
At the end of this unit, you should be able to:
i.   distinguish between the concepts of "state" and "nation";
ii.   explain the concept of nation-building and its processes; and
iii.   mention place of social studies education to nation-building.

2.1 HOW TO STUDY THIS UNIT
i.   Read clearly through this unit and take careful note of its main ideas and technical words.
ii.   Think through what you have read to make sure you have understood any new idea when introduced.
iii. Re-read complex areas where necessary.
iv.   Ensure that the activities and the TUTOR-MARKED ASSIGNMENTS set out are done.

2.2 WORD STUDY
Multi-ethnic   -   made up of many different language groups, that is, speaking different languages
Integration   -   to unite; to bring together parts and to form one whole
Mould   -   to give something a particular shape or form
National consciousness – awareness of national affairs
Patriotism   -   strong feelings of love and commitment to one's country
Identity   -   who you are, or what your name is
Principality (plural, Principalities)   -   a state or country ruled by a prince.

3.0 Main Content
3.1 THE CONCEPT OF "STATE" AND "NATION"
A difference exists in the technical or specialized usage of the terms "state" and "nation" among social scientists. A 'state' usually refers to any organized community of people occupying a territory with defined boundaries and having its own apparatus of government. This term 'state' may apply to a whole country or to a part of a federal republic.
In addition to all the characteristics of a state, a 'nation' is different because it is made up of people that share a strong feeling of oneness or unity not withstanding their differences in language, religion, and other aspects of culture. The people of a nation identify with each other irrespective of their religious or language differences, and their level of cooperation, understanding, and tolerance of each other as well as a consuming desire for the survival of the nation.

SELF ASSESSMENT EXERCISE I
Explain the single attribute that distinguishes a "nation" from a "state".

3.2 THE CONCEPT OF NATION-BUILDING
The concept of nation-building, according to Almond and Powell (1962), is the bringing together of tribes, and groups to a larger central political system. Nation-building is also the implementation of processes that are geared towards recomposing the nation's institutions so that they can reflect the wishes, needs and aspirations of the wider society (Taylor – Kamara, 2010).

Nation-building refers to the process of constructing or structuring a *national identity* using the power of the state. Nation-building is like a construction work. According to Ali Mazrui (1972) it refers to the work needed to turn several fragile or independent

states or communities into more secure, integrated nation. The work requires inventing new institutions for the management of tensions between groups; constructing bridges between tradition and modernity, erecting new patterns of relationships, and having foundations for a new national heritage.

Nation-building, in the modern era, also includes the creation of *national paraphernalia* such as *flags*, *anthems*, *national days*, *national stadiums*, *national airlines*, *national languages*, and *national myths*. At a deeper level, national identity needed to be deliberately constructed by molding different ethnic groups into a nation, especially since in many newly established states *colonial* practices of *divide and rule* had resulted in ethnically heterogeneous populations.

Nation builders are those members of a state who take the initiative to develop the national community through government programmes, including military conscription and national content mass schooling. Nation-building can involve the use of propaganda or major infrastructure development to foster social harmony and economic growth.

SELF ASSESSMENT EXERCISE II
1. Explain in your own words what is meant by nation-building.
2. List five (5) processes involved in nation-building.

3.3 THE PLACE OF SOCIAL STUDIES EDUCATION TO NATION-BUILDING

The place of Social Studies education to the development of the country cannot be underestimated. In this case, when we think of functional education for nation-building and development, it is in terms of balanced growth in the society as a whole and this involves rationalization of attitude, national integration, high standard of life for the population and the acquisition of knowledge and skills. The peculiar characteristics of Social Studies in Nigeria are the extent to which it helps in national-building. One of social studies extrinsic functions is to integrate the nation, which is the real meaning of nation-building. This is why as a qualitative and functional education, Social Studies should be made available to all the citizens of the countryin consonance with the Federal Government of Nigeria's (2013) National Policy on Education, which provides the basic philosophy, and policy for national education. The philosophy of Nigerian education, lays strong emphasis on fostering a feeling of oneness amongst Nigerians which will lead to meaningful national integration and development which are the essence of nation-building.

To buttress the above, the Social Studies objectives were formulated in the light of these basic educational ideas and philosophy of the nation. The under-mentioned are some of these objectives, which are, among others to:
*   inform the child and help him know about the physical and economic environments in which he lives;
*   make the child become aware of the natural, economic, religious, cultural and other man-made resources around him;

- make the child know the culture of his people as well as those of other people in Nigeria;
- help the child understand the diversity among the peoples of Nigeria and the wider world and to lead him on to see the cooperation and interdependence among them;
- make the child appreciate and respect the cultural diversity in Nigeria and the world at large and to help him realize the need for cooperation, unity and peace in this country and in the world at large;
- develop in the child socially desirable and positive attitude towards other people and towards citizenship; to enable him to contribute his best towards the welfare of the society and the building up of a strong and united Nigeria;
- help the child to develop a capacity to learn and acquire abilities such as judgment, criticism, analysis and in literary arts. (These are mental skills).

From the above goals and objectives, Social Studies lays much emphasis on the INTEGRATION of the nation, which is a critical aspect of nation-building. Social Studies has it, as one of its objectives, to inculcate in the student or learners the knowledge of the culture of his people as well as those of other peoples of Nigeria. This will enable the learners to appreciate cultures other than his own and therefore tolerate each other.

Social Studies enables the learners to understand the diversity among the people of Nigeria and further leads them to see the cooperation and interdependence among them which are among the major elements of nation-building. Similarly, Social Studies enables the learners to develop positive attitudes towards other people and towards citizenship and also to contribute their best towards the welfare of the society and the progressive building of the country. This will make the students participate actively in the development of Nigeria when they become of age.

In addition to the above, Social Studies can play the role of nation-building successfully by exposing the learners to those factors that unite the nation. These factors include: economic ties, cultural ties, historical ties, religious ties and social ties, among others. Finally, as one of its numerous processes in contributing to nation-building, Social Studies further teach the learners other things that bind them together in unity. Examples are intermarriage, similar religion, political affiliations, games and sports. Teams like Super Eagles, Flying Eagles and Educational Institutions are fora through which national unity are promoted. Others are the national symbols such as National Pledge, National Anthem, National Flag, Nigerian Coat of Arms and common currency, as a medium of economic inter-relationship and inter-dependence.

SELF ASSESSMENT EXERCISE III
Mention two (2) areas social studies education can contribute to nation-building in Nigeria

4.0 SUMMARY AND CONCLUSION
Nation-building involves turning a multi-cultural into a homogeneous society having popular strong feeling of oneness. It implies bringing together different "states" to

form a strong and stable nation. The work entailed in nation-building is not an easy one. It involves five distinct processes which include promotion of cultural fusion, economic, interdependence and social integration. Other process is building of institutions for conflict resolutions in addition to promoting national consciousness and patriotism.

Problems confronting attempts at nation-building in Nigeria include language barrier, ethnicity, illiteracy, poverty, religious intolerance, shortage of noble visionary leaders, as well as poor transport and communication facilities.

Social Studies as a functional school discipline, is capable of contributing to nation-building. Its role as it affects the child in having respect and regard for other peoples' cultural outlook in Nigeria's concerted efforts toward nation-building has been discussed. This is because the child lives in the society and is connected by a network of social relations with its members and shares its customs and ways of life. All these consequently help the child to participate effectively in the nation-building process in Nigeria.

5.0 TUTOR-MARKED ASSIGNMENT
1.   Identify any four (4) problems of nation building.
2.   Explain the problem of cultural fusion in nation-building.

6.0 REFERENCES

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UNIT 3   IDEOLOGICAL BASIS OF DEVELOPMENT

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1.0 INTRODUCTION
Ideology is a system of ideas and principles on which a politico-economy theory is based. It is a body of ideas that reflects the beliefs of a nation, its political system and class. It is a body of ideas reflecting the social needs and aspirations of an individual, group, class or culture (The Free Dictionary). These serve as a guide or a compass by which development is driven. They serve as a reference point by which efforts towards development can be measured or assessed. They help to focus and not dissipate national energy towards its developmental goal. It has also been defined as a system of ideas and ideals forming the basis of a political and economic theory. In other words, it is a development theory which, according to Wikipedia, is a conglomeration or a collective vision of theories about how desirable change in society is best achieved. Such theories draw on a variety of social science discipline and approaches. One of these approaches is through the modernization theory, used to analyze in which modernization processes in societies take place. The theory looks at which aspects of countries are beneficial and which constitute obstacles for economic development. The idea is that development assistance targeted at those particular aspects can lead to modernization of 'traditional' or 'backward' societies. Scientists from various research disciplines have contributed to modernization theory.

2.0 OBJECTIVES
By the end of this unit, you should be able to;
i.   explain the concept of development and growth;
ii.   state difference between development and modernization; and
iii.   explain the concept of ideology and its approach to development.

2.1 HOW TO STUDY THIS UNIT
As you read through this unit,
i.   It is adviseable you have your dictionary by your side to assist you go through the passages in this unit. Some words need check-up to fasten and deepen your understanding.

ii.   You are also advised to read the unit over and over, to pay attention to the main issues under discussion in this unit.

iii.   Attempt the SELF ASSESSMENT EXERCISE and the TUTOR-MARKED ASSIGNMENT.

2.2 WORD STUDY

Modernization	-	the process of modernizing something
Ideology	-	a body of ideas reflecting the social needs and aspirations of an individual, group or class, serving a basis for development
Conglomeration	-	a collection of many different type of things
Approach	-	a particular way of thinking about dealing with something
Strategy	-	a plan or method for achieving something, especially over a long period of time
Technocratic	-	doing things the way of a technocrat
Technocracy	-	government by scientists, engineers and other such experts
Trendiness	-	act of being consistently fashionable
Fix	-	something that solves a problem
Delink	-	detach, separate.
Deregulation	-	removal of regulations or restrictions from
Recipe	-	to be a recipe for something is making it extremely likely that something will happen.
Disenchanted	-	disappointed and no longer enthusiastic
Erroneous	-	not correct

3.0 MAIN CONTENT
3.1 GROWTH AND DEVELOPMENT

In a variety of contexts, the term 'development' usually figures prominently. In common parlance, the term is used both frequently and rather casually: development studies, problems of development, developing countries, less developed countries, development cooperation, underdevelopment, development aid, development strategies, development policy and so forth. So, what do we mean by 'development'?
Implicit in almost every use of the term 'development' is the notion that some countries and regions of the world are extremely poor, whereas other countries, representing a relatively small fraction of the world population, are very prosperous. The discussion of development is always tied up with basic questions like: why are poor countries poor and rich countries rich? Why do poor countries lag behind rich countries in the development of their standards of living? How can poor countries become more prosperous? How can poor countries catch up with the rich countries? In this sense, an important dimension of the concept of 'development' refers to economic growth or more precisely growth of national income per capita.

Development conceived of as economic growth is a quantitative concept and basically means more of the same. Yet, even if we limit ourselves to the economic sphere, it is clear that economic development is more than economic growth alone. Economic development refers to growth accompanied by qualitative changes in the structure of production and employment, generally referred to as *structural change* (Kuznets,

1966). Of particular importance for developing economies are increases in the share of the dynamic industrial sector in national output and employment and a decrease of the share of agriculture. This implies that economic growth could take place without any economic development. An example is provided by those oil-exporting countries such as Nigeria, which experienced sharp increases in national income but saw hardly any changes in their economic structure. Another important qualitative change is *technological change*: the ongoing process of change in process and product technologies, resulting in radically new modes of production and new product ranges (Abramovitz, 1989).

3.2   DEFINITION AND MEANING OF DEVELOPMENT
Development means simply the growth and change of society. According to Meler (1976), it is the quantitative increase of economic activities and social services provided to the people by the government and private sectors, while change is the quality of the economic and social services provided by the public and private sectors. Todaro (1977) sees development as a many-sided process involving changes in structures, institution and attitudes, as well as the acceleration of economic growth, the reduction of inequality and the eradication of hunger and poverty in a given society. Development involves positive changes in the institution, structures, and functions of the society in term of social, political, economic, cultural, and technological dimensions.

Development is often used inter-changeably with the concept of modernization, although it is often perceived as a broader concept denoting a particular change of which modernization is an instance. It is an activity which people do with clear aims in mind and with a certain amount of planning so as to bring about some positive changes in a society. Development transforms man in every respect − socially, economically and politically.

CHARACTERISTICS OF A DEVELOPED NATION
A developed or advanced country is characterized by a stable political system, economic growth, commercial agriculture, industrialization, high living standard, improved adequate health services, functional educational system, improved transport and communication system, etc. Hence we can talk of political, economic, social, cultural, and technological development. Examples of developed nations include Great Britain, France, Japan, and Germany.

SELF ASSESSMENT EXERCISE I
1.   Define and explain the concept of development.
2.   Discuss five (5) major characteristics of a developed country
3.   Give three (3) examples of developed nations

MODERNIZATION
Modernization and development are closely related and have many features in common. For instance, both of them can be internally or externally generated. In developed societies they are internally generated but externally generated in

developing ones. Secondly, the two concepts are aimed at improving the general standard of living and welfare of mankind such as the elimination of poverty, reduction in illiteracy, and in unemployment and attack on endemic diseases. To achieve this, industries, institution of learning, financial institutions such as banks, agricultural projects in addition to roads and bridges were in place.

Both modernization and development, as processes, take place in stages in different countries of the world, hence the level of modernization of development in a country does not remain static. Modernization and development level vary from one part of the globe to another, and in Nigeria from one part of a state to another. Development is more often than not planned in a country during a development plan and is more closely associated with changes in the economy.

Political scientists, on the other hand, view modernization as a move from pre-modern political system to a modern type, characterized by democratic processes such as voting and election, political parties and constitutional provisions. Technologically, modernization is achieved through a change from the use of simple traditional techniques and tools to the application of modern scientific knowledge leading to industrialization. Generally, modernization is a process of social, economic, cultural and political technological changes whereby less developed nations acquire characteristics common to the more developed and advanced societies.

CHARACTERISTICS OF MODERN SOCIETY
The major characteristics of modern society include:
Modern educational system, specialized political system involving democratic processes, cultural advancement, commercial agriculture, industrialization, economic growth, improved health services, modern means of transport and communication, advanced science and technology.

SELF ASSESSMENT EXERCISE II
1. Define and explain the concept "modernization'
2. Discuss five (5) major characteristics of modern society
3. Distinguish between modernization and development.

Ideological basis to development
In discussions of development issues, two general approaches can be distinguished (Myint, 1980). They are:
i.   *The fight against poverty:* This approach focuses on the problems of widespread poverty, hunger and misery in developing countries and on the question of what can be done in order to realise improvements of the situation in the *short term.*
ii.   *The analysis of long-term economic and social development:* This approach concentrates on comparing developments in different countries, regions and historical periods in order to gain a better understanding of the factors that have *long-term* effects on the dynamics of socio-economic development.

1.   The fight against poverty approach
One of the characteristics of the first approach is a strong involvement with the problems of developing countries and their inhabitants. Most people who study

development issues do so because they feel that present levels of poverty, misery and injustice are simply unacceptable. Their aim is to arrive at concrete recommendations for action. This approach is closely linked with development policies and strategies at international, national, regional or local levels. Some people choose a technocratic interpretation, focusing on policies, instruments and projects. Others choose a more radical--political interpretation. The latter argue for political action in order to achieve dramatic changes in the existing order of things.

A potential drawback of strong involvement is a certain trendiness in thinking about development. To illustrate this, one can point to the endless succession of ideas and slogans that have played a role in post-war discussions of development: the idea that large-scale injections of capital are the key to development ('big push'); the 'small is beautiful' movement; human capital as the missing link in development; the green revolution as a technological fix for agricultural development; community development; appropriate technologies; basic needs; integrated rural development; self-reliance; delinking from the world economy; the New International Economic Order; market orientation and deregulation; promotion of the informal sector; structural adjustment policies; or sustainable development.

2.   The long-term economic and social development approach

The long-term approach to development is more detached. One tries to comprehend why, in the long term, such great differences in development have occurred in the different parts of the world (Szirmai, 1993). One tries to identify the factors that may help to explain different patterns of development, such as the accumulation of production factors, the efficiency with which these factors of production are being used, technological changes, external political and economic influences, historical factors, institutions and cultural differences. Economic and social policies figure among these factors, but considering policy as only one of many relevant factors may help to deflate immoderate pretensions and hopes of policy makers, politicians and scientific advisers.

The long-term approach emphasizes that economic growth in its modern form is intimately associated with the economic development of the Western countries since the mid-eighteenth century (Landes, 1998; Maddison, 2001). Therefore, the history of the economic development of prosperous European and North American countries will often serve as a point of reference in comparative discussions of the experiences of developing countries. This is not simply to advocate the copying of Western solutions by developing countries. Rather it is hoped to gain an insight into the similarities and differences in development processes.

The choice between the two approaches is not a matter of all or nothing. Both are important. It is perfectly legitimate for politicians, policy makers, engineers, entrepreneurs or aid workers to ask for support and advice from scientific researchers and development experts. Also, strong involvement with the plight of individuals in developing countries does not preclude independent judgement or critical analysis. On the other hand, a long-term approach offers a starting point for a realistic assessment of the effects of national and international development strategies and policies. It

provides us with greater insight into the significance and scope of socio-economic policies amid the many factors that impinge on processes of development.

SELF ASSESSMENT EXERCISE III
Either summarize the key issues about the 'fight against poverty'idea to development or
State briefly the main points in the 'long-term economic and social development' approach to development

4.0 SUMMARY AND CONCLUSION
In this unit, three key concepts which are woven around the theme of nation-building have been clarified. These are growth, development and modernization. This is because they are goals which human societies world-wide strive to attain. It is a goal towards which Nigerians and its government are working in the task for nation-building. Two approaches have been identified before you, in this struggle for development or modernization. The first is the sudden, immediate and interventionist angle, sponsored by outside multinationals and push down the throats of local peoples. The second takes a longer time, based on studies of the local scene first. But it is often lost in sloganeering. The choice between the two is that of the political class in any developing country.

5.0 TUTOR-MARKED ASSIGNMENT
Prepare a short essay to explain whether Nigeria has been developing or not in the last five years

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UNIT 4   THE PATTERN OF LIFE IN URBAN AND RURAL AREAS IN NIGERIA

CONTENTS
1.0   Introduction
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        2.1 How to Study This Unit
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        3.1   Urban Life
        3.2   Characteristics of Rural Life
        3.3 Studying Rural and Urban Life Through a Set of Criteria or Guidelines
4.0   Summary and Conclusion
5.0   Tutor-Marked Assignment
6.0   References

1.0 INTRODUCTION
In this unit, you would be confronted with learning what urban life and rural life mean. When somebody says you are a 'rural' man; or a 'village' man, people immediately conclude that you are from a 'rural' area, from the countryside, and not from the town, urban, or the city. In those days, Lagos people proudly looked down at people from outside Lagos as 'ara oke', people from the interior, who are not as civilized as those living in Lagos. Those from cities tend to look down on those from the rural, countryside. At the back of people's minds are the social, cultural, political and economic angles through which urban and rural life are viewed. Definitions of urban and rural life suffer from limitations. There is no consensus on the definition.
As you go through this unit, you can develop some indicators or yardsticks to work out what you would consider rural and urban. Our first step, however, is to understand what, in some detail, urban life and rural life mean.

2.0 OBJECTIVES
By the end of this unit, you would be able to:
i.   explain the meaning of rural and urban life in Nigeria;
ii.   discuss the common characteristics of living in rural and urban settings in Nigeria; and
iii.   explain the differences between rural and urban life in Nigeria.

2.1 HOW TO STUDY THIS UNIT
i.   Read carefully through this unit.
ii.   There are two concepts that you should understand in very clear terms.
iii.   Read the unit again and try to associate the two concepts with the role of Social Studies which places importance on man's environment in whatever he does or in whatever happens to him.
iv.   See if you can link where a man lives to the kind of contribution he makes to the life of a country.
v.   Attempt the activities and the TUTOR-MARKED ASSIGNMENT.

2.2 WORD STUDY

Urban -   relating to towns and cities (urbanized; living in a city or town after living in the countryside).

Rural   -   relating to the countryside or in the countryside.

Life   -   particular way of living and the experiences you have; mode of existence.

Rurality -   the characteristic of the countryside rather than the town

Pattern -   a series of actions or events that together show how things normally happen or are done. Pattern also means an arrangement of repeated or corresponding parts.

3.0 MAIN CONTENT

3.1 URBAN LIFE

Many families and individuals find themselves, at least at some point, questioning the advantages of rural versus urban life. Quality of life is one of the central issues to consider in any comparison between rural versus urban living. While a case can be made for either location as being the best place to live, it is worthwhile to consider how these two options, rural versus urban, are similar and different. Important factors such as the capacity to make general choices, diversity, health, and employment concerns all influence both sides of the comparison and although each of both rural and urban living offer great benefits, yet they both have a seemingly equal number of drawbacks. Rural and urban areas are generally similar in terms of human interaction but differ most widely when diversity and choice are issues.

There are a number of positive as well as negative factors that contribute to the overall quality of life in urban centres and if there is any general statement to be made about urban living, it is that there is a great deal of diversity and choice. In urban areas, there are many more choices people can make about a number of aspects of their daily lives. For instance, in urban areas, one is more likely to be able to find many different types of food and this could lead to overall greater health since there could be a greater diversity in diet. In addition, those in urban areas enjoy the opportunity to take part in any number of cultural or social events as they have a large list to choose from. As a result, they have the opportunity to be more 'cultured' and are more likely to encounter those from other classes, cultural, and ethnic groups.

Parents have a number of choices available for the education of their children and can often select from a long list of both public and private schools, which leads to the potential for better education. It is also worth noting that urban areas offer residents the possibility to choose from a range of employment options at any number of companies or organizations. Aside from this, urbanites have better access to choices in health care as well and if they suffer from diseases, they have a number of specialists to choose from in their area. According to one study, "rural populations show poorer health than their urban counterparts, both in terms of general health indicators (i.e. standardized mortality, life expectancy at birth, infant mortality) and in terms of factors such as motor vehicle accidents and being overweight". This could be the result of less reliance on vehicles in urban areas as well as greater emphasis on walking. Despite the conclusions from this study, however, there are a number of drawbacks to urban living as well. Although the life expectancy in cities may be

higher, yet pollution (noise and atmospheric) is an issue that could impact the overall quality of life. In addition to this, overpopulation concerns can also contribute to a decrease in the standard of living.

SELF ASSESSMENT EXERCISE I
1.   Explain five (5) reasons why people like living in urban areas.
2.   Discuss four (4) disadvantages of living in cities.

3.2   CHARACTERISTICS OF RURAL LIFE

Rural places do not offer the same level of choice and in very isolated areas one might be forced to commute long distances to find even a remote selection of the diversity common in urban centres. Still, despite this lack of choice, there are a number of positive sides to rural living in terms of quality of life. For instance, living in a rural area allows residents to enjoy the natural world more easily instead of having to go to parks. In addition, people do not have to fight with the daily stresses of urban life such as being stuck in traffic, dealing with higher rates of crime and, in many cases, paying higher taxes. These absences of stressors can have a great effect on the overall quality of life and as one researcher notes, "People living in rural and sparsely populated areas are less likely to have mental health problems than those living in urban areas and may also be less likely to relapse into depression or mental illness once they have recovered from these in more densely populated areas".

The lack of daily stress found in cities from external factors (traffic, long lines, feeling caged, etc) has much to do with this. While in the urban centres there may not be a large number of stores and restaurants to choose from, those in rural areas have the benefit of land upon which to grow their own food, which is much healthier. Although urban populations have large numbers of social networks and networking opportunities, rural communities offer residents the ability to have long-lasting and more personal relationships since they encounter the same people more frequently. While there are not as many schools to choose from and sometimes rural schools are not funded as well as some others, children can grow up knowing their classmates and experience the benefits of smaller classrooms.

One of the drawbacks to living in a rural area, however, is that unlike urban areas, residents do not have the best opportunity to choose from a range of employment options. While they can commute to larger towns, this gets expensive and is not as convenient as working close to their residence. In general, if there is any statement to be made about the quality of life of rural living, it is that there is a greater ability to connect with people and the landscape. The quality of life in urban areas is similar to that in rural areas in that both involve a high degree of socialization, even if on a cursory level. Where they differ most noticeably is in the availability of choices and diversity, especially when vital factors (healthcare, education, and employment options) are concerned.

SELF ASSESSMENT EXERCISE II
1.   From the passage, state three (3) characteristics of rural life.
2.   Explain, using the passage, why people choose to move to the urban areas instead of remaining in the rural areas.

3.3   STUDYING RURAL AND URBAN LIFE THROUGH A SET OF CRITERIA OR GUIDELINES

Some topics, such as incomes and qualifications, show 'two countrysides' – a better off, less sparse and more accessible one, and a less populous and isolated sparse countryside. Patterns within urban areas too differ, ***while no single rural/urban classification can be used for all geographies, using such a product helps to better understand the differing characteristics of rural and urban areas in a consistent, transparent way.*** For rural/urban differences, and a greater understanding of rural/urban differences in general, the table below is of interest. (The table has topics that would enrich your study of rural and urban life generally. You should use it to fill in those aspects that are relevant to, or different from, your own knowledge of the situation in Nigeria generally, and those of where you are located, in particular).

Table illustrating Differences between Rural and Urban Life

S/N	Rural Life	Urban life
1	Environment: Close / direct contact with nature. Preliminaries influenced by natural environmental elements like rain, heat, drought, frost, sow etc. over which there is no control.	Greater isolation from nature. Predominance of manmade (artificial environment).
2	Occupation: Agricultural is the fundamental occupation. Majority of population is engaged in agriculture. Neighbors of Agriculturist are also agriculturist	No fundamental occupation. Most of people engaged in principally in manufacturing, mechanical pursuits, trade commerce, professions and other non-agricultural occupations.
3	Size of Community: Size of community is very small in size. Agriculturalism and size of community are negatively co-related.	Size of community is large in size. Urbanity and size of community are positively co-related.
4	Density of Population: Density of population is lower. Density and rurality are negatively co-related.	Size of community is large in size. Urbanity and size of community are positively co-related.
5	Homogeneity and heterogeneity of population: More homogenous in social, racial and psychological traits. Negative co-relation with heterogeneity. (Most are agriculturists are directly connected with agriculture).	More heterogeneous than rural. Urbanity and heterogeneity are positively co-related (Different type of population is seen in cities, different places, religions, caste, class race, community, economic and cultural differences, occupations and behavioral pattern also different).

6	Social Differentiations: Low degree of social differentiation	High degree of social differentiation
7	Social Stratification: More rigid Fewer economic, occupational, and sociopolitical classes. Less social stratification than urban.	Less rigid Urban community is much more strategic than the rural with having much more economic, occupational and social political classes.
8	Social Mobility: Mobility is less intensive. Territorial, occupational and other forms of social mobility of the population are less intensive. They follows same occupation, stay in the same village	Social mobility is more intensive. People change occupation and even leave places in search of new and better occupation
9	Social Interaction: Less numerous contacts. The area of interaction system is narrower. More professional, simple, face to face. Informal, sincere relations.	More numerous contacts. Area of interactions is wider, the relation are superficial and short-lived. The popular are more formal and showy.
10	Social Solidarity: Social solidarity or cohesiveness and unity are stronger / greater than urban. Common traits, similarity of experiences, common aims and purposes, common customs and traditions are the basis of unity in village. Strong sense of belonging and unity.	Social solidarity is less stronger than rural, dissimilarities, division of labour, interdependence, specialization, impersonal, strictly formal relationships results comparatively less sense of belonging and unity.
11	Social Control: Social pressure by community is strong. Conformity of norms is more by informal social pressure.	Control is more by formal impersonal means of laws, prescribed rules and regulations.
12	Social Change: Rural social life is relatively static and stable.	Urban social life is under constant and rapid social change
13	Culture: Sacred (Religious) culture.	Secular (Non-religious) culture.
14	Leadership Pattern: Choice of leadership more on the basis of known personal qualities of individual, due to greater face to face contacts and more intimate knowledge of individual.	Choices of leadership is comparatively less on the basis of know personal qualities of individual
15	Group: Rural society is simple Unit-group society	Urban society is complex multi-group society.

16	Social Institutions: Most of the institutions are natural outgrowth of rural social life. Less enacted institutions.	Numerous enacted institutions.
17	Standard of Living: Home conveniences, public utilities, educational recreational religious, medical, communication and other facilities for living can be provided if supported by sufficient population base	In urban areas such conveniences and facilities are provided due to greater density of population
18	Standard of living is low.	Standard of living is high.

Source: Current Category Rural Sociology and Educational PsychologyAgriInfo.in © 2011

SELF ASSESSMENT EXERCISE III
1. Using the Table and the information therein, pick five (5) out of the criteria and use Nigerian examples to support the criteria.
2. From the facts supplied on the Table, pick five (5) reasons why you think urban life contributes more to the development of Nigeria than rural life.

4.0 SUMMARY AND CONCLUSION
Environment is a key aspect of Social Studies education, as the pivot of the subject is the study of man in all aspects of environment. You have gone through this unit and have been able to learn and understand how living in a rural environment leads to a pattern of life remarkably different from that of living in the city. Each location or environment has its advantages and disadvantages. But as you have also learnt and assessed, no matter where you find yourself, rural or urban, village or town/city, there is opportunity to contribute one's quota to the development of the nation. Those areas in which you can contribute are there for you to take up, as a good citizen.

5.0 TUTOR-MARKED ASSIGNMENT
1. Discuss, along with your colleagues, where you would prefer to live for the rest of your life – in the city or in the village?
2. Using the criteria of Healthcare, Education and Employment, where would you want to live under present – day Nigerian conditions?

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UNIT 5   COOPERATION AND CONFLICT

CONTENTS
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      3.1 Meaning of Cooperation
      3.2 Conceptual Definition of Conflict
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5.0   Tutor-Marked Assignment
6.0   References

1.0 INTRODUCTION
This unit introduces you to the concepts of Cooperation and Conflict. In it, you are exposed to the meanings of the two concepts, and their importance to the main theme of Module 3, which is nation – building. It is intended that your understanding of the concepts will be stimulated and improved upon as you grapple with the study of the concepts. Bear in mind that cooperation is an essential ingredient in the life of a nation that is keen to succeed and lift the living standards of its people. It is when all hands are on deck that a nation can progress and grow. Similarly, no nation or society can advance meaningfully in a situation of conflict. But when there is peace, everyone is happy and is able to relate well with other members of the society and move the society and country forward. In this cordial atmosphere, development picks up rapidly and thrives.

2.0 OBJECTIVES

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

i.   define and explain the concepts of cooperation and conflict;

ii.   discuss why people cooperate and should avoid conflict;

iii.   discuss three (3) ways of promoting cooperation in society;

iv.   explain why conflict can be helpful rather than harmful in promoting development; and

v.   explain ways cooperation and conflict can be used to promote development in Nigeria.

2.1 HOW TO STUDY THIS UNIT
Study the whole unit carefully, read the recommended text books, answer the questions in the activities as well as those in the TUTOR-MARKED ASSIGNMENT.

2.2 WORD STUDY

Irreconcilable	-	irreconcilable opinions, aims or disagreements are so opposed to each other that it is difficult to reach an agreement.
Divergence	-	difference in the way two or more things develop from the same thing.
Mutual	-	experienced or expressed by each of two or more people about other; reciprocal; common to be shared by both.
Intrinsic	-	belonging naturally; essential
Negativism	-	a tendency to be unconstructively critical; any skeptical or derisive school of thought
Catalyst	-	a person or thing that causes a change; a substance that increases the rate of a chemical reaction without itself suffering any permanent chemical change.
Creativity	-	the ability to create new ideas or things, using your imagination

3.0 MAIN CONTENT
3.1 MEANING OF COOPERATION
What is Cooperation?
Co-operation is doing something or being with people with mutual interest for some purpose. It is the process of working or acting together, willingness to cooperate, to help out or get involved, including others, encouraging, sharing, working together and willing to **Have a Go.**

Cooperation is the expression of the commitment, by two or more individuals, groups or entities, to collectively take the steps necessary to achieve a common goal or outcome. The incentive for cooperation often originates from the recognition that collective action can produce greater benefits than if the parties involved acted alone. For example, business owners engaged in the same industry may choose to cooperate in promoting their common interests. By pooling resources, and coordinating their efforts, this cooperation can generate greater results in a more efficient manner than if each owner pursued the same goals autonomously.

Note: These synonyms provide additional valuable insights to the concept of cooperation.
assistance, helpfulness, help, helping hand, aid
collaboration, joint action, combined effort, teamwork, partnership, coordination, liaison, association, synergy, synergism, give and take, compromise.

SELF ASSESSMENT EXERCISE I
1.   Discuss why people cooperate.
2.   Suggest in your own words meanings of cooperation from those listed in this unit.

3.2 CONCEPTUAL DEFINITION OF CONFLICT
The word 'conflict' is derived from the Latin word *"confligere"* meaning to 'strive together'. The word is as old as mankind, because it has been in existence in all

spheres of human life since the inception of the world. Conflict is thus, an integral part of human existence. It revolves around man's daily endeavours and particularly his interactions with other men and groups. It is, therefore, a relationship issue. As long as man continues to multiply himself on earth, breeding people with different backgrounds, social and political outlooks, economic status, religious and ethnic divergence, there will always be conflict.

Lexically, according to Webster Dictionary, Vol. 1, 1971, conflict means: to strike, a fight, struggle or battle, clash, contention, confrontation, a controversy or quarrel, active opposition, strife or incompatibility, to meet in opposition or hostility, to contend, to be contrary or to be at variance.

Conflict also means contradiction arising from differences in interests, ideas, ideologies, orientations, beliefs, perceptions and tendencies. Although, conflict is a normal, natural and inevitable phenomenon in any interactive situation of human life, contradictions exist at all levels of the society: intra - personal, interpersonal, intra - groups, inter - group, institution, intra - national and interpersonal.

Many scholars have come up with different definitions, concepts, views or school of thoughts of conflicts from a more intellectual platform all over the world. Wright (1990) defines conflict as opposition among social entities directed against one another. He defined it as opposition among social entities, independently striving for something of which the resources are inadequate to satisfy all. Competitors may not be aware of one another, while they are parties to a conflict.

Two points which are directly related to conflict analysis and management can be deduced from this definition. First, is that contrary to the old perspective which regards conflict as abnormal, it is not inevitable. Conflict is not necessarily negative in itself. It is often a by – product of social change and may lead to constructive transformation. Second, conflict arises when disagreement emerging from competition cannot be resolved. It follows, therefore, that conflict management has to begin with and include management of supposedly simple competition. The third point that can be inferred from Wright's definition which is that conflicts are themselves processes that tend to degenerate from non-violent to violent and from crisis to full-scale war.
Conflict is the result of irreconcilable differences between two parties. The parties may be individual or groups within a state. When those parties have opposing views about how some social, political, religious, cultural or ethnic situations could be organized, conflicts do arise. Conflict results from the social interaction of people who vie for personal existence in a milieu of scarce resources.

Practical manifestations of Conflicts in Nigeria
Everywhere humans are involved, be it in the family, in school, the communities, market square, streets, in society, in government, workplace, religious institutions, peer group, one hears people talk about peace and the desire for peace. Any incidents to conveying conflict situation appear to generate biting, and, perhaps, phobia in the mass of the people. For example, there is an ever-growing incidence of intra-personal conflicts, occasioned by individual's survival pressures. There is also the fact that

given one's personal values and desires, decisions must be arrived at or reached as to "how to manage scarce resources to satisfy a wide range of needs. . . . . . " (Ohajanwa, 2011 p. 56).

There are ethno-religious conflicts, conflict between government and labour unions, inter-personal conflicts, conflict in marriages and families, conflict within one's workplace, intra and inter-community conflicts, inter-state conflicts, conflict with a peer gang or group, conflict between civilians and uniformed men, police and the army, conflict between students and their educational institutions' management, conflict between leaders and followers, many conflicts in school as a result of differing cultural and social backgrounds of the students and staff, international conflicts, etc.

The Nigerian schools are not free from conflict. For example, senior students are known to bully the junior students. There may be conflict in schools over breaking school rules. Teachers who have inflicted physical punishment on students or reprimanded them for being part and parcel of academic disruptions or destructive behaviours have in some cases faced conflict situations with parents. Students fight in school or in school's playground or after school hours. Conflicts in school, largely between students and the school management, have degenerated into violent and destructive acts due to misunderstanding and mismanagement. Irate students have destroyed school property, set teachers, school management and their support staff on the run, and efforts to quell the conflict generated further disturbances. In certain circumstances, when law enforcement agents i.e. the police are brought in, the result is the loss of lives.

There is a general tendency in people to think or believe that there is a conflict-free society or conflict-free human interaction and that conflict is an abnormality in human's social living. This is not totally true as "a conflict-free society would be lifeless with little interest or dynamic quality" (Poponoe, 1974 p.49).

With regard to conflict, the pervasive and tenaciously held to truism is that we have not understood conflict as "a natural, vital part of life," (Crawford and Bodine, 1996 p. iv).

SELF ASSESSMENT EXERCISE II
1.   Explain the meaning of conflict in your own words.
2.   List five (5) sources of conflict in Nigeria.

3.3   CAUSES OF CONFLICT
As earlier mentioned, conflict is inevitable and it keeps occurring in every individual life, either at home, work, social outings or even when we sleeping in our bedroom without interacting with anyone. Although, we are familiar with those inexhaustible things that cause conflicts, but in this context, they can be categorised into four, namely:
•   conflicts over resources;
•   conflicts over psychological needs;

- conflicts involving values; and
- conflicts over inadequate information.

Conflict over Resources

These types of conflicts are usually easy to identify because they can be seen and are more potentially easy to resolve. These conflict occurs when two or more people are competing for inadequate (or perceived to be inadequate) resources over a period of time. The competition may assume negative or destructive dimension when the available resources are not evenly and judiciously distributed. The relatively deprived would always struggle to improve their lot. This view agrees with the Marxian theory of conflict, which posits that the more the rate of unequal distribution of scarce resources in the society, the greater is the basic conflict of interest between its dominant and subordinate segments. He also says that when practices of dominant segment create "alienation dispositions", the more the subordinate segments of the system become aware of their collective interests and question the distribution of scarce resources, the more likely they are to join in overt conflict against dominant segment of a system. Resources that cause conflict include landed properties, money, vehicles, and company ownership/shares, among others.

Conflict over Psychological Needs

Conflicts over psychological needs of groups and individuals are conflicts which cannot be seen but affect the psyche of the individual and group self-actualization, need for individual and group respect, attempt to project one's group to be better than the other. With particular reference to Maslow's theory, he points out that when an individual's psychological need is achieved or satisfied, such an individual becomes dominated by a drive for the other unsatisfied needs through a process he calls "Fulfillment Progression." Examples include structural factor, politics, personality clash, and ethnicity.

Conflict Involving Values

Contradicting values systems such as religious beliefs, ideological positions, and general world view is another factor responsible for social conflict among the interacting parties. Conflict involving values are the most difficult to understand and resolve because most times people could die for what they believe in. According to Weaver, who likens culture to an iceberg, he says "internal culture", is implicitly learnt and difficult to change. That is part of culture that is below the waterline in the iceberg analogy. It includes some of our beliefs, our values and thought patterns, attitudes, non-verbal communication and perception. Beliefs are interrelated and form "belief system", which because they are learnt in life, are difficult to change. Examples of values laden conflicts include the Cold War, terrorism (suicide bombing), religious conflicts such as 1980 Maitatsine crisis, the 1991 Bonke crisis in Kano, the 2002 Beauty Pageant crisis. Others include the September 30, 2005 Cartoon crisis over a Danish newspaper, Jyllands Posten, published cartoons caricaturing Prophet Mohammed, the most recent of all the religious crises in Nigeria is the *Boko Haram* crisis that has killed an estimated 3, 500 people.

Conflict over Information

The last but not the least of the factors causing conflict in any society is "manipulation of information". The pivotal role of information in societal conflict cannot be over-emphasised, they can either be manipulative or constructive. Especially in a widespread conflict situation, the role of information becomes more crucial, difficult and dangerous. When the information system in a society is tampered with, there is bound to be conflict. The information system can be tampered with in different ways. This can be either by feeding people with lies or giving the right information at the wrong time. In our contemporary societies, the quality and quantity of information vary dramatically and dependent on wide range of factors, from level of literacy to social cohesiveness and stability to available technology. Central to the availability and quality of public information is the media (print, audio and audio-visual).

Also, in deeply divided societies, the media can also shape opinion and decisions related to the nature and scope of conflicts, as well as the potential alternatives to conflict, where social, political and economic conflict have degenerated into widespread violence, the role of information in mitigating the effects of violence or in presenting alternatives can be crucial. Because communication is an integral part of conflict, it comes as no surprise that those participating in organised violence often use the media to attack opponents, and "spread disinformation or misinformation" and "rally external and internal support." Some of the communication barriers that are capable of distorting meanings are physical distance, language, and the listeners' value judgement.

SELF ASSESSMENT EXERCISE III

1. Is conflict really an 'abnormality' in human's social living?
2. Explain why conflict cannot be completely got rid of in the world.

4.0 SUMMARY AND CONCLUSION

In this unit, the various definitions of cooperation and conflicts put forward by some scholars were carefully examined. At every stage, the usefulness of these concepts to peaceful co-existence and progress in society was stressed. Causes of conflicts were also discussed, and how these can be managed was highlighted. All this was to sensitize you to the overall theme of the unit, which is nation-building, and what contribution these concepts can make to it. Continue to bear in mind and remember the issue your attention has been drawn to in particular; that cooperation and conflict are tools that can be used in fostering national development. When people play their respective roles and work hand in hand without selfish motives, it would be easy to move towards the goal of improvement. On the other hand, conflicts are a way of life in daily life and can be obstacles to progress and stability. They can however be handled and channeled towards national growth and advancement, if wisely managed.

5.0 TUTOR-MARKED ASSIGNMENT

Give three (3) steps you will take, as a Nigerian citizen, to ensure that conflict is minimized in your community.

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UNIT 6   SOCIAL STUDIES EDUCATION AND SOCIAL ATTITUDES OF DEVELOPMENT

CONTENTS
1.0   Introduction
    3.   Objectives
       2.1 How to Study This Unit
       2.2 Word Study
3.0   Main Content
       3.1 Concept of Attitude (S)
4.0   Summary and Conclusion
5.0   Tutor-Marked Assignment
6.0   References

1.0 INTRODUCTION
All through the Modules, you have been sensitized to the indispensable importance of Social Studies Education to the production of responsible Nigerian citizens in general, and the Nigerian child, in particular. The relevance of the curriculum to the task of nation-building has, thus, been emphasized. An aspect of the value of this subject is in the formation of social attitudes for national development. This is the concern of this unit.

2.0 OBJECTIVES
By the end of this unit, you should be able to do the following:
i.   state at least three (3) objectives of Social Studies Education;
ii.   explain the meaning of attitudes; and
iii.   relate Social Studies Education to nation-building.

2.1 HOW TO STUDY THIS UNIT
i.   Cast your mind back on the previous definitions of Social Studies you have come across to refresh your mind on the subject of this unit.
ii.   Try to relate some of the definitions to the essence of producing active and responsible citizens with requisite skills for nation-building.
iii.   Attempt to relate the justification of the subject focusing on the promotion of the right behaviour, character and attitudes in citizens.
iv.   Master the Word Study and go through this unit steadily.
v.   Attempt all the activities and the TUTOR-MARKED ASSIGNMENT.

2.2 WORD STUDY
Objectives   -   the outcome of instruction or result of predetermined action in measurable terms against set expectations.
Indoctrination -   fill the mind with particular ideas or beliefs.
Values   -   those things considered worthwhile in the society.
Socialization   -   the process of teaching individuals the values, skills and knowledge of the society

Tolerance	-	endurance (of someone or something unpleasant) with forebearance (patience and self-control)
Development	-	growth plus change; advancement
Inculcate	-	instill (push in something gradually but firmly) (an idea or habit) by continous instruction.
Behaviour	-	conducting oneself in a desirable manner, conducting oneself in accordance with accepted norms; way of acting
Patriot	-	loyal person, who supports his/her country
Society	-	community
Social attitude	-	attitude of society

3.0 MAIN CONTENT

3.1 CONCEPT OF ATTITUDE (S)

An **attitude** is an expression of favour or disfavour toward a person, place, thing, or event. Attitude can be formed from a person's past or present. Attitude is also measurable and changeable as well as influencing the person's emotion and behaviour. In lay language, attitude may refer to the distinct concept of **mood**. An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in the environment. Attitude is one of the most important aspects of an individuals' personality. Having the right attitude makes it all the difference. If you take a close look at the most successful people out there, you will see that the individuals, in any career, have positive attitudes. It is important to cultivate positive attitude towards life in order to achieve success in both professional and personal aspirations.

A good attitude leads to success. It is a positive social force. There are numerous "secrets" out there on attaining success. The vast majority of these so called secrets all have one thing in common – attitude. The reasons why people choose not to apply this main secret of success to their own lives remains something of a mystery. One can ask, what do all successful people have in common? When looking for a definition of success, it is a good idea to take a close look at the most successful people out there. What do all of them have in common? If you look close enough, you will see that the most successful individuals in any career all have positive attitudes.

Attitudes form directly as a result of experience. They may emerge due to direct personal experience, or they may result from observation. Attitudes can be learned in a variety of ways. One is through advertisers use of **classical conditioning**, to influence attitude toward a particular product. People also learn attitudes by **observing the people around them**. When someone you admire greatly espouses a particular attitude, you are more likely to develop the same beliefs. For example, children spend a great deal of time observing the attitudes of their parents and usually begin to demonstrate similar outlooks. Social attitudes are very important in society for a number of reasons, particularly as building blocks for nation-building.

1. DEVELOPMENT OF TOLERANCE

Understanding the objectives of Social Studies education in the Nigerian school system helps you to appreciate how the subject can be used to promote the task of nation-building. The subject targets some of numerous social problems that afflict the Nigerian society, and provides favourable attitudes towards building a virile nation. It promotes a feeling of tolerance.

Nigerians have different values and beliefs, depending on their cultural background. Yet these differences are to be sunk in the interest of national unity. A number of Nigerians, however, have failed to tolerate their fellow citizens who have different religious, political and ideological views. A number of public disturbances in some parts of the country have been the result of political and religious intolerance. For a peaceful and united Nigeria, citizens must be made to understand that each social, political and religious group has a right to exist and co-exist.

SELF ASSESSMENT EXERCISE I
1.   Explain two (2) reasons why we must tolerate one another.
2.   Discuss how intolerance can hinder nation-building.

2. INCULCATION OF NATIONAL CONSCIOUSNESS AND NATIONAL UNITY

A very important ingredient in the task of nation-building is working towards the creation of a united nation. Most Nigerians show more consciousness to their ethnic groups, religious denominations and even clubs and societies than the nation. It is important to emphasise the need to be proud of our country Nigeria, because we do not have any other one. Americans are proud to identify themselves as Americans. The British do the same. If we are proud of a thing, we need to do everything possible to protect and preserve it. Hence, every Nigerian needs to develop a sense of attachment, an awareness of and identity with the nation. Social Studies help the child to become acquainted with the national symbols such as the flag, the anthem, the pledge, and the pictures of leaders. If all Nigerians feel committed to the pride and preservation of the country, they would then have one thing in common, national consciousness which they would want to bequeath to their on-coming generations. This common interest and aspiration help to bind them together for national unity.

SELF ASSESSMENT EXERCISE II
1.   State two (2) things you can do to contribute to the building of a united nation.
2.   Mention two (2) things you must avoid in building a united nation.

3. INCULCATING DESIRABLE VALUES AND SOCIAL ATTITUDES

Social studies, as citizenship education, has been seen as a means for inculcating desirable values and social attitudes in the child and as a means of social reform. It is, in this light, that some people have seen social studies as a means of socialization. Others see it as a means of indoctrination. Whichever applies, what is important is the inculcation of desirable norms and values of the society from one generation to another. Without doing this, the child will find it difficult to fit into the society. Doing

this seems to be a unique role of social studies because the subject is largely based on the socio-cultural context of the society. Some of the societal values to be inculcated are honesty, fairplay, hardwork, patriotism, obedience, discipline, loyalty, respect, self-confidence, among others.

SELF ASSESSMENT EXERCISE III
1. Explain the meaning of attitudes.
2. List two (2) types of behaviour whose absence can create trouble towards building a united nation.

4.0 SUMMARY AND CONCLUSION
Social Studies was deliberately geared towards the solving of problems of society when it was introduced nationwide in 1982 into the Nigerian school system. It was not designed to promote knowledge for knowledge sake only. It was to serve a utilitarian purpose, to attack some of the ills in the Nigerian society with a view to building a united nation. And three of its cardinal objectives: developing tolerance; inculcation of national consciousness and national unity; inculcation of desirable values and social attitudes; have been highlighted as tools which Social Studies can apply in fulfilling its roles towards nation-building in Nigeria.

5.0 TUTOR-MARKED ASSIGNMENT

Mention and discuss how three (3) major attitudes in Social Studies education help to develop in building a nation.

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UNIT 7   LEADERSHIP AND FOLLOWERSHIP IN NATION-BUILDING

CONTENTS

1.0 INTRODUCTION
Leadership and followership are mutual activities of great influence to nation-building. In Nigeria, after her independence in 1960, Nigeria moved from Parliamentary system of government to Presidential system of government. She has experienced both civilian and military regimes. Yet, her leaders have been unable to deliver to her citizens the quality of life commensurate with her numerous endowed resources. According to Achebe (1983) in Ngwube (2010), 'the trouble with Nigeria' is simply and squarely a failure of leadership. There is the inability of Nigerian leaders to rise to the challenge of personal example which, according to Achebe, the hallmark of true leadership.

The quality and ingenuity of a country's leadership can make or mar a country's task of nation-building. Leadership can decisively influence the quality of life of her people. There have been cases of resistance movements that have been spearheaded by followers. These resistance cases are protests against poor governance and ineptitude of Nigerian leaders. Nigerian followers are very loyal and supportive to leadership and have participated actively in the achievement of the nation's goals. In this unit, you would be tackling the two concepts of leadership and followership and their implications for nation-building in Nigeria.

2.0 OBJECTIVES
By the end of this unit, you should be able to;
i.   define the concept of leadership and followership;
ii.   list the qualities of good leadership and good followership; and
iii.   explain the challenges of leadership and followership in Nigeria's task of nation-building.

2.1 HOW TO STUDY THIS UNIT
i.   Read systematically through the different parts of this unit, and pay particular attention to the various parts of the contents on leadership and followership.
ii.   Use your dictionary to follow up any difficult words.
iii.   Do all the activities and the TUTOR-MARKED ASSIGNMENT thoroughly.

2.2 WORD STUDY

Autocrat(tic)   -   a leader who possesses absolute and unrestricted authority.

Laisse-faire   -   individualism; the doctrine of unrestricted freedom; indifference especially in the affairs of others.

3.0 MAIN CONTENT
3.1 THE CONCEPT OF LEADERSHIP AND FOLLOWERSHIP

Leadership is defined in various ways. Bryman in Ngwube (2010) defines leadership as a process of social influence whereby a leader steers members of a group towards a goal. Leadership, here, involves influence. It is concerned with how the leader affects followers and the leader is the focal point. Fafowora et al (1995) also see leadership as implying a purposeful direction of the affairs of the led. Leadership is all about influence. Northouse (2001) defined leadership as a process whereby an individual influences a group of individuals to achieve a common goal. But leadership is one who is in a position of integrity or trust, directs and conducts the affairs of a group or group of persons, influencing their behaviour and decisions towards complying to the achievement of some desired goals. Leadership, therefore, involves the element or skills of: vision, motivation, integrity, initiative, courage and successfully mobilizing an organization of group of persons towards a goal.

Followership: can be described as adherence to a leader. Also, followership is the virtue of supporting leaders and helping them to lead well. For followers to help their leaders do well, they have a responsibility to actively participate in the achievement of a nation's goal of nation-building.

Nation-building is the ability of a country or countries to improve the social welfare of the people, by providing social amenities like quality education, potable water, transportation, infrastructure, and medical care.

SELF ASSESSMENT EXERCISE I
1.   Define leadership and followership in your own words.
2.   Suggest other qualities a leader should have other than those listed in the text.

TYPES OF LEADERSHIP

There are various types of Leadership:

1.   **Autocratic (boss centred) Leadership**: is a type of Leadership where the leader makes decisions on his own without consulting others. This type of leadership is also called 'dictatorial''. In this context, the leader assumes monopoly of knowledge. He is personal in his praises and criticisms of individuals but remains aloof from the group. The leader decrees what will be done and the followers have no choice but to accept it. All the military regimes in Nigeria are good examples of dictatorial leadership.

2.   **Democratic (subordinate centred) Leadership**: is one in which the leader invites the participation of subordinates or followers in decisions that affect them. This type of leader is characterized by his concern for the achievement of

set goals with the group. He is sensitive and understands the need of the individual, groups within the organization and helps them to fulfill their needs as well as the functions of the group. In his relationship with his members, the leader offer both praises and criticisms. He tries to influence without dominating the thinking and behaviour of the group. Nigeria's present democratic dispensation projects this type of Leadership by structure/form, not by substance.

3.   **Laissez-Faire (free-reign) Leadership**: is a leader that leaves many of the decisions up to the subordinates or followers to make. He gives his subordinates a "free reign" over their activities; has little or no attempt to evacuate or regulate the members of the group of their progress towards achieving their goals and objectives. In most cases, the laissez-faire leaders can be said to be enjoying leadership of position and not that of functions. In other words, he is a leader in the real sense. Such leaders are not prepared to shoulder blames for their failures but prefer to share praises for any achievement.

SELF ASSESSMENT EXERCISE II
1.   Explain the concept of democratic leadership.
2. (i)   Which do you prefer?
      a)   Autocratic leadership, or
      b)   Laisse-faire leadership.
 (ii)   Give two (2) reasons for your preference of one to the other.
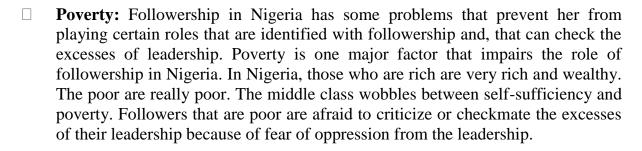
PROBLEM OF LEADERSHIP IN NIGERIA
The notable problems that affect leadership in Nigeria are:

- **Lack of legitimacy**: Legitimacy is the foundation of leadership. Most Nigerian leaders come into power through a questionable or spurious process. When a military dictatorship imposes himself on the people as their leader, he creates an atmosphere of fear which is very inimical to good governance. The people are only coerced to followership; they cannot criticize or dialogue with their leaders. In the same manner, civilian leaders come to power through questionable electoral process. Most election results that brought Presidents into power have been widely contested in a tribunal or Supreme Court. This issue of legitimacy reduces the people's confidence on their leaders because their votes do not count in the election of their leaders.

- **Lack of vision**: Nigerian Leaders are not voted to power due to their manifesto; hence they profess no ideological creed that governs their sense of judgment on general issues and issues of public welfare. Their dream for the larger society cannot be determined due to lack of robust debate before they ascend to leadership position.

- **Lack of integrity**: This is the quality that make subordinate and followerships to trust their leaders. Integrity and character is synonymous with honesty. This

is a platform for effectiveness in leadership. A chief executive with integrity will have positive impact on his subordinates and the organization will subsequently experience performance and productivity improvement. Nigeria is a country that parades corruption as a value system. This can be attributed to lack of integrity on the part of her leadership. Corruption has ruined the economy of Nigeria, and it is putting her leadership into suspicion by her people and the International community. Nigerians lack trust for her leaders.

- **Ethnicity**: Nigeria parades over six hundred and nineteen (619) ethnic groups (Mezieobi, 2014). She was not a country until 1914 when her Colonial masters amalgamated the southern and northern protectorates of communities and ethnic groups within the river Niger geographical zones into one country. The amalgamation brought different perceptions. Some saw it as a mistake, while others saw it as a necessity for the administrative convenience of the colonial masters. Since then till now, Nigerians including her leaders pay more allegiance to their ethnic groups than to the country. Even in time of elections, people vote according to their ethnic interest. When leaders emerge too, they reciprocate these ethnic gestures.

PROBLEM OF FOLLOWERSHIP IN NIGERIA

- **Poverty:** Followership in Nigeria has some problems that prevent her from playing certain roles that are identified with followership and, that can check the excesses of leadership. Poverty is one major factor that impairs the role of followership in Nigeria. In Nigeria, those who are rich are very rich and wealthy. The poor are really poor. The middle class wobbles between self-sufficiency and poverty. Followers that are poor are afraid to criticize or checkmate the excesses of their leadership because of fear of oppression from the leadership.

- **Ethnicity:** the second problem that confronts followership in Nigeria is ethnicity. Followers pledge loyalty to their ethnic groups first before the larger society, Nigeria. Nigerians protect corrupt leaders without integrity and shield them from criticism and prosecution. When a corrupt leader is prosecuted, his ethnic men will come to his defense and rescue. The way leaders are voted or chosen is influenced by ethnicity because it is believed that if the leader is there, he will empower his ethnic men first before others and programme some projects to his ethnic group and empower his people with robust government and corporate contracts.

- **Sycophancy**: Nigerian followers are fond of not telling their leaders the truth. They praise them, tell them lies. As soon as they leave their office, they turn against their leaders to criticize their lapses. As Professor Ade Ajayi lamented, 'what about the persistent inclination of Nigerians themselves to idolize and play the sycophant to their leaders instead of holding them to account?'

☐   **Quietude:** This is a situation where followers remain adamant and aloof of the excesses of leadership activities.

☐   **Susceptible to use by some leaders to fan trouble:** Followers sometime ally with leaders to create trouble in the society so that; they can divert the attention of the people, to execute their personal interest.

☐   **Powerlessness in influencing government decisions:** This is a major problem of followers in Nigeria. Elections in Nigeria are highly manipulated. Leaders do not come to power through the peoples vote. They manipulate election and election results to the extent that votes cast do not make any meaning. Since people's votes do not count, their opinion too is undermined**.** The case of fuel subsidy is a vivid example. Despite people's protests, government stood her ground.

☐   **Sitting on the fence and watching the reckless abuse of office by leaders:** Corruption and abuse of office would have been reduced tremendously in Nigeria if followers have been bold enough to come out to criticize or challenge the excesses of their leaders.

SELF ASSESSMENT EXERCISE III
1.   List three (3) challenges of leadership in Nigeria.
2.   Discuss three (3) challenges of followership in Nigeria.

4.0 SUMMARY AND CONCLUSION
The importance of leadership and followership in any society or organization is very essential if such society and organization is to succeed in achieving its set vision, goals and objectives. Over the years, Nigerian leaders have not been able to satisfy the desire of her people; expenses have not been able to match productivity. The welfare and security of her people cannot be guaranteed. The vision, goal and the national morale of her people cannot be assured by her leaders. However, there is a call for a new shift where the values and traits of leadership have to change for the purpose of confidence building and a harmonious relationship between leadership and followership. The integrity and skills of Leadership will go a long way to rebuild confidence in leadership and followership relationship, rather than oratory and charisma. Followership too has some responsibilities to accomplish in order to sustain a harmonious leadership and followership relationship. They should cultivate good public opinion pool that will serve as a check on leadership since docility will plunder them into dictatorship and underdevelopment.

5.0 TUTOR-MARKED ASSIGNMENT
1.   Compare autocratic leadership with democratic leadership.
2.   In your opinion, what is the most serious challenge to followership in Nigeria?

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UNIT 8   CHALLENGES OF NATION-BUILDING IN MULTI-CULTURAL SETTING

CONTENTS

1.0   Introduction
2.0   Objectives
      2.1 How to Study This Unit
      2.2 Word Study
3.0   Main Content
      3.1 Meaning of Multiculturalism
      3.2 Challenges of Nation-Building in Multicultural Nigeria
4.0   Summary and Conclusion
5.0   Tutor-Marked Assignment
6.0   References

1.0 INTRODUCTION

Before plunging into main task of this unit, it is helpful to get your mind back to a statement you came across in unit 2: 'Patterns of Nation-Building'. This is the statement: 'Nations just don't happen by historical accident: rather they are built by men and women with vision and resolve. Nation-building is, therefore, the product of conscious statecraft, not happenstance'. These are words of wisdom. They are telling you that good thing do not just occur by chance or coincidence the same way and in time. They are made to happen, by the sweats and tears of people, denials and sacrifices of groups in society and purposeful leadership able to inspire followers and galvanize them in the direction of achievement.

Yet much as men and women of vision strive, and leaders exert their energies towards the goal of nation-building, of wedding together people of diverse cultures into a united country, obstacles or challenges stand between them and the goal of nation-building. What those stumbling blocks are, are the things you would learn and study in this unit. But to deepen your understanding and sharpen your thoughts, you will first of all acquaint yourself with the concept of multi-culture or multiculturalism.

2.0 OBJECTIVES

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

i.   explain clearly the meaning of multi-culture;
ii.   discuss the concept of multiculturalism; and
iii.   list obstacles in the way of building a nation of diverse cultures.

2.1 HOW TO STUDY THIS UNIT

i.   There are difficult words you will come across in the course of this unit. You are advised to keep your dictionary (or dictionaries) by your side. Constantly refer to it/them to help you out.
ii.   You will find the unit enjoyable and instructive if you read it over and over.
iii.   Do all the activities and the TUTOR-MARKED ASSIGNMENT set out in this unit.

2.2 WORD STUDY

Multi-culture	-	culture of several races; dealing with people of different cultures.
Multiculturalism	-	the belief and practice of giving equal importance to each of the different cultures in society.
Culture	-	the customs, ideas, and social behaviour of a particular people or group
Tapestry	-	a variety or mixture of things
Hegemonic	-	to exert political influence or dominant; control by one country or culture over other countries or cultures
Hegemony	-	political control or influence, especially by one country over other countries
Intrinsic (ally)	-	relating to the essential nature of a thing; inherent belonging naturally; essential
Alienation	-	the feeling that you do not belong in a particular society, place or group

3.0 MAIN COONTENT

3.1 MEANING OF MULTICULTURALISM

Multiculturalism means different things to different people. For some, it is directly linked to the politics of recognition and of difference (Taylor: 2011). In this regard, it concerns an appreciation of the necessity to deal with diversity in ways that affirm the value of different cultures and to respect the various claims made by minority groups. According to Wikipedia, **Multiculturalism** is the cultural diversity of communities within a given society and the policies that promote this diversity. As a descriptive term, multiculturalism is the simple fact of *cultural diversity*. As a prescriptive term, multiculturalism encourages ideologies and policies that promote this diversity. In this sense, multiculturalism is a society "at ease with the rich tapestry of human life and the desire amongst people to express their own identity in the manner they see fit."

In some other cases, multiculturalism concerns an explicit policy of protecting particularistic local cultures in the face of hegemonic and global cultures or it can refer to a loose form of cultural pluralism. Since multiculturalism is not a homogeneous concept or practice, it is important to differentiate between multiculturalism as a practical response to diversity and as an aspect of social philosophy advocating particular values with respect to cultural differences. There is no unifying theory of multiculturalism, and its respect for difference finds expression in a variety of political, social, and cultural approaches to problems of diversity.

SELF ASSESSMENT EXERCISE I
1.   Explain, in your words, what the concept multiculturalism means.
2.   Differentiate between multi-culture and cultural diversity.
3.2   CHALLENGES OF NATION-BUILDING IN MULTICULTURAL NIGERIA

It is important to emphasize that Nation-building has many important aspects. First, it is about building a political entity which corresponds to a given territory, based on some generally accepted rules, norms, and principles, and a common citizenship. Second, it is also about building institutions which symbolize the political entity – institutions such as a bureaucracy, an economy, the judiciary, universities, a civil service, and civil society organizations. Above all else, however, nation-building is about building a common sense of purpose, a sense of shared destiny, and a collective imagination of belonging. Nation-building is always a work-in-progress; a dynamic process in constant need of nurturing and re-invention. Nation-building never stops and true nation-builder never rests because all nations are constantly facing up to new challenges.

The real question is why has the task of nation-building been so difficult in Nigeria, and the fruits so patchy, despite her enormous human and natural resources? The answer can be explained as follows:

THE CHALLENGE OF HISTORY
The historical legacies of colonial rule create some challenges for nation-building in Nigeria. Colonial rule divided Nigeria into North and South with different land tenure systems, local government administrations, educational systems, and judicial systems. While large British colonies like India and the Sudan had a single administrative system, Nigeria had two, one for the North and one for the South. It was almost as if these were two separate countries, held together only by a shared currency and transportation system. Many members of the Nigerian elite class in the 1950s and 1960s had their education and world outlook moulded by the regional institutions. Some had little or no understanding of their neighbouring regions. Under these conditions, it was easy for prejudice and fear to thrive. During the period of the decolonization struggle, Nigerian nationalists from different regions fought each other as much as they fought the British colonialists. Nigeria never had a central rallying figure like Kwame Nkrumah in Ghana or Nelson Mandela in South Africa. Instead, each region threw up its own champions.

From this historical legacy, therefore, regionalism has been a major challenge to nation-building in Nigeria. To their credit, however, the founding fathers of the Nigerian nation tried to deal with this challenge by adopting federalism and advocating a policy of unity-in-diversity. However, the lack of consolidation of Nigerian federalism around commonly shared values and positions means that this challenge of divisive historical legacy continues to undermine Nigeria's efforts at nation-building. One current manifestation of this historical legacy is the division between 'indigenes' and 'settlers'. This division has been a source of domestic tension and undermined the country's efforts at creating a common nationhood.

THE CHALLENGE OF SOCIO-ECONOMIC INEQUALITIES
An important aspect of nation-building is the building of a common citizenship. But how can Nigeria have a common citizenship when the person in Ilorin has a radically different quality of life from the person in Yenagoa? Or when the woman in Gusau is

more likely to die in childbirth than the woman in Ibadan? Through the development of the economy and equal opportunities for all, or through the development of social welfare safety nets, mature nations try to establish a base-line of social and economic rights which all members of the national community must enjoy. Not to enjoy these socio-economic rights means that the people involved are marginalized from national life. That is why in many Western European countries, contemporary nation-building is about preventing 'social exclusion' or the exclusion of significant segments of the population from enjoying basic social and economic rights.

In Nigeria, however, not only are many of the citizens denied basic rights such as the right to education and health, there is also serious variation in the enjoyment of these rights across the country. As a consequence, the citizen is not motivated to support the state and society, because he or she does not feel that the society is adequately concerned about their welfare. Second, socio-economic inequalities across the country fuels fears and suspicious which keep our people divided.

THE CONSTITUTIONAL CHALLENGE
Since its independence, Nigeria has been facing the challenge of crafting a constitutional arrangement that has the backing of an overwhelming majority of its people. In the 1940s and 1950s, Nigeria's founding fathers battled with this problem. In the end, they arrived at the principle of federalism as a foundation for the country. But federalism has faced stiff challenges over the years from those wanting a unitary form of government on the one hand, and from those wanting a confederal arrangement, on the other. The worst enemies of Nigerian federalism appear to be those who speak of federalism, but act in a unitary fashion by brushing aside all the divisions of powers between different levels of our federation.

Related to the problem of federalism is the question of fiscal federalism. What is the appropriate and just basis for sharing revenue? Should the federal government have the right to deduct monies due to states without their permission? Should state governments continue to control local government allocations? These are all fundamental principles on which Nigerians have no clear consensus. While it is agreed that Nigeria must be a federation, there is no clear consensus on the nature of that federation, on whether it should have territorially defined states or ethnically defined states, as some are demanding. There is as yet no consensus on the number of states or federating units Nigeria should have. While some are satisfied with the current 36 states, others are calling for more states for their own groups. On the other hand, yet others are arguing that the number of states should be reduced to 6. Here again, there is little by way of consensus.

Another constitutional challenge relates to the nature of Nigeria's democracy. While most Nigerians support the principles of democracy such as the forming of government based on the will of the majority, respect for the rule of law, and respect for basic freedoms of citizens, the fact remains that, in practice, Nigeria has tended to have either military rule or defective civilian governments. Either in terms of accountability, or respect for the rule of law, or the holding of elections, Government

conduct in the recent past has been far from democratic. Therefore, while most Nigerians agree that Nigerians do not want military rule, Nigerian's visions and practice of democracy are not uniform, showing a fundamental lack of consensus on this important question as well.

Thus, the key values of federalism, democracy, and inclusive government have not been sufficiently consolidated as core values for the nation. Some important questions regarding each of these three key values remain unanswered. And in many instances, there is a discrepancy between what is written on paper and what people do in practice. Building consensus around these three key values remains a constitutional challenge for nation-building.

SELF ASSESSMENT EXERCISE II
Discuss how inequalities in society hinder the unity of Nigeria.

THE LEADERSHIP CHALLENGE
According to a distinguished Nigerian, Chinua Achebe, 'the trouble with Nigeria' is the failure of leadership. Leadership is a critical factor in nation-building and it should be understood in two important but related ways. First, there are the *personal* qualities of integrity, honesty, commitment, and competence of *individual* leaders at the top. Second, there are the *collective* qualities of common vision, focus, and desire for development of the elites as a whole.

The standards for recruitment and the performance of Nigeria's individual leaders over the years have left much to be desired. Nigerians do not need leaders who see themselves as champions of only some sections of our population. They remain forever parochial champions, as Abraham Ogbodo, described them in his column **Backlash** in the Sunday Guardian: 'Today, apart from the virus of corruption, which has become more deadly than Ebola and HIV/AIDS combined, public office holders determine the spread of governance from their tiny geo-ethnic locations.' He underscored the parochialism of leaders in Nigeria thus: 'It is difficult and almost impossible to make the Nigeria politician to look beyond his nose' (24 August, 2014 p.10).

They do not need leaders who do not understand the economic and political problems of the country, not to talk of finding durable solutions for them. Nigerians do not need leaders who are more interested in silencing their opponents, than in pursuing justice. They do not need leaders, who preach one thing, and do the exact opposite. They do not need leaders who place themselves above the constitution and the laws of the country, but leaders who lead by upholding and respecting the law. Nigerians do not need leaders who have no sense of tomorrow, other than that of their private bank accounts.

Leadership is not everything, but it is an extremely important factor. Unless Nigerians have leaders with ability, integrity, commitment, and vision, we cannot succeed at nation-building. Beyond the qualities of individual leaders, however, there is the

equally important question of the quality of the collective leadership offered by the Nigerian elite class as a whole. After all, a tree cannot make a forest, and an individual leader cannot do everything alone. There is the example of two African countries where leadership has made a lot of critical difference to nation-building.

Scholars in the field of comparative politics have pointed out that Botswana and Somalia are quite similar when you look at their fundamental characteristics. Both have: (1) one large dominant ethnic group divided into clans; (2) both are sparsely populated in semi-arid conditions; (3) at independence, both depended on livestock for the livelihood of a majority of the population. While the Botswana leadership was collectively focused and had a vision of what it wanted to do with the country, the leadership in Somalia was divided against itself. As a result, Botswana learnt to harness its limited resources for generally agreed objectives. It learned to survive under the shadow of apartheid South Africa. And it learned to manage its diamond resources well when those resources started flowing in. Somalia, on the other hand, had a divided leadership, some of whom wanted to build Greater Somalia by military means, while others simply wanted to get on with running the country they inherited from colonialism. As a result, the Somali leadership lacked focus and vision, and often fought itself through conspiracies and military coups. Somalia also went to war with its neighbours. For anybody looking at these two countries today, the difference is clear.

The comparative histories of Botswana and Somalia suggest that we should be concerned not just with the quality of leadership of our Presidents, Governors, Senators and Judges; chairmen of local governments and community leadership, we should also be concerned by the quality of leadership which we all bring to our professional and personal responsibilities. Nation-building is a collective responsibility. When a Nigerian leader, by words and deeds, is able to convince a large enough section of the Nigerian elites and the wider public about a vision for a greater tomorrow, then Nigeria will truly be on the way to national greatness.

SELF ASSESSMENT EXERCISE III
1. What lessons do you think Nigerian leaders should learn from the Botswana leadership style?
2. What lessons should Nigerian leaders avoid from the Somali example of leadership?

4.0 SUMMARY AND CONCLUSION
Any discussion of multiculturalism must include a definition of *culture* since multiculturalism literally refers to a multiplicity of cultures. In this regard, *culture* refers to the collective material and nonmaterial accomplishments of particular groups, their ways of doing things, and the manner in which these patterns of behaviour are transmitted from one generation to the next.

Multiculturalism essentially refers to the appreciation, acceptance and promotion of multiple cultures within a society. The continent of Africa has the largest

concentration of ethnic nationalities in the world (with some countries having over three hundred ethnic groups). The manipulation and failure of the management of pluralism in the continent is a major factor promoting developmental challenges such as chronic poverty, decaying infrastructure, infant and maternal mortality, preventable diseases, communal violence, internecine and secessionist conflicts which have continued to have negative consequences on the lives of the people in multicultural Africa.

The intractable problems of nation-building and national development in multicultural Nigeria, as presented, centre around the inability of leadership to accommodate and manage primordial differences, the hangover of Nigeria's colonial heritage, and lack of strong economic and social institutions. These have, no doubt, hindered the possibilities of managing to advantage the gains of Nigeria's rich multicultural heritage.

5.0 TUTOR-MARKED ASSIGNMENT

With example from Nigeria, discuss the statement: *'Nation-building is not a one-shot affair. It is a work-in-progress'.*

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UNIT 9   SURMOUNTING THE CHALLENGES OF NATION-BUILDING IN A MULTICULTURAL SETTING

CONTENTS

1.0 INTRODUCTION
In unit 8, you have just studied and learnt about those things Nigeria, as a multicultural nation, must get away with for her people to be able to gain and enjoy the good things of life. With these still fresh in your mind, we now move on to tackle how those present obstacles confronting Nigeria in the face of its several ethnic groups could be dealt with successfully and the situation turned around for the better. After all, for every one problem a man or woman faces, there are almost countless possible solutions. This should be your guiding principle as we go into unit 9 which is about surmounting the challenges of nation-building in a culturally-diverse Nigerian nation. You are concerned with how Nigeria, with its various cultural groups, can successfully surmount its challenges. By so doing, your knowledge and understanding of culture and society in a developing nation as Nigeria will be enriched.

2.0 OBJECTIVES
By the end of this unit, you should be able to:
i.   discuss the concept cultural diversity; and
ii.   identify and explain those things Nigeria can do to overcome its problems as a culturally-diverse country.

2.1 HOW TO STUDY THIS UNIT
i.   Make sure you read over the unit carefully taking note of its main points of emphasis.
ii.   Check difficult words or phrases in your dictionary.
iii.   Think on those aspects of the unit that require your extra attention, as advised.
iv.   Carry out the activities set out and the TUTOR-MARKED ASSIGNMENT.

2.2 WORD STUDY
Challenge   -   something that needs a lot of skill, energy and determination to deal with or achieve, especially something you have never done before and will enjoy doing.

| Surmount | - | overcome; to prevail over; to deal successfully with. |
| Legacy | - | something such as a tradition or problem that exists as a result of something that happened in the past. |

3.0 MAIN CONTENT

3.1 NATION-BUILDING IN MULTICULTURAL-DIVERSE NIGERIA: SOLUTIONS TO ITS CHALLENGES

It is not enough identifying problems of nation-building in ethnic-diverse Nigeria. It is also not sufficient being experts at discussing 'the trouble' with the country without providing some opportunity to proffer solutions. It is true that, diversity itself may have been an impediment to the process of building a strong and united nation, on account of the difficult task of wielding together an estimated 619 ethnic groups and 5,000 dialects into a nation. It was British rule that made Nigeria a 'colonial contraption', bringing together different peoples and cultures. What then can be done to make the 'colonial contraption' work as a united nation?

THE CHALLENGE OF HISTORY
The solution does not lie in the break-up of the country because most nations in the world, and, in the context of modern nation-building, are contraptions. No nation was created by God. Every country was created by man. Ghana, Nigeria's neighbour, not mention others, is a colonial contraption, made up of diverse tongues and beliefs. They are making progress in nation-building.

In not breaking up, Nigeria must seek ways of setting up a system that make people avoid 'cleaving to what they knew or could remember about their past.' People are likely to adhere to regional loyalties, ethnicity, kin and to patron-client relations that protected them in the past, if the contemporary environment is unstable and insecure. Nigerians would not adhere to a weak and ineffective government, with corrupt indentations. Nigerians must emphasise more in the country's common history as against the old pre-colonial delineations. Nigeria must replace 'unity in diversity' with regionalism and ethnicity. Nigerians should learn from history so as not to repeat its mistakes, must never see themselves simply as victims of its history; it is a collective responsibility to overcome the challenges posed by history.

SELF ASSESSMENT EXERCISE I
Suggest ways Nigerians can use their past to bring about progress.

THE TYPE OF GOVERNMENT
The Constitution Nigeria had been practising had been blamed for Nigeria's inability to proceed well along the path of nation-building. Plainly, a view says Nigeria's problem has been lack of 'true' federalism. By this, it is meant that the centre has been too powerful, thereby obstructing self-determination by the component units. Federalism is usually prescribed for countries where there is diversity; every unit is allowed to take care of itself, to a large extent, without hurting the integrity of the

union. But the advocates of true federalism argue that this is not the case with Nigeria. Before independence, Nigeria was a federal state. The federating units took care of themselves and donated maintenance allowance to the colonial government, in addition to whatever the centre was making on its own.

The way out of the present system that does not inspire unity and loyalty towards a common goal of nation-building is a return to federalism. In practical terms, it means, among other things, state police, resource control and massive devolution of power from the centre. It means less money for the federal government and more money for the other levels of government. Let every state or geo-political zone or region cater for itself and assign some powers to the centre where matters of common interest are concerned—like defence, currency and diplomacy. This, the supporters of this idea posit, will allow for healthy competition and creativity among the component units.

SELF ASSESSMENT EXERCISE II
Discuss how federalism as a type of government can be made more effective to promote unity in Nigeria.

CORRUPTION
It is not 'false' federalism alone that should be held responsible for Nigeria's problem and being unable to achieve the goal of nation-building. Corruption has to be done away with also. It has been a major obstacle to nation-building. Corruption has created so many fake billionaires in Nigeria, people who do nothing other than ruin the economy and impoverish the people.

LEADERSHIP
In the history of nation-building, especially in Indonesia, Malaysia and South Korea, corruption has not been completely wiped out. Perhaps, the solution would have to be found in the right type of leadership.

Probably the recurring talks occasionally about breaking up the country had been due to leaders who have not done enough to unite the "colonial contraption". Nigerians keep talking about "true" federalism probably because leaders have not been able to sit down and develop a workable template for the union. The lingering talk about corruption could be because Nigerians are being ruled by a predatory elite rather than those who care for the common good. Nigeria may have been like this because the country had always had the wrong people in authority. The day the right people begin to call the shots, Nigeria would be so transformed that it would be difficult to believe. Citizens don't need to import anything to make Nigeria great—all the ingredients for greatness are in Nigeria. All Nigeria need are leaders who can harness these potentials and unleash Nigeria to greatness.

If Nigeria is to succeed in nation-building, she must have a leadership that is committed to the rule of law and has a demonstrable sense of fair-play and democratic tolerance; a leadership with ability and integrity; above all else, Nigeria must have a leadership that can see beyond the ostentatious pomp of office. She must have leaders

who have a vision for a Nigeria better than the one they inherited; leaders who will lead by deeds and not by words; achievers, not deceivers. Nigerians need a leadership that will not only leave its foot-prints on the sands of time, but one, which by dint of hard-work, fair-play, dedication and commitment, will live forever in the hearts of Nigerians.

SELF ASSESSMENT EXERCISE III
Discuss what you would expect from Nigerian leaders to do to make Nigeria great.

4.0 SUMMARY AND CONCLUSION
The focus of future discussions on how to build a better Nigeria should be: how do Nigerians make sure they are led mainly by the right people at all levels? Lamentations will not solve any problem. Name-calling will get Nigerians nowhere. Nigeria needs a new generation of Nigerians to discuss both the problems and the solutions. Nigerians should continue to mobilise themselves for the task of electing good leaders, leaders who are competent and patriotic. It may not happen today or tomorrow. Change may not happen overnight, but the journey of a thousand miles, one is told, begins with a step. While Nigeria's experiences in the past have been disappointing, there is every reason to believe that the future is likely to be better.

5.0 TUTOR-MARKED ASSIGNMENT
Organize in your area, with the help of your Local Government Chairman a lecture on what is being done to reduce corruption in the Local Government.

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UNIT 10   CONSOLIDATION

CONTENTS
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1.0   INTRODUCTION
Module 3 is centred on the theme of Nation-Building and its accompanying sub-themes, located in units 1 – 9. A subject of importance among the sub-themes is social studies education and the strategic utilitarian role it is expected to play in the task of building a nation, and the desirable attitudes the discipline should nurse, nurture and cultivate. Another sub-theme are the fundamental thoughts that can be used as pillars for nation-building. Then, the kinds of peoples that could contribute their quota to the task: urban and rural folks, leaders and followers, as well as how concepts of cooperation and conflict could be channeled towards bringing people together. The issues of obstacles to nation-building and how they can be surmounted in multicultural Nigeria form the last two units before this consolidation. So, Module 3 falls roughly into the above 5 segments. On reflection, more needs to be discussed on the two concepts of the nation and nation-building, as well as we round off, as they constitute the recurring theme.

2.0 OBJECTIVES
By the end of this unit, you should be able to:
i.   discuss comfortably the concepts of the nation and nation-building;
ii.   explain the pivotal role of Social studies Education in the process of nation-building; and
iii.   reflect more on the hurdles to overcome as the task of nation-building in a multicultural setting as Nigeria proceeds with that process.

2.1 HOW TO STUDY THIS UNIT
i.   Read over again the introduction to this unit to refresh yourself on the major issues already covered in the earlier units.
ii.   Follow the discourse in the remaining parts of the unit to grasp the recurring ideas on building a nation.
iii.   Attempt the activities and the TUTOR-MARKED ASSIGNMENT set for you in this unit.

2.2 WORD STUDY

Discourse	-	a piece of writing on a particular subject; a written discussion of a particular subject
Paraphernalia	-	a set of objects, especially those used for a particular activity.
Virile	-	strong, forceful or vigorous
Phenomenon	-	anything that is to be perceived as an occurrence or fact by sense; any remarkable occurrence or person

3.0 MAIN CONTENT
3.1 THE CONCEPT OF NATION

'Nation' is a Latin word. It comes from the Latin word *'Nacci'*, meaning 'to be born'. The word 'nation', therefore, refers to a set of people born in the same place. A nation is a body of people or a group of people that live in a definite territory, usually united to one another because they belong to the nation.

The World Book Encyclopedia (1992) defines a nation as a large group of people that unite for mutual safety and welfare – with a common language, origin and culture. This reflects the early conceptions of a nation which sees a nation as 'a group or race of people who shared history, traditions and culture, sometimes religion, and usually language (Zuru, 2010).

A nation, according to Fadeiye (2005) may be homogeneous or heterogeneous. Nigeria, for instance, is a heterogeneous nation having different ethnic groups with variations in culture, political, economic and religious patterns. It is as a result of this heterogeneity that Nigeria can be described as a nation of 'unity in diversity' or as a multicultural nation. Other nations like Nigeria are Yugoslavia, Canada and Switzerland.

Nation-building has received a variety of definitions from various writers, scholars and philosophers. There is no single definition for the concept because it is not statistically formulated. Nevertheless, from the theoretical viewpoint, it may be defined as a process of encouraging people with diverse beliefs, different socio-political opinions, varied cultural values and orientations to agree to live together as members of one nation which is economically viable, politically stable and culturally homogenous. Ikwumelu (1993:276) describes nation-building as a phenomenon interwoven with modernization. Eboh and Ukpong (1993) define nation-building as, "a concerted effort by leaders to bring people of a diverse society together to form an economically viable, politically strong and culturally stable nation." For Spencer (1979), nation-building involves changing the attitude of the citizens from traditionalism to nationalism, patriotism and modernity. Nation building is a difficult task whose magnitude only a few can realize. Ezeanya (1980) maintains that the building of a people that make up the nation precedes the building of the nation that contain the people. He means that nation-building starts with the development of the people who compose the nation. The nation cannot exist if the individuals that form the nation are not first developed in their hearts, minds and deeds.
Nation-building refers to a concerted effort to bring people or peoples together for the purpose of achieving common objectives. According to Adekanye (1981:38):

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

Amustutz (1990:180) would want us to believe that:
Nation-building is the name given to the group of processes involved in the growth and developments of the nation.

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

Almond and Powell (1962) referred to nation-building as "the process whereby tribes, villages or polity transfer their principles to the larger central political system". Gellar (1972) in Powell (1962) opined that nation-building involves the process of national integration. One point is however very significant in defining nation-building, it is not confined to an individual or sub group within the groups that make up the entire society referred to as a nation.

Nation-building refers to the process of constructing or structuring a national identity using the power of the state. This process aims at the unification of the people or peoples within the state so that it remains politically stable and viable in the long run. Nation-building can involve the use of propaganda or major infrastructural development to foster social harmony and economic growth.

Nation-building includes the creation of superficial national paraphernalia such as flags, anthems, national days, national stadiums, national airlines, national languages, and national myths. At a deeper level, national identity needed to be deliberately constructed by molding different groups into a nation, especially since colonialism had used divide and rule tactics to maintain its domination. However, many new states were plagued by "tribalism", rivalry between ethnic groups within the nation. This sometimes resulted in their near-disintegration, such as the attempt by Biafra to secede from Nigeria in 1970, or the continuing demand of the Somali people in the Ogaden region of Ethiopia for complete independence.

SELF ASSESSMENT EXERCISE I
Summarise in your own words the concepts of a nation and nation-building

What Social Studies Education can contribute to Nation-Building in Nigeria
Nation-building in Nigeria is a work-in-progress. Positive contributions and contributors to the process are appreciated and are most welcome. One of these is the school curriculum known as Social Studies Education. It has what it takes to make a positive contribution to the task of accomplishing the building of a Nigerian nation, judging from the way its features are taught in the classrooms.

Working on the premise that functional national integration is inevitable for societal cohesion, cooperation and longevity, and that most governmental 'infrastructures' in Nigeria, i.e., regionalism, Federal Structure, Federal Character Principle, Political leadership and political parties have failed to achieve national integration, we turn our national integration efforts to Social Studies Education which has positive contributions to make in the direction of accomplishing national integration in Nigeria.

A very important feature of Social Studies Education is its social relevance or social sensitivity – ability to mirror the realities of the environment, community, society in which social studies is taught. The social sensitivity philosophy of Social Studies enables Social Studies Educationists and practitioners to identify problems of their society such as national integration problems in our context and seek articulate solutions to stem them.

At whatever level of the Nigerian education system – primary, secondary and tertiary – in which Social Studies is taught, there are outlined objectives which Social Studies is meant to achieve. Among these objectives are those that focus on national integration, explicitly or implicitly expressed. All implementation efforts in Social Studies are, therefore, geared towards achieving the outlined national integration goals of Social studies, among others.

Unlike the practice in most school subjects and in most contemporary classrooms in Nigeria, the cognitive domain emphasis of Social Studies if the development of high order level thinking in the students, not just the low level of knowledge acquisition. The implication is that appropriately directed cognitive lesson in Social Studies will inevitably imbue the learners with the appropriate cognitive faculty to rationally and reasonably reflect on their society's problem of national integration and invariably advance well thought out solutions as panacea.

Whatever is done in Social Studies classrooms, the emphasis on affective development takes primacy over other interactive processes and emphases. Social Studies Education, therefore, largely focuses its teaching interactive accomplishments on the inculcation of appropriate values which, among other things, are germane to the enhancement of national integration if the products of Social Studies classrooms truly exhibit functional knowledge in reality. Among the desirable values very essential for national integration which Social Studies promotes in the learners are accommodation, tolerance, elimination of discrimination, prejudice, suspicion, hatred, fear, dismantling of primordial affinities, positive inter-personal, intergroup, and inter-ethnic relations, loyalty to a central authority, cooperation, sense of unity, peaceful co-existence and harmony. Social Studies by its emphasis on value development will, if appropriately taught, ginger behavioural dispositions and 'attitudinal changes' (Clark, 1960 p. 16 - 17) to the positive which may contribute to nation-building.

Value teaching is a bane of our classrooms in Nigeria as most teaching interactive processes are barren of distilling of values from lessons and inculcating them in the students. Nonetheless, trained Social Studies teachers groomed in Social Studies teaching methods and techniques would not be handicapped in value teaching. This

has implications for recruiting and selecting for Social Studies teaching positions trained Social Studies personnel and for the educational institutions ensuring that only persons with professional qualification in Social Studies education teach Social Studies in our classrooms.

The Social Studies curriculum document meant for implementation in the Nigerian schools, if appropriately fashioned out, must encompass content that places unbounded emphasis on the plural cultures of the multi-cultural Nigerian society such that the people's cultural universals are orchestrated for purposes of emphasizing the integrative strands in the life of the people. A well planned and implemented Social Studies Curriculum which incorporates cross cultural studies, multi-ethnic education, peace education, human relations education, global and international education – for purposes of drawing from the integrating experiences of the other societies – would have started on the right path to achieving real national integration not just territorial integration.

In all classrooms the world over, teacher behaviour exerts lots of influence on learning. There are integration cohering practices which, when utilized in the teaching setting by the Social Studies teacher, directly or indirectly, impact on the learner and endures in his life pattern or social interaction even after his exit from formal schooling. The benefits of the integrative approach emphasized in the teaching of Social Studies make a critical learner appreciate the essence of building a nation. Furthermore, a group of Social Studies teachers engaged in team teaching and who preponderantly utilize cooperative or collaborative learning technique in Social Studies teaching interactive situation, where learners *in spirit de corps* work together, think together to achieve lesson goals or solve problems, is indirectly socializing the students to what team spirit, cooperative efforts could do towards the task of nation-building.

SELF ASSESSMENT EXERCISE II
State two (2) ways Social Studies Education can be useful in helping the process of nation-building. Limit your answer to the subject's affective learning emphasis.

3.2 FACTORS THAT RETARD NATION-BUILDING IN NIGERIA
The following are some of the factors that retard nation-building in Nigeria:
1)   Ethnicity
According to Okwudiba Nnoli, "ethnicity is a societal phenomenon associated with interactions among members of different groups who have identifiable boundaries, language and culture". Ethnicity as a force in Nigeria politics originated from the colonial policies of the British, who through their divide and rule policy, encouraged the use of different applications of colonial policies on the traditional institutions and the structures of the various ethnic groups in Nigeria. This unequal impact of colonial policies saw the partial exposure of Western education by the British missionaries to the Southern part of Nigeria without doing so in the North thereby alienating the Northern part. The dangers inherent in these segregation policies soon became apparent in the 1940s and the early 1950s, when the more educated and vocal South agitated for greater participation in the governance of the nation. This agitation on the

part of Nigeria soon led to the establishment of political institutions and structures. The legislative council in Lagos, and regional councils in the regions were established, of which political participation depended on the acquisition of western education.

As soon as this was the case, the northern part of the country, occupied mainly by the Hausa/Fulani group, soon saw themselves as not prepared to participate effectively in the discussion of the central legislative council created as from 1946 (the north had been excluded by the Clifford constitution in 1922). The northern inhabitants therefore agitated for the adoption of systems of governance in which greater power would be exercised by the regions, the territorial base of the ethnic than at the centre. As a result, the northern people came to own their primary loyalties more to their ethnic/kinship groups than to the centre or nation as a whole.

Ethnicity is one of the factors that have caused serious embarrassment to nation building in Nigeria. Almost all issues in Nigeria are based on ethnic consideration. Onigu (1990) stressed that when the British left this country in 1960, the leadership misconceived the realities of our cultural backgrounds and worked from the theory that once we were called sovereign state, every section magically become Nigerians in spirit making it possible for ethnic loyalties to vanish. But this is not so till date. Right from time, Nigerians have not seen themselves as one people. For instance, the formation of political parties in Nigeria has been ethnically motivated, thus we had political parties like Northern People Congress (NPC), Lagos Youth Movement, Action Group (AG), for the Yoruba, Northern Element Progressive Union (NEPU) and so on. Even the National Republican Convention (NRC) and the Social Democratic Party (SDP) which were formed by the federal military government in the aborted third republic, later toed the path of ethnicity. Thus, NRC was dominated by the North while SDP was dominated by the South.

Throughout the development of Nigeria from a colonial territory to a republic, it has been rare, except from small political elites for Nigerians to think of themselves first and foremost as Nigerians, rather than as Hausa, Yoruba, Igbo, Tiv and so forth. The increasing use of ethnic loyalty as a resource for political mobilization leads the following to make their speeches. Dr. Nnamdi Azikiwe cited by Anifowose, R. (1982) opined that the God of Africa has created the Igbo nation to lead the children of Africa from the bondage of the ages. He maintained that the mental process of the Igbo nation of all stages of human history has enabled them not only to conquer others but also adopt the role of preserver. Also in Anifowose work, Chief Obafemi Awolowo observed that it seem clear to him that Azikiwe policy was to corrode the self-respect of the Yoruba people as a group to build up the Igbo as a master race. This type of utterances have made nation building in Nigeria a herculean task. Okonkwo (1988) observed that the evil of ethnicity split the efforts of the nationalists; the question towards the end of 1940s was who next should head the only viable party, the Nigerian Youth Movement. The ethnic consciousness destroyed the political party and the political aspirants withdrew to their respective base.

2)   Leadership Conflict and Power Struggle
This has been a long standing problem in Nigeria since independence. Incompetent hands have been piloting the affairs of the nation on trial and error basis. Nigerian has

been so unfortunate to have had series of unpatriotic, misfit, unscrupulous, self centred and corrupt leaders. Nigerians leaders through their utterances and actions encourage destructive tendencies, rivalry and disunity. Achebe, C. (1983) maintained that he was an eye-witness to the momentous occasion when Chief Awolowo stole the leadership of western Nigeria from Dr. Nnamdi Azikiwe in broad day light on the floor of western house of Assembly and sent the great Zik scampering back to the Niger were he came from. Nigerian leaders usually struggle for power at all cost and consequently do not give opportunity to the right men who would have rendered the best services to the nation.

3) Religious Fundamentalism and Fanatism

Religious fundamentalism particularly among some Islamic sectarian groups has contributed to violent religious uprising in some parts of the country. Towards the end of 1980, for example, the Mohammed Maitasiene and his sectarian group unleashed havoc on Kano and its inhabitants. He and his disciples appeared to have attacked both Muslims and non-Muslims who did not share their beliefs. Okwueze (1995:165) observed that Nigeria is one of the countries where religion has wrecked much havoc on advancement, unity and prosperity of her citizens, and the development of the nation as a whole. He noted that between 1980 and 1995, not less than fourteen convulsive religious conflicts have occurred in the country. In each of these religious conflicts, many lives and property were lost. Until religious groups learn to tolerate one another, the dream of building the Nigerian nation shall continue to remain an illusion.

4) Corruption

One of the greatest threats to nation-building in Nigeria is the problem of corruption. As a social vice, it has spread so much in Nigerian society that many people especially scholars today, feel that corruption is synonymous with Nigeria. Cases and instances of corruption became more rampant in the early 1970s, with the increase in the monetary resources available to the country as a result of prominence of crude oil as foreign exchange earner. Corruption has become so widespread that it is clearly seen in different forms at all facets of the society, villages, community, local government, state as well as the federal government. In the government sector, corruption ranges from the wrong use of government property, the abuse of public office for private gains, diversion of public funds to private use as well as receiving bribes from contractors before contracts are awarded.

The period since independence has witnessed Nigeria's political and economic growth being delayed by corruption among public officials in alliance with individuals from the private sector. Huge amount of scarce resources earmarked for development projects are siphoned and converted to private use. Contracts are unilaterally awarded by certain officials in the government with little or no regard for the necessity of such a project. These white elephant projects do a lot of harm to the economic life of the nation.

According to Gideon Njoku (2005), corrupt charges was the reason why the former minister of education, Professor Fabian Osuji was disgraced out of office, making nonsense of the air of arrogance which he exuded as minister of education for nearly

two years before his dismissal. One time member of the House of Representatives, Haruna Yerima opines:

> *We legislators are not the solution to Nigeria's problems because every facet of the National Assembly stinks with corruption, especially the committees. The truth is that we lack the capacity to fight corruption in this country.*

SELF ASSESSMENT EXERCISE III
Explain how religious fundamentalism has retarded progress towards nation-building in Nigeria.

4.0   SUMMARY AND CONCLUSION
In tying together the sub-themes in the Module whole recurring theme has been the issue of nation-building, especially with Nigeria in mind, it has been found necessary to stress the importance of understanding the two concepts of a nation and nation-building. This approach provides a strong basis for the understanding of the other sub-units and their emphases. The key role of Social Studies Education as a building block in nation-building has been stressed, while some factors that have continued to retard the drive toward nation-building have also been highlighted. Of course, nation-building is on-going and attempts are being vigorously made to ensure that the process is on course.

5.0   TUTOR-MARKED ASSIGNMENT
Organise a debate among your colleagues in your working place on the subject: 'Nation-building in Nigeria is unlikely to succeed.'

6.0   REFERENCES
All the references reflected from units 1 – 9.

APPENDIX I
ANSWERS TO SELF ASSESSMENT EXERCISE
AND TUTOR-MARKED ASSIGNMENTS
(SSE 211): SOCIAL STUDIES AND THE SOCIAL SCIENCES
UNIT 1

SELF ASSESSMENT EXERCISE I
1.   The social sciences can be defined in various ways. Consider the following:
   •   The Social Sciences is an academic field of endeavour described as 'the science studying social groups.'
   •   The Social sciences is also defined as '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

2.   In the definition of the concept of the Social Sciences, society and science constantly occur.

SELF ASSESSMENT EXERCISE II
1.   Ten (10) components subjects in the Social Sciences learning area are: Geography, History, Economics, Psychology, Political Science, Sociology, Anthropology, Archeology, Law, and Linguistics
2.   **Political Science:** is 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).
   History: is the study of the record or account of past events and developments
   Sociology: the scientific study of human society, the way it is organised and functions and the way people behave in relation to each other.

SELF ASSESSMENT EXERCISE III
1.   The meaning of the words 'society' and 'science' as key in the definition of social sciences
   •   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 Sciences branches of knowledge. Their pre – occupation 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.

2.   The tools the Social Sciences use in the discharge of its work as a field of learning are:

*   It emphasizes the use of methods that resemble those of the natural sciences 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.

TUTOR-MARKED ASSIGNMENT

See SELF ASSESSMENT EXERCISE I Question 1 and SELF ASSESSMENT EXERCISE III Question 1.

UNIT 2
SELF ASSESSMENT EXERCISE I
1.   There has been lack of agreement on a common definition of social studies among educators due to the following reasons:
a)   there are authorities in the field and different societies with their peculiar problems.
b)   those who are associated with social studies have had their educational background in other social sciences subjects.
2.   Consider the definitions by various educators and see whether it is in line with your own definition.

SELF ASSESSMENT EXERCISE II
1.   The social science subjects are:
a)   History
b)   Geography
c)   Economics
d)   Sociology
e)   Political Science
f)   Anthropology

1. Social studies is known as integrated social science because social studies draws its contents from the social science subjects and from the environment.

SELF ASSESSMENT EXERCISE III
1.   The concept "integration" is derived from Latin word *"integer"* meaning whole, or entire. Integration as a concept has been variously defined by varied scholars.

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 around man and his environments.

2.   Some of the advantages are as follow:

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

TUTOR-MARKED ASSIGNMENT
1.   They define social studies in the light of their own subjects. They see social studies as the study of the contents of history, geography, economics, sociology, etc. others define social studies as a process of education which has goals and purposes aimed at preparing pupils for responsible citizenship.
2.   Because it makes students use the concepts and methods of a variety of subjects in order to analyse and research in to problems.

UNIT 3

SELF ASSESSMENT EXERCISE I
1.   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.
2   Geography focuses attention on how the natural features 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. Anthropological concepts on the other hand, encourage Social Studies students to study different aspects of a cultural system. It allows Social Studies students to collect data on different aspects of culture related to history, religion, geography, economy, technology and language, etc.

SELF ASSESSMENT EXERCISE II

1. 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.

2. Some of the differences are as follows:
   - 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.
   - 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.
   - 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.
   - 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.
   - Social sciences are compartmentalized into separate disciplines which make each of them address a fraction of human behaviours, social studies, on the other hand, adopts a wholistic approach without compartmentalization.

TUTOR-MARKED ASSIGNMENT

1. Give any 3 of your choice from the definitions of both.
2. See answer to SELF ASSESSMENT EXERCISE II Question 2.

UNIT 4

SELF ASSESSMENT EXERCISE I

Aim	Objective
1,	3
2,	4

SELF ASSESSMENT EXERCISE II

1.   i)   society
      ii)   professional bodies
     iii) federal and state ministries of education
     iv) researchers

SELF ASSESSMENT EXERCISE III

Cognitive	Affection	Psychomotor
Based on factual Content	Based on feeling or interests	Based on skills of of doing things

TUTOR-MARKED ASSIGNMENT

Cognitive	Affective	Psychomotor
Identify, Extrapolate	Sympathise	Run
Reject, List	Appreciate	Pull Apply

UNIT 5
SELF ASSESSMENT EXERCISE I
1. The nature of Social studies during the colonial era was the teaching of a Curriculum called 'General Knowledge'. Later, Social science subjects like geography, history, economics and political science were introduced.
2. No, because
    *   no emphasis was placed on African culture.
    *   the Nigerian child was being educated outside his own environment.\
    *   emphasis was on the study and learning of the British constitution, law and code of ethics, history and geography of the British region and people.

SELF ASSESSMENT EXERCISE II
1. It was at Aiyetoro Comprehensive High School that Social studies as an integrated subject was first introduced to Secondary school pupils in 1963.
2. i. Lack of understanding of the nature of Social studies, due to its newness
    ii. Shortage of teachers

SELF ASSESSMENT EXERCISE III
1a. The British system of education was not relevant to culture studies.
b. The search for positive answers to curricula development
2   i.   to correct the defects of the colonial educational system to emphasise nation-building and national unity.
    ii. to equip youth with appropriate social skills for the purpose of solving problems of crucial importance to the society.
    iii. to re-educate Africans to cherish their traditional values and heritage

TUTOR-MARKED ASSIGNMENT
1. See answer to SELF ASSESSMENT EXERCISE III Question 2

2. During the Mombasa Conference of 1968, and it was because, African countries have seen social studies as a process of education which would helper-establish African identity and cultural heritage.

3. i)   The National curriculum conference of 1969 and the National curriculum workshop of 1971 launched social studies to the nation's primary schools.
    ii)   By 1973, the primary, secondary and teachers training colleges social studies programmes had been developed.
    iii) By 1977, the National Policy on Education registered social studies as one of the core subjects in the primary and junior secondary schools.
    iv)   In the 1980s, many universities and Colleges of Education offered courses in social studies.
    i)   The 1980s also witnessed an increase in the number of textbooks on social studies and start of a gradual inflow of teachers trained in social studies.

UNIT 6
SELF ASSESSMENT EXERCISE I

1. a)   A society is an organization of people or other forms of living within a territory persisting through generations, and relating, independent of other societies.
    b)   Society can also be defined as a group of people who share a common economic, social, and industrial infrastructure.
    c)   Society is an organization of people who share a common cultural and social background.
    d)   Society is a human community, usually with a relatively fixed territorial location, sharing a common culture and common activities.

2.   One of the primary purposes of society is the formation of an organized group of individuals, who can support each other in various ways.

SELF ASSESSMENT EXERCISE II

1. 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 SELF ASSESSMENT EXERCISE in a society.

2. Culture can be defined in many ways. For example,
    *   Culture is a set of rules and procedures together with supporting sets of ideas and values.
    *   Culture is the total way of life of man in his environment, etc.

SELF ASSESSMENT EXERCISE III

1. The social science is an academic discipline or a knowledge area concerned with society and the relationships among individuals within a society.

2. The following are some of the ways in which members of a society can take care of one another:

- By working together and taking everyone along.
- By taking unanimous decisions for the achievement of a common goal.
- By having it as the duty of all to heed to some of the major concerns of society today, eg. Social inequality, racial and ethnic discrimination, economic disparity, poverty, overpopulation, and work towards the betterment of the society.
- By providing a platform to make collective efforts towards improving social conditions.

TUTOR-MARKED ASSIGNMENT
1. A society is an organization of people or other forms of living within a territory persisting through generations, and relating, independent of other societies.
2. See SELF ASSESSMENT EXERCISE III Question 2

UNIT 7
SELF ASSESSMENT EXERCISE I
1. Scientific method is a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge. It is also 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.
2. Research can be conceptualized as any organized enquiry which focuses on eliciting relevant information for tackling specific problems. It is a process of arriving at dependable solutions to problems through the planning and systematic collection, analysis and interpretation of data. Thus, research is, therefore, seen as a suitable procedure for obtaining solution to various problems of individuals, organizations and institutions.

SELF ASSESSMENT EXERCISE II
1. The three types of research are:
   i) Basic research;
   ii) Applied research; and
   iii) Action research.

2. i) **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.

   ii) **Applied research**, which is 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.

TUTOR-MARKED ASSIGNMENT
1 Some usefulness of Statistics are as follows:
- Statistics is helpful in investigation.
- Statistics provide the tools for comparison and further evaluation.
- Statistics is useful in planning, controlling and decision making.
- Statistics helps in estimation and prediction and interpretation.

2. Statistics can be defined as the science and art of handling aggregates of facts, observing, enumerating, recording, classifying and otherwise, and systematically treating them. It is a 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.

UNIT 8
SELF ASSESSMENT EXERCISE I
1. Social role is the pattern of behaviour usually shown by a person occupying a particular social position. It is a set of behaviour patterns or norms specifying the expected performance of the individual as a holder of each position.

2. Role is important because people can influence our behavior and with each social role you adopt, your behaviour changes to fit the expectations both you and othershave of that role.

SELF ASSESSMENT EXERCISE II
1. Role conflict is the strain that results from interference of one role with another role by the same person at the same time. When a particular role cannot be performed as a result of many other roles competing due to lack of time, role conflict is experienced.
2. i) Limited time to do every thing
    ii) Many roles or responsibilities

SELF ASSESSMENT EXERCISE III
1. 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.
2. 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.

TUTOR-MARKED ASSIGNMENT
1. Roles are important because,
- they influence our behavior
- they provide leadership
- they bring about maintenance of law and order

2. Norms are necessary because,
   - Norms provides a key to understanding social influence in general and conformity in particular.
   - Norms provide order in society.

UNIT 9
SELF ASSESSMENT EXERCISE I
1. Social change can be seen as occurring when a situation alters the mode of life of a social group which leads to the disruption of the set of laws, norms and the system of the society.
2. Two elements of social change are:
   i) Social change is continuous
   ii) Various factors are responsible for the changes in society.

SELF ASSESSMENT EXERCISE II
Factors responsible for social change in Nigeria are:
   i) Culture contact,
   ii) Impact of technology,
   iii) International contact

SELF ASSESSMENT EXERCISE III
Agencies of social change are:
Education, Religion, Occupation, Communication and Health Department

TUTOR-MARKED ASSIGNMENT
1. Social change can be easily described as a change which takes place in the society. It can be the modification of the old system or a total replacement.
2. Changes brought by Religion in Nigeria – Bothe Islam and Christianity condemned the indigenous religion and described it superior it. Effort were made to exterminate the religion and many African souls were won for the imported religion, i.e. change in belief and practices.

UNIT 10
SELF ASSESSMENT EXERCISE I
1. 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.

2. 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.

SELF ASSESSMENT EXERCISE II

1.   Two (2) examples how Social studies is different from the Social Sciences are:
- 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 different from social studies.
- Social studies and history differs. 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 while social studies is the study of man in different environments.

2.   Two (2) similarities between Social Studies and the Social Sciences are:
- Social studies and history are 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. On the other hand, 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.
- 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.

SELF ASSESSMENT EXERCISE III

On operation, Social Studies adopts the integrative approach while Social Sciences the scientific research method.

TUTOR-MARKED ASSIGNMENT
See SELF ASSESSMENT EXERCISE II Question 2.

APPENDIX II

ANSWERS TO SELF ASSESSMENT EXERCISE AND TUTOR-MARKED ASSIGNMENTS

(SSE 212): SOCIAL STUDIES EDUCATION AND PATTERNS OF NATION-BUILDING

UNIT 1

SELF ASSESSMENT EXERCISE I
In the United States, social studies has been used to promote civic competence, helps young people develop the ability to make informed and reasoned decision for the public good as citizens of a culturally diverse, democratic society while in the New Zealand, the understandings and skills students develop enable them to participate in society as informed, confident and responsible.

SELF ASSESSMENT EXERCISE II
   i)   Social studies as a field of learning and study, was to inculcate the concepts of nationalism, patriotism, unity and interdependence among the diverse peoples of Nigeria. These are pointers to the conscious use of Social Studies as elements of cement for nation-building in Nigeria.

   ii)   Social Studies education inculcates democratic values, which are essentially the core values of a democratic society. Okam (1998) stressed that 'inherent in a democracy is respect for the rights and differences of others'. It is argued that there are other certain values which citizens in democracy must internalize if democracy it to survive. These values include the dignity of every human being, personal freedom, equity and justice for all, peace and order amongst men, economic wellbeing for all, and a sense of responsibility for, and brotherhood with one's fellow beings.

   iii) Skills are to be imparted through Social Studies education and to contribute to national development in Nigeria as reflected in National Policy on Education (2013). Such skills include self-confidence, initiative, power of imagination and resourcefulness. Others still include honesty, cooperation, open-mindedness, participation, interdependence, integrity, trust worthiness, diligence, obedience as well as national consciousness and patriotism.

TUTOR-MARKED ASSIGNMENT
  • Social studies education is a problem solving course of study. It deals with societal issues and problems and prescribes effective ways of solving them. Kissock (1981) saw the subject as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers

important concerning the relationship human beings have with each other, themselves and their world.

- Social studies is a corrective subject that is geared towards helping learners to achieve self-realization and self- actualization through its inter-disciplinary nature. It entails the training, orientation and utilization of social skills knowledge and values by individuals in order to become functional and effective citizens of the society. It is also used in developing national consciousness and commitment in students as necessary ingredients for national development.

- Social studies uses its integrated approach in helping students (citizens) to develop their political literacy and encourage democratic values and principles for the promotion of functional citizens. It propagates and inculcates the philosophy of living in unity and harmony as one indivisible nation founded on the principle of freedom, equality and justice.

- In social studies education pupils are taught all the activities of life. They are introduced to various forms of learning. They learn to be constructive and artistic. They are taught that mere adherence to hardwork is insufficient but are made to realize the appreciation of work (dignity of labour). The learners are taught to be creative, imaginative and assess situations. They must be critically minded and be able to contribute to aspects of national growth such as economic, social, political and cultural.

- The learners in social studies education are taught to be able to adapt to situations and possess the ability to solve some immediate environmental problems. They are taught to apply scientific ideas and erase from their minds superstitious beliefs especially in this changing world. Learners are made to know that no society is isolated and that interdependency is important.

- In social studies education students get to know that the physical environment is the controlling factor of much existence and contains a lot of diseases which are caused by carelessness, negligence and laziness. They are taught how to live in clean environment. The causes of some of the diseases, their symptoms, mode of transmission and curative measures are taught to help in taking preventive measures.

- Ideas of dedication and sincerity are taught in social studies education. Learners are encouraged to utilize their hands and skills. Since social studies is a practical subject, learners engage in practical activities and manual labour. Learners are sent on excursion to places of interest from which they collect data based on what they have seen and learnt.

- Social studies as a subject is largely based on socio-cultural, political and economic inculcation of honesty, fair play, hard work, patriotism, obedience, discipline, loyalty, respect, self-confidence, among others and serve as corrective tool in curbing some of the vices or problems in our society. Learners of social studies are equipped with vast knowledge of the society, its components, attributes, problems and measures of solving persistent problems.

UNIT 2

SELF ASSESSMENT EXERCISE I
A nation's population shares a strong feeling of oneness and commitment to the survival of the nation. This quality is absent in a mere 'state'.

SELF ASSESSMENT EXERCISE II
1. It is the process by which different ethnic groups and cultures are brought together to form one national group to which the previous sub0groups identity with and are committed to its survival.
2. (a) promoting cultural fusion
    (b) promoting social integration
    (c) building institutions for conflict resolution
    (d) promoting economic interdependence
    (e) building national consciousness and patriotism

SELF ASSESSMENT EXERCISE III
Social Studies can be a vital tool in nation-building in the following ways (among others)
*   On integrated curriculum which is geared to integration, the goal or meaning of nation-building.
*   On producing useful citizens that can drive the construction process of nation-building.
*   Building citizens who are tolerant of cultures and peoples other than their own.

TUTOR-MARKED ASSIGNMENT
1)
i.   Language barrier
ii.   Loyalty to one's ethnic group beyond that to the nation
iii. Illiteracy
iv.   Poverty
2)   Cultural diffusion, in a nutshell, is a process of acquiring shared values, share mode of expression, and shared life style. Language is an important tool for it and it requires a lot of intergroups interaction.

UNIT 3
SELF ASSESSMENT EXERCISE I
1. Development means growth plus change. Growth in the qualitative and quantitative aspects of economic activities and social services; change in the quality of life and the general outlook of society.
2. a) A stable political system
    b) High standard of living
    c) An economy that is stable and supportive of the population
    d) Qualitative and functional educational system
    e) An efficient network of transport and communication.

3.   The United States of America (U. S. A), Great Britain, France. (Others are Japan, Germany and China)

SELF ASSESSMENT EXERCISE II

1.   Modernization can be defined from different angles, depending upon the disciplines of scholars.
     Economists stress the appearance of industrialization and commercialized agriculture as one element in measuring modernization. Others consider the robust nature of the economy in terms of what the average person earns as the level of modernization.
     Sociologists see it as the change from primitive living to a better life devoid of hunger and poverty.
     At the level of religion, modernization is seen as the intellectual attack of old time sacred doctrines by philosopher and scientists.
     Political scientists see elements of democratic principles and practices as equal to modernization.
     Modernization, in short, is seen as those policies, principles and practices of the more developed countries which are regarded as models for less advanced to follow.

2.   a)   A modern system of education
     b)   A system of politics characterized by democratic processes.
     c)   Advancement in the economy in terms of income, growth, in commercial agriculture, industrialization.
     d)   High standard of medical/health care
     e)   Modern means of transport and communication

3.   2 major areas of relationship between modernization and development
     a)   Both are processes involving transition in quality and quantity of change in human life.
     b)   Both are desirable goals that human beings seek and struggle to attain.

SELF ASSESSMENT EXERCISE III

•   The fight against poverty idea in development
    It is targeted in raising the standard of living of society from poverty, misery and social inequalities.
    It is usually sponsored from abroad by International donor agencies. It comes in the form of the 'big push' from outside to speed up development in the less development using the yardstick of the sponsors.
    It is mostly carried out in a hurry with little understanding of the local citizens, the culture and their needs.

•   The 'long-term economic and social development approach'
    It is more or less the opposite of the fight against poverty idea. It is a gradual process. It tries to study first the local factors that could facilitate or hinder outside intervention. It tries to produce similarities and differences in development process before intervention.

•   These approaches are matter of choice. The first is in a hurry. The second relies first on a realistic assessment of strategies.

TUTOR-MARKED ASSIGNMENT
Answers would vary. Responses will be a matter of choice or opinion.

UNIT 4
SELF ASSESSMENT EXERCISE I

1. Five (5) reasons why people like living in urban areas are:

    i)   In urban areas, one is more likely to be able to find many different types of food.
    ii) Those in urban areas enjoy the opportunity to take part in many cultural and social events.
    iii) Parents have a number of choices available for the education of their children and can often select from a long list of both public and private schools.
    iv) It is also worth noting that urban areas offer residents the possibility to choose from a range of employment options.
    v)   Urbanites have better access to choices in health care.

2. Four (4) disadvantages of living in cities are:

    i)   high reliance on vehicles in urban areas as well as lesser emphasis on walking.
    ii) pollution (noise and atmospheric) is an issue that could impact the overall quality of life.
    iii) overpopulation.
    iv) decrease in the standard of living.

SELF ASSESSMENT EXERCISE II

1. Three (3) characteristics of rural life are:

    i)   residents are nearest to natural world more easily instead of having to go to parks.
    ii) people do not have to fight with the daily stresses of urban life such as being stuck in traffic.
    iii) dealing with higher rates of crime and, in many cases, paying higher taxes is minimal in the rural areas.

2. People move to the urban areas instead of remaining in the rural areas:

    •   for availability of choices and diversity, especially when vital factors   like healthcare, education, and employment options are concerned.

SELF ASSESSMENT EXERCISE III

1.   Five (5) criteria and use Nigerian examples to support the criteria.

S/N	Rural Life	Urban life
1	**Environment:** Close / direct contact with nature. Preliminaries influenced by natural environmental elements like rain, heat, drought, etc. over which there is no control.	Greater isolation from nature. Predominance of manmade (artificial environment).
2	**Occupation:** Agricultural is the fundamental occupation. Majority of population is engaged in agriculture. Neighbors of Agriculturist are also agriculturist	No fundamental occupation. Most of people engaged in principally in manufacturing, mechanical pursuits, trade commerce, professions and other non-agricultural occupations.
3	**Size of Community:** Size of community is very small in size. Agriculturalism and size of community are negatively co-related.	Size of community is large in size. Urbanity and size of community are positively co-related.
4	**Density of Population:** Density of population is lower. Density and rurality are negatively co-related.	High density in population.Density and rurality are positively co-related.
5	**Social Differentiations:** Low degree of social differentiation	High degree of social differentiation

2.   Five (5) reasons why urban life contributes more to the development of Nigeria than rural life are because:

i)   people are engaged principally in different activities such as manufacturing, mechanical pursuits, trade commerce, professions and other non-agricultural occupations.

ii)   in urban areas, conveniences and facilities are provided due to greater density of population

iii)   there are numerous enacted institutions in the urban.

iv)   urban society is complex multi-group society.

v)   urban social life is under constant and rapid social change.

TUTOR-MARKED ASSIGNMENT

The answers to 1 and 2 would be a matter of choice.

UNIT 5
SELF ASSESSMENT EXERCISE I
1. People cooperate because, the incentive for cooperation often originates from the recognition that collective action can produce greater benefits than if the parties involved acted alone.
2. The following definitions can be considered:
   - Co-operation is doing something or being with people with mutual interest for some purpose. It is the process of working or acting together, willingness to cooperate, to help out or get involved, including others, encouraging, sharing, working together and willing to **Have a Go.**
   - Cooperation is the expression of the commitment, by two or more individuals, groups or entities, to collectively take the steps necessary to achieve a common goal or outcome.

SELF ASSESSMENT EXERCISE II
1. Consider any of the following definitions:
   - Conflict means to strike, a fight, struggle or battle, clash, contention, confrontation, a controversy or quarrel, active opposition, strife or incompatibility, to meet in opposition or hostility, to contend, to be contrary or to be at variance.
   - Conflict also means contradiction arising from differences in interests, ideas, ideologies, orientations, beliefs, perceptions and tendencies. Although, conflict is a normal, natural and inevitable phenomenon in any interactive situation of human life, contradictions exist at all levels of the society: intra - personal, interpersonal, intra - groups, inter - group, institution, intra - national and interpersonal.
   - Wright (1990) defines conflict as opposition among social entities directed against one another. He defined it as opposition among social entities, independently striving for something of which the resources are inadequate to satisfy all. Competitors may not be aware of one another, while they are parties to a conflict.
2. Five (5) sources of conflict in Nigeria are:
   - i)   There are ethno-religious conflicts,
   - ii)   conflict between government and labour unions
   - iii)   conflict in marriages and families,
   - iv)   conflict within one's workplace,
   - v)   intra and inter-community conflicts,
   - vi)   inter-state conflicts,
   - vii)   conflict with a peer gang or group,
   - viii)   conflict between civilians and uniformed men, police and the army,
   - ix)   conflict between students and their educational institutions' management,
   - x)   conflict between leaders and followers,
   - xi)   conflicts in school as a result of differing cultural and social backgrounds of the students and staff, etc.

SELF ASSESSMENT EXERCISE III

1) This is not totally true as "a conflict-free society would be lifeless with little interest or dynamic quality". (Poponoe, 1974).With regard to conflict, the pervasive and tenaciously held to truism is that we have not understood conflict as "a natural, vital part of life," (Crawford and Bodine, 1996).

2) Conflict is inevitable and is everywhere humans are involved, be it in the family, in school, the communities, market square, streets, in society, in government, workplace, religious institutions, peer group, etc**.** A conflict-free society would be lifeless with little interest or dynamic quality.

TUTOR-MARKED ASSIGNMENT

  i)   The more the rate of unequal distribution of scarce resources in the society, the greater is the basic conflict of interest between its dominant and subordinate segments. There is therefore, need for equal distribution of scarce resources.

  ii) The pivotal role of information in societal conflict cannot be over-emphasised, they can either be manipulative or constructive. Especially in a widespread conflict situation, the role of information becomes more crucial, difficult and dangerous. When the information system in a society is tampered with, there is bound to be conflict. Thus, there is the need to strengthen information systems and refused the temptation to tampered with them.

  iii) Contradicting values systems such as religious beliefs, ideological positions, and general world view is another factor responsible for social conflict among the interacting parties. Conflict involving values are the most difficult to understand and resolve because most times people could die for what they believe in. Thus, the need to respect one another's religion, beliefs, values and ideology.

UNIT 6
SELF ASSESSMENT EXERCISE I

1. Two reasons why we must tolerate one another are:
   - for a peaceful and
   - united nation.

2. A number of public disturbances in some parts of the country have been the result of political and religious intolerance. Such disturbance hinders the process of nation-building.

SELF ASSESSMENT EXERCISE II

1. Two things to do to contribute to building a united nation are:
   - national consciousness ie. a sense of attachment, an awareness of and identity with the nation.
   - promoting national unity ie. protect and preserve oneness of the nation.
2. Two (2) things to avoid in building a united nation are:

- been more conscious of ethnic groups, clubs, societies, etc than the nation.
- a carefree attitude toward the nation.

SELF ASSESSMENT EXERCISE III
1. Consider any of these:
   - An **attitude** is an expression of favour or disfavour toward a person, place, thing, or event. Attitude can be formed from a person's past or present. Attitude is also measurable and changeable as well as influencing the person's emotion and behaviour. In lay language, attitude may refer to the distinct concept of **mood**.
   - An **attitude** is a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in the environment. Attitude is one of the most important aspects of an individuals' personality. Having the right attitude makes it all the difference. If you take a close look at the most successful people out there, you will see that the individuals in any career, have positive attitudes. It is important to cultivate positive attitude towards life in order to achieve success in both professional and personal aspirations.
2. Two (2) types of behaviour whose absence can create trouble towards building a united nation are:

- Norms, and
- Values

TUTOR-MARKED ASSIGNMENT
- **DEVELOPMENT OF TOLERANCE**
   Understanding the objectives of Social Studies education in the Nigerian school system helps you to appreciate how the subject can be used to promote the task of nation-building. The subject targets some of numerous social problems that afflict the Nigerian society, and provides favourable attitudes towards building a virile nation. It promotes a feeling of tolerance.

   Nigerians have different values and beliefs, depending on their cultural background. Yet these differences are to be sunk in the interest of national unity. A number of Nigerians, however, have failed to tolerate their fellow citizens who have different religious, political and ideological views. A number of public disturbances in some parts of the country have been the result of political and religious intolerance. For a peaceful and united Nigeria, citizens must be made to understand that each social, political and religious group has a right to exist and co-exist.

- **INCULCATION OF NATIONAL CONSCIOUSNESS AND NATIONAL UNITY**
   A very important ingredient in the task of nation-building is working towards the creation of a united nation. Most Nigerians show more consciousness to their ethnic groups, religious denominations and even clubs and societies than the nation. It is important to emphasise the need to be proud of our country Nigeria,

because we do not have any other one. Americans are proud to identify themselves as Americans. The British do the same. If we are proud of a thing, we need to do everything possible to protect and preserve it. Hence, every Nigerian needs to develop a sense of attachment, an awareness of and identity with the nation. Social Studies help the child to become acquainted with the national symbols such as the flag, the anthem, the pledge, and the pictures of leaders. If all Nigerians feel committed to the pride and preservation of the country, they would then have one thing in common, national consciousness which they would want to bequeath to their on-coming generations. This common interest and aspiration help to bind them together for national unity.

- **INCULCATING DESIRABLE VALUES AND SOCIAL ATTITUDES**
  Social studies, as citizenship education, has been seen as a means for inculcating desirable values and social attitudes in the child and as a means of social reform. It is, in this light, that some people have seen social studies as a means of socialization. Others see it as a means of indoctrination. Whichever applies, what is important is the inculcation of desirable norms and values of the society from one generation to another. Without doing this, the child will find it difficult to fit into the society. Doing this seems to be a unique role of social studies because the subject is largely based on the socio-cultural context of the society. Some of the societal values to be inculcated are honesty, fairplay, hardwork, patriotism, obedience, discipline, loyalty, respect, self-confidence, among others.

UNIT 7
SELF ASSESSMENT EXERCISE I
1.   Leadership and Followership can be defined in various ways.
Leadership is defined as a process of social influence whereby a leader steers members of a group towards a goal. Leadership, here, involves influence. It is concerned with how the leader affects followers and the leader is the focal point. Leadership can also be defined as a process whereby an individual influences a group of individuals to achieve a common goal.

Followership: can be described as adherence to a leader. Also, followership is the virtue of supporting leaders and helping them to lead well. For followers to help their leaders do well, they have a responsibility to actively participate in the achievement of a nation's goal of nation-building.
2.   Other qualities a leader should have are:
Focus, intelligent, full of wisdom, influential, power of control, etc

SELF ASSESMENT EXERCIS II
1.   Explain the concept of democratic leadership.
    Democratic Leadership is one in which the leader invites the participation of subordinates or followers in decisions that affect them. This type of leader is characterized by his concern for the achievement of set goals with the group. He is sensitive and understands the need of the individual, groups within the organization and helps them to fulfill their needs as well as the functions of the

group. In his relationship with his members, the leader offer both praises and criticisms. He tries to influence without dominating the thinking and behaviour of the group.

2.   (i)   Which do you prefer? Autocratic leadership or Laisse-faire leadership? Is a matter of individual choice or opinion.
     (ii)   Give two (2) reasons for your preference of one to the other.
     State your reasons for your choice or opinion in (i) above.

SELF ASSESSMENT EXERCISE III

1.   Three (3) challenges of leadership in Nigeria are:

*   **Lack of legitimacy**: Legitimacy is the foundation of leadership. Most Nigerian leaders come into power through a questionable or spurious process. When a military dictatorship imposes himself on the people as their leader, he creates an atmosphere of fear which is very inimical to good governance. The people are only coerced to followership; they cannot criticize or dialogue with their leaders. In the same manner, civilian leaders come to power through questionable electoral process. Most election results that brought Presidents into power have been widely contested in a tribunal or Supreme Court. This issue of legitimacy reduces the people's confidence on their leaders because their votes do not count in the election of their leaders.

*   **Lack of vision**: Nigerian Leaders are not voted to power due to their manifesto; hence they profess no ideological creed that governs their sense of judgment on general issues and issues of public welfare. Their dream for the larger society cannot be determined due to lack of robust debate before they ascend to leadership position.

*   **Lack of integrity**: This is the quality that make subordinate and followerships to trust their leaders. Integrity and character is synonymous with honesty. This is a platform for effectiveness in leadership. A chief executive with integrity will have positive impact on his subordinates and the organization will subsequently experience performance and productivity improvement. Nigeria is a country that parades corruption as a value system. This can be attributed to lack of integrity on the part of her leadership. Corruption has ruined the economy of Nigeria, and it is putting her leadership into suspicion by her people and the International community. Nigerians lack trust for her leaders.

2.   Three (3) challenges of followership in Nigeria are:

*   **Quietude:** This is a situation where followers remain adamant and aloof of the excesses of leadership activities.

*   **Susceptible to use by some leaders to fan trouble:** Followers sometime ally with leaders to create trouble in the society so that; they can divert the attention of the people, to execute their personal interest.

*   **Sitting on the fence and watching the reckless abuse of office by leaders:** Corruption and abuse of office would have been reduced tremendously in Nigeria if followers have been bold enough to come out to criticize or challenge the excesses of their leaders.

TUTOR-MARKED ASSIGNMENT
1. Compare autocratic leadership with democratic leadership.
Autocratic Leadership: is a type of Leadership where the leader makes decisions on his own without consulting others. This type of leadership is also called 'dictatorial". In this context, the leader assumes monopoly of knowledge. He is personal in his praises and criticisms of individuals but remains aloof from the group. The leader decrees what will be done and the followers have no choice but to accept it.
Democratic Leadership on the other hand, is one in which the leader invites the participation of subordinates or followers in decisions that affect them. This type of leader is characterized by his concern for the achievement of set goals with the group. He is sensitive and understands the need of the individual, groups within the organization and helps them to fulfill their needs as well as the functions of the group. In his relationship with his members, the leader offer both praises and criticisms. He tries to influence without dominating the thinking and behaviour of the group.
2. In your opinion, what is the most serious challenge to followership in Nigeria? State your opinion. Individual may have different views.

UNIT 8
SELF ASSESSMENT EXERCISE I
1. Multiculturalism means different things to different people. But consider these definitions:

   • For some, multiculturalism is directly linked to the politics of recognition and of difference. In this regard, it concerns an appreciation of the necessity to deal with diversity in ways that affirm the value of different cultures and to respect the various claims made by minority groups.
   • Multiculturalism can also be defined as the cultural diversity of communities within a given society and the policies that promote this diversity. As a descriptive term, multiculturalism is the simple fact of *cultural diversity*. As a prescriptive term, multiculturalism encourages ideologies and policies that promote this diversity. In this sense, multiculturalism is a society "at ease with the rich tapestry of human life and the desire amongst people to express their own identity in the manner they see fit

2. **Multi-culture** is the cultural diversity of communities within a given society and the policies that promote this diversity. As a prescriptive term, it encourages ideologies and policies that promote this diversity. In this sense, multi-culture is a society "at ease with the rich tapestry of human life and the desire amongst people to express their own identity in the manner they see fit." On the other hand,*cultural diversity* is the differences in culture that exist among different people, ethnic group or groups, in a community or nation.

SELF ASSESSMENT EXERCISE II
How does inequality hinder the unity of Nigeria?

An important aspect of nation-building is the building of a common citizenship. But how can Nigeria have a common citizenship when the person in Ilorin has a radically different quality of life from the person in Yenagoa? Or when the woman in Gusau is more likely to die in childbirth than the woman in Ibadan? Through the development of the economy and equal opportunities for all, or through the development of social welfare safety nets, mature nations try to establish a base-line of social and economic rights which all members of the national community must enjoy. Not to enjoy these socio-economic rights means that the people involved are marginalized from national life. That is why in many Western European countries, contemporary nation-building is about preventing 'social exclusion' or the exclusion of significant segments of the population from enjoying basic social and economic rights.

In Nigeria, not only are many of the citizens denied basic rights such as the right to education and health, there is also serious variation in the enjoyment of these rights across the country. As a consequence, the citizen is not motivated to support the state and society, because he or she does not feel that the society is adequately concerned about their welfare. Second, socio-economic inequalities across the country fuels fears and suspicious which keep our people divided.

SELF ASSESSMENT EXERCISE III
1.   Nigerian leaders should learn to be focused and vision minded as seen in the case of Botswana leadership

2.   Nigerian leaders should avoid division, conspiracies and distractions.

TUTOR-MARKED ASSIGNMENT

Nation-building is always a work-in-progress; a dynamic process in constant need of nurturing and re-invention. Nation-building never stops and true nation-builder never rests. Nigeria, despite her enormous human and natural resources is still on the process of nation-building because it is constantly facing new challenges.

UNIT 9
SELF ASSESSMENT EXERCISE I
1.   The ways Nigerians can use their past to bring about progress are as follows:
   i)   Nigerians must seek ways of setting up a system that make people avoid 'cleaving to what they knew or could remember about their past.'
   ii)   Nigerians would not adhere to a weak and ineffective government, with corrupt indentations.
   iii)   Nigerians must emphasise more in the country's common history as against the old pre-colonial delineations.
   iv)   Nigerians must replace regionalism and ethnicity with 'unity in diversity'.
   v)   Nigerians should learn from history so as not to repeat its mistakes, must never see themselves simply as victims of its history; it is a collective responsibility to overcome the challenges posed by history

SELF ASSESSMENT EXERCISE II
Federalism as a type of government, in practical terms, means among other things, state police, resource control and massive devolution of power from the centre. It means less money for the federal government and more money for the other levels of government. Let every state or geo-political zone or region cater for itself and assign some powers to the centre where matters of common interest are concerned—like defence, currency and diplomacy. This, the supporters of this idea posit, will allow for healthy competition, creativity among the component units and promote unity in Nigeria.

SELF ASSESSMENT EXERCISE III
To make Nigeria great, Nigerian leaders should be committed to the rule of law and have a demonstrable sense of fairplay and democratic tolerance; they should be leaders with ability and integrity; leaders that can see beyond the ostentatious pomp of office; leaders who have vision fora Nigeria better than the one they inherited; leaders who will lead by deeds and not by words; achievers, not deceivers; leaders that will not only leave their foot-prints on the sands of time but those who by dint of hard-work, fairplay, dedication and commitment, will live forever in the hearts of Nigerians.

TUTOR-MARKED ASSIGNMENT
Make sure you take notes of important issues raised at the lecture.

UNIT 10
SELF ASSESSMENT EXERCISE I
A nation is a body of people or a group of people that live in a definite territory, usually united to one another because they belong to the nation while Nation-building is the name given to the group of processes involved in the growth and developments of the nation.

SELF ASSESSMENT EXERCISE II
Two (2) ways Social Studies Education can be useful in helping the process of nation-building are:
   • Social Studies teachers groomed in Social Studies teaching methods and techniques would not be handicapped in value teaching. This has implications for recruiting and selecting for Social Studies teaching positions trained Social Studies personnel and for the educational institutions ensuring that only persons with professional qualification in Social Studies education teach Social Studies in our classrooms.
   • The Social Studies curriculum document meant for implementation in the Nigerian schools, if appropriately fashioned out, must encompass content that places unbounded emphasis on the plural cultures of the multi-cultural Nigerian society such that the people's cultural universals are orchestrated for purposes of emphasizing the integrative strands in the life of the people.
   • A well planned and implemented Social Studies Curriculum which incorporates cross cultural studies, multi-ethnic education, peace education, human relations education, global and international education – for purposes of

drawing from the integrating experiences of the other societies – would have started on the right path to achieving real national integration not just territorial integration.

- In all classrooms the world over, teacher behaviour exerts lots of influence on learning.

- There are integration cohering practices which, when utilized in the teaching setting by the Social Studies teacher, directly or indirectly, impact on the learner and endures in his life pattern or social interaction even after his exit from formal schooling. The benefits of the integrative approach emphasized in the teaching of Social Studies make a critical learner appreciate the essence of building a nation.

- Social Studies teachers engaged in team teaching and who preponderantly utilize cooperative or collaborative learning technique in Social Studies teaching interactive situation, where learners *in spirit de corps* work together, think together to achieve lesson goals or solve problems, is indirectly socializing the students to what team spirit, cooperative efforts could do towards the task of nation-building.

SELF ASSESSMENT EXERCISE III

Religious fundamentalism particularly among some Islamic sectarian groups has contributed to violent religious uprising in some parts of the country. Towards the end of 1980, for example, the Mohammed Maitasiene and his sectarian group unleashed havoc on Kano and its inhabitants. He and his disciples appeared to have attacked both Muslims and non-Muslims who did not share their beliefs. Nigeria is one of the countries where religion has wrecked much havoc on advancement, unity and prosperity of her citizens, and the development of the nation as a whole. Between 1980 and 1995, not less than fourteen convulsive religious conflicts have occurred in the country. In each of these religious conflicts, many lives and property were lost. Until religious groups learn to tolerate one another, the dream of building the Nigerian nation shall continue to remain an illusion.

TUTOR-MARKED ASSIGNMENT

Take notes of important points at the debate