

**NATIONAL OPEN UNIVERSITY OF NIGERIA  
AND  
NATIONAL TEACHERS' INSTITUTE**

**BACHELOR'S DEGREE PROGRAMME  
MANUAL**

**SCHOOL OF UNDERGRADUATE STUDIES**

**SSE 313: Finance and Financial Institutions in Nigeria**  
(2 Credit Units)

**SSE 315: Social Studies Curriculum Workshop**(2 Credit Units)

**SSE 321: Socialization, Nationalism and Patriotism**  
(2 Credit Units)

**SSE 323: Nigeria Cultural Environments: Values and Social  
Problems in Nigeria**(2 Credit Units)

***(TESSA Integrated Manual)***

## **COURSE TEAM**

- Course Developers/Writers:** Professor Emmanuel Ndan Danladi  
University of Abuja  
Abuja.
- Professor (Mrs.) Veronica Laraba Amdii  
University of Abuja  
Abuja.
- Professor Danladi Abok Atu  
University of Jos  
Plateau
- Dr. David Babatunde Akinola  
University of Abuja  
Abuja.
- Eunice Dada Agbo  
University of Abuja  
Abuja.
- Course Editor:** Professor Ken A. Mezieobi  
Ignatius Ajuru University of Education  
Port Harcourt
- Workshop Coordinator:** Professor Thomas K. Adeyanju  
National Teachers' Institute  
Kaduna

National Teachers' Institute, Kaduna  
PMB 2191  
Kaduna  
e-mail: [ntikad@yahoo.com](mailto:ntikad@yahoo.com)  
URL: [www.nti-nigeria.org](http://www.nti-nigeria.org)

In affiliation with

National Open University of Nigeria  
Headquarters  
14/16 Ahmadu Bello Way  
Victoria Island  
Lagos  
e-mail: [centralinfo@nou.edu.ng](mailto:centralinfo@nou.edu.ng)  
URL: [www.nou.edu.ng](http://www.nou.edu.ng)

Published by:  
National Teachers' Institute, Kaduna  
2016

All Rights Reserved

## TABLE OF CONTENTS

### **SSE 313: Finance and Financial Institutions in Nigeria**

Unit 1:	Nature of Finance	-	-	-	-	-	-	1
Unit 2:	Man and His Economic Activities in Nigeria	-	-	-	-	-	-	6
Unit 3:	Financial Institutions	-	-	-	-	-	-	14
Unit 4:	Nigeria and her Economy	-	-	-	-	-	-	22
Unit 5:	Consolidation	-	-	-	-	-	-	26
<b>Answers to activities and assignments</b>								<b>-</b>

### **SSE 315: Social Studies Curriculum Workshop**

Unit 1:	Meaning of Curriculum and Social Studies Workshop	-	-	-	-	-	-	37
Unit 2:	Inquiry Method in Social Studies Curriculum Workshop	-	-	-	-	-	-	41
Unit 3:	Production and Improvisation of Teaching and Learning Resource	-	-	-	-	-	-	45
Unit 4:	Computer as a Teaching and Learning Resources in Social Studies Education	-	-	-	-	-	-	49
Unit 5:	Consolidation	-	-	-	-	-	-	53
<b>Answers to activities and assignments</b>								<b>-</b>

### **SSE 321: Socialization, Nationalism and Patriotism**

Unit 1:	Concept and Nature of Socialization	-	-	-	-	-	-	63
Unit 2:	Theories of Socialization	-	-	-	-	-	-	70
Unit 3:	Agents, Methods and Problems of Socialization	-	-	-	-	-	-	73
Unit 4:	Nationalism	-	-	-	-	-	-	84
Unit 5:	Patriotism	-	-	-	-	-	-	93
<b>Answers to activities and assignments</b>								<b>-</b>

### **SSE 323: Nigeria Cultural Environments: Values and Social Problems in Nigeria**

Unit 1:	Nigerian Cultural Environment	-	-	-	-	-	-	110
Unit 2:	Values	-	-	-	-	-	-	116
Unit 3:	Culture, Education, and Environment and the Place of Social Studies	-	-	-	-	-	-	122
Unit 4:	Environmental Law; Importance and Problems	-	-	-	-	-	-	125
Unit 5:	Concept of Population Education	-	-	-	-	-	-	128
Unit 6:	Consolidation	-	-	-	-	-	-	132
<b>Answers to activities and assignments</b>								<b>-</b>

**SSE 313**

**FINANCE AND FINANCIAL INSTITUTIONS IN  
NIGERIA**

## **UNIT 1: NATURE OF FINANCE**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Definition of Finance
  - 3.2 Sources of Finance
  - 3.3 Scope of Finance
  - 3.4 Functions of Finance
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

All dimensions of national development which according to Birabil and Ifediora (2015) are constituted by the social dimension (educational development, health development, character development, cultural development, human resource development, and legal development) political development (governance, military, integrative and security development etc), economic development (industrial development) and technological development require adequate finance for the successful realization of their desired developmental goals. Finance seems a professional term. What the layman knows is money. This perhaps accounts for why Akanbi (1996 p.83) simplistically stated that “the word ‘finance’ has to do with money. This implies how money is managed, borrowed and/or invested”. In using the term ‘finance’ in what you will learn, we shall be concerned with its meaning, sources, scope and functions.

### **2.0 OBJECTIVES**

At the end of this Unit, you should be able to:

- i. Define finance in your own words.
- ii. State the sources of finance.
- iii. Identify the scope of finance.
- iv. Explain the functions of finance.

### **2.1 How to Study this Unit**

Carefully read this unit noting and mastering the major points.

## 2.2 Word Study

**Sources:** From where something is derived

**Scope:** The coverage of something

**Functions:** The role some performs

## 3.0 MAIN CONTENT

### 3.1 Meaning of Finance

Finance is money that is required in every human activity for the purpose of funding human needs and specified projects that directly have to do with individual's well-being, organization, government and business establishment. It is on this basis that Igba and Igba (2013 p.114) described finance as "the oil that lubricates the engine of every economy". It is a resource that is scarce and its management requires some prudence. This is why Finance is seen as "the science of the management of money and monetary resources for various (socio-political) economic activities" (Dania, Ofuasia and Eboh, 2015 p.158).

#### Activity I

- i. Define the term 'finance' in your own words.

### 3.2 Sources of Finance

There are many sources of finance. Ekwonwa (2012) outlined seventeen (17) sources of finance. They are:

- i. **Personal Savings:** This is money that a particular saver gradually saves from his income for the rainy day or for set up a business or for tackling from his savings.
- ii. **Borrowing:** Finance, money or funds can be sourced, with or without interest from a number of sources – willing and ready to comply friends, relations, banks after meeting their requirements for funds borrowing.
- iii. **Monetary Gifts:** Philanthropists can make without strings monetary gifts for the undertaking of both individual or public projects or infact to help the poorer members of the society to seek for their livelihood.
- iv. **Loans From Commercial Banks:** A dependable and responsible long-time customer of a commercial bank can, with or without collateral depending on the existing bank's loan policy raise loans for his bank.
- v. **Overdraft:** A customer to a commercial bank may have less money in his personal current account than he needs. Through an overdraft facility in the bank one can draw from money than the amount of money he has in his current bank account.
- vi. **Voluntary Donations:** Individuals, social clubs, religious institutions, governments, branches or chapters of community development Associations, NGOs and philanthropists can make free will or voluntary non-refundable donations to a desiring person or persons for individual or collective projects.
- vii. **Grants-In-Aid:** Governments, Cooperative Associations, World Bank, Education Trust Fund and other financial institutions can give grants and aids for developmental projects.

- viii. **Assets' Leasing and Sale of Assets:** Funds can be raised by individuals, group(s), organizations, firms and other business enterprises by leasing of their assets or through their outright sell of such assets which may include land, buildings, factories etc.
- ix. **Sale and Purchase of Bonds/Treasure Bills or Shares:** Funds can be easily raised with little risk, if any, by treasury bills which is allowed to mature at the expiration of the agreed period. Banks or other financial institutions can also sell bills in order to immediately raise a needed amount of money and more.
- x. **Sale of Shares:** Finance can be sourced by individual entrepreneurs, firms, medium and small scale industries from share brokers in the stock exchange market. Those who have bought the shares – the shareholders, from time to time are paid dividends from the profit that has accrued. Such funds can be invested in the beneficiaries dream project.
- xi. **Issuing and Buying of Debentures:** In the bid of a limited liability company or public liability company wanting to raise fund for its business expansion, it can sell or issue debentures to the public. These are loans that last for a long period of time.
- xii. **Borrowing From Finance Houses:** There are financial houses which established is particularly focused on the development of given sectors of the economy or for defined purpose. For example the Agricultural Development Bank (ADB) helps to finance Agriculture. The Industrial Development Bank (IDB) helps to finance industrial establishments while reconstruction projects and their further development are helped to be financed by the World Bank.
- xiii. **Profits:** Profits raised or generated from investments can be ploughed back into for more profit. In this way, profits generated become source of more funds for more investments.
- xiv. **Credit Purchase:** Here an individual, industry or business organization purchase raw materials on credit on deferred but agreed on payment terms. For the credit buyer or purchaser to settle his indebtedness to the seller of purchased on credit goods, he (the credit buyer) must have raised sufficient funds from the purchased materials to get him going even after the refund.
- xv. **Business Merger:** In order to raise fund geared at strengthen their financial strength, two industries or business outfits can merge together to pursue their financial enhancement objective.
- xvi. **Acquisition:** A company or business outfit may acquire another weaker company. The money which the acquired company or business organization may receive as its asset can be ploughed into other investments or business.
- xvii. **Capital Reconstruction:** In order for a business enterprise to escape from total eclipse, collapse or liquidation, it may farm out part of its assets to another company or business organization in order to raise fund which it will use to strength the existing assets of the company.

## Activity II

- i. List and discuss ten (10) sources from which finance for a company can be sourced from.



### 3.3 The Scope of Finance

You have read in the preceding pages that finance is synonymous with money simply looked at. But money is useless until it is put into effective use in the planning and execution of all man's economic activities. Man's effective living in the universe hinges on the adequate availability of money for all his economic activities which involve money. In this way, therefore, the scope or coverage of finance is limitless.

The scope of finance covers the following:

- i. Planning to raise funds;
- ii. Decision on how to raise funds;
- iii. Decisions on what the funds will be invested on;
- iv. Decision on where the business or organization that will generate the money will be located or situated;
- v. Decision on what best the available fund will be used on;
- vi. Expectations of financial turnovers;
- vii. Decisions on where and when to purchase the raw materials;
- viii. Decisions on where to sell or market the produced material;
- ix. Expectations of profits to be generated;
- x. Decisions on what the financial profits generated, if any, will be used – strengthen the existing business by plough the profits back into the business or to explore the opening of other business avenues or projects to make more money;
- xi. Decisions on when it is best to withdraw the profit from the bank;
- xii. Decision on how best to manage the funds for efficient utilization and who manages the funds;

The scope of finance covers not only “production, marketing and administration (of finance) to ensure efficient functioning of the firm” (Ekwonwa, 2012 p.8), it spans through all economic activities of man in public and private sectors of the economy and even beyond the territorial boundaries of any given nation hence we talk about man in his relationship with international financial institutions.

#### Activity III

- i. In a word, state the scope of finance.

### 3.4 Functions of Finance

The functions of finance include:

- i. “At the personal or domestic level...finance (helps individuals, family or group(s) to) purchase...goods and services in order to satisfy wants or needs...(such as) food, clothing, accommodation, education and medical care...” (Dania, Ofuasia and Eboh, 2015 p.158).
- ii. Finance helps at the formal organizational level to produce goods and services.
- iii. Finance helps in the establishment of investments such as companies and in the successful execution of development-oriented projects.
- iv. Through the instrumentality of finance, other monetary resources are development.

- v. The economic progress of man and the development of the entire society in reality resolves, among other things, on the availability of adequate finance. (Dania, Ofuasia and Eboh, 2015:
- vi. It is finance that eventually enables our raw natural endowment resources to be converted into consumable products that center meaningful social living on man and in this way man's welfare is given some attention.
- vii. Finance is involved in the payment of salaries, wages, fringe benefits to persons in the employ of formal organizations such as government or civil service and in manufacturing industries. Workers in private organizations also receive their financial due from their employers.

Everything considered, finance availability, in quantum, is the fulcrum or pillar on which man's socio-economic and in fact gladiatorial political activities revolve.

#### **Activity IV**

- i. State what you consider to be the functions of finance.
- ii. Explain whether or not man can be happy and have a fulfilling social living without finance.

#### **4.0 SUMMARY**

Finance appears to control to a large extent man's social, economic and political life. We have learned the meaning of finance, sources, scope and functions of finance. It cannot be disputed that man's effective welfare and in fact all man's activities in terms of meaningful socio-economic living is dependent on the availability of enough finance in circulation.

#### **5.0 ASSIGNMENT**

- i. Explain, in your understanding, why you think people say that money is the root of all evil.

#### **6.0 REFERENCES**

- Akanbi, A.A. (1996). Man and his economic activities. In Famwang, W.V., Ololobou, Y.P.S. & Okam, C.C. (Eds.) *Social studies for service*. Jos: Lecaps Publishers.
- Birabil, S.T. & Ifediora, O.N.L. (2015). Dimensions of national development: Which one should be prioritized in Nigeria's case? In *International Journal of National Development*, 10(8), 18-22.
- Dania, P.O., Ofuasia, J.N. & Eboh, R.N. (2015). Finance and financial institutions in Nigeria. In Edinyang, S.D., Mezieobi, D.I. & Unimna, F.A. (Eds.) *Social studies and financial institutions in Nigeria*. Calabar: Maesot & Company.
- Ekwonwa, M.O. (2012). *Finance and financial institutions: A study in social studies education*. Owerri: Ultimate Publishing Company.

## **UNIT 2: MAN AND HIS ECONOMIC ACTIVITIES IN NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Meaning of Economic Activity
  - 3.2 Types of Economic Activities
    - 3.2.1 Traditional Economic Activities
    - 3.2.2 Conventional Economic Activities
    - 3.2.3 Circumstantial/Emergent Economic Activities
  - 3.3 Economic Activities and Man's Social Life in Nigeria
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

Each subject or field of study such as social studies has its curriculum peculiarities. Social studies is a subject that focuses on man in his environments – social, cultural, physical, political, economic, psychological, science and technological environments. The emphasis on the environments is more on man's contemporary immediate surroundings. When one whose educational background or orientation is the discipline of economics such as Ikwumelu (1994 p.156) talks about economic activities, he sees it as "trading (buying and selling), manufacturing, agriculture, mining, transportation of goods, construction, banking..." In social studies education while the foregoing and more constitute integral part of social studies' perception of economic activities, and in fact the conservative perspective of social studies in relation to economic activities, economic activities in social studies education is made up of the foregoing looking more closely to what is on ground economically in terms of activities in a given geo-polity or environment. It is on this basis that we shall be concerned with the meaning of economic activities, its types in relation specifically to social studies and how economic activities affect man's social life in his environments. The emphasis on man's economic activities is based on the fact that all the various activities which man engages in all his life in social living, directly or indirectly, involve anxiety-motored pursuit of money.

### **2.0 OBJECTIVES**

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

- i. Define and explain what economic activities mean in this field of study – social studies.
- ii. Distinguish the newer focus of economic activities from the conventional ways in which economic activities are seen.

## 2.1 How to Study this Unit

Carefully read through this Unit, putting down all the main points. Do all the activities written in the Activity Column.

## 2.2 Word Study

**Traditional** – Practices that were indigenous to us before the arrival in Nigeria of the white colonizers.

**Emergent** – New ways and practices that are surfacing in modern times that may not have been there before now.

## 3.0 MAIN CONTENT

### 3.1 Meaning of Economic Activities

Bulya (2011) clarified economic activities into three with their constituents as follows:

- i. **Primary Sector:** Made up of agricultural, forestry, mining and fishing activities.
- ii. **Secondary Sector:** Comprising manufacturing, construction and public utilities.
- iii. **Tertiary Sector:** Constituted by transport, communication, finance, insurance, personal services, social and community services, retail trade, hotel and restaurant businesses.

Bulya (2011), therefore, noted that economic activities are no more than all activities that man is involved in or which man performs that centre around all the processes in which any or all of the primary, secondary and tertiary sectors of the economy are involved which main focus are the production, distribution and consumption of goods and services. Economic activity can, therefore, be simply defined as all human activities which have to do with money which is largely focused on the production, distribution and consumption of good and services which not only contributes to sustained and improved life of the people but also the development of the nation. For this definition to appropriately fit into the social studies discipline, the economic activities of your focus must be those that are reflective of what is on ground activity-wise in your environment involving money. This will include conventional economic activities there are persisting or have been modified to suit what is going on today and what Mezieobi and Domike (1996) and Uchegbu and Nkire (1997) called emerging and circumstantial economic activities respectively.

### Activity I

- i. Define economic activities in your own words.
- ii. State how economic activities should be seen by you as a student of social studies field of study.

## 3.2 Types of Economic Activities

According to Uchegbu and Nkire (1997) and Uchegbu and Nkire in Iwegbu (2011), there are basically three types of economic activities. These are:

- i. Traditional Economic Activities;
- ii. Conventional Economic Activities; and
- iii. Circumstantial Economic Activities

You will now learn what are involved in each one of them.

**3.2.1 Traditional Economic Activities:** These were economic activities which Nigeria's before the arrival of the colonial masters and their introduction of colonialism engaged in as the basis of their sustenance. These economic activities in question included agriculture, palm wine tapping, rope making, blacksmithing, bead and glass making, traditional medicine and herbal treatment, rain making, basket weaving, local milling etc. These were largely for subsistence and because today's monetary economy was unavailable, trade by barter was the order of the day for the exchange of goods and commodities.

**3.3.2 Conventional Economic Activities:** These are economic activities which are not only the concern of the economists but all Dick and Harry since the white man set his foot in Nigeria during the era of colonialism. The economic activities that fall under this category are agriculture with the following components: arable farming, livestock farming, dairy farming, fish manufacturing and mining. To this list Iwegbu (2011) adds transportation and banking transactions. In today's high tech era in which Information and Communication Technologies (ICTs) are impacting positively on all sectors of the economy, money generating communication has made this list and has become an integral part of today's conventional economic activities. As a result if advances in science and technology, remarkable improvements have been made and is becoming easily observable in all aspects of these conventional economic activities in order to make bitter the economic circumstances of man and alleviate man's basic economic problem and satisfy, to a considerable extent, the basic needs of man which have become insatiable.

**3.3.3 Circumstantial Economic Activities:** The other baptismal name of Circumstantial Economic Activities according to Mezieobi and Domike (1996) is 'emergent Economic Activities'. There is a saying in 'broken English' everywhere in Nigeria to the effect that 'man must walk' – meaning whatever the circumstance, man or a living human must eat something no matter the quality. Nigeria's economic downturn, skyrocketing population growth and in fact unavailability of ready employment opportunities, have occasioned the germination of 'a new set of economic activities' that are complimenting the conventional economic activities and the indigenous or traditional economic activities wherever patches of them are available. These circumstantial economic activities which you can observe and have observed in your environment or community, according to Mezieobi and Domike (1996) are:

- i. **The use of motorcycles, bicycles, tricycle** – 'keke' for money-making transportation.

- ii. **'Kabu-kabuing** – some private car owners in private or public employment or who have lost their legitimate jobs by retirement or dismissal from their work places, hit the streets early in the morning or in the evenings to make money by conveying passengers to their nearby destinations.
- iii. **Volunteer road workers** – most Nigeria-roads are in a state of utter disrepair such that male youths who wish to make ends meet are seen filling the many pothole-death traps on the roads for a 'chicken change' from willing motorists. In fact, at times people are compelled to give their 'road tight' – money.
- iv. **Commercial sex working:** Teenage girls who are crazy with fashion fad and want to be financially on with all goodies which money can afford even if they are from very low class homes are seen in street and road corners gunning for sex hunters. The commercial sex workers in the street are labeled 'street prostitutes' and the others every time ready but secretly wanting to go for sex are the 'disguised' prostitutes.
- v. **Religious bomb:** Religious institutions, particularly of the Christian and pentecostal types are springing up by leaps in and burns streets, uncompleted buildings, open spaces and in school premises for money and materials making in the canopy of 'winning souls for Christ' (Mezieobi, 1992).
- vi. **Title conferment:** Nigerians so much like titles. Such title hunters are, therefore, subjected to financial or monetary exploitation. The traditional rulers confer chieftaincy, nze, ozo etc titles on the highest bidder even if the title seeker is of questionable character and has not made any remarkable contributions to the community development to warrant the title. Knighthood and other titles are offered for sale by the churches and persons are lured to take them. The other circumstantial economic activities which Uchegbu and Nkire (1997) have identified include:
- vii. **Street hawking and food vending:** These are mobile trading of all kinds of wares or good on the streets, building sites, offices and everywhere for economic gains.
- viii. **Waste to wealth:** People are seen in cabbage dumps collecting wastes of all sorts-empty minerals, malt and beer cans, thrown away plastics and even junk motor parts and irons for recycling.
- ix. **Touting:** There are touts operating in motor parks, vehicle licensing offices, sea and air parts and around government offices.
- x. **Open labour market:** Full-blown men, women, boys and girls are found every day in open labour market centres awaiting customers who need their service for agreed fee.
- xi. **Computer centres:** Computer centres are aplenty within and around institutions of higher learning for students, staff and others who need their services.  
To this catalogue of circumstantial economic activities may be added:
- xii. **Government encourage thuggery and touting:** Government in some states of the federation of Nigeria set up task forces in some sectors say petroleum to ensure sell at government controlled price. Miscreants in the canopy of these task forces whose activities may not be subject to regular monitoring abuse the mission of the task force and financially exploit their victims. In like manner, motorists are being chased about by persons who may not be in any task force. It is money chase by all means for such people.

- xiii. **Community development charges:** Persons who legitimately have bought parcels of land in some villages and town are pursued by the youth when they wish to develop the bought property for the payment of so-called development fee which though exploitative do not usually go into the village or development but into fund diversionally pockets.

### **Activity II**

- i. List the types of conventional economic activities you have studied.
- ii. Explain any five (5) types of circumstantial economic activities you are worried about.

### **3.3 Economic Activities and Man's Social Life**

You have carefully learned about economic activities with emphases on conventional and circumstantial economic activities which are everywhere observable in your environments which you are in touch with in your everyday activities. When Frank in Iwegbu (2011 p.2) stated that “economic activities are social activities”, he may have based his conclusion on the indispensability of economic activities in the overall effective social life and social living of the citizenry in any geo-political setting. Economic activities cannot be strictly equated with social activities or used interchangeably. But the truth is that for man's social life or social living to be worth the bother, economic activities need not be sidelined as they provide the instrument that determines how joyous or otherwise your social life and those of the others will be in the end.

#### **3.3.1 What Is Social Life?**

Mezieobi (1994 pps.89-90) informed that “social life is the legal basis for the creation and existence of a state...(and defined) social life as the totality of human existence, activities and inter-relationships in a social setting aimed at fulfilling individual and common (or shared group) aspirations for the ultimate good of all” and that of the nation. Good life which social life is supposed to be engendering is not only restricted to cooperative inter-personal relationship or interaction, it has meaning within the context of its enhancement by money generating activities. There is, therefore, an inter-play of influence between social life and economic activities.

#### **3.3.2 The Scope of Social Life**

The scope of social life is exceeding broad and covers all aspects of life of the human person. While noting that social life involves inter-personal and intergroup relationships and interactions in all aspects of life, the main focus areas of social life include:

- i. Culture: Language, norms, beliefs and values
- ii. Education
- iii. Health

A number of other social life sustenance social activities which have implications for monetary involvement, spending (expenditure) or income generation include:

- i. Child birth, child rearing and weaning practices.

- ii. Indigenous (traditional) and religious marriages and activities.
- iii. Death and burials.
- iv. Entertainment such as dancing wrestling, cultural and sports or soccer competitions.
- v. Settlement of disputes traditionally and in modern conflict adjudication and resolution.
- vi. Kins people, village or communities group consensual decision-making.
- vii. Embarkation of a social group or community in self-help development projects geared at improved social welfare of the masses.
- viii. Conferment of titles evidencing enhanced social mobility or social status (Mezieobi; Mezieobi; Nkire and Esu, 1996).
- ix. Indulgence in community policing or self-imposed community security watch in which in persons or groups involved pay some stipend for their security.
- x. Poverty-induced street begging for economic alms.
- xi. Social assistance with the eyes on the loaves and foches-economic tips or gratification.

**Childbirth, child rearing and weaning practices:** From conception or the period a woman is in the family way till the safe delivery of the baby, the pre-natal or anti-natal care which entails regular visits to the hospital and clinics and the attention of the gynecologist and the purchase of the prescribed drugs cost money. After child birthing, the rearing and weaning practices consume lots of money. The nursing mother is very well fed so that she breast feeds the baby very well since exclusive breastfeeding is medically recommended for not lower that a period of 1 year plus.

**Indigenous (traditional) and religious marriages:** Nigerians, no matter their ethnic affiliation value traditional marriage which though is a cultural prescription. Religious marriages also consummate or complement the traditional marriages. The preparation for these marriages – traditional and religious – and their actual execution and the refreshment or entertainment that go with them are financially involving. Without meeting the financial costs of traditional wedding which are cultural one has not culturally married in Nigeria. Today, marriage is incomplete particularly on the side of the females until it is consummated in the churches or mosques as holy matrimony with its huge financial expenses.

**Death and burials:** Apart from the Muslims whose death and burial of their member is not exceedingly too expensive, but it costs something in the end, the death and burial of Christians is indescribably too expensive. The expense train or period lasts from the time of death when the dead is put in the mortuary till after the burial and the accompanying feasting. Sourcing for funds to bury a family deceased member in the way of giving the dead a benefitting burial may plunge the deceased family into indebtedness or sale of land and other valuables to execute the expensive burial.

**Social entertainment:** entertainment for relaxation costs money. The outfits for the dancers, wrestlers and actors and actresses cost money. The same is true of the preparations that go into cultural festivals, sports and soccer competitions. In some situations fees are charged to let you into the arena where these entertainment activities take place.



Settlement of disputes: Traditionally in Nigeria, settlement of disputes cost the warring parties some money if not for anything for the purchase of kola nuts for presentation to the traditional judges and their entertainment after the bone of contention is resolved. Those who resort to the courts for adjudication and conflict resolution pay the lawyers from their nose as the cost of litigation is ordinarily too expensive.

**Consensual group decision-making by kins' people:** Whenever the need arises for kins' groups to take decisions, guided by their elders, kola nuts, palm wine, alligator pepper, groundnut paste, garden eggs, drinks of all sorts and in fact hot drinks such as elicite gin, rum, snapps or whisky must be bought and presented as part of the entertainment of the collective decision-makers.

Embarkation on self-help development projects: All humans everywhere desire improved conditions of social living and welfare. Consequent on the fact that the present day governments cannot be relied on to provide all the basic social infrastructure required to keep the masses socially thriving, social groups, villages, communities, neighbourhood associations now resort, at their financial cost, to self-help development projects in order to improve on their social welfare and complement the efforts of the governments in this direction.

**Conferment of titles:** Nigerian as a people are title crazy. The traditional titles on the highest bidders. Those who cannot make it academically and are hankering after honorary doctoral degrees pay heavily, directly or indirectly, for these 'degrees' and even pride themselves in it more than the actual intellectual and academic achievers of the doctoral degrees. Titles in the religious institutions are paid for before and after the conferment. The social entertainment that go with these title conferments are financially involving. No bodies or insignificant persons, without money, hardly get conferred with titles in our social context.

**Poverty-induced street begging:** The money bags who wallow in affluence in Nigeria are never seen in the street begging for alms in the name of finance or more. Abject poverty and the desire or ambition to be like the rich, drive the poor into street begging for monetary gifts in order to meet even their feeding needs which cannot be in the balanced diet category.

**Money collection motivated assistance:** Nigerians are fond of rendering forced assistance or help to people with the ulterior motive of collecting some 'tips' in the way of money in the end. Behind the minds of those who lift your bought good in the groceries to your car, those who seem to be voluntarily clearing traffic congestion on the roads, those who seek to help clear rubbish in the house is the money you will give in return for their services or else you will be labeled a 'difficult' man.

### **Activity III**

- i. Outline six (6) social life motored activities which may yield money.

### 3.3.3 Factors Inhibiting Economic-Driven Social Life in Nigeria

Most individual or group social activities meant to improve on the social life of the people in the end yield or cost money. Nonetheless, there are a number of factors which prevent people from indulging in social activities that will improve on their social life, even if those activities have the potentialities of generating money or finance for the undertakers. They include:

- i. **Abject poverty:** One may desire to engage in activities that may generate money for his good social life but abject poverty on his part may be a hindrance.
- ii. **Alleviation:** One who has lost hope in life may be so disenchanted with social life that he choose to voluntarily withdraw from social activities that have the potentialities to raise money for his social life goodies.
- iii. **Fear of ego deflation:** A number of persons have false impression of their self-image. This calibre of persons may not wish to embark on self-employed jobs no matter how menial they are, for the purposes of generating some money for their socio-economic well being and for the desired quality social life.
- iv. **Laziness:** In the event of the existing acute unemployment situation in Nigeria and the seeming inability of governments to combat the pathetic tends, one may out of sheer laziness choose to continue to suffer the pains of unemployment rather than engage in any job creation that may yield some money for his social life upkeep. A number of Nigerian youths are seen in the villages and town chattering like baboons, not even investing their time in money yielding ventures but still look out for the better things of good life which money makes possible.
- v. **Unavailability of saleable skills:** A large percentage of Nigerians do not have the requisite entrepreneurial skills to make them launch out to self-employment for quality social life.
- vi. **Insecurity:** The pervasive state of poor security of lives and property in Nigeria or if you like endemic insecurity has discouraged a number of individuals and groups and in fact foreign investors from investing in order to make money that will be reasonably employed in the maintenance of the people for good social life.

#### Activity IV

- i. Outline the factors that prevent economic-driven social life promoting activities.

## 4.0 SUMMARY

Economic activities pervade man's human existence. The major concern of social studies as a field of study is man in his environments. The economic environment of man in relation to what the discipline of social studies looks at in connection with economic activities has been insightfully discussed. What economists emphasize in economic activities is more on the conventional economic activities than on the circumstantial economic activities plus the conventional economic activities which are the burden of social studies as a discipline of study. The influence of economic

activities on man as well as the factors that inhibit man from partaking in social life promoting economic activities has been pinpointed.

## **5.0 ASSIGNMENT**

- i. Outline the social activities of man in Nigeria that must have money put into its execution.
- ii. Examine the factors that are responsible for man's refusal to engage in economic activities for the purposes of improving his social life.

## **6.0 REFERENCES**

- Bulya, T.I. (2011). *National development in Nigeria: Issues and problems*. Katsina-Ala: Climax Graphics and Publishers.
- Ikwumelu, S.N. (1994). Economic activities in Nigeria. In Joof, G.W. & Amadi, H.C. (Eds.) *Social studies in schools: Teaching methods, techniques, approaches and perspectives*. Onitsha: Outrite Publishers.
- Iwegbu, J.C. (2011). Issues and problems of economic activities of man. In Onyesom, L.O.N. & Ukadike, O.J. (Eds.) *Essentials of economic activities of man for tertiary institutions*. Agbor: Suntex productions.
- Mezieobi, K.A. (1992). Religion in the Nigerian society. In Ikwumelu, S.N. & Mezieobi, K.A. (Eds.) *Social studies: A book of readings*. Onitsha: Etukokwu Publishers (Nig.) Ltd.
- Mezieobi, K.A. & Domike, G.C. (1996). *Social studies education in Nigeria: A realistic approach*. Owerri: Whyte and Whyte Publishers.
- Mezieobi, K.A., Mezieobi, S.A., Nkire, F.O. & Esu, A.E.O. (1996). Social activities in Nigeria. In Mezieobi, K.A. (Eds.) *Social studies education in Nigeria: An anthology*. Owerri: Versatile Publishers.
- Uchegbu, U.C. & Nkire, F.O. (1997). Economic activities in Nigeria. In Mezieobi, K.A. & Philips, O.M. (Eds.) *Readings in social studies education*. Owerri: Cannon Publishers Ltd.

## **UNIT 3: FINANCIAL INSTITUTIONS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Meaning of Financial Institutions
  - 3.2 Types of Financial Institutions
  - 3.3 Functions of Financial Institutions
  - 3.4 Problems of Financial Institutions
  - 3.5 Alleviating the Problems of Financial Institutions
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

At beginning of this module titled Finance and Financial Institutions you carefully learned about the meaning, sources, scope and functions of finance. There are institutions in every country that are legally entrusted with financial matters – money and funding – as they formally affect the public in relation to individuals, social groups, corporate organizations and in international financial transactions. In this Unit, you will learn about what financial institution means, the types, functions and problems of financial institutions. How to, at best, reduce the problems or challenges of financial institutions will also be learned by you. In this way, you will be fully armed with a ‘recipe’ knowledge of all financial institutions connote.

### **2.0 OBJECTIVES**

At the end of this Unit, you should be able to:

- i. Define finance very simply in your own words.
- ii. List and describe the types of financial institutions.
- iii. State with ease the functions of financial institutions.
- iv. Identify the problems of financial institutions.
- v. Suggest what can be done to eliminate or reduce the problems of financial institutions.

### **2.1 How to Study this Unit**

Carefully read this unit with interest, noting and jotting down the main points. You should also attempt to do all the activities in the unit without the assistance of anybody.

## 2.2 Word Study

**Types:** The branches of any given thing.

**Functions:** The duties or roles of something.

**Problems:** Forces or factors that may be making something impossible or unachievable.

**Alleviating:** Reducing the pains of something.

## 3.0 MAIN CONTENT

### 3.1 Meaning of Financial Institution

Financial institutions have been defined a number of ways depending on the background of who is attempting to define it. For our purpose, financial institution will be seen as “an institution that provides financial services...(to) its clients...members of the society...” (Ossai, 2011 p.34), the government and other organizations and groups. These financial services are in the way of demand deposits-accepting or collecting monies for safe keeping, making monetary payments, giving loans and embarking, encouraging or supporting investments and embarking on international financial transactions.

### 3.2 Types of Financial Institutions

Scholars who have written on financial institutions are not agreed on an acceptable classification of the types of financial institutions. While Anyato (1999) categorized financial institutions into two, namely: Formal and informal financial institutions, Unimke (2015) while still categorizing financial institutions into two types called them: Bank Financial Institutions and Non-Bank Financial Institutions. Ossai (2011) there are three types of financial institutions which she called.

- i. Deposit taking institutions.
- ii. Insurance companies and pension funds.
- iii. Stock brokers and investment funds.

For your ease of understanding of the types of financial institutions, we shall group them into four broad categories, namely:

- i. The Bank Financial Institutions.
- ii. The Non-Banking Financial Institutions (Igba and Igba, 2013; Unimke, 2015).
- iii. Specialized Financial Institutions.
- iv. International Finance Institutions.

**The Bank Financial Institutions:** This is made up of commercial, development and merchant banks. The others are community bank/micro finance banks and central bank.

- a) Commercial banks are limited liability companies such as Fidelity Bank Plc, First Bank of Nigeria Plc, Union Bank of Nigeria (UBN), United Bank for Africa (UBA), Diamond Bank of Nigeria, Access Bank Plc, Ecobank Plc etc which are owned by private persons, governments, institutions and groups. The commercial banks maintain three types of accounts, namely: savings,

current and fixed deposit accounts. The main purpose of commercial banks are to make profit. According to Dania; Ofuasia and Eboh (2015), the functions of commercial banks are:

- i. Accepting Deposits in savings, current and fixed accounts from the public for café keeping.
- ii. Safekeeping of Customers' Valuables such as certificates, will and jewellery etc.
- iii. Lending to Customers, which is the main avenue to through which the banks make their profits are carried out in three ways which Ekwonwa (2012) outlined as by means of loan account, by means of overdraft and by discounting bills of exchange.
- iv. Agent of Payment on Behalf of their Customers – enabling customers through current account and the associated cheque to draw money from the account at will and transfer money from one account of a customer to another (credit transfer).
- v. Issuance of bank statement – sending bank statements or giving to customers by their asking of the customers transactions with the bank.
- vi. Issuance of Travellers' Cheque – issuing travellers' cheques to persons travelling overseas in order to make their initial commercial transactions very easy.
- vii. Foreign Exchange Transaction – Asides getting involved in foreign exchange market and making an input to solving foreign exchange problems or challenges, this bank makes foreign currencies available to their customers who may or may not have domiciliary account with them.
- viii. Provide financial advice – Entrepreneurs seek counsel and get words of advice from the bank on the nature of investment they may embark on.
- ix. Facilitation of International Trade – Through credits which commercial banks make available to their customers who are exporters, payment in foreign trading is facilitated.
- x. Acting as Executor for their Customers – Acting in the capacity of their customers, the commercial banks execute their customers' will.
- xi. Investment and Stock Exchange Transaction – In their customers purchase or sale of securities (i.e. share in the stock exchange), commercial banks act as their customers' agents.

**Non-Bank Financial Institutions:** These are not banks per se. They are owned by individuals, associations, or group of persons. They do not create money but create credit. Non-Bank Financial Institutions according to Unimke (2015) include: **Finance Companies** that give credit facilities to their customers, industrial, commercial and agricultural enterprises on some agreed terms; **DiscountHouse** – it performs discount house business by tradition and holding treasury and commercial bills as well as securities; and **Insurance Companies** that are concerned with insurance business and its risks. Building societies, National Provident Fund (NPF) and mortgage bank also are financial institutions of the Non-Bank type.

**Specialized Financial Institutions:** Besides the Central Bank which is the topmost financial institution as it is in total control of the implementation of the “monetary policy of the government...the sole authority in the banking industry...banker to the government and the commercial banks...controls and regulates the supply of

money...influencing the credit policy of commercial banks...” (Dania, Ofuasia and Eboh, 2015 p.168), which should ordinarily be alone in this category of specialized financial institutions, some of the other banks such as Development Banks such as Nigeria Bank for Commerce and Industry, Nigeria Industrial Development Bank (N.I.D.B) and Nigeria Agricultural and Cooperative Bank, Merchant Banks and Mortgage Banks (now Federal Mortgage Finance) that are in the category of Bank Financial Institutions are signaled out to be in the Specialized Financial Institutions category of banks because of largely their specialized nature or functions as they specialize in a dimension of financial activities. The International Bank for Reconstruction and Development also known as the World Bank is also in the category of development banks that have specialized functions.

**International Finance Institutions:** Consequent on the inevitability of international interactions or relationships particularly those involving international trade, international financial institutions have been birthed to take charge of international trade. Three broad examples of International Finance Institutions readily come to mind. They are:

- i. The International Monetary Fund (IMF)
- ii. The World Bank: This bank comprises three institutions, namely: the International Bank for Reconstruction and Development (IBRD), International Development Association (IDA) and International Finance Corporation (IFC) (Ekwonwa, 2012). As it relates to the developing countries such as Nigeria, the World Bank provides finance and technical assistance needed for accelerated development.
- iii. The World Trade Organization (WTO) – Concerned with trade rules and conflict resolution on issues relating to international trade.

### **3.3 Functions of Financial Institutions**

The functions of financial institutions are:

- i. Companies that need funds from investors have financial institutions to transfer the needed funds.
- ii. Facilitates the flow of money in a pervasive monetary economy.
- iii. Assists small and medium scale business enterprises by providing them with financial security.
- iv. Provides employment opportunities for high level manpower in all categories of financial institutions.
- v. They are geared not only to generate revenue but also to maximize their profit.
- vi. Provides the platform through which small and medium sized business enterprises as well as cooperative societies source for fund to enhance the growth of their businesses.
- vii. Where there is positive community – financial institutions cooperative relationships, financial institutions provide some assistance to the communities in the community’s development striving even it is in the direction of renovation of schools, roads, rehabilitation of roads, village squares market, health centres, water projects, the traditional rulers and the award of scholarships to indigent but brilliant sons of the soil – community.

- viii. Financial institutions provide managerial and technical advice to their customers in terms of the investment the latter wish to embark on or how to further enhance the growth of an already established business outfit. (Ossai, 2011)
- ix. Financial institutions are also to respect the regulatory policies guiding the operations of financial institutions.
- x. Some of the financial institutions such as the insurance companies indulge in risks' taking in the economy.
- xi. Financial institutions provide a clearing house platform between the purchasers and the sellers in a facilitative transaction style (Igba and Igba, 2013).
- xii. In this era of global interdependence, financial institutions of the international type may more than ever before encourage finance co-operation that may further enhance development in the world community.

### **3.4 Problems of Financial Institutions**

Financial institutions are not without problems or challenges in their bid to effectively render their services to their clients or customers. These problems, among others, include:

- i. The preponderant problems of how to effectively manage the financial institutions and which policy framework will best achieve maximum results, all in the interest of effective delivery of its operational goals.
- ii. Regulatory requirements may not be clearly defined and their supervisory mechanism may not be very effective.
- iii. Consequent upon domestic or internal management laxity statutory rules or regulations may be contravened with deleterious results.
- iv. Poor capital base in some situations may hamper the institutions operational effectiveness.
- v. Financial institutions may not completely satisfy the credit facilities' yearnings of their numerous customers and this may mean downplaying their significance as such customers may be disenchanted with the operations of the financial institutions.
- vi. Dependence on donor funding may thwart the effectiveness of the financial institutions particularly when the donor partners are not committed to the business.
- vii. Some profit-oriented financial institutions may not hit their expected profit margin particularly in rural areas with poor and weak deposit base. (Ossai, 2011)
- viii. In developing societies such as Nigeria where knowledge and skills updatedness on regular basis is a mirage, financial institutions here may not keep pace with developmental trends and practices affecting financial institutions in the developed parts of the world.
- ix. Every aspect of national life has gone technology-driven. Technology is energy powered. In our context where there is virtually power blackout how effective will the financial institutions be in their service delivery.



### **3.5 Alleviating the Problems of Financial Institutions**

In order not to sit on the fence and continue unabated to watch financial institution deteriorate in their service delivery to a point of insignificance, the following remedies to alleviate their problems become compelling. They are:

- i. After the International Validation Summit of March 2004, the development finance department of the Central Bank of Nigeria (CBN) prepared, in draft, a policy document which gave an insight to and recommended what should be done to energize financial institutions and set them perpetually on effective performance. The Management of the central Bank of Nigeria should dust this document, set it not operation by implementing it as an added policy of theirs.
- ii. Central Bank's concerted articulation of a national policy framework for the operations of financial institutions will help matters more so if the policy will carry out the poor and low income groups in the society (Anyanwu in Francis, 2008).
- iii. The problems of financial institutions can be reduced if everything is done to reduce the tempo of poverty in Nigeria by training a mass of people to acquire skills that can be ploughed into production.
- iv. Financial institutions that are credit facility prone – that can give credit facilities – to work out some strategies for increasing the access of people to credit facilities that can meaningfully be employed in productive processes to make more goods and services available (Ossai, 2011).
- v. The problems of financial institutions can be reduced if they make their services more human-centric by focusing them on the well-being of the masses as well as on the accelerated development of the nations.
- vi. Financial institutions should not be islanders. They should be open to one another so that the strengths of one or more may span into the operations of those going down the drain. Increased inter-financial institutions harmonious cooperation and relationships may transform into the magic ward to alleviating, on a general note, the problems of financial institutions.

#### **Activity I**

- i. State the functions of financial institutions.

### **4.0 SUMMARY**

Financial institutions are the conveyors of finance and without which finance will not flow to all corners for man's unending economic and social activities. The functions of financial institutions, the problems of financial institutions and an insight into what should be done to alleviate these problems have been pinpointed.

### **5.0 ASSIGNMENT**

- i. List and explain the four types of financial institutions.
- ii. Outline what you consider to be the problems of financial institutions.
- iii. Suggest ways of reducing the problems of financial institutions.

## 6.0 REFERENCES

- Anyafu, A.M.O. (1999). *Nigerian financial market and institutions*. Enugu: Banking and Finance Publication.
- Dania, P.O., Ofuasia, J.N. & Eboh, R.N. (2015). Finance and financial institutions in Nigeria. In Edinyang, S.D., Mezieobi, D.I. & Unimna, F.A. (Eds.) *Social studies and financial institutions in Nigeria*. Calabar: Maesot & Company.
- Ekwonwa, M.O. (2012). *Finance and financial institutions: A study in social studies education*. Owerri: Ultimate Publishing Company.
- Francis, K.E. (2008). Micro-finance institutions in Nigeria: Problems and prospects. In *Journal of Financial Management and Analysis*, 2(1).
- Ossai, J.N. (2011). Financial institutions. In Onyesom, L.O.N. & Ukadike, O.J. (Eds.). *Essentials of economic activities of man for tertiary institutions*. Agbor: Suntex Productions.
- Unimke, S.A. (2015). Finance and financial institutions in Nigeria. In Edinyang, S.D., Mezieobi, D.I. & Unimna, F.A. (Eds.) *Social studies and financial institutions in Nigeria*. Calabar: Maesot & Company.

## **UNIT 4: NIGERIA AND HER ECONOMY**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 The Nigerian Economy
  - 3.1 Types of Produce/Industries in Nigeria
  - 3.2 Socio-Economic Statistics in Nigeria
  - 3.3 Nigeria Foreign Economic Relationship
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

Nigeria is classified as a mixed economy emerging market and has reached middle income status according to the World Bank, with its abundant supply of natural resources, well-developed financial, legal, communications, transport sectors and stock exchange (the Nigerian Stock Exchange), which is the second largest in Africa. Nigeria is ranked 37<sup>th</sup> in the world in terms of GDP (PPP) as of 2007. The economy of Nigeria is one of the fastest growing in the world, with the International Monetary Fund projecting a growth of 9% in 2008 and 8.2% in 2009. It is the third largest economy in Africa, it is also the largest exporter of oil in Africa and is a regional power that is also the hegemon in West Africa.

### **2.0 OBJECTIVES**

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

- i. Explain the Nigerian economy
- ii. State types of produce/industries in Nigeria

### **2.1 How to Study this Unit**

- i. As you study this unit, do you think that there are still other issues on Nigeria economy
- ii. Attempt the activities at the end of the unit.

### **2.2 Word Study**

**Ceramics:** Clay that has been heated at a very high temperature

**Infancy:** Period of your life when you are very young

### **3.0 THE NIGERIAN ECONOMY**

#### **3.1 Types of Produce/Industries in Nigeria**

Types of products and industries in Nigeria can be classified into two e.g.

- a. Major agricultural products produced in Nigeria include cocoa, peanuts, palm oil, cassava, rice, millet, corn, yams, rubbers, cattle, sheep, goats, pigs, timber and fish.
- b. Major commercial industries in Nigeria include: coal, tin, textile, foot wear, fertilizers, printing, ceramics and steel.

#### **Activity I**

State the major agricultural products produced in Nigeria

#### **Banking**

The country has highly developed financial institutions, with a mixture of local and international banks, asset management companies, brokerage house, insurance, companies, and brokers, private equity funds and investment banks.

#### **Minerals**

Nigeria has a wide range of underexploited mineral resources which include:

- a. Natural gas,
- b. Coal, bauxite,
- c. Tantalite,
- d. Gold,
- e. Tin,
- f. Iron ore,
- g. Niobium,
- h. Lead and,
- i. Zinc.

Despite huge deposits of these natural resources, the mining industry in Nigeria is still in its infancy. Research evidence indicates that agriculture used to be the principal foreign exchange earner of Nigeria and the world's largest exporter of groundnuts, cocoa, and palm oil and a significant producer of coconuts, citrus, fruits, maize, pearl, millet, cassava, yams and sugar cane. About 60% of Nigeria has vast areas of underutilized arable land. Nigeria also has a manufacturing industry which includes.

- a. Leather and textiles,
- b. Car manufacturing,
- c. T-shirts, plastics and
- d. Processed food.

#### **Activity II**

State the manufacturing industry in Nigeria.

### 3.2 Socio-Economic Statistics in Nigeria

Economic activities include oil and gas exploration and exploitation, fishing industries, shipping, agriculture, and tourism.

Total Area	923,768km <sup>2</sup>
Land Area	910,768km <sup>2</sup>
Water Area	13,000km <sup>2</sup>
Population	129,034,911 (2002 Estimate)
Population Growth	2.54% (2002 Estimate)
Population below poverty line	45% (2002 Estimate)
Oil and Gas	90% of GDP, 95% of foreign exchange, about 65% of budgetary revenue.
GDP Growth rate	3.5% (2002 Estimate).
GDP composition of Sectors (2002 Est.)	Agriculture 39%, industry 23%, services 28%.
Highways	193,200km <sup>2</sup> (total), paved 59,892km, (including 1,194km of express way). Unpaved 133,308km.
Waterways	875km, Niger, Benue, and smaller rivers and creeks.
Ports and Harbours	Apapa and Tin can (Lagos), Onne, Port Harcourt, Warri, Sapele, and Calabar
Airports	Lagos, Abuja, Port Harcourt, Calabar, Jos, Kaduna, Kano, Yola, Maiduguri, Enugu, Owerri, Benin City, Warri, Ilorin, and Sokoto.

#### Activity III

Explain the socio-economic statistics of Nigeria economic activities.

### 3.3 Nigeria Foreign Economic Relationship

Nigeria is the United States' largest trading partner in sub-saharan Africa and supplies a fifth of its oil (11% of oil imports). It has the seventh largest trade surplus with the U.S. than of any country in the world. Nigeria is currently the 50<sup>th</sup> largest export market for U.S. goods and the 14<sup>th</sup> largest exporter of goods to the U.S. the United States is the country's largest foreign investor. It is pertinent to note that some decades ago, economic development was hindered by years of military rule, corruption and mismanagement.

The restoration of democracy and subsequent economic reforms have successfully put Nigeria back on track towards achieving its full economic potential. It is now one of the largest economies in Africa, and the largest economy in West Africa region. Nigeria is the 12<sup>th</sup> largest producer of petroleum in the world, and has the 10<sup>th</sup> largest

proven reserves. The country joined OPEC in 1971. Petroleum plays a large role in the Nigerian economy, accounting for 40% of GDP and 80% of Government earnings. However, agitation for better resources control in the Niger Delta, its main oil producing region has led to disruption in oil production and currently prevents the country from exporting 100% capacity.

#### **Activity IV**

In your own words, explain Nigeria foreign economic relationship.

#### **4.0 SUMMARY**

With the intensified push for economic liberalization, Nigeria and other African leaders were told that privatization as an economic reform could help cut public sector inefficiency and waste provide greater scope to the private sector attract more investments, bring in new technologies and hence revive economic growth.

#### **5.0 ASSIGNMENT**

List and explain the two (2) types of products produced in Nigeria.

#### **6.0 REFERENCES**

Dunn, N. (2008). *“The Long Term Effects of Africa’s Slave Trades”*. Quarterly Journal of Economics. 123 (1) 139-176.

## **UNIT 5: CONSOLIDATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
- 3.0 Conceptualization
  - 3.1 Community Development
  - 3.2 China's Rural Development Method
  - 3.3 Local Governments in Nigeria and Development
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

For a development to take place at any level, the socio, economic, political spheres are very vital. This three areas and activities that take place in them are vital for development in the community. This is vital to development in the rural areas because there is always a relationship between the structure, the powers, that are operating and how local government function for the betterment of the community.

### **2.0 OBJECTIVES**

By the end of the Unit, you will be able to:

- i. know socio, economic, and political activities on local government can transform society;
- ii. identify and understand the relationship, the materials, based and the structure, power, and functions of local government and how all these can help developments at the grassroots level. Through the use of comparative methods.

### **2.1 How to Study this Unit**

- i. gothrough the unit taking note of key areas of concern.
- ii. checkthe meanings of words you are not familiar with.

### **3.0 CONCEPTUALIZATION**

#### **3.1 Community Development**

It is a process where the ability and efforts of people are united with that of the government to influence and solve socio, economic, political and environmental issues that affect them.

## **Local Government**

It is a local government at the grassroots level of administration meant for meeting the peculiar grassroots needs of the people. It is government by the popularly elected bodies charged with administrative and executive duties on matters concerning the inhabitants of a place.

## **Economic Activities for Community Development**

Human wants are unlimited while the means of satisfying them are limited. However, man satisfies his wants according to priorities and he ranks them on the basis. To perform his economic activities he has to get in touch of factors of production such as land, labour capital and entrepreneurship. Man has to depend on natural resources given to him by nature; they are water, animals, vegetables mineral, plants etc. Next he must be involved in labour in which he has to produce goods and services either as a professional or a skilled worker. To move ahead with the economic activities, he needs capital to produce or get these services. For the man to satisfy his economic wants he needs the entrepreneurship skills that will help him to harness and direct the other factors of production. He also needs to understand the principles of demand and supply and also the laws that govern them. A man in the community can be involved in buying and selling and being able to distribute these goods and services. By doing so, standard of living of men and the general wellbeing is maintained. To do all this, it is vital that man takes into consideration societal population and how overpopulation can have adverse effects on shelter, power, entertainment, employment and agriculture. For life to go on meaningfully, man uses environment rationally for it not to be endangered.

## **Social Activities**

A lot of activities which are social can bring about social development. These involve issues that concern marriage, intermarriage, community work, and social mobilization. Also of importance are the laws put in place in communities for people to live together such as shared norms and values.

## **Political Activities**

Politically, man is involved in a lot of activities border on political education, the issues voting and to be voted for, demonstrate principles and the issues of leadership and followership and the rules guarding them. Of importance too is the idea of party formation and political parties and the issue of governance and also political leaders and their preferences in governance. In the communities, bodies are available to implement rules and regulations such as payment of taxes etc. Also is the function of deciding forms of government in the society or community. Also the courts, judges, which is an arm of the judiciary interprets the laws. We have seen how man is involved in social, economic and political activities for development to take place in any community. What is vital here is that there must be a material base which is the capital, which must be available. The structure should be put in place which entails the leader such as political leaders local government chairmen, their deputies and



others. Next those who wield power such as political groups, clan heads, traditional leaders and village chiefs.

### **Activity I**

- i. Define Community Development
- ii. Discuss how social, economic and political activities of communities can bring about development.

In order to understand how social political and economic activities can bring about development, we have to look into methods used in other countries to bring about rural or community development. For this purpose, we shall look into countries like India, China, and Tanzania.

### **3.2 China's Rural Development Method**

Before 1949, China was an underdeveloped nation. They lived in starvation, poverty and ignorance and low level life expectancy, which was pegged in 1935 as twenty eight years. Mao Tse Tung had to struggle with government to reorganize China on the principles of Socialist Development. Basic Needs Approach was used to promote this idea. This was done by dividing the country into communes which were used as instrument of development.

A commune consists of the following:

- i. Composite unit of local government focusing social, political and economic functions of the rural areas.
- ii. They help the local community to be organized and also mobilize the rural population for development in the areas of land development and resources necessary for their everyday needs. This is to make them self-reliant and reduce inequalities that will bring about justice and equality. A commune has a number of production Brigades that are also subdivided into production teams. These production teams could be a village made up of a number of families. The production team is concerned about making decisions on manpower employment, management of production and the distribution of income generated. They also produce grains and other basic communities which are sold to the state. It is its role to also have enough that can be distributed to other members of the village. The production team is the crux and a vital unit in rural organization in China's countryside. China's development strategy is that of development from below or the rural areas. The rural communities which are organized as units of production; distribution, bring about development. This takes place within the context of democratic values and institutions. In China, the Central Government (State) only gives guidelines for provision of those things that the communes cannot produce. Development in China is focused on the "People". The strategies of the use of communes have brought about agricultural productivity, generation of rural surplus that helps diversify the rural infrastructure and integration of activities of the communes based on National targets, priorities and policies through linkages with higher political and administrative levels. This development method in China has brought about equitable distribution of wealth.

## The Indian Model of Rural Development

Just like China, India, before their independence was a poor country. The British colonial government before independence wanted to pattern India's development on their own Western Model. However, during the post-colonial period, Mahatma Gandhi came up with a new strategy of development which centered on decentralization and self-reliance.

Comment [D1]:

For Gandhi, the focus should be the village rather than national polity for development to take place. In the Indian perspective, the village (or the *Panchayat*) are the basic units of development. The development in the villages took this form:

- i. Production, consumption and exchange of goods and services are to be locally created.
- ii. There should be reliance on the local polity and the indigenous political institutions.
- iii. Diversification of village or community economy

## The Tanzanian Strategy of Rural Development

After the Tanzanian Independence, she decided to develop based on the western model. This model did not bring about sustainable development so a new strategy was developed which was contained in the Arusha Declaration of 1967. This strategy was the brain child of President Julius Nyerere, who was the first leader post-independence. This strategy is based on the idea or principles of socialism, self-reliance, and development. The principles laid down in this strategy were that all human beings are equal, and have right to dignity and respect. Each Tanzanian has the right to governance, locally regionally and nationally.

There should be freedom of expression, movement, religion, and association based on the law.

Each individual has the right to national security and of his life and property. Each citizen should be paid justly for his/her labour. Each citizen should enjoy the natural resources of his nation which can be passed down to descendants. The state should control the means of production for the purpose of economic justice. The economic life of the nation should be the responsibility of the state. It is the duty of the state to see that no citizen is exploited either as an individual or a group. In other words, the state should propagate a classless society. For these reasons, the policies were introduced which are:

- i. Absence of exploitation
- ii. Major means of production should be under the peasants or workers.
- iii. Democracy.

In the Tanzanian system, it is survival of the fittest. If you are able to work, you will get a fair income. People should not live on other people's labour except the children, the aged, and the crippled.

Self-reliance was another strategy of Tanzania. Tanzania was at war with poverty and oppression, and also against the use of money to fuel them. In Tanzania, people's development is based on the people's land, good policies and good leadership. In Tanzania should be focused on rural development which was based on the principle of *Ujamaa*. This principle was based on love, humanity, ownership and property and obligation to work.

## Activity II

Evaluate the strategy of developing the rural areas in Tanzania.

### 3.3 Local Governments in Nigeria and Development

Between 1950 and 1975 local governments in Nigeria underwent several changes. In the North, local authorities were merged to a federal authority. The Eastern region one was reduced from two then to one. In the Western region, it was at three levels. The War disrupted the local government and also the era of the military. At state creation, local governments were based on state levels to help recover from the Civil War. There was a lot of reorganization within the state local governments.

In 1976 under General Olusegun Obasanjo introduce a single tier pattern of local government. The appointed councils were to enforce and make decisions. Each local government was to have a population of 150,000 to 800,000 unless in rare cases, then it could be more or less. Under a Chairman, Supervisory Councilors. They each run the day to day activities of the local government. They were to make law and order, had power to levy rates, taxes, provide roads, markets, motor parks, slaughter slabs etc. From 1976 to now, there has been reforms that have changed the structure of the local government and also the establishment of ministry of local government and local government commission which have been scrapped. Apart from its functions to the community, the council also performs other administrative functions. Of importance to this unit, is the role of the local government in development. The function of the local government is vital to development Okde, M, and Ene, O. (2011). This is because sustainable development of the community is very vital. This has been observed by the 5<sup>th</sup> National Development Plan 1983-1985 Okeke and Ene (2011). Since independence, Nigeria has made attempts to chart a sustainable development path from the development plan from 1962-1985, also Vision 2020 Development, Vision of 2010, and NEEDS 2004. Based on certain goals but to a large extent, these goals have remained history due to Nigeria's socio-economic problems, local government has the mandate for National and Community development, rural development but this has not been the case. They changed with agriculture, education and health functions. However the extent to which local governments have implemented these functions and projects is an issue of great debate. This is because the functional goals of the development plans have not been met; such as a just and egalitarian society, even distribution of income, low level of unemployment, diversification of the economy, balanced development, increase in productivity, high level of sufficiency in the production of food and raw materials and promotion of discipline, attitude to work, avoidance of corruption, and clean environment 1968-1985 development plans Vision 2010, 2020, and NEEDS 2004.

From the observers of local government, these have been caused by a number of problems such as political involvement in local government, manpower shortage, bad morale of staff in the field, poor condition of service, frequent labour turnover, inadequate funding, corruption, and accountability problems. Most of the local governments lack development focus. This has made it not to play a commensurate role in the country's development process because the role of state government has been that of state villains to local governments because the state governments do not decentralize funds to them. This has been a Nigerian experience, which has affected Nigeria's decentralized model of local governments.

**Activity III**

Discuss the roles of local government in development in Nigeria.

**4.0 SUMMARY**

With the intensified push for economic liberalization, Nigeria and other African leaders were told that privatization as an economic reform could help cut public sector inefficiency and waste provide greater scope to the private sector attract more investments, bring in new technologies and hence revive economic growth.

**5.0 ASSIGNMENT**

List and explain the two (2) types of products produced in Nigeria.

**6.0 REFERENCES**

Dunn, N. (2008). *“The Long Term Effects of Africa’s Slave Trades”*. Quarterly Journal of Economics. 123 (1) 139-176

## **ANSWERS TO ACTIVITIES AND ASSIGNMENTS**

### **UNIT 1**

#### **Activity I**

Finance in other words is money that will be, is being, used to meet or satisfy human needs as far as possible and which is also used in organisation's, government and business establishments to satisfy their various goals.

#### **Activity II**

- i. Personal savings: Money that one has saved from one's income
- ii. Monetary gifts: Money given as gifts to people by philanthropists and so on
- iii. Borrowing: Money borrowed from banks or friends
- iv. Loans from commercial banks: Loan advances from commercial banks
- v. Overdraft: Money drawn from the banks that is more than one has in the bank
- vi. Voluntary donations: Free non-refundable donations
- vii. Borrowing from finance institutions
- viii. Profits
- ix. Credit purchase
- x. Business merger

#### **Activity III**

- i. Limitless

#### **Activity IV**

1.
  - i. Helps in the purchase of one's basic needs
  - ii. Helps in the production of goods and services
  - iii. Helps in investments
  - iv. Helps in developing the nation
  - v. Helps to convert raw materials into finished products
  - vi. Used in the payment of workers and their fringe benefits
2. Man cannot be happy without money as everything about his living involves money

#### **Assignment**

1. Money is the root of all evil because money is directly or indirectly involved in anything that is evil

## UNIT 2

### Activity I

- i) The activities of man that involve money
- ii) All economic activities of man that involve the use of money in his environments

### Activity II

- i) Agriculture, manufacturing, mining, transportation and banking.
- ii)
  - i. Street hawking: Trading on the streets add to traffic congestions and make the environment dirty.
  - ii. Commercial sex workers: May contact and spread sex related infectious diseases like HIV/AIDS
  - iii. Touting: Touts harass people and may insult people and steal their wares
  - iv. Title conferment: When titles are conferred to the highest bidder, genuine people who have contributed to the development of their towns but do not have money may be ignored.
  - v. Explosion of religious houses are more of money making than saving the lives of people and winning souls for God.

### Activity III

- i)
  - i. Street begging by the poor
  - ii. Giving assistance with eye on money as gifts
  - iii. Paying to watch entertainment groups
  - iv. Money presented on traditional marriages
  - v. Money presented to bereaved people on the burial of their former member(s)
  - vi. Money donated for development projects

### Activity IV

- i)
  - i. Abject poverty
  - ii. Alienation
  - iii. Laziness
  - iv. Insecurity
  - v. Not having saleable skills
  - vi. Fear of deflating self-image

## **Assignments**

### **i)**

- i. Religious marriages
- ii. Traditional marriages
- iii. Burial of the dead
- iv. Watching soccer with gate fee
- v. Undertaking self-help development projects
- vi. Settlement of disputes
- vii. Title-taking

### **ii)**

- i. Insecurity
- ii. High cost of the activity
- iii. Poverty
- iv. Withdrawal from such activities
- v. Not having the requisite skills
- vi. Laziness

## **UNIT 3**

### **Activity I**

- i. Transfer of money to companies that need it on the directives of the investors that the money is requested from
- ii. Facilitates money flow
- iii. Provides small and medium scale business enterprises with financial security
- iv. Employs high level personnel
- v. Maximize their profits
- vi. Generation of revenue
- vii. Provides avenues through which companies source for funds
- viii. Indulge in risk taking
- ix. Provide technical advice to their customers
- x. Provide assistance to communities for development projects
- xi. Encourage financial cooperation internationally
- xii. Financial institutions have operational regulatory policies which they must respect
- xiii. Serves as a clearing house for sellers and buyers

### **Assignment**

#### **i)**

- i. Bank financial institutions
- ii. The non-banking financial institutions
- iii. Specialized financial institutions
- iv. International finance institutions

**ii)**

- i. How to effectively manage them
- ii. The kind of policies that will lead to the achievement of best results
- iii. How effective are their supervisory machineries
- iv. The uncertainty about how clearly defined the regulatory requirements for their operation are
- v. Management may be lax or inefficient
- vi. Rules and regulations may be contravened
- vii. They may not be able to give loans to all desiring it
- viii. Expected profit margin may not be met
- ix. Dependence on donor-funding may negatively affect their effective operations
- x. Poor energy supply may make their operation ineffective

**iii)**

- i. Adhering to or implementing policies meant to promote their effectiveness
- ii. The working out of operational guidelines to which all of them will respect as they deliver their services
- iii. Alleviating the endemic poverty situation in Nigerian
- iv. Improved inter-financial institutions' relationships and co-existence
- v. Focusing their activities or operations on the welfare of the masses and on the development of the nation and international communities world-wide



**SSE 315**  
**SOCIAL STUDIES CURRICULUM WORKSHOP**

## **UNIT 1: MEANING OF CURRICULUM AND SOCIAL STUDIES WORKSHOP**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Curriculum
  - 3.2 Social Studies Workshop
  - 3.3 Development of Curriculum Workshop.
  - 3.4 Identification of Concepts
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

The practical demonstration is on decision areas in the development and implementation of the Social Studies Curriculum in the lower, middle and basic education level schools. At each level of discourse, teachers are given guidance and direction on the steps to follow and skills to apply in the major decision areas. Opportunity is also provided for practice in the production of Social Studies materials

### **2.0 OBJECTIVES**

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

- i. define curriculum and its elements and
- ii. explain Social Studies Workshop.

### **2.1 How to Study this Unit**

Read the unit carefully, jot down major points in your notebook, and master these points.

### **2.2 Word Study**

**Spiral-** outside the previous one

**Improvisation** – Without having planned in advance

**Inquiry** – a question which you ask in order to get some information

### **3.0 MAIN CONTENT**

#### **3.1 Social Studies Curriculum**

Curriculum according to Onwuka (1996) can be viewed from two viewpoints; the traditionalists and progressive viewpoints. For instance, According to the

traditionalists, the curriculum is simply a subject matter, courses of study or planned experiences of the learners under the guidance of the school.

The progressives view the curriculum as the guided learning experiences, planned and unplanned, which may be implemented in or out of school, but bear direct relevance to effective learning in other words, the curriculum as a structured series of intended learning experiences possesses certain elements. Although scholars differ in the emphasis placed on the elements, at the stage of curriculum planning and development. Social Studies educators such as:

Mezieobi (1993), Famwang (2003) Par identified the common elements to include:

- i. Situation analysis: This involves needs assessment of the beneficiaries.
- ii. Formulation of goals and objectives: Identifying what is needed to provide the needs.
- iii. Selection of contents and learning experiences: Involves organization of what to be learnt that is, knowledge, values and skills.
- iv. Selection of methods: These are the activities to be carried out by the teachers and learners.
- v. Determination of the extent to which set goals have been achieved/evaluation: This involves the feedbacks that determine the extent to which the contents have been learnt.
- vi. Curriculum revision: This involves updating the curriculum to be meet new challenges arising from the implementation experiences

#### **Activity I**

- i. Explain the concept of curriculum.
- ii. State four elements of curriculum.

### **3.2 Social Studies Workshop**

Social Studies is an integrated activities of man and his environment's as he battles for survival. It prepares the learner for citizenship through adequate provision of knowledge, useful skills and positive values and actions.

Workshop literarily refers to a room where work is done. It could also mean a room, building, shop, where things are made or repairs are done using tools and other available materials. Workshop also means a period of discussions and practical work on a particular subject in which a group of people share knowledge and experiences.

Thus, Social Studies Curriculum Workshop is pre-structured discursive approach for collaborative curriculum development in Social Studies Education. It is an approach to curricular decision making where experiences are shared for professional guidance and development. Activities in a workshop lead to the production of Social Studies materials.

Specifically, the objectives of Social Studies curriculum workshop include:

- a. to provide a forum for stakeholders to collaboratively share experiences on curriculum matters;
- b. to provide guidelines for setting up social studies programmes at various levels of schooling;
- c. to develop team spirit;

- d. to demonstrate skills in the application of inquiry-oriented teaching methodologies to improve learning of social concepts, values and skills and
- e. Encourage reflective thinking and creativity for Social Studies educational improvement.

### **Activity II**

- i. Define Social Studies curriculum workshop.
- ii. Mention the objectives of Social Studies curriculum workshop

### **3.3 Development of Curriculum Workshop**

In developing curriculum workshop, the following points are to be considered.

#### **i) Aims**

Ndubuisi (1981) considered aims as foreseen end of schooling. They are targets of education. When adequately stated, they give direction and guidance to programme development and implementation. They are also important to programme review and evaluation. Aims for schooling programmes and aspirations of society, the learner domain of programme philosophy and the view of specialists in psychology and philosophy, Kisko (1981) referred to such aims as ultimate goals.

#### **(ii.) Concepts**

Concept is the subject matter transmitted during instructional process; the data and information presented in relation to a topic. In Social Studies Education, concepts can be stated and taught as facts, concepts, and generalizations. Concepts and generalizations are far more emphasized because of their ability to help learners think reflectively, see relationships and transfer learning.

Dubey and Barth (1981) also described concepts as abstract words, ideas which can be built only through successive experiences in the variety of contents. They are acquired through many experiences organized over a period of time and in a variety of contexts. Thus, the teacher does not treat “concepts” by providing isolated facts but that will require learners to identify and categorize attributes of ideas that go together for example, Environment is an example of a major concept.

Supportive/minor concepts include; home, social, physical, culture, skills, houses, father, natural, unity, communication, animals, rocks, rivers, vegetation.

Generalization on the other hand, is statements about ideas that express the true situation of a concept. For instance, corrupt politicians are bad leaders.

### **Activity III**

- i. Explain aims, concepts and generalizations in your own words.
- ii. Give examples of supportive/ minor concepts.

### **4.0 SUMMARY**

Social Studies teacher trainees would learn to switch roles between being students of Social Studies curriculum experts when they gain from the workshop experiences. This is because social studies workshop provides environment for sharing ideas and

acquisition of practical skills. The unit explained the meaning of aims, concepts major and supportive concepts.

## **5.0 ASSIGNMENT**

- i. Explain the term generalizations in your own words.
- ii. Find the meaning of the following in relation to content selection in Social Studies.
  - Concepts
  - Generalizations
  - Fact

## **6.0 REFERENCES**

- Dubey, D.L. & Barth, J.L. (1981). *Social Studies: the inquiry method approach*. Kenya: Thomas Nelson and Sons Ltd.
- Ndubuisi, A.F. (1981). Curriculum objectives for effective teaching Nigeria. Africana Education Publishers.
- Onwuka, U. (1996). *Curriculum development for Africa*: Onitsha: Africana Fep Publishers Ltd.

## **UNIT 2: INQUIRY METHOD IN SOCIAL STUDIES CURRICULUM WORKSHOP**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Curriculum
  - 3.2 Social Studies Workshop
  - 3.3 Development of Curriculum Workshop.
  - 3.4 Identification of Concepts
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

Inquiry is usually considered the most appropriate for use in Social Studies classes. Inquire means “to find out.” Inquiry is an approach to instruction designed to seek answers to identified problems. It is organized, well-directed search which allows students to deepen their understanding of ideas, issues and wants by having to examine and interpret them in a formal way.

### **2.0 OBJECTIVES**

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

- i. explain inquiry-oriented Teaching Techniques
- ii. list the following steps that can be adopted in organizing class debate

### **2.1 How to Study this Unit**

- i) Read the Unit very well.
- ii) Note all major points.
- iii) Re-read the section where the ideas discussed in this unit are taught. If you are not clear about the concept read.

### **2.2 Word Study**

Take note of the unfamiliar words stated in each of the units in this module. Turn to your dictionary if you come across any other word that you are unfamiliar with in this unit.

### 3.0 MAIN CONTENT

#### 3.1 Inquiry-Oriented Teaching Techniques

These are teaching techniques with specific styles or actions designed to accomplish the goals of teaching methods. Although, all known teaching strategies and techniques can be applied in the teaching of concepts and principles in Social Studies, Teachers are encouraged to apply inquiry-oriented techniques. This is because such techniques allow learners to construct knowledge as they are given some degree of freedom to initiate and search for knowledge in a logical and systematic manner. The steps to adopt in the organization of some inquiry-oriented teaching technique will be described.

##### - **Debate Technique**

This technique is designed to enable learners share ideas on an issue with both positive and negative sides. The learner seeks information to support or argue against the issue. The following steps can be adopted in organizing class debate:

- Identify the topic and outline lesson objectives.
- Select teams to argue for and against the issue.
- Appoint judges and time-keeper. The teacher can be the moderator to guide the discussion.
- Give learners sufficient time to prepare as team members and others as audience
- Present the point alternatively during the debate.
- Organize follow-up activities to highlight the main points in the lesson and to find out the extent to which the stated objectives have been achieved.

##### **Activity I**

- i. What is Inquiry - teaching techniques?
- ii. Explain the term Debate technique and list any two techniques used in organizing class debate.

##### - **Role Play Technique**

The role play technique is a spontaneous unrehearsed class activity where learners assume and play roles that are not their own to understand a social situation. The activity requires no prepared script to be memorized, a stage or special costume. Simply, a story is told with series of events and learners play the roles based on their past experiences. The procedures to follow when organizing role play include:

- i. The Warm-up, where teacher introduces the situation, involve the class in a general discussion and allow learners to select their roles. Roles must not be forced on participants.
- ii. The enactment of the situation commences the front of the class as the teacher gives necessary guidance and direction as may be necessary
- iii. The review follows at the end of the enactment through discussion and generalization emerges.

## - **Read-the-Story**

### **The Story**

Once upon a time, in a village near Kano, there lived the family of Alhaji Isa and Hajiya Binta. They had three children, Giwa, Samira, and Ibrahim. One day at school, Giwa was observed sick; Samira was called to take him home. In the evening, the father took him to visit the village herbalist, who gave them some herbs, with instructions on how to use them. Few days later, the situation became worse and Giwa was taken to the village comprehensive health center to see the doctor. After diagnosis, which included laboratory test, the doctor diagnosed typhoid fever and malaria. Some drugs and injections were prescribed. After Giwa took the drugs, he felt better again.

### **Activity II**

- i. Identify the characters in the story.
- ii. Write a short role play story to teach the topic.

## - **Simulation and Games Technique**

According to Dubey and Barth (1981), simulation games are designed to teach selective aspects of reality containing only those elements of reality relevant to the purpose of the simulation. Games are social activities that are played by two or more learners in order to learn good social relationships, practical skills and knowledge.

### **Preparation of Simulation Games**

- Identify the aspect of life to be focused and state objectives
- Teachers acquaints himself with relevant background information on the selected topic
- Identify the role and the nature of interaction of the players
- Deciding the winning criterion
- Make provision for reward for winners
- Trial-play the game and simulation.

### **Activity III**

- (i) What is a Simulation and Games Technique?
- (ii) Identify any four steps in simulation and games.

## **4.0 SUMMARY**

This unit focused on inquiry-oriented or explanation techniques. The presentation of these techniques requires the teacher to do most of the talking, while the students are passive listeners. These teaching techniques are good when they are used to present facts or define concepts. The techniques should also promote critical thinking which is a major goal of Social Studies Education.

## **5.0 ASSIGNMENTS**

List and explain three (3) techniques used by Social Studies experts



## **6.0 REFERENCE**

- Dubey, D.L. & Barth, J.L. (1981), *Social studies: The inquiry method approach*. Kenya:Thomas Nelson & Sons Ltd.
- Ndubuisi, A.F. (1981). *Curriculum objectives for effective teaching*. Nigeria. Africana Education Publishers.
- Onwuka, U. (1996). *Curriculum development for Africa*. Nigeria: Africana Fep Publishers Ltd.

### **UNIT 3: PRODUCTION AND IMPROVISATION OF TEACHING AND LEARNING RESOURCE**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Production and Improvisation of Resource Materials
  - 3.2 Developing a Resource File
  - 3.3 Evaluation of Social Studies Reading Materials (Textbooks)
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

#### **1.0 INTRODUCTION**

In the face of the deadening economic crunch or the skyrocketing inflationary trends, formal education would still go on in the country because education sets the pace for any nation's development strides. The provision of teaching and learning resources has posed serious challenges in Nigeria to the extent that teachers are encouraged to improvise to meet their needs in the class room. This unit focuses on production and improvisation of teaching and learning resources.

#### **2.0 OBJECTIVES**

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

- i. explain improvisation of resource materials and
- ii. state five modes of improvisation.

#### **2.1 How to Study this Unit**

Read the unit carefully, jot the major points down in your notebook, master these points

#### **2.2 Word Study**

- i. **Crunch** – something hard
- ii. **Deadening** – imagination
- iii. **Concomitant** – something that is connected with.

#### **3.0 MAIN CONTENT**

##### **3.1 Production and methods of Improvisation of Resource Materials**

Resource materials are all the people, places and objects used by the teacher to teach effectively for the learners to learn meaningfully. They bring man and materials in a systematic cooperation to solve educational problems. You as the Social Studies teacher are expected to use these materials to task the varied senses of the learner.

Materials range from home-made devices to sophisticated machines. The concern here, however, is on improvisation. Improvisation is the art of making materials from available local materials to convey instructional messages. The Social you can collect, modify and adapt discarded materials to suit your class in teaching various topics. Materials you can collect and store for later use include: old magazines, calendars, rags, cans, tins, cartons, match sticks, match boxes, bottles tops, newspapers, plastics, etc. The list is endless depending on the needs of the class.

### **Methods of Improvisation**

- i. Cutting
- ii. Pasting
- iii. Dry mounting
- iv. Wet mounting
- v. Paper pulp making
- vi. Clay moulding

### **Activity I**

- i. Explain the production of and improvisation of resource materials in your own words.
- ii. Mention any three (3) methods of improvisation.

### **Wet Mounting**

Some discarded materials like old calendars carry relevant pictures which can be cut and used to teach identified concepts. They can be carefully mounted and pasted on boards. The procedure for using this is called Wet Mounting. This requires simple materials like boards, local gum, marker, ruler, pencil, scissors, local brush, dry sand (optional) and eraser.

### **Procedure**

- Cut picture from magazine or calendar.
- Measure the length and width.
- Use marker to label the cutting.
- Use dry cloth to rub the surface and press gently.
- Allow some time to dry.

### **Activity II**

Explain Wet Mounting and list three (3) procedures used during Wet Mounting.

## **3.2 Developing a Resource File**

A Resource File is a compilation of pictures, diagrams, articles and reports that unfold the details on a unit. It is compiled to progressively and logically unveil all aspects of a topic. Once produced, you can use it to enrich learning experiences and learners can consult it to compare, analyze and reflect on aspects of the unit. To develop the resource file, the following guidelines can be applied:

- i) Identify the topic.
- ii) State the general aim.
- iii) State culminating activities.
- iv) Develop aspects of the topic the resource file will focus.

- v) Collect materials on the identified aspects of the articles, reports, pictures, diagrams or make short notes on the aspects to explain pictures or diagrams.

### **Activity III**

Develop a Resource File through collection of articles, reports, pictures, diagrams, etc on an identified topic for a JSS class.

Example: Settlement

- i. Meaning of settlement
- ii. Types of settlement
- iii. Differentiate rural and urban settlements

### **3.3 Evaluation of Social Studies Reading Materials (Textbooks)**

New approaches to teaching and learning require the use of an organized combination and utilization of people, materials, facilities equipment and procedures to achieve stated objectives. Reading is part of the educative process. It involves going through printed lines to derive information to improve behavior. Reading materials include: textbooks, encyclopedias, journals, magazines, newspapers, pamphlets, etc. The Social Studies teacher often times, is confronted with the task of recommending textbooks for use at various levels. This requires significant effort and critical thought to avoid the selection of poor quality or inappropriate materials, especially as there are different textbooks on the market. To choose correctly, the following procedures may be adopted:

- i. Review all earlier decisions on the social studies curriculum to enhance the criteria for use.
- ii. Write out well-sequenced criteria stated as question statements. This should be between 15- 20 question statements.

The question statement should be focused on two major areas:

- i. The Descriptive aspect  
This is concerned with title and author of the book, publication date, format, physical appearance, availability, companion pieces, topic/discipline, emphasis, cost, quality, of publication, indication of sources.
- ii. Basic issues to consider; which concerns:
  - Accuracy of information
  - Contents, concepts and generalization focus
  - Assumptions about learners,
  - Appropriateness to society
  - Statement of objectives
  - Suggestion on teaching strategy
  - Values and attitude orientation
  - Use of illustrations and concrete real life examples
  - Biases
  - Exercise for learners

### **Activity IV**

Explain the evaluation of social studies reading materials in your own words.

#### **4.0 SUMMARY**

It should be noted that the various steps outlined are to be practically demonstrated by experienced professional instructors or course facilitators. The social studies teachers trainees would learn to switch roles between being students and social studies curriculum experts to gain from workshop experiences.

#### **5.0 ASSIGNMENT**

As a group, write 15 well sequenced questions/statements for assessing social studies textbooks.

#### **6.0 REFERENCES**

- Famwang, W.G. (2003). *The synopsis of curriculum planning, development and models in social studies*. Jos: Deka Publications
- Nwagwu, N.A. (1980), *Curriculum objectives for effective teaching*.Nigeria; Africana Education Publishers.

## **UNIT 4: COMPUTER AS A TEACHING AND LEARNING RESOURCES IN SOCIAL STUDIES EDUCATION**

### **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 Computer
  - 3.2 Description of a Computer as a Device
  - 3.3 Functions of a Computer
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

Modern teaching and learning approaches are encouraging teachers and learners to employed information and communication technology (ICT) in classroom activities. This is aimed at being in touch with the changing nature of human societies.

In this unit, the focus is on the computer as a teaching and learning resources in social studies.

### **2.0 OBJECTIVES**

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

- (i) explain the meaning of computer
- (ii) describe the computer as a device in data processing.
- (iii) discuss the function of computer

### **2.1 How to Study this Unit**

Read through the unit carefully and take note of the difficult words. You are free to contact your facilitator for help. Attempt before checking the answers provided at the end of the module.

### **2.2 Word Study**

**Input-** the act of entering information or data in a computer.

**Output-** the act of producing result of the data that has been processed.

**Peripherals-** these are computer hardware's or the various electronic and mechanical devices that are connected together to form a system.

**Software-** these are the invisible parts of a computer or programmes that make a computer work.

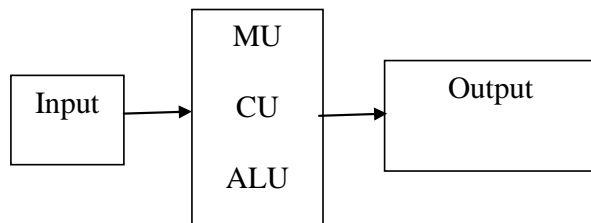
### 3.0 MAIN CONTENT

#### 3.1 Meaning of Computer

Bola (2000) has defined the computer as an electronic machine that can accept information or data, process the data and supply results as expected, based on the instruction the user gives it, which are referred to as programmes. In other words whatever the user input so shall be the output. Some computer specialists say, 'garbage in and garbage out'.

Fanibe (2001) agreed with Bola, when he said that computer is an electronic device that accepts data, processes data and sends out information as results, he says that a computer accepts data through what is called 'input device'. This could be a key board, joystick, light pen and mouse. The data is processed through a central processing Unit (CPU). The brain of the computer system, it is here that every operation in the computer takes place, through various sub-units like memory unit which provides storage, control unit which locate and retrieves instructions from the memory and authentic logical unit which carry's all Arithmetic calculations and provides results or output.

**Fig.1:- Illustration of Computer**



The computer is either Analogue, Digital or Hybrid

#### Activity 1

- (i) What is a computer
- (ii) Provide a diagrammatical illustration of a computer

#### 3.2 Description of a computer as a Device

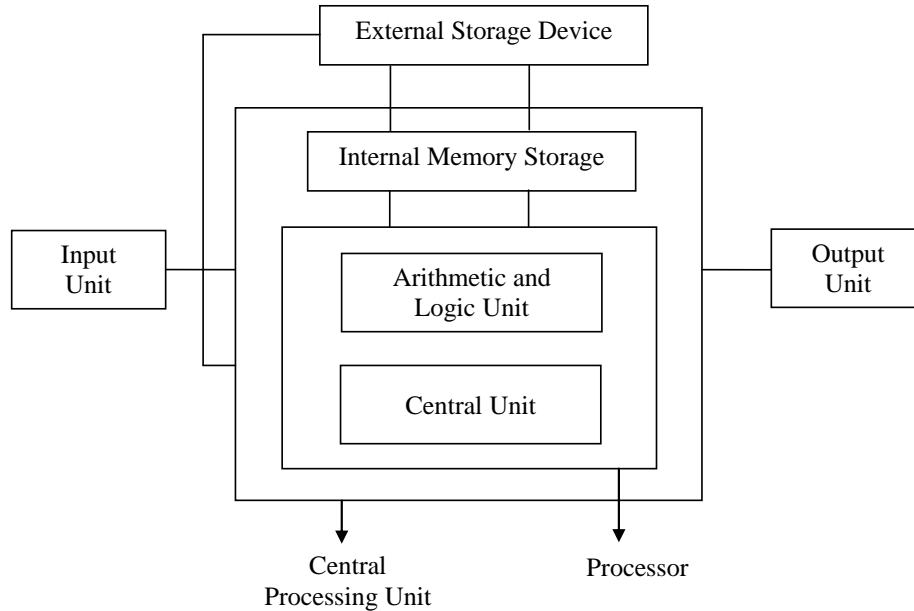
A computer, according to Orimalade (1999) is made up of various parts and devices that include hardware are the peripherals or the various electronic and mechanical devices that are connected together to form a computer system.

The computer hardware as described by Eytayo & Akeju (1995) is made up of the following:

- (i) Input device- include device that input data and programmes for processing
- (ii) Arithmetic and Logical Unit (ALU) - this unit does the calculations on the data and stores the data in the memory.
- (iii) Central Unit (U) – this perform the processing under the control of the programmes.
- (iv) Memory Unit (MU) – this stores data and results which are processed.

- (v) Output device- this sends results of processed data to be read or printed
- (vi) External Storage devices – these are backup devices used to permanently store data and information. They can be attached to the input and output.

**Fig 2: Computer Components or Devices**



**Activity II**

- (i) **List five (5) computer devices.**
- (ii) State the uses of the devices listed.

**3.3 Functions of a Computer**

The Computer is used in different location of human activities for instance, at home, the computer is used to play music, match, movies, play games, watch television programmes, typing letters, browse the internet send emails and many others.

In Schools, Colleges, Churches, Mosques, the computer is used for teaching Students, Conference and Seminar presentations, marking examinations and computing results, research work, sending and receiving mails, provide computer-aided interaction (CAI).

To Architects, Engineers and surveyors. The computer is used to draw plans make designs, prepare documents for transmission.

In the offices, the computer is uses for typing letters, memos, sending and receiving mails connected to the internet to do business, to prepare Reports, to keep staffs records, to prepare salaries, and so on.



In Markets, the computer is used to calculate purchase and sales, to monitor stocks, to prepare customers bills, to order for goods, to store business information, and so on.

In hospitals, the computer is used to scan patients, store personal records to prescribe drugs and so on.

In Banks, the computer is used to count money, calculate deposits and withdrawals, calculate interests for customers and commission for the bank, to prepare reports, type letters and on-line transmission between branches.

In the fields of communication and transportation, the computer is used to control traffic, to fly aeroplanes, to monitor air flights, to navigate ships, to drive trains, for monitoring routes and ships, to calculate electricity bills and so on.

Gallo and Nenno (1985) have included other functions of computer which include:

- (i) Usage by Artists and musicians in the production and use of films and dances;
- (ii) Usage by writers and factory workers;
- (iii) Usage by criminals to commit crime;
- (iv) The use of computer for employment, politics and welfare.
- (v) Usage by space explorers and other scientists.

### **Activity III**

Discuss any five (5) functions of the computer in Nigeria

## **4.0 SUMMARY**

The computer is an electronic device that is used to collect store, and process data or information for the benefit of the individual and the society.

The computer has many parts that include hardware and software, these are further identified as input processing and output that have other devices that store the message and get it at the end of the programme.

The functions of the computer include its use by musicians, athletics, football, boxing, production of films, research, space exploration, transportation and communication and many others.

## **5.0 ASSIGNMENT**

With the use of computer in your home or school, describe how to save a message in the computer.

## **6.0 REFERENCES**

- Bola, A.B. (2000).Computer Studies for Beginners.Ibadan Kins Publishers.Fanibe, S.S. Lagos Publishers.
- Eyitasyo, A.O, Eyilayo, O.T. and Akeju, O.M. (1985).Computer Studies for Beginners. Ibadan. Bonnty Press Ltd.

## **UNIT 5: CONSOLIDATION**

### **CONTENTS**

#### **1.0 INTRODUCTION**

The practical demonstration is on decision areas in the development and implementation of the Social Studies Curriculum in the primary and junior secondary schools. At each level of discourse, teachers are given guidance and direction on the steps to follow and skills to apply in the major decision areas. The Opportunity is also provided for practice in the production of Social Studies materials.

#### **2.0 OBJECTIVES**

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

- i) define curriculum and its elements; and
- ii) explain Social Studies Workshop.

##### **2.1 How to Study this Unit**

Read the unit carefully, jot major points down in your notebook, and master these points.

##### **2.2 Word Study**

**Spiral** - outside the previous one

**Improvisation** – without having planned in advance

**Inquiry** – a question which you ask in order to get some information

#### **3.0 MAIN TEXT**

Curriculum according to Onwuka (1996) can be viewed from two perspectives: the traditionalists and progressive point of view. According to the traditionalists, the curriculum is simply a subject matter, courses of study or planned experiences of the learners under the guidance of the school.

The progressives view the curriculum as the guided learning experiences, planned and unplanned learning experiences which may be implemented in or out of school but bear direct relevance to effective learning.

The curriculum as a structured series of intended learning experiences possessing certain elements. Although scholars differ in the emphasis placed on the elements, at the stage of curriculum planning and development, Social Studies educators such as: Mezieobi (1993), Famwang (2003) identified the common elements to include:

- i) Situation analysis
- ii) Formulation of goals and objectives
- iii) Selection of contents and learning experiences
- iv) Selection of methods
- v) Determination of the extent to which set goals have been achieved/evaluation
- vi) Curriculum revision

### **Activity I**

- i) Explain the concept of curriculum
- ii) State four elements of curriculum

### **3.1 Social Studies Workshop**

Social Studies is an integral study of man in the environment as he battles for survival. It prepares the learner for citizenship through adequate provision of knowledge, useful skills and positive values and actions.

Workshop literarily refers to a room where work is done. It could also mean a room, building, shop, where things are made or repairs are done using tools and other available materials. Workshop also means a period of discussions and practical work on a particular subject in which a group of people share knowledge and experiences.

Thus Social Studies Curriculum Workshop is pre-structured discursive approach for collaborative curriculum development in Social Studies Education. It is an approach to curricular decision making where experiences are shared for professional guidance and development. Activities in a workshop lead to the production of Social Studies materials.

Specifically, the objectives of Social Studies curriculum workshop include:

1. To provide a forum for stakeholders to collaboratively share experiences on curriculum matters.
2. To provide guidelines for setting up social studies programmes at various levels of schooling.
3. To develop team spirit
4. To demonstrate skills in the application of inquiry-oriented teaching methodologies to improve learning of social concepts, values and skills
5. Encourage reflective thinking and creativity for Social Studies educational improvement.

### **Activity II**

- i) Define Social Studies curriculum workshop
- ii) Mention the objectives of Social Studies curriculum workshop

### **3.2 Development of Curriculum Workshop.**

In developing curriculum workshop the following points are to be considered.

#### **i) Aims**

Ndubuisi (1981) considered aims as foreseen end of schooling. They are targets of education. When adequately stated, they give direction and guidance to programme development and implementation. They are also important to programme review and evaluation. Aims for schooling programmes and aspirations of society, the learner domain of programme philosophy and the view of specialists in psychology and philosophy, Kissock (1981) referred to such aims as ultimate goals.

## ii) Concept

Concept is an abstract word or idea presented in relation to a topic. In Social Studies Education, concepts can be stated and taught as facts, and generalizations. Concepts and generalizations are far more emphasized because of their ability to help learners think reflectively, see relationships and transfer learning. Dubey and Barth (1981) also described concepts as abstract words, ideas which can be built only through successive experiences in the variety of contexts. They are acquired through many experiences organized over a period of time and in a variety of contexts. Thus the teacher does not treat “concepts” by providing isolated facts but that will require learners to identify and categorize attributes of ideas that go together for example:

Major Concept: Environment

Supportive/minor concepts: home, social, physical, culture, skills, houses, father, natural, unity, communication, animals, rocks, rivers, vegetation.

iii) **Generalizations-** Statements about ideas or sub-concepts that express a true situation for instance, when problems are solved, people are happy.

### Activity III

Explain aims, concepts and generalizations in your own words

## 4.0 SUMMARY

This unit is a consolidation of other units in this module. Social Studies teacher trainees would learn to switch roles between being students of Social Studies curriculum experts to gain from the workshop experiences. The curriculum provides the experiences required to achieve objectives of a school subjects like social studies to develop curriculum workshop, the aims, concepts and generalizations must be understood.

## 5.0 ASSIGNMENT

- i) Explain the term generalizations in your own words
- ii) Find the meaning of the following in relation to content selection in Social Studies.
  - Concepts
  - Generalizations
  - Facts

## 6.0 REFERENCES

- Dubey, D.L. & Barth, J.L. (1981), Social Studies; The inquiry method approach. Kenya: Thomas Nelson and Sons Ltd.
- Ndubuisi, A.F. (1981). Curriculum objectives for effective teaching. Nigeria: Africana Education Publishers.
- Onwuka, U. (1996). Curriculum development for Africa Onitsha Africana Fep Publishers Ltd.

## **ANSWERS TO ACTIVITIES AND ASSIGNMENTS**

### **Unit1: Meaning of Curriculum and Social Studies Workshop.**

#### **Activity 1**

- (i) Curriculum is said to be the subject matter or learning experiences that are planned and learnt in a school.
- (ii) Elements of curriculum include the following
  - (a) Situation analysis
  - (b) Formulation of objectives
  - (c) Selection of contents
  - (d) Selection of methods
  - (e) Evaluation

#### **Activity II**

- (i) Social Studies Workshop is the pre-structure discursive approach for collaborative curriculum development and implementation.
- (ii) Objectives of social studies workshop include the following:
  - a) Provision of forum for sharing ideas,
  - b) Provision of guidelines for setting up social studies programmes in schools,
  - c) Developments of term spout,
  - d) Provision of environment to demonstrate skills.
  - e) Encouragement of creativity and reflective thinking.

#### **Activity III**

Explanation of aims, concepts and generalizations

**Aims-** Foreseen ends of teaching and learning that are targeted by teacher and learner.

**Concepts** – These are abstract words or ideas which can be build through successive experiences in a variety of contexts.

**Generalization-** This is a statement about concept or idea that expresses the true situation of a concept or idea.

## Unit 2: Inquiry method in social studies curriculum workshop

### Activity I

- (i) **Inquiry Oriented teaching techniques:-** these are specific styles or actions designed to achieve lesson objectives, they are investigative in nature.
- (ii) **Debate technique-** a specific style that involves sharing ideas by learners through seeing information to support or argue against an issue between two sides. In organizing this technique the teacher is expected to;
  - (a) Identify the topic and outline the lesson objectives.
  - (b) Select term to argue for and against.
  - (c) Appoint tirades and time keeper
  - (d) Give learners sufficient time to prepare as a team
  - (e) Present the point alternatively during the debate.
  - (f) Organize follow -up activities to highlight the main points in the lesson.( Accept any two techniques listed and explained).

### Activity II

- (i) **Characters in the story-** Alhaji Isa, Hajiya Binta, Giwa, Samira and Ibrahim.
- (ii) Accept any role play story that learners assume and play roles that are not their own to understand a social situation. The activity should not require a prepared script, a stage, or a specific costume.

### Activity III

- (i) Simulation and games technique is an activity that focuses on specific aspects of reality that are relevant to the lesson objectives.
- (ii) **Steps in Simulation and Games**
  - Identify the aspect of life to focus
  - Teacher acquaints self with topic;
  - Decide the winning criteria;
  - Make provision for reward
  - Trial- play the game and simulation

### Assignment

Three inquiry Oriented techniques include:

- (i) Debate technique
- (ii) Role play technique
- (iii) Simulation and games technique
- (iv) Read the story technique; etc.

### **Unit 3: Production and improvisation of teaching and learning resources**

#### **Activity 1**

Production and improvisation of teaching and learning resources means the construction and use of teaching and learning resources that are provided by the teacher and learner. The resources are locally brought.

#### **Methods of improvising include:**

- Cutting
- Pasting
- Dry mounting
- Paper pulp making

#### **Activity II**

Net Mounting- cutting and using discarded materials that can be used to teach

Identified concepts by mounting and pasting the relevant materials (pictures, photographs, etc) on boards.

#### **Procedure at pictures from newspapers, magazines or calendars.**

- Measure the length and width
- Use marker to label the cutting
- Use dry cloth to rub the surface and press gently
- Allow some time to dry.

#### **Activity III**

Accept any 'Resources File' developed by the student to depict the concept 'settlement' which explains the meaning, types and difference between rural and urban settlements.

#### **Activity IV**

Evaluation of Social Studies Reading Materials, (Textbook) involves the use of professionals, procedures and contents of the materials as they are organized towards achieving specific objectives of social studies in the classroom.

#### **Assignment.**

Sequential Questions/ Statements for assessing Social Studies Textbooks:

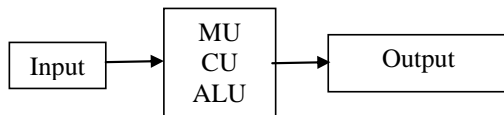
- Title and Author of book?
- Date of publication?
- Cover and Cost?
- Accuracy of information
- Assumption about learners
- Appropriateness to Society,
- Statements of Objectives
- Suggestion on teaching Strategy
- Values and attitudes orientation

- Use of illustrations and concrete real life examples.
- Exercise for learners.

#### **Unit 4: Computer as teaching and Learning Resources in Social Studies Education**

##### **Activity I**

- Meaning of computer- an electronic machine that can accept information or data, process the data and supply results as expected, based on instruction the user gives it.
- Diagrammatical Illustration of a computer



##### **Activities II**

- Computer devices-**
  - Input device
  - Arithmetic and Logical Unit device
  - Central Unit device
  - Memory Unit device
  - Output unit device
  - External Storage device.
- Uses of the devices:**
  - Input device: inputs data and programmes for processing
  - Arithmetic and Logic Unit-: does the calculations on the data and stores the data in the memory.
  - Central Unit: Processes data under the control of the programme.
  - Memory Unit: stores data and results which have been processed.
  - Output: Sends results of processed data to be read or printed.
  - External Storage device- used as backup devices for permanent storage of data.

##### **Activity III**

##### **Functions of the Computer:**

- To play games
- Play music
- Watch movie
- Type letters
- Send text messages
- Teaching Students
- Conferencing / Seminars/ workshops
- To draw plans
- Prepare documents



- Purchases and sales
- Monitor events
- Calculate money
- Prepare Reports, etc.

(Students to explain the functions performed by the computer)

### **Assignment.**

To save message in a computer

- Click 'File'
- Click ' save AS'
- Click ' My Document,' 'Computer', etc, to save
- Click 'save'

### **Unit 5: Consolidation**

#### **Activity I**

- (i) **Curriculum:** as a structured series of intended learning experiences possessing certain elements.
- (ii) **Elements of Curriculum include.**
  - Situation Analysis/ Needs Assessment
  - Formulation of goals and objectives
  - Selection of contents and learning experiences.
  - Selection Methods
  - Determination of success or Evaluation
  - Curriculum Revision.

#### **Activity II**

- (i) Social Studies Curriculum Workshop as an integral study of man in his environment as he battles for survival through practical activities.
- (ii) **Objectives of social studies workshop.**
  - Provision of forum for interaction
  - Provision of guidelines for setting up social studies programmes
  - To help in developing team spout
  - To demonstrate skills and creativity
  - To encourage reflective thinking.

#### **Activity III**

**Aims –** What the teacher and learner hope to achieve after studying a content.

**Concept-** an abstract word or idea which can be build through successive experiences in a variety of contexts.

**Generalization-** Statements about ideas or concepts that express the true situation of an event or sub-concepts.

**Assignment**

- (i) **Generalization-** This is a general statement about a concept or events that conveys some truth when applied in a variety of situations.
- (ii) **Concepts-** abstract words or ideas that can be build through successive experiences in different location
- (iii) **Generalization-** General Statements about ideas or concepts that express time situations.
- (iv) **Facts-** these are ideas or realities that cannot be changed for instance, names and dates.

**SSE 321**

**SOCIALIZATION, NATIONALISM AND PATRIOTISM**

## **UNIT 1: CONCEPT AND NATURE OF SOCIALIZATION**

### **Contents**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Concepts of Socialization
  - 3.2 Goals of Socialization
  - 3.3 Characteristics of Socialization
  - 3.4 Types of Socialization
  - 3.5 Functions of Socialization
  - 3.6 Factors that Promote Socialization
  - 3.7 Where Socialization Takes Place
- 4.0 Summary and Conclusion
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

In this unit, you will be learning about the meaning of socialization, the aims of socialization, the characteristics of socialization, types and functions of socialization. The factors that promote socialization as well as the main places where socialization takes place will also be learned by you. A human being who is born into the world and who must lead a worthy life cannot avoid the socialization process because it is the kind of socialization you have acquired or exposed to, that will, to a very large extent, influence your behaviour in the society and in the school as well as in your work place and in your interaction with other human beings you will come across in your life. While the main place socialization begins is in one's home or family, it is not restricted to the family as there are other agents that contribute to your socialization which will also learn in some other unit of this module. Socialization as a process lasts till the end of your life on earth.

### **2.0 OBJECTIVES**

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

- explain the meaning of socialization the way you understand it;
- list and explain the types of socialization;
- say what the characteristics of socialization are;
- explain the functions of socialization;
- identify the types of socialization; and
- list the factors that promote socialization.

## 2.1 How to Study this Unit

- i. Carefully and systematically read this unit noting the major points you have read.
- ii. Ensure that you do not overlook any aspect of the unit.
- iii. You are to religiously embark on all the activities as well as do all the assignments.
- iv. In the end, self-evaluate your performance by cross-checking your answers with the answers provided at the back of your course materials which you are not supposed to look at before you begin your assignments.
- v. Ensure that you in the end familiarize yourself with the right answers for those assignments you did not in the first instance get their correct answers.

## 2.2 WORD STUDY

**Concept:** broad principle affecting perception and behavior

**Nature:** intrinsic quality of something or somebody

## 3.0 MAIN CONTENT

### 3.1 The Concept: Socialization

Socialization is an inevitable part of human existence. It has to do with how effectively you can function anywhere you find yourself in the society. Socialization has been defined in various ways by a good number of writers and scholars. According to Orisa (2010 p.22), socialization is the “induction... (of) new numbers into (accepted and) expected behaviour (in a group or society) as well as the role they are expected to play to ensure...(their) survival (as well as) the survival of their society...” To Robertson in Zaria and Tsebee (2014 p.28), socialization is a “process...through which people...learn the way of life of the society”. Onwuka in Mezieobi (1994 p.50) opines that socialization is a “process by which a individual is led by the adult or experienced members of a community to develop acceptable behaviour”.

These definitions of socialization tend to suggest that socialization is total conformity to group life ways. While conformity may be implied in the concept: socialization, ‘socialization does not always entail total conformity’. Mezieobi (1994 p.52) was apt to define socialization as “a process of becoming truly human or a member of a given society in which one continuously engages in...social learning which culminates in one’s adaptability and responsive to changing roles, expectations and demands of a given social milieu or social group by fitting into it and functioning effectively as a member of that society”.

#### Activity I

- i. In one word, what does socialization ordinarily mean?
- ii. In your own understanding and in your own words, explain the meaning of socialization.

### **3.2 Goals of Socialization**

Socialization which is a feature of all human societies aims to achieve the following, among others:

- i. It makes individuals to be conscious of the fact that they are part and parcel of a social group.
- ii. It makes one also to be conscious of the fact that the social group to which he belongs to as a member has socially accepted and approved ways of life-values, behaviours, attitudes which guide the group's social living.
- iii. It familiarizes an individual to the role(s) which he is expected to perform.
- iv. It helps an individual to functionally fit into the society or social group to which he belongs or is exposed to.

### **3.3 Characteristics of Socialization**

These are qualities or features which make socialization a unique process. The characteristics of socialization are:

- i. It holds sway in all human societies as a major requirement of social living in all societies of the world.
- ii. While socialization entails a measure of conformity, it does not always connote total conformity.
- iii. Socialization is not restricted only children or 'new comers or neophytes' to a social group or work place, it extends to everybody – children, adolescents and adults.
- iv. It is a life-long process that is continuously happening and only terminates when an individual dies.
- v. Socialization is not always planned or an action that is deliberate. It may be deliberately or purposefully planned or unconscious (spontaneous) or both.
- vi. Socialization does not entail that all socializees within a social group must have or develop the same personality and behaviour characteristics. As a result of the fact that each individual learns from each situation in his own way, coupled with the unique experiences and variations in genetic factors, socializees, according to Horton and Hunt in Mezieobit (1994) even in similar circumstance or conditions develop varying personality and behaviour characteristics.
- vii. Socialization is a learning process which is acquired through repetitive interaction with members of an interacting group.
- viii. Read socialization reflects the social context or environments of the socializee.
- ix. Socialization does not just occur. There are agents or agencies through which the objectives of socialization are achieved.
- x. The experiences of the socializee if any, as well as his intelligence, aptitude and temperament contribute quite a lot to influencing the socialization of any individual.
- xi. Meaningful socialization of an individual may consume a lot of time.
- xii. Both the socializee and the socializer may simultaneously be benefiting from the socialization process (Mezieobi, 1994).

### 3.4 Types of Socialization

There is no universally accepted classification of the types of socialization. Warrowei in Orisa (2010) classified socialization into two types, namely: Status socialization and role socialization. While the former is socialization in which the position in which the socializee occupies is not 'actually specific', may be generalized and may not require specific training, the latter entails training to enable the socializee who is to occupy a specific position to effectively perform the functions which his specific job requires. While Sobola (2012) grouped socialization into two: Primary or childhood socialization and secondary or adulthood socialization. Orisa (2010) notes that there are three types of socialization: Primary socialization, adult socialization and re-socialization. To this list, Zaria and Tsebee (2014) have added three other types of socialization, namely: Anticipatory socialization, developmental socialization and reserve socialization. Let us briefly explain these six types of socialization.

- i. **Primary Socialization:** This is that socialization which enables the socializee or the individual being socialized to acquire the necessary knowledge, information, skills and the other ways of life of the social group such as language and other cultural patterns to which he belongs in order to enable him appropriately fit into the social living style of his social group.
- ii. **Adult Socialization:** This is also known as secondary socialization. It is the next stage after primary socialization. In this socialization process, the socializee is socially equipped with patterns of behaviour by training or exposure to confront the challenges of adulthood and beyond.
- iii. **Anticipatory Socialization:** Just as the name sounds, normal humans anticipate that there are social positions that may occupy in the future and, therefore, anticipate what such roles will be and therefore, begin to 'rehearse' them in anticipation of their contributing to their effective role performance in such positions or vocations in the future. It is an expectant socialization for the future different from the socialization one is used to.
- iv. **Developmental Socialization:** This is an upward incremental ladder or ladder through which an individual based on what he has achieved at the primary socialization stage launches out into greater role performance or undertakes higher roles.
- v. **Reverse Socialization:** This is a socialization process through which the younger generation of youth, consequent upon their keeping pace with the rapidity of social changes impacting on all who may not be abreast with such newer ICT conveying new knowledge, developments and trends with 'what's up' in the society.
- vi. **Resocialization:** This is change oriented. When one is compelled or by personal choice discards old behavioural practices, values in a transformatory bid and takes on new behaviours, attitudes and values, one has succumbed to the resocialization process. Such resocialization even though is desired to be

positive, may be negative depending on who is involved and his value orientation.

### **Activity II**

- i. Attempt an explanation of the goals of socialization.
- ii. How true is it to say that socialization as a process has no characteristics? Justify your position.
- iii. List the types of socialization and discuss any four of them.

### **3.5 Functions of Socialization**

The functions of socialization, if adequately harnessed and respected contribute quite substantially to adapt functions to adapt to approved ways of life of one's society. These functions are:

- i. It helps an individual to get to know and in fact understand the accepted and approved ways of life of the community or society to which he is a member.
- ii. Socialization functions as a social control agent because it enables the socializee not only to conform to accepted societal standards of behaviour, ideals and preferences, but also to attune his behavioural pattern to his group's societally approved ways of life or aspirations.
- iii. Socialization promotes continuous life long relationships among members of a given social group as well as fan the relationships between the entire society and the socializee.
- iv. Through the socialization process, individuals are prepared to fit into new and functional roles in a society that is in flux.
- v. In some situations, socialization serves the function of status or role ascription in which by sheer socialization, in the case of a family, a child is influenced to acquire or assume the status or roles of the father.
- vi. It prepares an individual not only to be commendably integrated into his social group, but also equips an individual to be a participative member of his social group. (Mezieobi, 1994)
- vii. The socialization content which is preponderating and to which an individual is being inducted into, provokes thoughts on the socializee as to which direction to go to improve on the existing socialization content.
- viii. Socialization which is positive engenders the correct type of social stability. Sobola (2012 p.6-7) succinctly made this point when he posited that "socialization is a means through which a given community achieves stability... The acquisitions and internalization of the expected behaviour and roles (through socialization) guarantees harmonious living in the society".
- ix. As Ogbondah (2005) rightly observed socialization "provides (the individual who is being socialized to) the necessary experience repertoire of habits, belief, and values...(and) the requisite skills and knowledge".
- x. In the event of persistent elements or aspects of culture of a society or social group, socialization by transmitting it from one generation to the other ensures the cultural practices or patterns' continued persistence and continuity.



### **Activity III**

- i. Outline the functions of meaningful socialization.
- ii. In your own words, explain the functions of socialization in your community.

### **3.6 Factors that Promote Socialization**

The following factors, in concert, work together to promote socialization:

- i. Social group or community of persons: socialization takes place in a context – in a community, community of persons or social group. These provide the congenial environment in which socialization process can thrive.
- ii. There must be knowledgeable or societal cultural pattern friendly elders or superiors whose onus of responsible is simply socializing, as socializers, the socializees.
- iii. The socializees must be susceptible to the socialization agenda in terms of readiness or willingness to be socialized particularly at the primary, secondary or the resocialization aspects of socialization.
- iv. Besides manifest and clearly made available goal-objects of socialization before the undertaking of the socialization commitment, there must be appropriately selected content of the socialization agenda on which all efforts in socialization must be focused at, in whatever type of socialization.
- v. Reinforcement and further guidance: Persons who show evidence of understanding the socialization they are being subjected to, should be positively reinforced by praise while the underachieving socialization deviants should not be punished but subjected to further socialization guidance.

### **3.7 Where Socialization Takes Place**

It is miseducation in high places to restrict the socialization process to only children in the family and their induction into their families' and societal culture and behavioural patterns. Apart from the home or family, socialization takes place everywhere that the opportunities are rife for it. These will include the home, the wider society, occupational environments and in fact Clubs or Associations.

### **Activity IV**

- i. What conditions do you think promote socialization?
- ii. Is socialization directed only at children in their respective families? Justify your position.

### **4.0 SUMMARY**

In summary, you have learned the concept and nature of socialization paying particularly attention to socialization goals, its characteristics, types, functions as well as factors that promote socialization and where socialization actually takes place. All human beings must, therefore, be socialization conscious and friendly as socialization is the crux of functional human's social living as well as the therapy for effective social adjustment in your social group in particular and the entire society in general.

## **5.0 ASSIGNMENT**

- i. Examine the concept and nature of socialization.
- ii. What do you think, the society will look like without socialization?

## **6.0 REFERENCES FOR SOCIALIZATION**

- Mezieobi, K.A. (1994). Socialization in school and society. In Mezieobi, K.A. (Ed.) *Concerns and insights in social studies education in Nigeria*. Onitsha: Outrite Publishers.
- Ogbondah, L. (2005). Socialization and education. In Elechi, G.E. & Ogbondah, L.(Eds.) *Sociological foundation of education*. Port Harcourt: Harey Publications Coy.
- Orisa, A.A. (2010). *Culture and socialization*. Port Harcourt: Okoga Publishing Company.
- Sobola, I. (2012). *Essential themes in socialization and citizenship education*. Abeokuta: Temitope Printing Press.
- Zaria, L.I. & Tsebee, M. (2014). *Socialization and other issues in social studies*. Makurdi: Eagle Prints Nigeria.

## **UNIT 2: THEORIES OF SOCIALIZATION**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Cooley's Theory of Socialization
  - 3.2 Mead's Theory of Socialization
  - 3.3 Durkheim's Theory of Socialization
  - 3.4 Piaget's Theory of Socialization
  - 3.5 Freud's Theory of Socialization
  - 3.6 Erikson's Theory of Socialization
  - 3.7 Goffman's Theory of Socialization
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

Socialization, as a concept and a process, has some theories underpinning or guiding its embarkation. These theories give relevance to socialization and cannot be sidelined any meaningful discussion or discourse about the socialization process.

### **2.0 OBJECTIVES**

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

- i. Pinpoint the socialization theories.
- ii. Outline the varieties of socialization theories and their relevance to socialization.

### **2.1 How to Study this Unit**

You should carefully read the whole of this unit with a view to mastering the points that related to them.

### **2.2 Word Study**

**Theories:** A set of accepted constructs or ideas which provide explanation for a particular something in a human society.

**Socialization:** A continuous process of making humans socially human in truth by integrated them into their social group via their induction into the group's social behaviour patterns, all geared at enabling them become functional, participative and productive societal member.

### 3.0 MAIN CONTENT

#### 3.1 Cooley's Theory of Socialization

Charles Horton Cooley (1964) propounded a theory of socialization known as the 'looking-glass self'. The crux of this theory is that one's socialization results from social interaction in a social milieu where one develops a sense of self or social identity. This development or formation of self is a social product which results from how others, particularly in primary groups, in the process of social interaction judge, or respond to, one's behaviour. The ensuing self or self-image or one's social identity that results from interacting with others in a social interactive setting has three major components, namely: one's presentation of one's behaviour to others, how others judge, perceive or evaluate one's behaviour that is manifest and one thinks of the impressions or judgement of others (Mezieobi, 1994).

##### Activity I

- i. Identify the ways through which self-identity or self-image are formed or developed.

#### 3.2 Mead's Theory of Socialization

George Harbert Mead, building on the theory of Cooley, formulated a socialization theory known as 'symbolic interactionism'. According to this theory, the 'self' has two components: the 'I' – the inborn and distinguishing features of each individual and the 'me' – the learned societal demands, expectations and aspirations which one or an individual must be aware of. To Mead, there are three stages of the process of socialization: the **imitative stage** when children mimic their parents' behaviours and activities; the **play stage** when children role play their parents' activities or others' social roles and **game stage or self-development stage** when an individual now accepts roles in a social setting imposed on the individual by the 'significant others' and the 'generalized other' – the entire society. (Mezieobi, 1994)

##### Activity II

- i. Explain in your own words, the three (3) stages in Mead's theory of the process of socialization.

#### 3.3 Durkheim's Theory Of Socialization

Emile Durkheim (1956) perhaps in his obsession with the importance of socialization formulated a theory of socialization which ultimate concern is that socialization should not be left at the whims of the socializee, that it should be forced down the socializee's throat or imposed on him, in an authoritarian or compulsive style, by the adult members of the socializee's social group or the socializee's community or society.

##### Activity III

- i. Identify the main concern of Durkheim's theory of socialization.
- ii. Describe what you consider to be the main effect of enforced social learning.

### **3.4 Piaget's Theory Of Socialization**

The theory of socialization by Piaget (1965) is a protest or counter theory against Durkheim's theory of the authoritarian imposition of socialization on the socializees by the socializers. In Piaget's opposition to enforced socialization, she (Jean Piaget) sued for a gradual process of socialization, devoid of adult indoctrination but which she put in the hands of peer group. But come to think of it very critically, is it possible in contemporary times where peer groups are largely sponsoring counter-culture to entrust socialization process to them without adult world serving as a check on them? Mezieobi (1994 p.55) provides a seeming plausible answer when he averred that "peer group socialization is not the best and cannot be relied on (today) as the principal socialization agent..."

#### **Activity IV**

- i. Identify what Piaget's theory of socialization was against.
- ii. State what you think about farming out the socialization process to peer group in Nigeria's contemporary context.

### **3.5 Freud's Theory of Socialization**

Sigmund Freud, who is internationally recognized as the father of Psychoanalysis, propounded a theory of socialization which was not concerned with social interaction but with the biological factors in socialization. Freud noted that socialization is principally a function of parents in the homes and that not much in terms of socialization cannot be achieved after the primary socialization stage. Freud's concern with socialization is on psychological factors which to him have the potentialities of scuttling meaningful socialization. No matter how Freud's theory of socialization may be perceived in contemporary time, the truism is that he has laid the foundation for the re-look of the role of socio-cultural factors in socialization and human personality development.

#### **Activity V**

- i. Explain in your own words, the main concern of Freud's theory of socialization.
- ii. State what you think Freud's theory of socialization in further studies about socialization

### **3.6 Erikson's Theory of Socialization**

Erik Erikson (1963), a social theorist, formulated eight stages of socialization which he called "Eight Ages of Man". The main thrust of Erikson's theory of socialization can be summarized as follows:

- i. There should be eight stages in the socialization process which every socializee should be subjected to.
- ii. Each stage has some constituents of the overall socialization content and that the socializee should have the freedom to orient himself to what he wishes that are related to his social world.

- iii. The decision of the socializee to choose given content of socialization-negative or positive-influences his personality formation and this has tremendous implications for the socializees later socialization.
- iv. Wrong or incorrect socialization is subject to modification or correction in later stages.
- v. All socialization agents must work in concern in all socialization agenda which should not be left to the whims of any single agent of socialization.

#### **Activity VI**

- i. List the emphases areas of Erikson's theory of socialization.

### **3.7 Goffman's Theory of Socialization**

Erving Goffman's (1959) theory of socialization focused largely on the already socialized personality. To Goffman, the 'self' or the personality that results from the socialization process is contingent on how the socializee has presented himself to others and the others' unquestionable acceptance of presented impression irrespective of the fact that such presentation may be real or enacted.

#### **Activity VII**

- i. In your own words, explain Goffman's theory of socialization.

### **5.0 SUMMARY**

Consequent on the fact that theories cannot be done without in seeking meaningful explanations to something or some phenomena, we have in this unit briefly explored the place of seven theories that impinge on socialization as a process of human's social living. Aside socialization becoming a function of social interaction, other factors in achieving the right kind of socialization has been pinpointed. The onus lies on the critical learner to explore the applicability of these theories of socialization to one's social group and the entire Nigeria society at large.

### **6.0 ASSIGNMENT**

Explore the extent to which any four (4) of the theories of socialization apply to your ethnic group in Nigeria.

### **7.0 REFERENCES**

- Cooley, C. (1964). Human nature and the social order. New York: The Free Press.  
 Durkheim, E. (1956). Education and sociology. New York: Free Press.  
 Erikson, E.H. (1963). Childhood and society. New York: Norton.  
 Goffman, E. (1959). The presentation of self in everyday life. New York: Anchor Books.  
 Mezieobi, K.A. (1994). Socialization in school and society. In Mezieobi, K.A. (Ed.) Concerns and insights in social studies education in Nigeria. Onitsha: Outrite Publishers.  
 Piaget, J. (1965). The moral judgement of the child. New York: Free Press.

## **UNIT 3: AGENTS, METHODS AND PROBLEMS OF SOCIALIZATION**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.0 Agents of Socialization
  - 3.1 Methods of Socialization
  - 3.2 Problems of Socialization
- 4 Summary
- 5 Assignment
- 6 References

### **1.0 INTRODUCTION**

Socialization is an inevitable continuous process in any human society. While some unavoidable emphasis is being placed on socialization, socialization is on its own very meaningless unless it is conveyed or set in motion by a variety of agents or agencies of socialization which, when properly and articulately harnessed give real meaning to the socialization process. You are to carefully learn about the role of the agents of socialization in the socialization process. In addition, the methods employed in the socialization process will also be studied by you. Furthermore, what you learn about socialization will be incomplete if you do not also learn about a number of problems that stand on the way of effective socialization. The overriding essence is to make you aware of these teething problems so that you will critically, in the end, think of ways of eliminating them or at best reducing their negative effects on the socialization agenda.

### **2.0 OBJECTIVES**

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

- outline and discuss the agents of socialization;
- list the principal methods of socialization; and
- mention the problems militating against effective socialization in Nigeria.

### **2.1 How to Study this Unit**

- i. Carefully read this Unit without skipping any part of it.
- ii. Try as much as possible to relate what you read to your social group or community as this will help you to understand all socialization is about.
- iii. Ensure that you religiously do all the activities and assignments in this Unit.

## 2.2 Word Study

**Agents:** Instruments, or bodies, institutions and groups making something in this case socialization possible

**Methods:** Ways employed to achieve the objective

**Problems:** Factors or forces retarding the achievement of specified objectives.

## 3.0 MAIN CONTENT

### 3.1 Agents of Socialization

The generally accepted agents or agencies of socialization which scholars have acknowledged are the family, the peer group, the school, the mass media, and religious institutions. To this list, Ogbondah (2005) has added political parties and Non-Governmental Organizations (NGOs). While Nwanna-Nzewunwa (2009 p.27) injects “communities...prisons and remand homes” into the catalogue of agencies of socialization, Zaria and Tsebee (2014) include Government Policy and Muscial groups in the list of agents of socialization and Onyeike and Adieme (2014 p.301) noted that “work places, occupational and professional places” are integral part of the overall agencies of socialization. The expanding list of the agencies of socialization will also according to Sobola (2012) include voluntary associations such as Girls’ Guide, Red Cross, Boys’ Scout, Rotary Clubs. Ethnic and town associations are also part and parcel of the agencies of socialization. All these agencies of socialization taken together can be grouped into three broad categories, namely:

- i. Primary agents of socialization i.e. the family and peer groups;
- ii. Secondary agents of socialization i.e. the schools, the mass media;
- iii. Specialized agents of socialization considering their peculiar nature and process of socialization. They include: religious organizations, Voluntary Associations and professional places. (Orisa, 2010)

You are required to learn some of these agencies of socialization in this Unit.

- i. **The Family:** The human society has one type of family structure and this is a universal phenomenon. The human child first arrives or is birthed in a family. Consequently, it is the family that ordinarily set the socialization of the child in motion. This accounts for who the family supposedly is regard as the primary or principal agent of socialization. It is because “socialization begins in the family” (Mezieobi, 1994 p.58) that the family has been considered as the ‘chief socializing agency’. As it relates to family as a socializing agent, it (the family) does not only present the socializee with ‘recipe knowledge of his world’, - all element of culture including values, it contributes quite significantly to ensure the appropriate development of the socializee’s personality. Whatever factors such as family size, education of parents and socio-economic status of parents that may affect the socialization of the child, it is apt to note that stable and well organized and cooperating families, yield better socialization dividends than psychologically battered, divorced, socially disorganized families that churn out maladaptive children whose tempo of anti-social behaviours is on the high side. The state of most Nigerian families



in contemporary Nigeria, everything considered, which is largely negative or at best laissez faire or over permissive, cast aspersions on the effectiveness of the family functioning as a primary agent of socialization. Nigerian families of today need well articulated and adequately organized family reorientation exposure in order to functionally jolt back to its former socialization glory.

- ii. **The Peer Group:** This is “an informal, not deliberately instituted group of age mates or equals of near same social standing” (Mezieobi, 1994 p.60) when parents and their older siblings in the homes have been over permissive, jettison their active participation in pursuit of material wealth farm out their socialization responsibilities to day-child-care centres, and other ‘outside groups’ such as house help peer group commitment to early child become a convenient alternative. But whether or not the peer group is meeting its socialization obligations is worthy to be probed further given the pervasiveness of peer group or youth engineered counter culture-unrestrained freedom, fashion craze culminating in indecent dressing and ‘sagging’, indulgence in sexual promiscuity, exhibition of militancy traits, drug abuse and disrespect for properly constituted authority and the elders. Nonetheless, the influence of peer group on socialization is tremendous.
  
- iii. **The School As An Agent Of Socialization:** The school is a microcosm of the society which is bureaucratically organized as a formal organization to help inculcate or develop in the school clientele, the socially approved ways of the wider society. Good schools through the instrumentality of their curricula which are socialization tailored reflect the goals, need, aspirations, attitude, knowledge, values and norms, occupational skills need to make the socializee appropriately fit into today’s increasing complex society. As a result of the fact that the learners or pupils/students spend greater part of their active time in school, the school is sometimes seen as the second in importance of all the agencies of socialization after the family since the schools have virtually usurped or taken over most of the socializing functions of the family. If the curricula of the Nigerian schools do not adequately reflect the social realities of the learners’ environments, and if the values taught in schools do not tally with the values of the society which are largely negative, coupled with the fact that peer groups which are preponderant in schools dominate the schools with their ever-changing sub-cultures and counter cultures and even challenge societally approved values, can it be said with certainty that the products of our schools get out of the school with tangible dividends outside the socialization experiences that peer groups have instilled in them? The grim picture of Nigerian schools as well as the poor products’ performance in the labour market in terms of character exhibition and poor attitude to work cast aspersions on the schools as being unable to succeed in its socialization task.
  
- iv. **Religious Institutions as Agents Of Socialization:** Religious institutions are part and parcel of the agencies of socialization. One major problem that is facing all countries in the globalized village and particularly the developing societies in which Nigeria falls into, is the inability to have the right calibre and quality of people endowed with the correct character and morals needed

for nation-building. Religious institutions provide specialized socialization by their production of the moral human, among other things. The methods employed by religious institutions in meeting their socialization functions were very well articulated by Mezieobi (1992 p.65) when he posited that “through religious doctrines, dogma and commandments, adherents are told the proper behavioural attitudes expected of them by the Supernatural Being and the rewards and punishment that conformists and deviants enjoy and suffer respectively. In this way, religion not only maintains a social or moral order, controls social deviance, it also reinforces the already established system of social control...(social norms and values)”. Through the reinforcement of religious tenets and ideals, religious institutions committed to the socialization process produce the much desired good morally endowed persons for nation-building and the entrenchment of sustainable social stability.

- v. **The Mass Media as Agents of Socialization:** Mass media which comprises both print media – books, newspaper, magazines, news bulletins etc and electronic media – televisions, radio, Information and Communication Technologies (ICTs), Internet, computers are also involved in the socialization process. On the face value where the mass media of all dimensions are exerting their socialization influence, the mass media, as Popenoe (1977 p.25) aptly noted, provide “...a great amount of information (on the society, people, culture, norms and practices, places, issues, events and role models) ...as well as reinforce the values taught at home and in the school (if any)... thus reinforcing the (social) group’s solidarity and value structure”. Irrespective of the fact that “the mass media (ordinarily) plays a vital role in the socialization process...(as) the mass media mirrors the society” (Zaria and Tsebee, 2014 p.40) yet the mass media in contemporary time is blamed for mis-socializing the socializees. This point was well made by Zaria and Tsebee (2014 p.40) when they quipped that “many of the bad practices that are common in our society today...are learnt through the mass media...(such that they have) endangered) the moral uprightness of individuals and that of the society at large”. The socializing influence of the mass media is on two sides – inculcating proper behavioural disposition as well as injected anti-social behaviours. The choice of where to tilt to is that of the socializee but government should checkmate the negative effects of mass media on the socialization process while the socializee needs guidance by the incorruptible hard-to-find adult socializers.
- vi. **Voluntary Associations and Clubs:** Any one Voluntary Association or Club or even community or ethnic associations that are development-oriented, and have a heterogeneous chronological age composition, has some socializing roles to perform. Apart from socializing their members as to what good behaviour or conduct entails even within their group, they imbibe what respect for the groups’ chief executives connote as well as learn the social skills and values of cooperation being one’s brother’s keeper, tolerance, obedience and humility. These socialization influences on individual members of the Voluntary Associations and Clubs have carry over effects on the wider

societal groups in terms mutual co-existence and harmonious inter-group relationships as well as love and sacrifice in the interest of others.

- vii. **The Community as Agent of Socialization:** Besides the families that are located in communities and undertaking their socialization roles, the communities are indulging in socialization duties whereby they socialize the members of the community into their shared common sentiments and their culture-language, norms which include laws, folkways, mores and technique ways, and beliefs and values. The overall essence of community socialization is not only to make a socializee fully understand be conscious of his environments or community but also to become an active participant in the community socialization process and wholeheartedly contribute to the community's enhanced development.
- viii. **Government as a Socialization Agent:** Government through its National Philosophy which Government Philosophy of Education is to mirror, influences the socialization process. The government of a nation establishes its education system, the public schools and endorses the planned curricula and education policies which the student clientele or the learners are to be subjected to, as well as officially empower the private schools which have the approval of the government in power. It is through the schools that government socialization of the socializee is effectuated.
- ix. **Political Parties as Agent of Socialization:** Political parties contribute quite a lot to the political socialization of their adherents, supporters and the apolitical members of the society in their bid to seek access to government power and its control. Nonetheless, political socialization geared towards political awareness is not the preserve of political parties, through constitutional development, nationalist activities, National Orientation Agency contributing to political education, the centre for Democratic Studies and political education the garb of citizenship and civic education in schools, political socialization is enhanced. Socialization of the learners to all socio-civic competence entails in social studies education rests largely on political socialization.
- x. **Non-Governmental Organizations as Agents of Socialization:** These organizations such as Girls' Guide, Boys' Scout, Boys' Brigade, Red Cross Society even if they are restricted to the socialization of their members a segment of the society – to their varied missions are involved in the socialization process which may have a carryover socialization effect to the wider society. The observable and exhibited good qualities of the disciplined members of these NGOs may be aped by the outside others-out of the NGOs-in the society.
- xi. **Work Place Socialization:** In work or occupational places where formal organization holds sway-in the schools, industries, the military, police and other military parastatals, co-workers who may be seniors or well experienced, socialize the new employee comers or neophytes into the demands of their work environment in order to make for ease of their

adaptation process. The work place socialization of the new comers to their work environment makes the new employees “learn the job norms, role behaviour and social structure of the organization which result in job satisfaction, better job performance, commitment, reduction in stress...” (Onyeike and Adieme, 2013 p.309).

### Activity I

- i. List all the agents of socialization.
- ii. Mention any two agents of socialization that come under the category of primary agent of socialization.
- iii. Explain in your own words what you think are the functions of any two agents of socialization.

### 3.2 Methods of Socialization

These are the ways used in the socialization process to make an impending socializee learn all the socialization agenda are meant to achieve in the end. These methods of socialization range from Sobola’s (2012) direct learning, incidental learning, role learning and learning from models to Ogbondah’s (2005) imitation, punishment and reward, direct teaching, participation, indoctrination, incidental learning, role-play, parental influence and hero-worship. To this list of thirteen (13) methods may be added gender stereotyping.

- i. **Direct Learning:** Through interpersonal interactions of a child with the inmates of the immediate family such as the parents and siblings and the others within the child’s immediate environment, the child directly learns the acceptable culture of the people, behavioural standards and the pervasive realities of his social world. Direct learning rests on observation, imitation and question and answer sessions. The child directly learns what the circumstances of his environment are: positive or negative. Direct learning has implications for the parents and elders who set standards in the child’s environment to ensure that they are at the vanguard of promoting the right behaviours and attitudes as well as desirable values.
- ii. **Incidental Learning:** This is informal learning which takes place anywhere in the family, among peer gang, in the school and in the wider society without the formal teaching. Besides learning about his roles in the family set, the child out of his curiosity and inquisitiveness, personally explores what is going on in his environments and in fact acquires his lasting experiences and learns the existing life ways or culture that is preponderating in his environment.
- iii. **Role Learning:** There are social positions in the home, social group(s) which people occupy. By observation, imitation, simulation or role-playing, the child learns the acceptable behaviours inherent in such social positions. Roles are not static. They change and the new and different roles, whether ascribed or achieved, must be learned if the role incumbent must really fit into the role expectations.

- iv. **Learning From Models:** In all walks of life – politics, business, education, science and technology, social and economic life of the nation, religion, to mention a few, there are models-heroes and heroines, dead or alive, which child and the adolescents ape or imitate as their models to guide their personality development and therefore, model their behaviours and attitudes along the lines of those select models.
- v. **Direct Teaching:** Zaria and Tsebee (2014) were right to observe that through direct face-to-face verbal communication, parents teach their children the desirable norms and behaviours expected of the latter.
- vi. **Reward and Punishment:** There is socialization that is made possible through reward or punishment. The exhibition of the desirable character, values, attitudes and behaviours are rewarded through positive reinforcement such as through praise and presentation of gifts either in kind or cash while undesirable or maladaptive behaviours are negatively reinforced by sanctions in the way of punishment, flogging or scolding.
- vii. **Active Participation:** In today’s learner-centric era when learning is focused on the learner who must himself do it himself – ‘learning by doing’ the active participation or involvement of the learner in all life activities of his mental age carriage, yield desirable dividends.
- viii. **Indoctrination:** There are situations where socialization is effectuated through indoctrination. For example, religious institutions and political parties use indoctrination quite a lot to make their adherents and supporters respectively to take given lifestyle and beliefs akin to their religious doctrines and political philosophy.
- ix. **Parental Influence:** The attitude, behaviour, experiences of the parents may impact on their children, positively or negative and directly or indirectly in their “children’s attitudes towards...(a number of decisions and) issues” (Ogbondah, 2005 p.98).
- x. **Hero-Worship:** There are children and adults who are very much obsessed with the attitudes, behaviour, thinking and in fact lifestyle of given persons that wish ‘to be like’. This is intra-personal socialization which is peculiar to a given socializee.
- xi. **Role-Play:** Children are given to role-playing via their acquaintance by role play with the responsibilities attached to given positions, when they are assigned the positions; they creditably perform the roles associated with the positions.
- xii. **Conditioning:** When a child is continuously being positively reinforced for good behaviour or achievement he will be conditioned by the reinforcement as motivator to continue to exhibit greater tempo of the desirable behaviour.

## Activity II

- i. List all the methods known to you that are adopted in the socialization process.
- ii. Describe any five methods of socialization.

### 3.3 Problems of Socialization

The socialization process is not without its different problems or challenges. These problems of socialization include:

- i. **Failure of the Family as an Agent of Socialization:** The family is the root of all socialization. Consequent on work or occupational and economic pressures, the contemporary families have failed in their socialization responsibilities. The consequence is the increasing number of feral or maladjusted children who are the vanguard of societal insecurity and instability.
- ii. **Failure of all Other Agents of Socialization:** Zaria and Tsebee (2014) were correct when they noted that all agencies of socialization in the Nigerian context have nothing positive to show for desirable socialization. A critical examination of all the agents of socialization in Nigeria amply reveal ‘mis-socialization’ or ‘wrong socialization’. The effects of wrong socialization are tremendous and yield high tempo of moral decadence, delinquents, insecurity, terrorism, teenage prostitution, all manner of social, economic, political technological and environmental vices and continuous national underdevelopment.
- iii. **Multi-Ethnic Portrait of Nigeria:** Nigeria is a multi-ethnic society with about “619” ethnic groups (Mezieobi, 2013). The perception of everything in Nigeria from the ethnic angle does not augur well for socialization that is Nigeria’s national development tailored. What it yields is ethnic insulation and acrimonies.
- iv. **Lingua Franca Problem:** Nigeria is a multi-cultural nation with about 513 languages. We deride our mother tongue hence our preference for English language as our lingua franca. Socialization that is pitched on a foreign language in our setting is, to put it straight, half-socialization as the socialization nitty-gritty which our mother tongue would have rightly sold to us has been abandoned. This situation is worsened by the fact that most Nigerians in the illiterate bracket do not understand English language.
- v. **Socio-Economic Background of the Socializees:** The importance of parental occupation and socio-economic status in relation to socialization was well made by Orisa (2010 p.40) when he posited that “the parental occupation and socio-economic status to a very large extent enhance or determine the level of (appropriate) socialization a child is exposed to”. When a majority of Nigerian parents are in very low income bracket and wallow in very poor socio-economic bracket, Nigeria’s quality of socialization will be

indescribably pitiable. Social environment is no doubt a determinant of one's level of socialization.

- vi. **Social Change:** The society is a rapid flux or state of change as a result of technological advances. Some of these changes such as indecent dressing, a rape of our reversed values etc have created irreparable value conflict such that the prescribed national values which our schools should propagate by their curricula run afoul of the societal values in reality and make nonsense of our educational endeavours.
- vii. **Peer Group Palaver:** Adolescents in their peer group hold religiously to what they call 'generation gap' and modernization. In their bid to continue to challenge the adult world in their canopy of holding tenaciously to negative habits and behaviours such as excessive indulgence in "smoking, drunkenness, acts of violence and secret-cult activities...(academic underachievement and more all of which are the) result of peer group influence".
- viii. **The Adult Group or Society:** Nigerian adults, generally speaking, have gone haywire or crazy with negative behaviours that they have nothing positive to show for sustainable positive values, habits and attitudes. They are the protagonists of adult delinquency, are today no role models or exemplars and, therefore, cannot be relied on as responsible socializers as they need more socialization and value re-orientation that their socialization audience – the socializees.
- ix. **Problem of the Alienated Public:** There are persons in the society who at of their personal choice or peculiar reasons alienated or are withdrawn from the society and its activities and, therefore, "disregard what the society offers (including socialization...(and therefore) deviate from the societal norms and become...cultural deviant(s) or social outcast(s)" (Sobola, 2012 p.26).
- x. **Socialization being a Private Responsibility:** One often ignored problem of socialization in Nigeria which Mezieobi (1994) has pointed out is that socialization in Nigeria as in the United States of America is purely a private responsibility and not the society's or states responsibility as it is in the former U.S.S.R. This situation probably accounts for the continuing laissez faire approach to socialization in Nigerian families.

### Activity III

- i. List any eight problems of socialization in Nigeria.
- ii. In one word say what you think is the major problem of the socialization agencies.

#### 4.0 SUMMARY

The agents, methods and problems of socialization in Nigeria have been highlighted. The onus, therefore, lies on you and the other readers of this unit of the study manual to think out what should be done to make the socialization process in Nigeria near-problem free and effective.

#### 5.0 ASSIGNMENT

- i. Socialization in Nigeria is without problems. Do you agree? Justify your answer.

#### 6.0 REFERENCES

- Ogbondah, L. (2005). Socialization and education. In Elechi, G.E. & Ogbondah, L. (Eds.) *Sociological foundation of education*. Port Harcourt: Harey Publications Company.
- Sobola, I. (2012). *Essential themes in socialization and citizenship education*. Imo, Abeokuta: Temitope Printing Press.
- Mezieobi, K.A. (1994). Socialization in school and society. In Mezieobi, K.A. (Ed.) *Concerns and insights in social studies education in Nigeria*. Onitsha: Outrite Publishers.
- Mezieobi, K.A. (2014) *Ethnicity in Nigeria: The de-ethnicizing road map*. Owerri: Acadapeak Publishers.
- Nwanna-Nzewunwa, O.P. (2009). *Sociology of education for certificate and diploma students*. Owerri: Springfield Publishers.
- Onyeike, V.C. & Adieme, F.G. (2014). School as agent of socialization. In Okorie, N.C., Igwe, L.E.B., Asodike, J.D., Onyeike, V.C. & Anyaogu, R.O. (Eds.) *Teachers, schools and society*. Port Harcourt: Pearl Publishers.
- Orisa, A.A. (2010). *Culture and socialization*. Port Harcourt: Okoga Publishing Company.
- Zaria, L.I. & Tsebee, M. (2014). *Socialization and other issues in social studies*. Makurdi: Eagle Prints Nigeria.



## **UNIT 4: NATIONALISM**

### **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 Nationalism
  - 3.2 Types of Nationalism
  - 3.3 National Integration in Nigeria
    - 3.3.1 Efforts at National Integration
    - 3.3.2 National Integration Bottlenecks
    - 3.3.3 National Integration: The Way Forward
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

Nationalism is a term that is not easily understood even by most people in the educated bracket or category – the literate people. To cut a long story short, when Nationalism is mentioned, there is this thinking that it has to do only with a nation or its peoples’ “urge or striving, in any form, to ward off foreign domination...(through) their fight for independence and self-determination” (Amadi, 1994 p.143). To see Nationalism purely as resistant protest against colonial domination and rule with a view to our people becoming politically independent is part of the whole concept of nationalism, nationalism is much more than this. It is against this background, that you will be led through reading this Unit of the module to understand the holistic meaning of rise to Nigerian nationalism, the efforts made and is being made in Nigeria’s national integration bid as well as the factors that are militating against Nigeria’s national integration in contemporary time and the way forward.

### **2.0 OBJECTIVES**

By the end of the Unit you should be able to:

- say what Nationalism completely means;
- list the main types of nationalism in Nigeria;
- explain the factors that gave rise to Nigeria’s Nationalism;
- discuss national integration with emphasis on its hindering factors;
- explain the efforts that have been made to implant national integration in Nigeria; and
- discuss what should be done in your own thinking to entrench national integration.

## 2.1 How to Study this Unit/Activity

As you read through this Unit, you should be able to:

- i. Explain what Nationalism means.
- ii. List all the types of Nationalism.
- iii. Discuss the factors that have encouraged Nationalism in Nigeria.
- iv. Discuss National Integration using Nigeria as an example.
- v. State what Government of Nigeria has so far done to institutionalize National Integration.
- vi. List the obstacles to Nigeria's National Integration.
- vii. Explain the way forward.
- viii. Attempt all the activities and assignments.
- ix. Check whether or not your answers correspond with those at the back of the book.

## 2.2 Word Study

**Meaning:** Interpretation(s) that something has earned or the way it is seen in a context.

**Integration:** Brining together as a whole in utter solidarity.

**Bottlenecks:** The hindrances.

**Way Forward:** What to do to improve on the existing circumstances.

## 3.0 MAIN CONTENT

### 3.1 What is Nationalism?

There is no meaning of Nationalism that enjoys universal application. In Nigeria, the word nationalism means all of the following:

- i. Resistance or protest against colonial occupation and domination.
- ii. The striving to eliminate colonial domination or rule.
- iii. Search for political independence in the bid to exercise exclusive control over our affairs.
- iv. A sense of in-group solidarity or national consciousness in truth via national integration.
- v. Stemming the tide of increasing disunity or disintegration.
- vi. Fostering group-cohesive and solidarity or unity for concerted nation-building.
- vii. No meaning of nationalism in Nigeria can be complete without all of the foregoing.

### 3.2 Types of Nationalism in Nigeria

In Nigeria, there are four types of Nationalism. They are: Resistance to colonial occupation, domination and rule; liberative or independence nationalism; disintegrative nationalism and integrative nationalism (Mezieobi, 1992; Mezieobi in Ukadike, 2014). These are discussed below:

- i. **Resistance to Colonial Domination and Rule:** After the conquest and eventual occupation of Lagos by the British in 1861, the European domination was vehemently resisted the then traditional rulers such as King Kosoko of Lagos, King Koko of Nembe, King Ibanichuka of Okrika, King Jaja of Opobo, Nana of Itsekiri and Oba Oronramwem of Benin some of who suffered deportation from their indigenous areas of jurisdiction. The Hausa – Fulani, the people of Kano, Nigerian trader violently resisted European domination and the British traders’ incursion into Nigeria. Lives were lost particularly on the side of Nigerians. Whatever factors that occasioned the resistance movement, lack of unity, sabotage and the absence of a standing army on the part of Nigerians, culminated in these protest against colonial domination not yielding the desired dividends. The colonialist had their way. Mezieobi (1992 p.138) was apt to note that “after Nigerians had resisted the forcible imposition of alien rule and failed, the British conquered Nigeria and imposed their rule on her”.
- ii. **Liberative or Independence Nationalism:** This is the kind of nationalism in which Nigerians were committed to struggles to ward off colonial rule in order to have their self-rule or flag independence. The quest for political independence was spearheaded by a few educated elite who condemned colonial rule because it discriminated against Nigerians and undermined their integrity, relegated education and, among other things, it was economically exploitative. The various grievances against the British colonialism administration were expressed through political organizations and the birthing of indigenous newspapers, mass rallies, verbal threats, deputations and petitions. In the end, Nigeria gained her political independence from Britain on the 1 October, 1960.
- iii. **Disintegrative Nationalism:** Nigeria is a multi-ethnic society. Mezieobi (2014 p.83) puts the total number of ethnic groups in Nigeria at ‘619’. Disintegrative nationalism simply means that Nigerians are very much more committed to ethnic group, are ethnic conscious than they are, if any, to national consciousness. There is disunity, ethnic prejudice and suspicion, ethnic consciousness and sectionalism and mistrust. These have characterized Nigerian history since the formal emergence of Nigeria as a political geopolity in 1914. The forces of disunity which political parties and Nigerians have promoted have not augured well for Nigeria’s nation-building. Disintegrated nationalism in Nigeria or disunity put simply has been anti-nation-building focused.
- iv. **Integrative Nationalism:** This is simply the bringing together of all the many ethnic groups such that they in one spirit show unbounded loyalty and exhibit unqualifiable consciousness to Nigeria as a nation. It connotes national unity, national consciousness, togetherness, in-group solidarity, subjugation of sectional ethnic loyalties to those of the nation, pride in one’s nation, selfless interest and service and devotion to the nation and patriotism, national identity, all in the interest of Nigeria’s accelerated nation-building. The converse is national underdevelopment without stop.

### Activity I

- i. In your own words define Nationalism.
- ii. State four (4) types of Nationalism.

### 3.3 National Integration in Nigeria

In the realization that national disunity retards national development, Nigeria given its multi-ethnic composition and its problems inimical to nation-building, is more than ever before committed to national integration. This is because meaningful nation-building in Nigeria cannot take place until the many ethnic groups agree to stay together.

#### 3.3.1 Efforts at National Integration

Mezieobi (2014) painstakingly outlined nineteen (19) areas in which efforts in Nigeria have been directed at fostering national integration. These are:

- i. **Securing Nigeria's Geographic Location or Territorial National:** The territorial location that comprises Nigeria's geo-polity is under regular guard by the military in order to ward off external invasion or interference.
- ii. **Enunciated Nigeria's National Goals:** National goals which are the stated direction on which Nigeria and her people must go in order to attain to heights of their nation-building aspirations are clearly stated in the Nigeria's National Policy on Education (2014). They are: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic society; and a land of bright and full opportunities for all citizens.
- iii. **Nigeria's Policy on Education:** At the instance of the Federal Government of Nigeria, there is a formulated National Policy on Education which went into operation in September, 1982. The essence of this National Education Policy is to ensure not only orderly educational development in all corners of Nigeria but also to enforce uniformity in Nigeria's educational practice spanning across all states of Nigeria and ethnic groups.
- iv. **Federal Presence in Education:** As much as practically possible, in order to carry all ethnic groups along in governance, the Federal Government of Nigeria has established Federally owned educational institutions – Universities, Polytechnics, Colleges of Education – in all States of the Nigerian Federation.
- v. **Instituted National Symbols:** Symbols which are used as Nigeria's national identity such as the National Flag, Nigeria's Coat of Arms, National Anthem, Nigeria's National Anthem and Nigeria's National Pledge have been put in place. The other Nigeria's national symbols include Nigeria's National Currencies, Nigeria's National Identity Card, Nigeria's international passport, Nigerian postal stamps on postal orders.

- vi. **The Constitution of the Federal Republic of Nigeria:** Since 1979, Nigeria as a Federal Republic, has a Constitution (revised in 1999) which is made by Nigeria for Nigeria and which not only empowers the entrenchment of national integration but also denounces inter-ethnic discrimination and sectionalism.
- vii. **Nigeria's National Sports Team:** In the realization of the importance of sporting activities in promoting national integration or unity, nationally focused sports teams such as Nigeria's Super Eagles, Golden Eaglets and Falconate have been instituted.
- viii. **Uniformed Security Agents:** There is nationally prescribed uniforms for each of the Police, Navy, Air Force, the Army and all paramilitary organizations i.e. Civil Defense Corps, Federal Road Safety Corps and Traffic Wardens. The composition of each of these is nationally spread.
- ix. **Nigeria's National Heroes and Heroines:** Unmindful of the ethnic group from any of the Nigerian Heroes or Heroines come from, particularly the dead, are honoured and celebrated every year.
- x. **National Youth Service Corps (NYSC) Scheme:** In order to promote national unity, national consciousness and understanding, as well as instill the culture of patriotism in Nigerian Youths, the National Youth Service Corps Scheme has since the 22 May, 1973 been established whereby Nigerians, no matter their ethnic origin, and who graduate from either the Universities or the Polytechnics serve the nation for one year in any of the thirty six states of the Federation plus the mayoralty at Abuja, the National Capital.
- xi. **Quota System:** In the bid to reduce continuing allegations of marginalization and consequently promote the much need national integration which is inevitable for sustainable Nigeria's national development, the quota system principle has been adopted in admissions into Federally owned educational institutions, employment in the Federal Service as well as in Federal appointments and other Federal public offices.
- xii. **Federal Character Principle:** List the quota system, the Federal Character Principle is instituted to ensure that all ethnic groups are represented in Federal Governance. The Federal Character mandate is the sole duty of the Federal Character Commission that has been established.
- xiii. **Creation of States:** In order to eschew acrimonies emanating from the alleged domination of the minority ethnic groups by the major ethnic groups in Nigeria, 36 states plus a mayoralty at Abuja have been created in addition to 774 Local Government Areas housed in the States to bring governance to the doorsteps of the ruralites and everybody.
- xiv. **Mass Mobilization of Nigerians:** In order to push the face of all Nigerians to concerted nation-building efforts, irrespective of their ethnic roots and affiliation, Nigerians are being subjected to mass or social mobilization by the

National Orientation Agency (NOA) with the mission to give Nigeria's the requisite orientation and re-orientation that is national integration promoting for the desired nation-building.

- xv. **Formation of Political Parties Having National Outlook:** Political power is grabbed through the platform of political parties. In order to accommodate the diverse ethnic groups in party formation in Nigeria, the Federal Government endorses only the formation and existence of political parties on the grounds that they have a good geographical spread cutting across all the ethnic groups in Nigeria.
- xvi. **Nigeria's National Days:** Nigeria as a geo-polity has National Days such as 1 October, 1 January every year which it commemorate and celebrate as well as religious holidays such as Christmas on the 25 December and Easter for the Christians as well as Muslim holidays: Id-el-Maulud, Ramadan, Id-el-Fitri, Id-el-Kabir, Al-Hajia which are also respected.
- xvii. **Nigeria's New Federal Capital:** Nigeria today has a Federal Capital-Abuja – which is not in any given state of Nigeria.
- xviii. **National Councils and Committees:** Nigeria has nationally composed councils and committees which have been entrusted with one responsibility or the other that is to promote national integration and its associated national cohesion and cooperation and in fact ensure social stability. Nigeria's National Inter-religious Committee is a good example which responsibility devolves on engendering 'lasting solutions to ethno-religious conflicts'.
- xix. **National Cultural Festivals and Carnivals:** Even if these are done in irregular intervals, when they hold sway they attune our minds to our persistent cultures and seek through them the ways and means of initiating cultural integration or cultural core as cultural identity index for Nigeria.

#### **Activity II**

- i. State any fifteen (15) ways in which Nigerian government is encouraging national integration.

#### **3.3.2 National Integration Bottlenecks**

The factors that are retarding Nigeria's national integration can be outlined as:

- i. Ethnic groups in Nigeria sticking too religiously to their ethnic roots, exhibit total consciousness to their ethnic group, see everything they do in terms of their ethnic group benefit and have little, if any, loyalty to the nation.
- ii. The quota system and federal character principles exist largely in sheer name and are not religiously kept to. They have led to the enthronement of mediocrity and have sacrificed merit on the alter of mediocrity and continued disintegrative nationalism.
- iii. The increasing tempo of inter-ethnic and inter-religious crises and conflicts has not given way for the promotion of national integration.

- iv. The ethnic minority question is an endemic problem that is militating against national integration. The minority ethnic groups are indulging in perpetual grievances focusing largely on their supposed marginalization which do not augur well for national integration.
- v. As Girigiri (2011 p.152) asserted, “Nigerians are highly ethnocentric”. One ethnic groups or the other thinking that their culture or way of life is superior to the others considered very inferior, does not encourage the spirit and sacrifice which national integration is friendly to.
- vi. Nigeria’s political leadership cadre does not have the will or courage to de-ethnicize. Nigeria such that each ethnic group promotes national integration within its fold and solidly sue for the type of nation-building that is desired.
- vii. There is absolute socialization failure. Ethnic consciousness and its associated ethnocentrism, make particularly families educate their children out of national integration and implant in their socialization that divisiveness that promotes disunity or disintegrative nationalism.
- viii. Nigeria’s rural areas where a majority of Nigerians live are sidelined in the nation’s developmental agenda. These ruralites in their disenchantment with the political class scuttle whatever efforts that are being made even to foster national integration.
- ix. Nigeria in very practical terms, has not come to terms with all national integration entails. We are simply paying lip service to it (Mezieobi, 2014).

### **Activity III**

- i. Identify the factors that posing problems to Nigeria’s national integration.

### **3.3.3 National Integration: The Way Forward**

The problems of national integration in Nigeria squarely anchors on the multiplicity of Nigeria’s ethnic groups which seem to have defied articulate solution. The way forward which may be considered very radical has been beautifully articulated by Mezieobi (2014). They are:

- i. Since the delinquency of Nigeria is the delinquency of leadership ethnic consciousness, everything possible should be done to ensure that the political leadership cadre is constituted by persons manifestly disassociated from ethnic chauvinism and are nationally nationalistic.
- ii. The exact number of ethnic groups in Nigeria should be found out.
- iii. Local and State governments should be structurally ethnicized such that each ethnic nationality in its geographic location mans her locational development. This has implications for the Federal Government indulging in true Federalism with absolute power deconcentration.
- iv. Each ethnic group should be assign specified number of people and seats in both House of Representatives and the Senate so that they will meaningfully partake in decisions affecting them. This has implications for Federal Constitutional amendment.
- v. All government policies which arouse ethnic sentiments such as quota system and the Federal character principles should be scrapped. The same is true of all documents that require statements relating to ethnic group, state and local government of origin as well as religious affinity.

- vi. Segregated quarters in any towns, cities, villages in Nigeria such as ‘Sabon Gari’ or ‘Ama Hausa’ should also be disbanded.
- vii. There should be balanced representation of all ethnic groups in the nominal roll of the armed forces, police, Federal parastatals, commissions and agencies. The same is true of all Federal own educational institutions.
- viii. The ethnic oriented and structured local governments embark on inter-local government competition in terms of developmental striving with positive reinforcement for the achieving local governments.
- ix. There should be ethnic integration drive re-orientation that is permeate all corners of Nigeria and largely undertaken in the targeted ethnic groups’ mother tongue.
- x. Time is up to make ethnic education or ethnic studies a core curriculum in all levels of Nigeria’s education system with emphasis on ethnic integration and its dividends.
- xi. Social studies should be made a core curriculum at all levels of the education system with emphasis on all character development connotes.
- xii. Since functional ethnic pluralism as is existence in France, Italy, Germany, the United States of America look quite impossible in Nigeria as a result of unending ethnic conflict and acrimony which have defied solution and national integration, as a last resort Nigeria may be formally broken into three countries with the names – Zaria, Waria and Biaria representing the Hausa-Fulani, Yoruba and Igbo ethnic groups respectively, after all Nigeria is four times the size of United Kingdom and Sudan which is about four and half times the size of France was as a result of continuous ethnic conflict in 2012 partitioned into two – South Sudan and the Republic of Sudan (Mezieobi, 2014).

#### **Activity IV**

- i. In your own thinking, state what you think can be done to ensure national integration functions effectively in Nigeria.

#### **4.0 SUMMARY**

The meanings of Nationalism as they apply to Nigeria have been unveiled. The same is true of the four types of Nationalism in the context of the Nigerian society. Integrative nationalism or National Integration appears to elude us as a result of the fact that the many ethnic groups that comprise the Nigerian polity are existing like cats and dogs and involved in perpetual ethnic conflict. The efforts government is making to promote national integrated have been pinpointed as well as the factors that tend to make difficult national integration. What can be done to enhance national integration in reality have been outlined. It is recommended that as a last resort amid the seeming insoluble problems of national integration and the perpetuating national disunity, Nigeria can be fragmented into three countries.

#### **5.0 ASSIGNMENT**

When all efforts at promoting the aspect of Nationalism called National Integration have failed, what do you think will be a lasting solution?



## 6.0 REFERENCES

- Amadi, H.C. (1994). The origins and course of Nigerian nationalism. In Mezieobi, K.A. (Ed.) *Concerns and insights in social studies education in Nigeria*. Onitsha: Outrite Publishers.
- Girigiri, B.K. (2011). Culture and identity. In Nwanna-Nzewunwa, O.P. (Ed.) *Fundamentals of social studies for certificate and diploma students*. Port-Harcourt: Davidstones Publishers Ltd.
- Mezieobi, K.A. (1992). *Themes in social studies education in Nigeria*. Owerri: Whyte and Whyte Publishers.
- Mezieobi, K.A. (2014). *Ethnicity in Nigeria: De-ethnicizing road map*. Owerri: Priscilla Omama Publishers.
- Ukadike, J.O. (2014). Nationalism and patriotism. In Ughamadu, K.A. & Ukadike, J.O. (Eds.) *Citizenship education for tertiary institutions in Nigeria*. Agbor: Suntext Production.

## **UNIT 5: PATRIOTISM**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit/Activity
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Meaning of Patriotism
  - 3.2 Theories of Patriotism
  - 3.3 Factors that Enhance Patriotism
  - 3.4 Qualities of a Patriot
  - 3.5 Manifestations of Unpatriotic Behaviours in Nigeria
  - 3.6 Factors in Unpatriotic Behaviours of Nigerians.
  - 3.7 Alleviating Problems of Patriotism
- 4.0 Assignment
- 5.0 Summary
- 6.0 References

### **1.0 INTRODUCTION**

It is not just enough to talk of integrative nationalism or national integration and its place in effective nation-building which is very much desired everywhere but particularly in developing nations such as Nigeria. Commitment to effective and functional national integration can be said to be synonymous with patriotism that is conveying real nation-building. It was perhaps on this basis that Orisa (2010 p.14) asserted that integrative “nationalism and patriotism are synonymous words constantly used with reference to underdeveloped countries” such as Nigeria and their striving to move their nations to greater heights in terms of rapid development. No nation that is hankering for worthy nation-building can sideline patriotism and hope to have entered the tunnel of nation-building. Patriotism as a nation-building tonic is being taken for granted that it behoves on you to understand what it means, who a patriot is, what activities do you engage in that makes you be labeled as unpatriotic and what factors encourage unpatriotic behaviours in Nigeria. This is the concern of this unit which aims to make you a notable patriot in Nigeria.

### **2.0 OBJECTIVES**

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

- define patriotism to the best of your understanding;
- state and compare different theories of patriotism;
- state factors that enhances patriotism;
- enumerate the qualities of a patriot; and
- state ways in which unpatriotic behaviours can be alleviated.

## 2.1 How to Study this Unit/Activity

At the end of this Unit, you should be able to:

- i. Define patriotism in your own words.
- ii. Explain activities or behaviours that make a person unpatriotic.
- iii. State the factors that make a person derail from patriotism.
- iv. Outline who a patriot is.

## 2.2 Word Study

**Qualities:** essential properties

**Manifestations:** public demonstration

**Unpatriotic:** betrayal of ones own country and ways of life

## 3.0 MAIN CONTENT

### 3.1 Definition of Patriotism

Patriotism is a nation-building or developmental concept which Ogheneakoke (2014 p.142) simplistically defined as “the love of one’s nation or country”. This word ‘love’ in the context of a nation is pregnant with a number of components such as national consciousness, placing the nation above personal and ethnic interest, being ambassador of the nation, committed to the development of the nation, rendering selfless service, being proud of the nation, protecting the integrity of the nation, safeguarding all the country has achieved, exhibiting all patriotism entail and not protect or cover unpatriotic people. Others are effectively performing one’s constitutionally prescribed civic obligations as a good citizen. Simply put, patriotism is loyalty, dedication (commitment) and steadfastness to the standards and aspirations of the nation” (Aibangbe, 2011 p.141) in all its ramifications.

#### Activity I

- i. In your own words, define patriotism.

### 3.2 Theories of Patriotism

Mezieobi (1996), Mezieobi in Ukadike (2010) formulated six theories of patriotism. They are:

- i. **The Parochial or Restrictive Theory of Patriotism:** These are habituated manifestations, exhibitions, expectations of patriotic behaviours that are limited only to the benefit of a group within a larger group. Love of one’s ethnic group alone such that one is so much attached to his ethnic group and displays ethnic group consciousness to the relegation of national consciousness, politicians focusing and attracting government-sponsored projects and development to their homes, or communities or states to the exclusion of other areas are aspects of this brand of patriotism.
- ii. **Egoistic Theory of Patriotism:** The crux of this theory is that indulgence in the exhibition of patriotic behaviours with mainly ulterior motives which are largely selfish and in the interest of the so-called ‘patriot’. It is hidden agenda

motivated patriotism. A politician who has his mind on his mind on his electoral constituency casting their votes for him in a forthcoming election may, in advance of the election, tar or grade a stretch of road in his community, renovate a school building in his village at his expense or cost, donate money for this purpose or for other planned community projects.

- iii. **Concentric Theory of Patriotism:** This is patriotic behaviours or manifestations that begins from a lower level such as one's village to a higher level in their ascending order to his community, state and to the entire country. Charity they say begins at home and true or genuine patriotism must begin from one's home or village.
- iv. **Holistic Theory of Patriotism:** This is patriotism that eventually benefits the whole members or citizens of the country. Nationalist activities in Nigeria that culminated to the flag independence of Nigeria is a concrete example of this type of patriotism. The honoured and celebrated Nigerian heroes and heroines as well as other Nigerians who have made remarkable contributions to Nigeria's national development are examples of this brand of patriotism.
- v. **Phobia Inhibiting Theory of Patriotism:** The thrust of this theory is that the fear of the negative costs of indulging in patriotic activities may prevent one from it. For example, the fear of being assassinated by hired assassins if one uncovers any form of political or social or economic criminality such as fraud or embezzlement of public funds may inhibit one from unveiling that unpatriotic act or plan. Similarly, the fear of being perceived as 'holier than thou' and the reprimand in some closer quarters that accompany it, may inhibit patriotic acts or activities.
- vi. **Empty Theory of Patriotism:** This is also known as mouthing patriotism. It is orchestrated or verbalized admonitions or pleas for exhibition of patriotic acts and behaviours that are not in reality backed up with any commitment in the sense of its working in practice or its being achieved in truth. It is lip service or glibly talked about patriotism that is not lived, let alone manifest in our national life.

## Activity II

- i. List all the types of patriotism known to you.
- ii. Explain what you consider to be the real type of patriotism.

### 3.3 Factors That Enhance Patriotism

The factors that promote indulgence in patriotic actions are:

- i. Pride in one's country.
- ii. Innermost personal drive or compulsion to see one's nation move forward in development or in nation-building striving in which one also makes his unreserved or untiring contributions to the progress, growth and development of his country and its citizenry.
- iii. The quality of the leadership cadre at all levels boosts patriotism. When the leaders are visionary, perceived as being transformation in truth,

- incorruptible, exemplars in patriotism and perceived as transparently determined to move the nation forward, their acknowledged patriotic behaviours will elicit the support and unalloyed cooperation of the followers. Delinquent leadership scuttles patriotic zeal.
- iv. Patriotism thrives best when there is pervasive socio-political stability. When the potentialities inherent in Nigeria's multiplicity of ethnic groups, as a heterogeneous society, cannot be patriotically harnessed for our overall good, and perpetuating ethnic inter and intra fighting prevails, stability for patriotism eludes us in all sectors of our national life.
  - v. Acclaimed patriots in all dimensions of our national life politics, economy, social, science and technology, education etc – must be acknowledged even where they are alive. This will serve as a patriotic tonic or booster factor in encouraging budding patriots to do their utmost best.
  - vi. When the security of the people's life and property are in high gear in reality, the concomitant congenial social atmosphere will ginger patriotic behaviours and activities.
  - vii. Adequate provision of functional public utilities such as good roads, water, education, housing, electric power supply, environmental health, as well as acknowledgeable adequate welfare services such as alleviation of hunger and starvation, availability of nutritious food in their right quantity, will contribute immensely to mobilizing our people to exhibit all good patriotism connote.
  - viii. The 'we feeling' that accompanies real national integration is a bulwark against unpatriotic acts as all hands, in the spirit of a group solidarity, will be on deck towards realizing our nation-building aspirations.
  - ix. If national development in reality permeates into all corners of Nigeria – rural and urban and the populace in happiness feel carried long in the scheme of development and given a sense of belonging, there will be pervasive germination of patriotic, acts, behaviours and attitudes.
  - x. We need to re-look Nigeria's education and make it character development-oriented. It is character education that embodies value education which conveys patriotism in high places and without education motoring patriotism, patriotism will only exist in sheer name.

### Activity III

- i. State six factors that promote patriotism.
- ii. Looking critically at what you have learned outline four factors that can hinder patriotism.

### 3.4 Qualities of a Patriot

- i. A patriot must realistically identify or in trust be affiliated to his country and be proud of it.
- ii. He is prepared at all times to make unreserved contributions to the development of his country.
- iii. He, as one who has interest of his nation at heart, must be prepared to make selfless sacrifices even if it entails supreme sacrifice – loss of life in the overall interest of others or humanity.
- iv. He is an example.

- v. He has to be rationally loyal the powers that be and rationally critique the government in power if need be.
- vi. He must uncover unpatriotic acts without fear or favour irrespective of whose ox is goad.
- vii. He must not be a spoiler in terms of reckless opposition to those in authority, fan embers of disintegration or disunity or indulge in reckless utterances that will mar support to the government.
- viii. He must be creative, visionary and innovative-oriented.
- ix. He must be in the vanguard of those who think that actions speak louder than words or noise-making.
- x. He must stand for the truth, justice, protect human dignity and human rights and be supportive of them.
- xi. He must be an epitome of all good citizen entail in terms of fulfilling all his civic duties to the best of his ability devoid of games.
- xii. Being a good ambassador of the country in world communities.

#### **Activity IV**

- i. State six qualities of a patriot.

### **3.5 Manifestations of Unpatriotic Behaviours in Nigeria**

Mezieobi (1996) outlined the following as unpatriotic behaviours in Nigeria. They are:

- i. The political elite brazenly using their political positions to enrich themselves rather than investing the available resources for nation-building.
- ii. Individuals or groups fanning the embers of disunity which retards nation-building.
- iii. Political leaders relegating the provisions of public utilities and the welfare of the people.
- iv. The citizenry pretentious keeping silent amid the lawlessness or arbitrariness of those in the reigns of power or governance.
- v. Neglecting social justice and the fundamental rights of the citizenry.
- vi. Indulgence in social, political and economic sabotage of the country.
- vii. Being sycophants and singing take praises of the political class that has nothing to show for quality governance.
- viii. Promoting ethnic consciousness to the detriment of national consciousness and allegiance.
- ix. Being instrumental to the anything goes mentality.
- x. Being selfish or sectional.
- xi. Instituting socio-politico-economic instability.
- xii. Withdrawal or insulation from civic responsibilities.
- xiii. Eschewing merit and preferring mediocrity in policking.

#### **Others are:**

- xiv. Being in governance for nothing and just reveling in political deceit and noise-making.
- xv. Jettisoning electoral promise on arrival at the political power bench.
- xvi. Indulgence in political power abuse.
- xvii. Scuttling the valiant efforts of government in the direction of nation-building.

- xviii. Indulging in reckless governmental opposition or criticism with better solutions.

### **Activity V**

- i. Outline ten (10) behaviours or actions in Nigeria that are unpatriotic.
- ii. In one word say whether you think unpatriotic acts are good.

### **3.6 Factors That Cause Unpatriotic Behaviours**

Mezieobi (1996) posited that:

- i. Leaders brazenly perpetuating unpatriotism. They merely sermonize or mouth patriotism in total deceit. When this is the situation, the followers toe their footsteps and have nothing to show for patriotism.
- ii. When the government in power is not adequately, if at all, meeting their welfare obligations to the citizenry and the people are flung into abject poverty, hunger, starvation and have a feeling or fear of insecurity of the lives and property, they will not be interested in any exhibition of patriotic acts, let alone habituate them.
- iii. We are not a patriot people as is evident in our life ways. The socialization agencies beginning from the homes have failed in inculcating patriot values in our people and our education practices that is character development phobic have not helped matters to the positive.
- iv. There is in Nigeria, social, political, economic, science and technological anomaly or malaise. The commitment to alleviating these seeming endemic problems detract our attention to indulging in real patriotic acts and make us only mouth or verbalize patriotism in total deceit.
- v. When patriots are not easily identified, recognized and given adequate encouragement, patriotism becomes a mirage. Furthermore, when the unveiling of unpatriotic plans and actions, rational criticisms of government policies and actions are viewed as unpatriotic and earns one torture, reprimand, dehumanization and even assassination or kidnap, the fear of the following dampens patriotic zeal. In the context of Nigeria, does the socio-psychological discomfort a good patriot 'Samaritan' in the hands of the police who conveys a victim of a hit-and-run driver to the hospital or police, encourage patriotism?
- vi. Patriotic acts are discouraged when potential patriots see situations where acclaimed non-patriots are poured praises at and conferred traditional, chieftaincy and religious, and honorary doctoral degree titles expectations of monetary or material inducement.
- vii. A factor that also inhibits patriotism in Nigeria is fear of the condemnation or name calling that accompanies the unveiling of unpatriotic acts. The revealing or uncovering of unpatriotic acts may be called unpatriotic by some kins men who will frown at it and reprimand or caution for standing on the way of somebody who is unpatriotically finding his way unpatriotic actions.
- viii. Persons who give a damn about what good citizenship entails do not bother about true patriotism, let alone what people say in condemnation of unpatriotic behavioural display.
- ix. We are committed to glibly taking about patriotic with our tongue in the cheek which is share lip serve to genuine patriotism.

- x. Where in our context national consciousness is a national malaise, patriotism cannot thrive.
- xi. The negative costs of patriotism retard involvement in willing patriotic acts.
- xii. Nigeria's education.

#### **Activity VI**

- i. Outline what you think that discourages patriotic acts in Nigeria.

### **3.7 Alleviating Problems of Patriotism**

Mezieobi (1996) and Mezieobi in Ebirim and Uzoagba (2011) noted that the virus of unpatriotic acts in Nigeria can be alleviated along the following lines:

- i. Re-thinking Nigeria's ethnic pluralism to see how the national integration it is scuttling can be done away with.
- ii. Re-looking the political leadership selection strategies to make it friendly with an a tribal leadership whose efforts in governance will the patriotic loaded.
- iii. Making our educational practices functionally possible with the education of a greater part of the citizenry.
- iv. Plunging into not only adequately providing for the welfare of the people but also ensuring that there is enough food on their tables. Well fed person who is meeting his needs and is happy exercises his critical thinking capacities that may yield patriotic dividends. Mezieobi (1996 p.114) noted that "the spirit of patriotism cannot be nurtured and animated in a citizenry languishing in abject poverty, starvation and their associated socio-psychological pathologies including aggression".
- v. A congenial socio-economic environment provides the fertile ground for patriotic involvement in social living.
- vi. Time was up to impose hard sanctions on proven unpatriotic citizens as well as the institutions charged with taming their excesses when they derail from action geared towards derailing from their checkmating activities.
- vii. Responsible citizens in concert, must do everything even if it entails a social revolution to check unpatriotic acts of the ruling class and others in that train.
- viii. Those who courageous unveil unpatriotic acts should be protected and publicly rewarded.

#### **Activity VII**

- i. State and explain what you think should be done to reduce unpatriotism acts.

### **4.0 SUMMARY**

In summary, patriotism is very much desired in every aspect of social living in Nigeria and this contributes to take nation-building to greater heights. What patriotism entails, its types, who a patriot is, factors that promote patriotism and scuttle it as well as the manifestations of unpatriotic behaviours and actions have been highlight. What to do to improve on the current situation was not left out in this discourse.



## **5.0 ASSIGNMENT**

- i. If you were to give a talk to your reading group on how to reduce the incident of high rate of unpatriotism in Nigeria, what will you be saying in your words?

## **6.0 REFERENCES**

- Aibangbe, M.O. (2011). Introduction to nationalism. In Kadiri, Y., Ololobou, C.O., Ahmad, T.S. & Zuru, A.G.A. (Eds.) *Issues and insights on citizenship education in Nigeria*. Kano: Jaleyemi Graphics and General Enterprises.
- Ebirim, D.C. & Uzoagba, B.C. (2011). *Selected themes in social studies education in Nigeria*. Owerri: Ray Publishing Company.
- Mezieobi, K.A. (1996). Patriotism in Nigeria. In Mezieobi, K.A. (Ed.) *Socialstudies education in Nigeria*. Owerri: Versatile Publishers.
- Orisa, A.A. (2010). *Issues in social studies education*. Port Harcourt: Okoga Publication.
- Ukadike, J.O. (2010). Nationalism and patriotism. In Ughamadu, K.A. & Ukadike, J.O. (Eds.) *Citizenship education for tertiary institutions in Nigeria*. Onitsha: Lincel Publishers.

## **ANSWERS TO ACTIVITIES AND ASSIGNMENTS**

### **SSE 321: Socialization, Nationalism and Patriotism in Nigeria**

#### **Unit1**

---

##### **Activity I**

- i. Orientation or induction
- ii. It is introducing one to the ways of life of one's immediate environment-family, community or social group.

##### **Activity II**

- i. Equipping one who is being socialized appropriately fit into the life ways of his immediate environment
- ii. It is not true at all. It exists in all societies. It is for everybody beginning from children to adult. It lasts till the end of one's life. It may be planned or not planned or both. it is a learning process. Socialization takes quite a lot a lot of time.
- iii. Primary socialization: the beginning of socialization through it one acquires ways of his society that will make him fit appropriately into it.
- iv. Adult socialization: also known as secondary socialization. It is preparation for adult life and living.
- v. Anticipatory socialization: this is socialization in which one thinks of the rules he will perform in the future as he occurs a certain position and rehearses for the in advance of as occupying the position.
- vi. Developmental socialization: having a better exposure or improvement from one stage of socialization to the other
- vii. Reverse socialization: younger people teaching the older generation of people what is new now.
- viii. Re-socialization: socialization to something one is not used to but have accepted the new ways.

##### **ActivityIII**

- i. Makes one know and accepted his peoples way of life
- ii. Serves as a social control tool
- iii. Helps to maintain harmonious relationships with others
- iv. Makes one fit into his society
- v. Prepares one to effectively assume ascribed position
- vi. Makes one to be integrated into his social group
- vii. Makes one to effectively participate in the activities of his social group
- viii. Makes for social stability and living well with others
- ix. Ensures cultural continuity or persistence

##### **Activity IV**

- I. Conducive environment  
There must be knowledgeable socializers  
Readiness on the part of the socializers to be socialized

Specific objectives of socialization  
Well selected content of socialization  
Motivating or praise those who are achieving by understanding what they are being socialized about  
Further guidance of the socializers who are not coping in terms of understanding the socialization agenda.  
It takes place everywhere in the society.

## **ASSIGNMENT**

- i. The concept as a nature of socialization means well for inducting new comers into the society to the society life ways makes them fit into the society, participate actively in the society and contribute meaningfully to the societal development , socialization process is a lifelong process which goes on from birth to ones death. Adults are also subject to continuing socialization
- ii. The society will be very lawless and unstable as members of the society will each be behaving the way he or she likes without control and ordered guidance

## **UNIT 2**

### **ACTIVITY I**

There is a social platform environment in which one is interacting with the others. One present what he thinks of himself in terms of his behaviour disposition. Those interacting with him judge or evaluate his behaviour and his response to that evaluation is the image he has created for himself.

### **ACTIVITY II**

There is the first stage in which children imitate or emulate the behaviours and actions of their parents. The next stage is where the children role-play those actions of their parents and the third stage is the acceptance of roles imposed on an individual by the significant people and others in the society

### **ACTIVITY III**

- i. Socialization should be authoritatively and compulsorily imposed on the socializer by force.
- ii. It will be indoctrination, false learning which may not achieve much in the way of positive socialization.

### **ACTIVITY IV**

- i. The theory was a protest against forced socialization and perhaps allowing adults not peer groups to be in-charge of socialization for he thinks the former will promote socialization by indoctrination of the adult socializers.
- ii. Socialization which is entrusted to the care of peer groups will be counter - productive-not yield the desired results for the peer groups promote counter-culture and sub-culture which may be imposed to the appropriate life ways of a people and which are condemnable.

### **ACTIVITY V**

- i. The thrust of Freud's theory is that much attention should be given to the primary socialization if it wishes to achieve anything. Outside primary socialization not much is expected in socialization. To Freud meaningful socialization is much more of the influence of socio-cultural factors than interaction.
- ii. In further studies concerning socialization attention should be given to socio-cultural factors in socialization and the effects of socialization on the development of human's personality.

### **ACTIVITY VI**

- i. The process has eight stages
- ii. Each of the eight stage should have the requisite socialization content
- iii. The socialize should be given the freedom to orient or socialize himself to what exists in life environments
- iv. What the socialize chooses influences his personality
- v. Socialization that is not acceptable should be changed in the following or later stages of socialization
- vi. All socialization agents must be working together in the socialization process.

### **ACTIVITY VII**

- i. What eventually becomes of one's personality is dependent on the socialization one has, the way he has presented himself to the others and how the others have accepted the way he has presented himself.

## **UNIT 3**

### **Activity I**

- i - The family
- The peer group
- Religious institutions
- The mass media
- Voluntary associations and clubs
- The community
- Government
- Political parties
- Non-Governmental organizations
- Work place

### **The family and Peer Groups**

- ii The Family- socialization begins here. The family therefore, provides the socializee with the basic information about his family, community and the society.
- iii The School- inducts the socialize into the ways of life of his wider society

## Activity II

- i- Direct learning
- Incidental learning
- Role learning
- Learning from models
- Direct teaching
- Reward and Punishment
- Active participation
- Hero worshipping
- Role play
- Conditioning

i) **Introduction:** socialization is imposed or enforced on the socializee

**Role play:** acting the socialization content as if it were in real life situation

**Direct teaching:** one- the socializee- is, in –a face-to-face contact directly taught the content of socialization by the parents or older siblings.

**Incidental learning:** learning the socialization content very unconsciously

**Reward and Punishment:** socialization one acquires by being motivated through reward such as praise or which one has in the end acquired after being punished for not knowing it the first time.

## Activity III

- i.
  - Socialization being a private responsibility
  - Social change
  - Peer Group problem
  - Problem of Nigeria's Lingua Franca
  - Background of the socializee
  - Failure of the family as agent of socialization
  - Failure of all other agents of socialization in the socialization process
  - Nigeria's ethnic plurality- too many ethnic groups
- ii. Failed

## ASSIGNMENT

NO.

I have learned about ten problems of Nigeria.

## UNIT 4 NATIONALISM

### Activity I

- i. National is resistance to colonial rule, search for political independence or self-rule and the fostering of national unity in order to strongly build the nation.
- ii. Resistance to colonial rule
  - Search for independence
  - Disunity or attachment to one's ethnic group
  - Bringing all ethnic groups into one nation and all allegiance to the nation

### Activity II

- there is a specific territory/location Nigeria is occupying in world map
- Nigeria has national goals
- Nigeria has national policy on education
- Nigeria's national symbols ie National Flag
- Federal constitution of Nigeria
- National sports team
- Creation of states
- Uniformed security agents for the nation
- National Youth Service Corps(NYSC) scheme
- Quota system
- Federal character principle
- Honouring and celebrating Heroes and Heroines in Nigeria
- Nigeria's new federal capital
- Mass mobilization of Nigerians
- Nigeria's National Days or holidays

### Activity III

- Multiplicity (or too many) ethnic groups
- Ethnic Consciousness
- The quota system existing only on paper
- Inter-ethnic and religious crisis
- Marginalization of minority ethnic groups
- Ethnocentrism
- Failure of socialization agents
- Lack of political will to de-ethnicize Nigeria
- Rural underdevelopment and the disenchantment of the ruralites with their condition
- We have really want to practice all national unity entails.

### Activity IV

- i. Make efforts via workable strategies in the direction of ensuring that national unity in Nigeria is achieved in reality

## ASSIGNMENT

Split Nigeria into three along the lines of the three major ethnic groups-De-ethnicizing Nigeria.

## UNIT 5 PATRIOTISM

### Activity I

- i. Patriotism is love of one's country, and loyalty to it as well as unreserved commitment and contributions to the building of the nation.

### Activity II

- i
  - Parochial and restrictive theory of patriotism
  - Egoistic theory
  - Concentric theory
  - Holistic theory
  - Phobia inhibiting theory of patriotism
  - Empty theory of patriotism
- ii The real type of patriotism is patriotism without strings which starts from the home or one's social setting and spreads through all corners of Nigeria irrespective of ethnic location.

### Activity III

- i- Love and pride in one's country
  - Determination to contribute to a nation's development
  - Patriotic leadership cadre in place
  - The 'we feeling'
  - Socio-political stability
  - Making national development to spread through all corners of Nigeria
- ii- Lack of pride in one's country
  - Having political leaders that are not patriotic
  - When there is no unity of purpose
  - When the population are torn apart and do not have the 'we feeling' to cooperatively contribute to Nigeria's development

### Activity IV

- i- Must have pride in his country
  - Be an exemplar
  - Be prepared at all times to contribute to the development of the country
  - Be rationally loyal to the political authority
  - Creditably perform his civic responsibilities
  - Be prepared to make selfless sacrifices

### Activity V

- Abuse of political power
- Causing disunity in the country
- Negative of the welfare of the people by the power elite

- Neglect of social justice and the fundamental human rights
- Sabotaging Nigeria
- Being sycophants
- Keeping quiet when governance is not going in the right direction
- Recklessly opposing the government in power without alternative action or guidance
- Making efforts of the government not work
- Not performing one's civic duties

ii No

#### **Activity VI**

- When the political leaders have nothing to show for patriotism
- When the government ignores her welfare services to the people
- When patriotism is not our way of life
- Neglect of patriots in terms of not recognizing them in Nigeria
- When people are too much involved in life struggles that distract their attention from patriotic act display
- When ones who uncovers unpatriotic acts are reprimanded or condemned for that act
- Nigeria's education does not teach patriotism
- Paying lip service to patriotism
- Honouring non-patriotic people

#### **Activity VII**

- Eliminate the facts that cause ethnic disunity
- Ensure that patriotic people become political leaders
- Putting functional education in place
- Attending to the welfare of the masses
- Making our environment worth living in
- Checking unpatriotic acts
- More grievous sanctions to be put out as deterrent to enemies of patriotism.

#### **ASSIGNMENT**

Patriotism is undoubtedly very inevitable for nation-building. Leaders who are patriotic should be put in power to foster all patriotism entails. Followers or the Government should also perform their civic responsibilities and speak out against unpatriotic acts. Unpatriotic leaders should be recalled and grievous punishment meted out to saboteurs of Nigeria since they are unpatriotic



## **UNIT 6 CONSOLIDATION**

This module titled: Socialization, Nationalism and Patriotism is organized into six (6) units, namely:

- 1.1 Concept and nature of socialization
- 1.2 Theories of socialization
- 1.3 Agents, Methods and Problems of socialization
- 1.4 Nationalism
- 1.5 Patriotism
- 1.6 Consolidation

The focus of the entire module or manual is on Socialization, Nationalism and Patriotism. What you have learned in this module is organized in six (6) units, each with its main content area spanning from between 1-7 sub-units. Each unit has prescribed activities and assignment which you are to independently do before resorting to the back page of their answers. Each unit of the module has the reference column at its end in which all the authors that were consulted in the text were appropriately acknowledged.

**SSE 323**

**NIGERIA CULTURAL ENVIRONMENTS:  
VALUES AND SOCIAL PROBLEMS IN NIGERIA**

## UNIT 1: NIGERIAN CULTURAL ENVIRONMENT

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 What is Cultural?
  - 3.2 Characteristics of cultural
  - 3.3 Types of Cultural
  - 3.4 Elements of Culture
  - 3.5 Environmental Education
- 4.0 Summary
- 5.0 Assignment
- 7.0 References

### 1.0 INTRODUCTION

No one can do without culture. The emphasis on culture has become so eminent that no one can ignore issues about culture especially in Nigeria. The major challenge regarding Nigeria, culture and Nigeria cultural environment is that Nigeria is made up of several ethnic groups with diverse cultural heritages. It is difficult for Nigeria as a nation to adopt one culture and make it national and all encompassing.

### 2.0 OBJECTIVES

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

- define culture;
- state and discuss some characteristics of culture;
- list three types of culture; and
- conceptualize environmental education and its importance.

### 2.1 How to Study this Unit

1. Attend facilitation sections and ask questions when you loss understanding
2. Do all the assignments at the end of this unit.

### 3.0 WORD STUDY

**Emphasis:** Value or importance given to something

**Environment:** Everything that is around man.

**Environmental Education:** Ways of teaching and learning about the environment.

**Culture:** Ideas, customs, and traditions of a people the form their way of life.

### 3.0 MAIN CONTENT

#### 3.1 What is Culture?

Wikipedia defines culture as the arts and other manifestations of human intellectual achievement regarded collectively, the ideals, customs and social behaviour of a particular people or society". Ukeje (1986:58) sees culture "as the fabrics ideas, beliefs, skills, tools, aesthetic objects, methods of thinking, of eating and takings, as well as customs and institutions into which each member of the society is born".

Nwosu and Kalu (1978:3) say that culture means "the gamut of knowledge, beliefs, custom, tradition and skills that are available to the members of a society (which) embraces a great deal: man-made articles, activities that people perform and ideal and feelings".According to Taylor (1871:21) culture "is that complex whole which includes knowledge, belief, art, morals, laws, custom and any other capabilities and habits acquired by man as a member of society".

It is also important to note that culture can be seen as the style of living of a particular people that are general to them which includes their dressing, food, tradition, customs, values, morals, ethics, principles, norms, music, dancing habit, child up-bringing, occupation and so on.

#### 3.2 Characteristics of Culture

The characteristics of culture are those factors that make culture identifiable.

Orisa (2010:8-16) outline and discussed some characteristics of culture. They are:

1. **Culture is Learned:** No one inherits culture biologically. It can only be learnt socially by man in his or her society or environment.
2. **Culture is Social:**Culture can only be produced in and by a society. One can transmit culture through social interaction and this social interaction can only talk place in a society.
3. **Culture is Shared:** Orisa (2010:9) states that "culture is shared by most members of a society or group through association or interaction. That is, most members of a society fully share end follow the dominant culture".
4. **Culture is Transmitted:** The best way of moving culture from one generation to the other is through transmission. Parents usually pass over culture traits to their children and that goes on from generation to generation.
5. **Culture is Continuous:** Culture can never be stopped. It is a process that continues from generation to generation. It can be carries from localization to modernization.
6. **Culture is Accumulative and Can be Borrowed to the Other:** It is a continuous process. Culture as accumulative element can be combined with other cultural traits.
7. **Culture is Integrated:** Culture has various parts that can be integrated. There is no part of culture that can do without the other. Aspects of culture like morality, customs, beliefs, religion, value system are all interlinked.

8. **Culture is Changing:** Orisa (2010:9) pinpoints that “Human culture is not static. It is dynamic and so changes, perhaps rapidly or imperceptibly, as a result of the changing values of a society”.
9. Culture varies from society to society no two societies share the same cultural heritages. Every society is culturally unique in one way or the other. Societies have aspects of their cultural heritages that are dynamic and extremely special to them.
10. **Culture is Responsible:** Culture responds to the changing conditions of our physical world. Example is that the shoes are wear prevent us from being harmed by sharp objects in the grou7nd or on the floor, the houses are live in, protects us from calamities and disasters that may occur from time to time.
11. **Culture is Gratifying:** Culture ensures that man’s needs are met. These needs can be biological or social. Culture makes sure that man’s desire for wealth, she for sex, fame and so on are satisfied.
12. **Culture is Linked with Society:** No culture exists in a vacuum or in isolation. Every centered. Culture gives unity to the people that exist within a particular society.

### ACTIVITY I

- i. Define Culture.
- ii. Outline and discuss any five characteristics of culture.

### 3.3 Types of Culture

Culture as a unique aspect of man’s existing once in the society is made up of several types. Orisa (2010:4-5) succeeded in outlining and discussing a few. They are material culture- material culture4 has to do with those tangible aspects of human living.

Non-material culture: These are the non-tangible aspect of human living. Non-material culture cannot be easily changed. This Orisa (2010:5) said that it is “move resistant to change...” Examples of non-material culture include: music, language, religion, ideas, moves, norms, values, beliefs, philosophers, patterns of communication and so on.

Culture lag: Ogburu in Orisa (2010:5) refers to culture lag as that “period of mal adjustment when the non-material culture is still adapting to new material conditions.

#### Other Types of Culture Include

- a. Subculture
  - b. High Culture
  - c. Popular Culture
  - d. Global Culture
  - e. Consumer Culture
- a. **Subculture:** This is a culture that small groups in the society enjoy. Examples of such groups are (in Nigeria) - secret cults, secret homosexuals and lesbians, (in UK) - emos, skaters, scientologists and so on.

- b. **High Culture:** This is culture enjoyed by the elite group, the high class, the wealthy and decision makers in the society. This is the type of culture people in exclusive positions in our society enjoy.
- c. **Popular Culture:** It is a common culture that brings people from different backgrounds together under one culture umbrella.
- d. **Global Culture:** This is culture linked with globalization. This is a situation where one society or country borrows and adapts the culture of the other society or country. This can have political, social or economic influence on both societies and countries.
- e. **Consumer Culture:** This has to do with buying and selling and also the final stage of production which happens to be consumption. This is the way of life of the people involved in the consumption of goods and services in a particular society.

### 3.4 Elements of Culture

Culture uniqueness and exceptionalism has to do with several elements combined to create a unique way of living among different people in various societies. Some of these elements are: symbols, language, values, norms, folkways and mores. Others are beliefs, social organizations, customs and traditions, Religion, arts and literature, and economic system.

**Language:** In culture, communication is very essential and language is seen or used as an element of communication. Orisa (2010:11) pinpoints that “language is a critical element of culture that sets humans apart from other marked distinguishes them from non-humans or other living organism.

**Symbols:** Symbols in culture refers to those signs, instruments, language or activities that can be used in identifying a particular group of persons. Orisa (2010:11) averred that “the meanings given to symbols are not inherent (i.e. their meanings are not actually linked to the things they represent, suggest, or stand for) and as such the same words can be given different meanings in different cultures”.

**Norms:** According to Kluckhohn (1961) “norms are response to the fact that every culture is designed to perpetuate the group and its solidarity, to meet the demand of individuals for an orderly way of life”. Norms are sometimes referred to as morals. They can be seen as guidelines, rules and regulations, stipulations that guide the conduct of a particular group of persons in a society. Norms are made up of several types. Formal norms, informal norms, folk ways, laws and so on.

**Beliefs:** According to Orisa (2010:18) beliefs are “the existential ideals or certain nations which members of a society or group hold about the mysteries of man’s existence in the world” societies have various beliefs. These beliefs might be culturally, traditionally, religiously, customarily, ancestrally motivated. In some cases, communities or villages can like a particular event or happenings to their beliefs. Some beliefs are verifiable e.g. scientific beliefs while other like religious beliefs cannot be refuted.

**Religion:** Religion is an important element of culture. Every individual existing or living beliefs in one thing or the other. Some are Christians (God) Muslims (Allah), Atheists, scientologists, traditionalists, Hinduist, Judaist, and so on. These religions inform the beliefs of people and their moral standing in most cases. Religion sharpens the way people see things and react to situations of life. All the various religions have segments. In Catholics, Protestants, Methodists, Pentecostals, and so on, all believe in one God but react to that believe in different ways. This in some ways can be influenced by culture.

**Customs and Traditions:** Every culture has its own customs and traditions. No culture can survive with solid customs and traditions. Customs and traditions as elements of culture serve as rules and regulations to the people of a particular society. Example is that in Igbo Land, the dialas are believed not to be compatible with outcasts or Umihs or Ohus... and so on.

## ACTIVITY II

- i. List and explain five types of culture
- ii. Differentiate between Global culture and consumer culture.
- iii. Discuss language and symbols as elements of culture.

### 3.5 Environmental Education

Environmental education is the expansion of the study of ecology, branch of biology dealing with the interrelationship of living organisms with one another and with surroundings. Environmental problems of Nigeria can only be solved by environmental education. This creates awareness of the causes of problems of food, and water scarcities, pollution, outbreak of epidemics, natural disasters, e.g. flood, erosion, and desert encroachment.

UNESCO (1975) in Ekpo (2015) says these about the need for environmental education:

- i. Enlighten the citizens on the physical component of the environment.
- ii. To inform them on our dependence on environmental resources.
- iii. To enlighten people about the changes that have taken place in the environment over the years.
- iv. To inculcate the effects of human actions on the environment.
- v. To create concern for environmental quality, conservation, and man's relationship with the ecosphere.
- vi. To kindle responsibility on the people (citizens) to seek for environmental knowledge and its problems.

### Importance of Environmental Education and the Need for Public Awareness

Environmental Education is important in view of the ills that poor environment can cause. There are a lot of problems of waste disposal, slums, etc. in both the urban and rural areas to find solutions to everybody has to be involved and this can be done only through environmental education.

In Nigeria and other developing countries our socio-economic developments is rooted on the exploitation of the rural resources to develop rural economy, which is agriculture. For this purpose our lands must be taken care of because this is where we get our food, raise a crop of Nigerians that will learn to appreciate the environment, preserve it and manage it properly on a sustainable basis. It is an education that should be introduced to all levels of education in Nigeria. It could also be offered as a general studies course. This will help to inculcate in the pupils/students an appreciation of the environment and to be committed to protect it.

### **ACTIVITY III**

- i. Differentiate between environment and environmental education.
- ii. What is the importance of population education?

## **4.0 SUMMARY**

This Unit discussed the meaning of culture, types of culture, and characteristics of culture, environment and environmental education. The focus was on how culture provides environment for the development of awareness and knowledge of the society. The course also conceptualized environmental education focusing on the study of man's problem of maintaining a livable earth and its interrelationship with living and nonliving organisms. It discussed how this education is vital to pupils and students in helping them to be committed to promoting a healthy environment.

## **5.0 ASSIGNMENTS**

- i. What are the characteristics of culture?
- ii. Discuss the importance of environmental education.

## **6.0 REFERENCES**

- Ekpo (2015). *Introduction to Environmental Education for Tertiary Institutions in Nigeria*. Abuja: Chartered Graphic Press.
- Wikipedia (2016) [www.wikipedia.com](http://www.wikipedia.com)
- Nwosu, H.W. and Kalu, O.U. (1978) The study of African culture. In Kalu, O. U. (Ed.) political history of Nigeria: 1900-1965.
- Taylor, E.B. (1871) Handent company Ltd. Tayler's Definition of Culture Sessions. In [www.ocw.net.edu](http://www.ocw.net.edu)...
- Ukeje, B.O. (1986) *School and Society*. Dimension publishers.
- Orisa, A.A (2010) *Culture and Socialization*. Port Harcourt: Okoga Publishing Company
- Kluckhein, C. (1961) *Mirror for man*. New York: McGraw hill.



## **UNIT 2: VALUES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main content
  - 3.1 What is Values?
  - 3.2 Dimension of Values
  - 3.3 Characteristics of Values
  - 3.4 ways of Evaluations Values
  - 3.5 Problems Faced in the Evaluation of Values.
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

Discussing, values in all fares of human Endeavour should be the priority of schools, churches, mosques, the government, the social media, the mass media (the televisions, radios, news papers, magazines and so on), the family, the communities and so on. No one can live a good life without understanding values and adhering to values that have been stipulated. Every organization irrespective its nomenclature promotes the advancement of values. Values are important to every human being existing in the world.

### **2.0 OBJECTIVES**

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

- define Values;
- explain the various dimensions of values; and
- discuss the various characteristics of values.

### **2.1 How to Study this Unit**

- i. Attend classes and read materials recommended by the facilitator for this course.
- ii. Ask questions when necessary
- iii. Do all activities and assignments in this unit

### **3.0 Word Study**

- **Dimension** – An aspect of something or a concept
- **Priority** – Level of impedance of a thing.

### 3.0 MAIN CONTENT

#### 3.1 What is Value?

The term, value has been defined by many artier. Krech et al. (1962:380) see value as “an especially important class of beliefs shared by members of a society or by typical occupants or all the various positions in the society, concerning what is desirable, or good and what is undesirable or bad: Mkpa (1993:23) on his own part sees value as conceptions or the desirable, influencing, selective behaviours values are those things which are considered important upon which weight may be placed”. Osakwe and the Dgere (1993:70) pinpointed that values represent the quality or worth or merit which people place on various aspects of their experience. Values are not tangible; they are abstracts, just like concepts.

Ezegbe (1993:1) sees value as “the worth or importance which is attached to something” the further pinpointed that “general values represent the ideals, beliefs, and norms of any society upon which there general acceptance. They indicate the normative orientations of the society and determine to a large extent the behavioral patterns and dispositions of members of the society” (Ezegbe, 1993:2). Orisa (2010:19) sees values as “standards of behaviour, the nature of the standard which guides behaviour are with the ways in which the behaviour is determined by the standards”

#### 3.2 Dimensions of Values

Dimensions of values are numerous. Ezegbo (1993) categorized values into 4 (four) political, social, cultural and economic values. Iyamu (1992) on his own part divided values into 5 (five). They are moral, social economic, Aesthetic and political values. Mokwunye (1991) went on to outline 6 (six) dimensions of values to include moral, religious and spiritual, economic, political, aesthetic values and social values. Finally, Mezieobi (1993) pointed out that values categorization should be 8 (eight) including moral, religious and spiritual, political aesthetic, social, economic values, personal and cognitive or intellectual values.

**Political Values:** Political values are those beliefs that are politically motivated. These values can come from government’s stipulations e.g. from rules and regulations, from the constitution, code of conducts, guidelines and principles values that are political can also leadership induced.

**Social Values:** These are beliefs that get inculcated in one through social interactions, social group membership, social gatherings and so on. Anything connected with the society with regards to belief with one’s social status.

**Religious or Spiritual Values:** Religious or spiritual values are transmitted or learnt by individuals through communications or interactions in religious gatherings or reading the holy books e.g. Bible for Christians, and Quran for Muslims. In most cases, individuals become fanatics in religious or spiritual beliefs because of their doggedness advancing the values taught by such religious. E.g. is that understanding

or misunderstanding that Boko Haram sect, a terrorist group in Nigeria is an Islamic fanatic group fighting for the abolition of western education.

**Economic Values:** economics values have to do with the financial or money worth of something or economic status of an individual. It can also be seen as people's beliefs about economic status of an individual or a nation. Most of these beliefs might be adopted from wise sayings, the way wealthy people in the society live their lives, reading of books on finances and so on. Some of these wise saying include "there is no food for a lazy man" he would does not work, let him not eat, all adopted from the Christian holy book the Bible.

**Moral Values:** Moral values are beliefs about what is acceptable or unacceptable, right or wrong in any given society. It can also be seen as the important things in life that guide human existence. Moral values of a particular society can differ from the other. Example gay marriage and abortion are legal in the United Kingdom but are illegal and unacceptable in the Nigerian society. Moral values can be contextualized. Example students in the United Kingdom are allowed to wear Mini-skirts to school without caution but it is not allowed in Nigeria Schools.

**Aesthetic Values:** This dimension of values has to do with the belief or fanaticism in beauty, arts, wood work, drawings, handmade instruments, sculptures and so on. Some individuals value cosmetics and made-ups a lot especially women. They lack self esteem whenever they are not wearing cosmetics and make-ups. Some believe in wrist watches, fashion (shoes and clothing) jewelers and so on.

#### ACTIVITY I

- i. Give two definitions of value
- ii. Outline and discuss any three dimensions of value.

### 3.3 Characteristics of Values

Orisa (2010:20) outlined the followings as characteristics of values.

1. Values are learned through association and experience within a given society.
2. They are judgmental in the sense that they connote a society's notion of what desirable or and desirable.
3. They may be explicit or implicit. A good number of the most significant values are implicit.
4. Some values the dominant values are more important than the other.
5. Total uniform of values is difficult to achieve in any society.
6. Some values may be contradictory or may conflict with others.
7. Dominant or basic values tend to persist as they are not usually challenged or questioned as a result of the people's emotions that are associated with the values. This is not to say that values do not change. They do.
8. More often than not, values reflect the ethos distinguishing characteristics of a given society other are.
9. Values can be learnt some individuals are born into existing values.
10. Values can inform the reactions of individuals to existing issues in the society e.g. is the way the Boko Haram sect is going about their agitation against western education in Nigeria.

### 3.4 Ways of Evaluating Values

Ezegbe (2013:246-55) outlined and discussed the various ways of evaluating values.

1. Through the use of a questionnaire: Questionnaire is a common instrument usually used by researchers in collecting data. Value can be evaluated through the use of questionnaire in a way that people's attitudes and behaviors can inform their place of value. This is why Noll et al (1979:360) averred that "attitudes are closely associated with feelings and emotions and are a large factor in determining our reactions and behaviours.
2. Evaluation in the classroom after a lesson: Ezegbe (2013:248) stated that "a formal teaching learning process requires that specific or instructional objectives be stated or selected to help guide the teaching learning exercise". The values inculcated in the classroom after a lesson. This can be done in form of a role play, a test, an exam and so on.
3. Evaluation through classroom observation: Observation is another important instrument for data collection for researchers. A teacher is in a better position to evaluate values by use of observation during the teaching learning process. Through the use of observation, the teaching evaluating values can note and compare students. Attitudes and behaviours.
4. Evaluation through other self-report instruments: values can be self-evaluated. Individuals can evaluate their values by themselves. Example is young lady putting on mini-skirt should know whether she is comfortable or uncomfortable wearing such skirt. In Nigeria where gay marriage is unacceptable, people engaging in such marriages would do that in secret knowing that it is not morally right. Ezegbe (2013:253) mentioned that "other self-report instruments through which the teacher can evaluate the values internalized by his students, apart from the use of questionnaire, as already discussed, include interest inventory, sentence completion, and social distance scale".
5. Evaluation through out-door observation out-door observation is an important way of evaluating values. Evaluation of values through out-door observation is such that the individual observed would not be aware that he or she is being observed out-door observation of values is more realistic and without bias.
6. Use of student-teacher conference: Evaluation of values through the use of student-teacher conferences with the era of globalization and information and communication technology (ICT) can be done through internet communication. Such conferences can be achieved through social media chats, skype, yahoo-messaging and so on. Bloom et al (1981:314) called it "student-teacher interview".

#### ACTIVITY II

- i. Mention an five characteristics of values
- ii. Outline and discuss any five ways of evaluating values.

### **3.5 Problems Faced In the Evaluation of Values**

Ezegbe (2013:255) discussed the various problems faced in the evaluation of values such problems are:

1. In using observation as a method of evaluation, the teacher has to ensure that his personal biases, prejudices or dispositions do not influence his observation and recording.
2. In the case of the use of the questionnaire in the likert scale or any other form of self-report inventory, the teacher has to be very conscious of the high degree of fakability associated with the use of these instruments.
3. Invasion of privacy: Avoiding invading privacy of individuals is very important in the consumption of questionnaires. Questions that elicit informatory on people's privacy should be avoided.
4. Hepkins and Stanley (1981:310) called the earth problem "social desirability response style. Personal interest comes first and take pre-eminence. This is a negative effect on values.
5. Ezegbe (2013:256) called the fifth "self deception". Self deception is a major problem in the evaluation of values. Ezegbe further stated that "self-deception is a psychological adjustment phenomenon in human behaviour in which the individual tends to like what he sees when he looks at himself".
6. Semantic problems are associated with words likeoften, seldom, frequently, usually, sometimes" should be avoided according to Ezegbe (2013:256). This is because people may find it difficult to understand them.
7. Authenticity of information today may not be ascertainable tomorrow. Individuals may get information that may be authentic today but obscure tomorrow.

#### **ACTIVITY III**

- i. Discuss some of the problems associated with the evaluation of values.

### **4.0 SUMMARY**

Values are important in people's lives no individual can do with belief. Understanding values is very important in every human existence especially in societies like Nigeria's. To know values, one needs to understand the characteristics of values and the problems faced by its evaluation.

### **5.0 ASSIGNMENT**

- i. How do you understand the meaning of values?
- ii. List and explain the various characteristics of values.
- iii. Summary the material recommended on values.

## 6.0 REFERENCES

- Ezegbe, M.O. (1993) *Values and their Development for Nation-building through Social Studies Education*. The realities of the case in Joof, A.E, Joof, G.W and chikure, V.N (eds) critical issues in social studies curriculum and instruction. Effurum Stable Publishers.
- Osakwe, E.O and Itedjere, O. (1993) *Social Studies for Tertiary Students in Nigeria*. Enugu: New Age publishers.
- Orisa A.A (2010) *Culture and Socialization*. Port Harcourt: Okoga press.
- Ezegbe, M.O (2013) *Evaluating Values in Social Studies Classrooms*. In Meziobi, K.A.(Odcontemporary issues in social studies education in Owerri, prisciLia Omama publishers.)
- Noll, V.H, Dele, P, Scannell, C. and Craia, R.C (1979) introduction to educational Measurement Bosten: Houghton Mifflin Company.
- Bloom, S.F. Madaus, T. and Hastings, J. (1981). *Evaluation to Improve Learning*. New York McGraw Hill Book Company.
- Hopkins, D & Stanley, C. (1981) *Educational and Psychological Measurement and Evaluation*, 6<sup>th</sup> Edition. New Jersey: Prentice Hall Inc.

## **UNIT 3: CULTURE, EDUCATION, AND ENVIRONMENT AND THE PLACE OF SOCIAL STUDIES**

### **CONTENTS**

#### **1.0 INTRODUCTION**

This unit discusses and conceptualizes culture, environment in order to understand man, culture and the impact of environment, and also the roles Social Studies can play in advancing knowledge in this important area.

#### **2.0 OBJECTIVES**

After studying this unit, you should be able to:

- conceptualize culture and environment;
- discuss the relationship between culture and environmental determinism, possibilism and probabilmism; and
- therole of Social Studies in Promoting culture and environmental issues.

#### **2.1 How to Study this Unit**

- i. You are to read this Unit carefully.
- ii. Take note of the difficult words.
- iii. Attempt the activities provided in the Unit.

#### **2.2 Word Study**

**Western Education:**a type of education introduced in Nigeria by the British colonial masters.

**Attitudes:** expression of feelings and desires through certain actions and behavior.

**Environmental Probabilism:** The influence of man’s activities by his environment.

**Culture Determinism:** The influence of man’s activities by his culture.

#### **3.0 MAIN CONTENT**

##### **3.1 Cultural Environment**

Culture is the total life and living patterns of a particular group of people, it includes their ideas, objects they make or create, and all the activities which go on among them. It involves religion, art, language, literature, music, dances, dresses, food and others. Culture has its nontechnical components which sees a cultured man as an educated man, and sees things in a civilized way. It focuses on how man adapts to situations or environments as well as molding nature to conform to man’s desires or goals (Okobiah, 2007).

Environment on the other hand is seen as all physical, human elements of our planet which consist of the atmosphere, climate, water, etc.; the lithosphere (land, mountains, and valleys etc.) and biosphere (flora) human population and numbers, fishes and crops. Environment is man structured and is divided into the physical and social environments. They both interact to form what is called the ecosystem. Both environments determine the patterns of man's activities e.g. food selection, clothing and occupation etc. This means that your environment determines what you are.

### **Environmental Determinism**

Man's way of life both in their physical and social environments is determined by culture. One's belief, religion and even the pattern of feeding is related to the culture determinism. Since culture is a way of life, individuals learn and acquire such mechanism of survival that are transmitted to them as the ages go on. People's houses they live and occupations are determined by the culture and the forces of the environment where they are placed.

### **Culture and Environmental Possibilism**

Technological advancement has brought about environmental changes which is called culture-environmental possibilism. Man now domesticates animals and crops, medicines developed to prolong life and age, boats and ships now use on water instead of the combustions engines of old. Aeroplanes have now conquered skies and air space. This makes transportation easy since you can go around the world in a few days. Man has gone to the moon. Crops are now produced on deserts. Crops now cultivated on water surfaces. Man has learned to tame the environment.

### **Culture and Environmental Probabilism**

Western culture spread after the Industrial Revolution has brought about environmental probabilism. Environment still limits man's conquering his physical and social environment. Such limitations as hurricanes, floods, volcanoes, earthquakes, tsunamis, have brought a lot of hardship to many areas in the world. Man seemed to have conquered some elements of the environment but there is concern for the deterioration of the world ecosystem. This is due to man's interference in the ecological process. This is also due to development, which is becoming detrimental to the environment. That is why we are challenging global warming and climate change. What need to be done is to exploit the natural resources of the environment in a way that will guarantee sustainability in man's development efforts. This will help to stop the distortion of the environment.

### **ACTIVITY I**

- i. Define cultural environment
- ii. What is culture and environmental determinism?

### **3.2 Role of Social Studies**

Social Studies is focused on man as a human being and the way he interacts with the society both socially, culturally, politically, economically, historically, etc. It focuses on the survival of man and its problems and how this environment has an effect on man.



Since the world is so complex now, so Social Studies, because it is a study that has an interdisciplinary nature or structure can bring about unifying knowledge from the various social science disciplines and beyond can create awareness on the evolving physical and social environment by maintaining a sustainable environment that improves life. It can help them solve their environmental problems. Akinleye (1996), Okobiah (2007) and also to solve problems of culture and the environment.

## **ACTIVITY II**

Discuss the roles of Social Studies in Culture and the environment.

### **4.0 SUMMARY**

This unit discussed culture and the environment and the place of Social Studies. It also discussed how culture determines the environment and that technological advancement has helped to change the environment and that man has help to distort the ecosystem with the various activities which have brought a battered environment that is causing a lot of misery, deteriorating conditions, and death, etc. on our social and physical environment. It also argued that Social Studies has a great role to play because of its interdisciplinary nature to act as a vanguard to seek solutions to our problems of culture and the environment.

### **5.0 ASSIGNMENT**

What roles can social studies play in solving our culture and environmental problems?

### **6.0 REFERENCES**

- Akinleye (1996) in Okobiah, O.S. (2007). *Culture and Environment: The Place of Social Studies*. Nigerian Journal of Social Studies and Civic Education. Vol. X (1&2).
- Okobiah, O.S. (2007). *Culture and Environment: The Place of Social Studies*. Nigerian Journal of Social Studies and Civic Education. Vol. X (1&2).

## **UNIT 4: ENVIRONMENTAL LAW; IMPORTANCE AND PROBLEMS OF ENVIRONMENTAL LAWS**

### **CONTENTS**

- 2.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Environmental Law
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

This unit discusses environment law which focuses on legal strategies put in place to combat pollution, abuse, and neglect of environment, it also discusses how the environment can be managed. It involves how the use of pesticides and other hazards can affect the environment.

### **2.0 OBJECTIVES**

At the end of the unit, you should be able to:

- a. define or conceptualize environmental law;
- b. discuss environmental problems in Nigeria; and
- c. highlight some ethical issues that affect the environment.

### **2.1 How to Study this Unit**

Read the text properly and try to understand the key concepts very well

### **2.2 Word Study**

**Environment:** everything that is found around man.

**Environmental law:** Rules and regulations that guide the use of the environment.

### **3.0 MAIN CONTENT**

### **3.1 Environmental Law**

Environmental Law comprises legal strategies and procedures designed to combat pollution, abuse and neglect of air, earth, water, and water resources Okoye (2007). It encompasses problems of air and water pollution, management of health aesthetic concerns with scarce resources and preservation of open spaces. It also has to do with vital concerns such as insecticides, pesticides, radiological hazards, airport noise, power plant location and highways.

These laws are put in place to protect dumping of toxic waste etc. around e.g. The Koko experience in the former Bendel State. Some of such laws among others are:

Federal Protection Agency decree, Abuja Environmental law is no more based on traditional legal concerns but also to the preventive approach where researches are done to bring about new ways of controlling pollution, e.g. control of toxic substances into the oceans.

If this is not done our living be disrupted and can cause starvation, etc.

### ACTIVITY I

- i. Define Environment
- ii. Define environmental Law
- iii. What is the importance of the environmental Law to Environmental Sustainability?

### 3.2 Environmental Decisions, Problems and Ethical Issues on Environmental Education

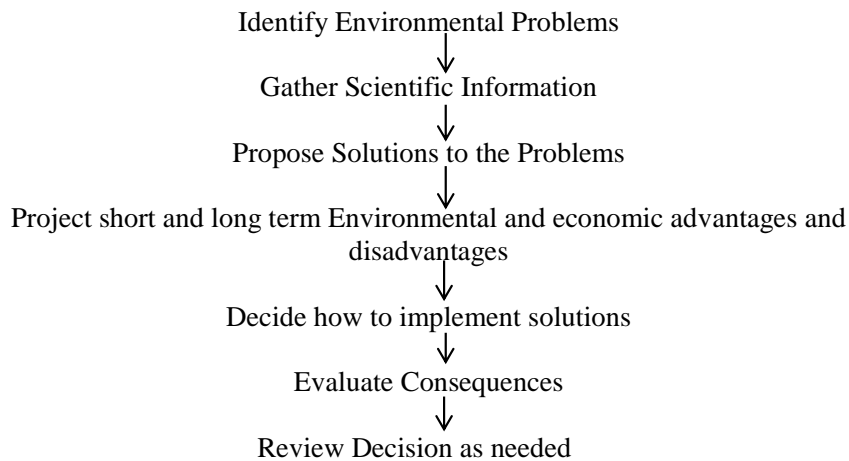
To bring about a sustainable society, we need to build a social capital. This entails bringing people together with like minds so that they can discuss on views and values of environmental education. This is done by openness, cooperation, communication, and working jointly to solve environmental problems, the advantages and disadvantages must also be evaluated. This can be done by using areas or subjects related to environmental education such as biology, chemistry, social sciences, humanities, physical and social sciences, and earth science.

All these subjects areas can work together to develop strategies for implementing how to preserve the environment.

### ACTIVITY II

How do we solve environmental problems?

#### Steps to Solving Environmental Problems



**Source:** Ekpo, G.G. (2015). *Introduction to Environmental Education in Ismaila and Akinola (2015). New Trends in Social Studies Education for tertiary Institutions in Nigeria*

To find out what an environmental problem is, one finds out first by researching into that problem and then its possible solutions are evaluated. When this is done, factors in the social sciences and also the humanities are used to try to evaluate each of the solutions. This involves the human values, the harmful environmental factors are considered, the economic and also the health effects. The cost of solving the problem should also be looked into.

### **ACTIVITY III**

Sketch a diagram on how to solve environmental problems and discuss it briefly.

### **3.3 Ethical Issues**

The discussions of Ralston (1988) focus on ethics and talks about good and bad of any issues and also moral responsibility and also on values on how humans should behave with biophysical environment in a sustainable manner. It affects how people make environmental decisions that will affect them and the society they live. When we discuss it in environmental education our focus is on human concerns for a quality environment. To this end, environmental education is to teach learners on the problems of poor environmental maintenance. They are taught how modern civilization has eroded our environment. Also, they are taught that ecological crises are caused by our modern economy, be insensitiveness to the vulnerability and the limits of nature, inordinate consumption patterns and lifestyles, power struggles of modern politics which equates happiness with material satisfaction. Ethics should help us appreciate environmental equality, right to life, liberty, equal treatment from generation to generation.

### **ACTIVITY IV**

What are the ethical issues in Environmental Education?

### **4.0 SUMMARY**

This unit/lecture discussed environmental decision making problems and also ethical issues. Attention was focused on how to solve environmental problems such as working together for better results, finding out the advantages and disadvantages of the problem. It also talked about how other areas of education can walk together to developing strategies for environmental problem solving. Ethic issues on how to decisions so that we do not distort the ecosystem both physical and socially.

### **5.0 ASSIGNMENT**

What role does ethic play in environmental issues?

### **6.0 REFERENCES**

- Ekpo, G.G. (2015). *Introduction to Environmental Education in Ismaila and Akinola (2015).New Trends in Social Studies Education for tertiary Institutions in Nigeria*.Gwagwalada.Chartered Graphics Press.
- Rolston, H. (1988). Ekpo, G.G. (2015). *Introduction to Environmental Education in Ismaila and Akinola (2015).New Trends in Social Studies Education for tertiary Institutions in Nigeria*.Gwagwalada.Chartered Graphics Press.
- Okoye, J.C. "Environment Sustainability: A Conceptual Analysis". In Nigerian Journal of Social Studies.Vol. 8 (1&2).

## UNIT 5: CONCEPT OF POPULATION EDUCATION

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 2.1 How to Study this Unit
- 2.2 Word Study
- 3.0 Main Content
  - 3.1 Demography
  - 3.2 Population
  - 3.3 Population Education
  - 3.4 Migration
  - 3.5 Morbidity
  - 3.6 Importance of Population Education
  - 3.7 Sources of Population Data
  - 3.8 Causes of Population Growth and Measures to Reduce Them
  - 3.9 Relationship between Population Education and Social Studies
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### 1.0 INTRODUCTION

In this Unit, the concept of social studies, demography population education, fertility, mortality, migration, and morbidity will be discussed. These all act as prelude to the discussion of population education. It discusses objectives and importance of population education, sources of population data, causes of population growth and relationship between population growth and social studies.

### 2.0 OBJECTIVES

At the end of the unit, you should be able to:

- conceptualize the concepts of demography and population; and
- discuss the concepts of population education, fertility, mortality, migration, and morbidity.

### 2.1 How to Study the Unit

Go through this unit very well and take note of the concepts and their importance to population education.

### 2.2 Word Study

- **Fertility:** the ability to conceive or reproductive performance of an individual, couple, community or nation.
- **Mortality:** the occurrence of deaths in a given population
- **Population:** all the people that are found to be settled in a particular geographical area at a given time.

## **4.0 MAIN CONTENT**

### **4.1 Demography**

Okaeke (2000), argues that it is a quantitative study of population characteristics, which focuses on age, sex, occupation, and geographical distribution. It talks about fertility, mortality, migration, popular policies, and their relationship to social and economic development and also change. It deals with all that is influenced by population size, its distribution, processes; its structure and characteristics. It also involves how all these issues discussed change over time and also its impacts on man's living standards

### **4.2 Population**

This is a total number of people living in a geographical location or even an institution. It is a phenomenon of human society so it is important to society. It is a number of given specie within an environment or place. For the humans, it is a given number of human beings in an environment. Population can be dense or sparse as the case may be, based on the character of the environment which entails space, topography, access, tolerance, and the potentials of soil. This accounts for the sparse or dense population.

#### **ACTIVITY I**

- i. What is demography?
- ii. What is population?

### **4.3 Population Education**

Audu and Umaru (2006) said population education is a study of the population situation in the family, community, national and the world at large. Its purpose is to develop rational and responsible attitudes and behaviours towards that situation. It is a study on the problems of population explosion. It focuses on the distribution and composition of human population, how it changes and the effects of these changes in human life and environment. It also focuses on sexually transmitted diseases which affects human population.

### **4.4 Migration**

This entails people movement across some specified boundaries for establishing an abode; it could be short travels, circulatory movement, all for the purpose of establishing a residence or abode. Migration could be caused by war, natural disaster, relocation for personal reasons, and many others.

### **4.5 Morbidity**

It entails the occurrence of diseases or illness in a population. It is a vital demographic variable, especially in the area of mortality. This is because an outbreak of an epidemic can lead to mass death and the decimation of population.

## **ACTIVITY II**

- i. What is population education?
- ii. Differentiate between mortality and morbidity.

Next in this unit is a discussion on population education and its objectives and importance to quality life.

### **4.6 Importance of Population Education**

The teaching of population education helps in no small way to reduce the level of malpractices that occur during the conduct of population census. It also helps to develop positive attitudes to family and population related issues. It enlightens people on the need to give accurate population figures at census since the figures help in national development. It helps people to be sincere at giving out right figures and not to falsify them.

### **4.7 Sources of Population Data**

#### *i. Population Census*

This is a periodic house to house, head to head count of the people living in a particular territory at a particular period and time. It has to a lot of importance; it determines size of population, reveals data and manpower, number of students, pupils, infants, and dependents. It assesses standard of living, reveals the number of aliens in a country. It determines population density per square kilometer and identifies dense and sparse populations

#### *ii. Sample Survey*

This represents the total population. It is a fraction of the population that is used for research analysis. It helps to supplement information gathered during the national census, how it is important that the figures be representative.

#### *iii. Vital Registers*

It is legal registrations of birth, deaths, marriages, separations, divorces, annulments, and adoptions. These registrations are mandatory and have to be done.

### **4.8 Causes of Population Growth and Measures to Reduce Them**

#### *i. Migration*

When people move from place to place, it causes population growth. This can be due to push factors or pull factors. Migration can be internal which is national or international which is external. People can move from rural to urban or rural to rural or urban to rural people move for different reasons:

- For better agriculture and mining lands.
- In search for employment better, better jobs and business opportunities.
- For the enjoyment of social infrastructure e.g. water, etc.

- Due to political disturbances and war.
- Due to natural disasters e.g. pestilence, earthquake, flood etc.

### **ACTIVITY III**

- i. Define the term Census.
- ii. What is migration, and what are possible causes of migration?

### **4.9 Relationship between Population Education and Social Studies**

Social Studies has a lot of relationship with emergent issues in our human society, population education is one of them. Population education has been put in the curriculum of social studies education to provide knowledge to students on population and how it can affect society. This is in the areas of birth, death, migration, population pressure, age, distribution, sex distribution, and occupational distribution. This gives them the knowledge for effective planning and designing conveniences in their societies. It is to imbibe the following:

- i. To be conscious of demographic situation.
- ii. To knowledgeable of high and low population and their effects on environment.
- iii. To make people aware of the importance population education.
- iv. To make people to be aware of resources around them.
- v. To appreciate nature.
- vi. To explain and give information on birth, deaths, and migration, and also
- vii. To explain why large population can be detrimental in the area of social vices e.g. addiction, prostitution, etc.

### **ACTIVITY IV**

What is the relationship between population education and Social Studies?

### **5.0 SUMMARY**

This Unit/Lecture discussed some key concepts in population education such as demography, population, population education, fertility, etc. It went on to discuss the objectives and importance of population education, sources of population data, causes of population growth and lastly, the relationship between population education and Social Studies.

### **6.0 ASSIGNMENT**

Discuss the relationship between social studies and population education

### **7.0 REFERENCES**

- Audu and Umaru (2006) in Ali (2009). *Population Education in Nigeria*. In Kadiri, Ololobou, Ahmad and Zuru (eds) Dynamics of Social Studies Education. Kano. Jaleyemi Graphics and General Enterprises.
- Okereke, C.I. (2000). *Sociology of the Family*. Owerri. Barloz Publishers.



## **UNIT 6: CONSOLIDATION**

### **1.0 INTRODUCTION**

Environmental issues have become integral parts of policy agenda in the development at the national and international level. The United Nations Conference on Environment and Development known as Earth Summit held in 1992 in Brazil captured the attention that has been accorded to the environment and its relationship to sustainable development. On the African continent, attention has been placed on some environmental issues as well as encourages governments to these issues. For this purpose, the Organization of African Unity (OAU) as a way of addressing this issues declared 1991 as African Year of the Environment, this was to make people become more aware and participating to protect their environment. This has made it vital for most countries of the world to embrace Environmental Education for environmental quality and literacy. This is why it is part of the curriculum of schools.

Also, in line with this is the issue of population education, which has assumed an important aspect of the curriculum levels of education in Nigeria, this is because of Nigeria's population growth is more than the available resources. The focus is on size, structure, distribution and growth of population and how the factors mentioned above affects social, cultural, economic and other variables. This education is vital because it is not the question of numbers of people but their quality of life.

### **2.0 Objectives of the Unit**

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

- i. define the concepts of Environment, Environmental Education, and Population Education;
- ii. explain the interdisciplinary nature of Environmental Education;
- iii. state its importance and the need for public awareness;
- iv. discuss how to solve the environmental problems and also discuss its ethical issues;
- v. highlight the importance of Population Education;
- vi. discuss the relationship between Population Education and Social Studies; and
- vii. Discuss culture and environment.

### **2.1 How to Study this Unit**

- i. Go through the units taking note of the key points.
- ii. Attempt all activities and assignments in the unit. Check your responses from the content of the unit.

### 3.0 MAIN CONTENT

#### 3.1 Conceptualization

i. **Environment:**

According to Ekpo (2015). It focuses on external conditions, factors, matters and energy living and non-living that affect any living organism or other specified system which includes the social environment which focuses in socio-economic, cultural, and political systems, which human beings exploit to satisfy needs. There is also the natural environment which consists of living things like animals, and humans and non-living things like land, water and air.

ii. **Environmental Law and education**

Environmental law comprises legal strategies and procedures designed to combat pollution, abuse, and neglect of air, earth, water and water resources. It encompasses problems of air and water pollution, management of public domain, measures for the protection of health, aesthetic concerns with scarce resources and preservation of open spaces. It also has to do with vital concerns such as pesticides, radiological hazards, airport noise, power plant location and highways.

These laws are put in place to protect dumping of toxic waste etc. around, e.g. the Koko experience in the former Bendel state. Some of such laws among others are Federal Protection Agency decree, Abuja Environmental Decree etc. The environmental law is no more based on traditional legal concerns but also to the Preventive Approach where researches are done and bring about new ways of controlling pollution, e.g. controlling of dumping toxic substances into oceans. If this is not done, our living standards will be disrupted and can cause starvation etc. for this reason Environmental Education is vital to create awareness of the causes of problems of food and water scarcities, pollution, outbreak of epidemics, natural disasters, e.g. flood, erosion, and desert encroachment.

UNESCO (1975) in Ekpo (2015) says these about the need Environmental Education:

- i. Enlighten the citizens on the physical component of the environment.
- ii. To inform them on our dependence on the Environmental resources.
- iii. To enlighten people about changes that have been taking place in the environment over the years.
- iv. To inculcate the effects of human actions on the environment.
- v. To create concern for Environmental quality, conservation and man's relationship with the ecosphere.
- vi. To kindle responsibility on the people (citizens) to seek for environmental knowledge and its problems. This is done so that people will live in clean and disease-free environment and also for the future generation to live in diverse as well as an attractive world.

International Workshop on Environmental Education (1974) is an area of study that provides individuals with full understanding of environmental problems that confront them, the interrelationship between humans and the

living environment and how to work to solve these problems. It is to ensure awareness of the collective work to solve environmental problems.

### ACTIVITY I

- i. What is Environmental Education?
- ii. What do you understand by Environmental Laws?

### Population

This is a number of a given species within an environment, for humans, it is the number of human beings within an Environment. This could be few (sparse) or large (dense) based on space, topography, accessibility, tolerance, and soil potentials.

### Population Education

It is an educational programme which seeks to study population situations in the family, community, relation, and globally for purpose of developing values and attitude to the situations. It is education that gives knowledge on distribution and composition of the human population, how it changes and the effects of the changes on men's quality of life and the environment.

### 3.2 What is Culture?

Wikipedia defines culture as the arts and other manifestations of human intellectual achievement regarded collectively, the ideals, customs and social behaviour of a particular people or society”.

Ukeje (1986: 58) sees culture “as the fabrics ideas, beliefs, skills, tools, aesthetic objects, methods of thinking, of eating and takings, as well as customs and institutions into which each member of the society is born”.

Nwosu and Kalu (1978:3) say that culture means “the gamut of knowledge, beliefs, custom, tradition and skills that are available to the members of a society (which) embraces a great deal: man-made articles, activities that people perform and ideal and feelings”.

According to Taylor (1871:21) culture “is that complex whole which includes knowledge, belief, art, morals, laws, custom and any other capabilities and habits acquired by man as a member of society”.

It is important to also note that culture can be seen as the style of living of a particular people that is general to them which includes their dressing, food, tradition, customs, values, morals, ethics, principles, nerms, music, drancing habit, child up-bringing, occupation and so on.

### 3.3 Characteristics of Culture

The characteristics of culture are those factors that make culture identifiable.

Orisa (2010:8-16) outline and discussed some characteristics of culture. They are:

1. **culture is learned:** no one inherits culture biologically. it can only be learnt socially by man in his or her society or environment
2. **culture is social:** culture can only be produced in and by a society. one can transmit culture through social interaction and this social interaction can only talk place in a society.

3. **culture is shared:** orisa (2010:9) states that “culture is shared by most members of a society or group through association or interaction. that is, most members of a society fully share end follow the dominant culture”.
4. **culture is transmitted:** the best way of moving culture from one generation to the other is through transmission. parents usually pass over culture traits to their children and that goes on from generation to generation.
5. **culture is continuous:** culture can never be stopped. it is a process that continues from generation to generation. it can be carries from localization to modernization.
6. **culture is accumulative and can be borrowed to the other:** it is a continuous process. culture as accumulative element can be combined with other cultural traits.
7. **culture is integrated:** culture has various parts that can be integrated. there is no part of culture that can do without the other. aspects of culture like morality, customs, beliefs, religion, value system are all interlinked.
8. **culture is changing:** orisa (2010:9) pinpoints that “human culture is not static. it is dynamic and so changes, perhaps rapidly or imperceptibly, as a result of the changing values of a society”.
9. **culture varies from society to society:** no two societies share the same cultural heritages. every society is culturally unique in one way or the other. societies have aspects of their cultural heritages that are dynamic and extremely special to them.
10. **culture is responsible:** culture responds to the changing conditions of our physical world. example is that the shoes are wear prevent us from being harmed by sharp objects in the grou7nd or on the floor, the houses are live in, protects us from calamities and disasters that may occur from time to time.
11. **culture is gratifying:** culture ensures that man’s needs are met. these needs can be biological or social. culture makes sure that man’s desire for wealth, she for sex, fame and so on are satisfied.
12. **culture is linked with society:** no culture exists in a vacuum or in isolation. every centered. culture gives unity to the people that exist within a particular society.

## ACTIVITY II

- i. Define Culture.
- ii. Outline and discuss any five characteristics of culture.

## 5.0 SUMMARY

The importance of culture cannot be over emphasized no one can exist without recognizing his or her cultural heritages and adhering strictly to them.

## 6.0 ASSIGNMENT

- i. Defines culture and relate it to your own cultural background own cultural background.
- ii. Read and review any material recommended on culture.

## **REFERENCES**

- Wikipedia (2016) [www.wikipedia.com](http://www.wikipedia.com)
- Nwosu, H.W. and Kalu, O.U. (1978) The study of African culture. In Kalu, O.U. (Ed.) political history of Nigeria: 1900-1965.
- Taylor, E.B. (1871) Handent company ltd. Tayler's definition of culture sessions. In [www.ocw.net.edu](http://www.ocw.net.edu).
- Ukeje, B.O. (1986) school and society: Dimension publishers.
- Orisa, A.A (2010) culture and socialization Port Harcourt: okoga publishing company
- Kluckhein, C.(1961) Mirrow for man. New York: McGraw hill.

## **ANSWERS TO ACTIVITIES AND ASSIGNMENTS**

### **SSE 323: NIGERIAN CULTURAL ENVIRONMENT, VALUES, AND POPULATION.**

#### **UNIT 1: NIGERIAN CULTURAL ENVIRONMENT**

##### **ACTIVITY 1**

- i. **Meaning of Culture:** The style or total way of life of a people that includes dressing, food, customs, traditions, values, music and occupation which give them an identity.
- ii. **Characteristics of Culture:** It is learned, social, transmittable, continuous, transferable, integrative, dynamic, gratifying, responsible, etc.

##### **ACTIVITY II**

###### **Types of Culture**

Material and Non-material culture. (Accept relevant explanation of culture).

##### **ACTIVITY III**

Environment as what makes up a person's surrounding that are social, economic, political, physical and spiritual. Environmental education is the study of man and his environment and his effort to maintain a livable earth in relation to other living things.

###### **Assignment**

Importance of Environment Education

- Check problems of waste disposal and slums.
- Protect the vegetation of the environment.
- Appreciation of the gifts of nature.
- Guard against environment degradation.

#### **UNIT 2: VALUES**

##### **ACTIVITY I**

- i. **Meaning of Values:** important beliefs shared by members of a society about what is good or bad.
- ii. **Dimensions of Values:** Social dimension, moral dimension, aesthetic dimension, economic dimension, political dimension. (Accept relevant discussion).
- iii. **Characteristics of Values:** Learned, judgmental, explicit, and implicit, dominant, contradictory, inheritable, resistible, etc.
- iv. **Ways of Evaluating Values:**
  - Student-teacher conference
  - Outdoor observation

- Self-report instrument
- Classroom observation
- Test and examinations
- Use of questionnaires

### ACTIVITY III

#### Problems of Evaluating Values:

- Changing nature of values
- Use of semantics that are not specific
- Self-deception by individuals.
- Personal interest in a thing or person.
- Seeking information on privacy
- Limitation of perception, especially in the use of questionnaire
- Biases and prejudices in the use of observation.

### ASSIGNMENT

Accept relevant summary of the text material recommended on values

## UNIT 3: CULTURE, EDUCATION, AND ENVIRONMENT AND THE PLACE OF SOCIAL STUDIES

### ACTIVITY I

**Meaning of Cultural Environment:** The pattern of human activities that focus on man's way of life, that includes, food, occupation, music, dancing, singing, customs, and traditions, religion, dressing and many others, that give him an identity.

### ACTIVITY II

**Meaning of Culture and Environmental Determinism:** This is a situation where man's culture is determined or dictated by the nature of the environment and its activities.

### ACTIVITY III

**Role of Social Studies and Environmental Possibilism:** The ability of Social Studies Education to provide unified knowledge, attitudes, values and skills to help man cope or alter his environment for his good by providing solutions to his environmental problems. This situation can be achieved through application of improved science and technology.

### ASSIGNMENT

Roles of Social Studies Education in resolving cultural and environmental problems:

- Providing integrated knowledge on culture and environment
- Change of man's attitudes, values and skills for self and community improvement.
- Sensitization and mobilization of citizens on environmental sanitation.

- Organization and exhibition of cultural artefacts and their benefits.
- Promoting community development to check environmental problems.

#### **UNIT 4: ENVIRONMENTAL LAW: IMPORTANCE AND PROBLEMS**

##### **ACTIVITY I**

- Concept of Environmental Law:** Legal strategies and procedures designed to combat pollution, abuse and neglect of air, earth, and water resources.
- Importance of Environmental Law:**
  - Controlling pollution
  - Prevent starvation
  - Promote a healthy environment and people
  - Protect the natural condition of the environment
  - Guides people's behaviours etc.

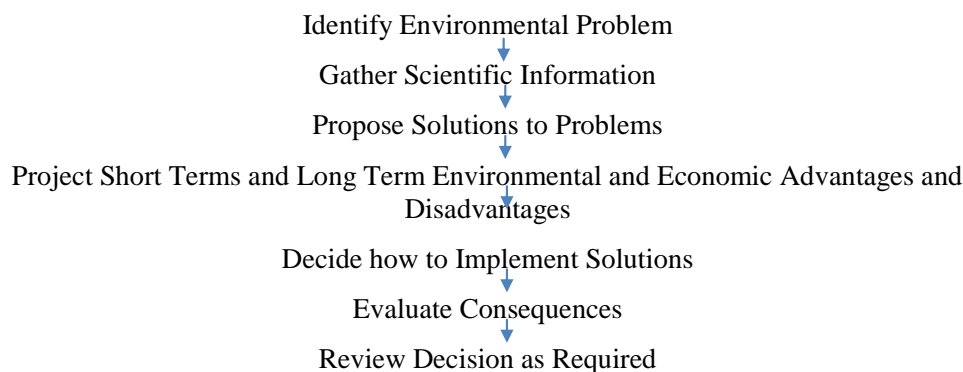
##### **ACTIVITY II**

###### **How to solve Environmental Problems:**

- Build social capital
- Promote environmental education in schools
- Sanction environmental deviants.
- Promote environmental care, through maintenance activities like tree-planting, drainage system improvement, etc.

##### **ACTIVITY III**

###### **Diagram on Steps to Solve Environmental Problems**



##### **ACTIVITY IV**

###### **Ethical Issues in Environmental Education:**

- Appreciate environmental quality
- Be sensitive to the vulnerability and limits of nature.
- Avoid power struggles of modern politics
- Exhibit positive attitudes towards environmental sanitation.



## **Assignment**

### **Roles of Ethics in Environmental Issues:**

- Control environmental degradation
- Promote environmental equality
- Promote environmental care and maintenance
- Guide policy decisions and implementation, etc.

## **UNIT 5: CONCEPT OF DEMOGRAPHY POPULATION EDUCATION**

### **ACTIVITY I**

- Demography as a quantitative study of population characteristics that focuses on the individual's personal variables, policies and relationship to social, economic and political development and progress.
- Population as the total number of people living in a given geographical location that is either dense or sparse.

### **ACTIVITY II**

- i. **Population Education** as the study of population situation in the family, community, nation and the world at large in order to develop positive attitudes and values towards that situation.
- ii. **Migration** deals with people moving across specified boundaries. Morbidity entails the occurrence of diseases in a population.

### **ACTIVITY III**

- i. **Population Census** is a periodic house to house, head to head count of people living in a particular territory at a particular time.
- ii. **Causes of Migration:**
  - Political disturbance or war,
  - To enjoy social amenities
  - In search of employment
  - For better agriculture and mining
  - For cultural affiliation etc.

### **ACTIVITY IV**

#### **Relationship between Population Education and Social Studies**

- Population education provides knowledge for Social Studies students.

## **ASSIGNMENT**

Social Studies uses population education as content to educate students on issues that deal with population change and problems.