



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

**BACHELOR'S DEGREE PROGRAMME  
MANUAL**

**SCHOOL OF UNDERGRADUATE STUDIES**

- SSE 411 International and Multicultural Interaction  
(2 Credit Units)**
- SSE 413 Social Studies and Emerging Issues in  
Developmental Economics in Nigeria (2 Credit Units)**
- SSE 415 Social Studies Curriculum Workshop (2 Credit Units)**
- SSE 421 Social Life and Party Politics in Nigeria  
(2 Credit Units)**

***(TESSA Integrated Manual)***

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**SSE 411**  
**INTERNATIONAL AND MULTICULTURAL**  
**INTERACTION**

## **UNIT 1      CONCEPTS AND THEORIES OF INTERACTIONS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study the Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Concepts of Interactions
  - 3.2 Theories of Interactions
- 4.0 Summary
- 5.0 Assignment
- 6.0 References.

### **1.0 INTRODUCTION**

An international and multi-cultural interaction is a major theme in the study of human societies. It has increasingly become topical among social scientist because of its significance in the analyses of relationship between individuals, groups and nations of the world. The group and the development of Nigeria depend to a large extent on the nature and perspective of interactions with other nations of the world in federal and within the various socio-cultural groups that made up the entity called Nigeria.

### **2.0 OBJECTIVES**

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

- state the concepts of international and multi-cultural interactions; and
- Identify the different theories of interactions.

### **2.1 HOW TO STUDY THE UNIT**

You are expected to read the main content of this unit carefully guided by the objectives. Try to do the activity that follow and should you encounter some challenges, do not hesitate to contact your facilitator. The reference is to provide additional source for you.

### **2.2 WORD STUDY**

**Social Action:**the interplay between the action of one individual and the expected reactions of others, either in groups or nations.

**Symbols:**the medium of communication which enhance interactions and multi-cultural interactions.

### **3.0 MAIN CONTENT**

#### **3.1 Concepts of Interactions**

Interactions are a human and social human phenomenon, which takes place when people establish some forms of contacts or the other. Contact is core and inevitable in the coming together of people. This is because no individual or group is an island that can exist in isolation or exclusively in terms of survival and development. It is therefore this form of interdependent relationship of contact with one another either at individual or group level is what relates to interaction. From the point of view interaction. Is the patterns of the concept of contact and interaction among groups and communities.

According to Elis and Lipets, with distinct cultures (2005) intercultural interactions relates situations whereby individuals and groups interact or relate to each other. In a deeper vein, it is seen as the cooperation's between groups, which take the form of diplomatic ties wars and their management, mutual borrowing of ideas, techniques, trade, management of trade routes and boundaries. This is akin to that of Sherif and Sherifs (2009) who perceives it as:

*“The state of friendship hostility, cooperation or competitions, dominance or subordination, alliance or enmity peace or war between two or more groups and their respective members”*From the foregoing, group interactions relate to the state of contact and interactions that take place between members of the same or different communities. It is therefore the symbols or face to face interactions. In essence it is the expression of intra and inter-relationship, in the sense that, when interactions occur between individuals or cultural groups within or outside the same nation or society it is known as intercultural interactions but when it crisscrosses different polities, it is known as international interactions.

#### **3.2 Theories of Interactions**

##### **a. Sociological Theory**

The underlying principle in interaction is social action. The interplay between the social action of one individual and the expected or actual reactions of others relates to the simplest unit of sociological analysis which consists of non-solitary groups choosing their own policies and mutually influencing each other's behavior.

The sociological theory of interaction therefore involves shared meanings since it implies the process of social actions between or among individuals or groups in a collectivity. There exist an underlying mutually oriented behavior and reciprocal action amongst and between them.

Ogunbameru (2009) identifies three perspectives of this underlying social action theory.

- i. **The traditional actions:** Here the orientation of the actor to others is primarily by custom and traditions. That is, the social action is predicated on the way it has always been done. The same applies to the expectations of others toward the actors.
- ii. **Effectual Actions:** These are social actions predicated on non-rational considerations from the actor to others. These non-rational considerations include passions, anger and love.
- iii. **Rational Actions:** This interaction is predicated on calculated and scientific basis. In other words, it is a social action motivated by rational orientations. In modern theories of social interactions, the theoretical basis of social actions is predicated on rationalization and scientific calculation. It is found to be key to the development of modern societies.

## **b. Theories of Symbolism**

This theory views interactions as not exclusively a social action which involves human beings. Lower animals according to this theory also interact; therefore, if one simply concentrates on human behavior as behavior in interactions, one would miss an important fact on the subject. Animals such as apes are even known to be involved in complex interactions. However, what distinguishes human interactions from other types of animals is mainly the fact that this process involves symbols, which are used in creations of norms, status, positions and reciprocal obligations which always come into play when two or more actions enter into relations with each other. These symbols are demonstrated in language as a major means of communications. In this way, culture emerges and reality is constructed and negotiated. Therefore, human interactions are not only social but symbolize.

## **ACTIVITY**

- i. Define interactions.
- ii. State two theories of interactions.

## **4.0 SUMMARY**

An international and multi-cultural interaction is a major theme in the study of human societies. It has increasingly become topical among social scientist because of its significance in the analyses of relationship between individuals, groups and nations of the world. The group and the development of Nigerian depend to a large extent on the nature and perspective of interactions with other nations of the world in federal and within the various socio-cultural groups that made up the entity called Nigeria. Under this unit we have studied the concept of interaction and the different theories of interactions.



## **5.0 ASSIGNMENT**

- i. How would you explain the concept of international and multi-cultural interactions?
- ii. Identify and explain two major theories of interactions involved in international and multi-cultural interactions.

## **6.0 REFERENCES**

Ellis A. & Lippets R. (2005). *Inter-Cultural Sociology*. Pal Grane, Macmillan.

Sherif M. & Sherif.S. (2009). *Introduction to Sociology: A global perspective*  
Pittsburge, Mills Publishers.

## UNIT 2 DEVELOPMENT OF THE SELF IN INTERNATIONAL AND MULTICULTURAL/INTERACTION

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study the Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 The Pre-Symbolic Stage
  - 3.2 The Stage for 'Significant Other'
  - 3.3 The Generalized Other' Stage
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### 1.0 INTRODUCTION

In international and multi-cultural interaction it is to be noted that human beings are involved. Even though we may be talking about nations and societies, it is people that make this social group. Therefore the quality of individuals greatly affect the quality and level of such integrations either at local or international levels. Consequently, the development of self becomes very critical in this regard.

### 2.0 OBJECTIVES

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

- state how “generalized others” are formed in interactions;
- explain the role of language in interactions; and
- state the role of “reference group” in international and multicultural interactions.

### 2.1 HOW TO STUDY THE UNIT

Read through the objective of this unit before going into the main text of the unit. The study words are to help explain some new words you will come across in the course of your study. Then do the activity that follows.

### 2.2 WORD STUDY

**Normative Attributes:** Those social ways that distinguish a cultural group or society from the other.

**Bilateral Relation:** A relationship between two groups or Nations.

**Multilateral Relations:** A relationship established between More than two Multicultural and international groups.

### **3.0 MAIN CONTENT**

#### **3.1 The Pre-Symbolic Stage**

Interaction precedes language. Human being starts interacting by imitating the action of others in the society particularly adults. If the parent smiles within the cultural context for instance, the child would do same. He eventually interprets the symbols within the societal norm because the interaction would lack meaning if there is no cultural and normative attributes of society. In essence this is what sociologists refer to as interactional preparation for multicultural and international relations. It therefore starts with the individual child through the process of socialization in a given society.

#### **3.2 The Stage for ‘Significant Other’**

According to Cohen and Kennedy (2007), it is a stage association with the period of acquisition of language, a major cultural component of society. Here, a young member of society is able to identify, define and label object with word that have shared meanings with others. During this period the child's interaction assumes roles or certain individuals and group in the society whom he considers being closely important. And even though group rules are unnecessary, and the child segregate, the numbers of significant others; he still maintains a significant others interaction within the confines of the cultural Milieu of society.

This stage is equally characterized by the child's interaction play and acting of roles of those certain individuals who he has come to regard as closely important to him. This is what is referred to as 'significant others. In most cases they are members of close family after whose behavior and conduct the child patterns and regulates his own behavior he child grows. The gradually expands his number of the significant others to include other admirable figures both within and outside his cultural groups and nations.

#### **ACTIVITY I**

What is “Stage for Significant Others?”

#### **3.3 The Generalized Other' Stage**

This is the stage which the individual incorporate the significant others “into that of generalized others through symbolic interaction within the context of group and organizational cooperation. The individual self matures into understanding of society and its relationship by taking roles that conforms to role expectation of the wider society. In other words, the society which was outside the individual enters the inside of him in the form of its cultural norm. In essence, organization, cooperation, group norms and culture are the epitomes of this stage. They form the basic element in international and multicultural interaction (Gilbert and Gugler, 1992).

‘The Reference Iterance Group Stage’: - this is the stage where the individual interacts with people outside of his cultural boundaries. Using the tools of international language, he interacts outside his culture and nation. This cross cultural and international interaction is imperative in urban mass society where the individual has many reference groups with whom he shares a particular perspective of relationship either as an individual or a nation.

It is to be noted also that this multicultural and international interaction has two perspectives. First at individual level as well as at corporate levels. In other words, nation or culture groups interact with other nations or cultural society as entities at various levels such as bilateral and multilateral relations subject to the nature and benefits of such interactions to either party.

## **ACTIVITY II**

- i. State how “generalized others” are formed in interactions.
- ii. State the role of ‘reference‘group’ in international and multicultural interactions.
- iii. Explain the role of language in international and multicultural interactions.

## **4.0 SUMMARY**

In international and multi-cultural interaction it is to be noted that human beings are involved. Even though I may be talking about nations and societies, it is people that make this social group. Therefore the quality of individuals greatly affect the quality of such interactions either at local or international levels. Consequently, the development of the self becomes critical in this regard. In this unit therefore, we have discussed the various stages in the development of international and multicultural interactions which basically revolves round the human self either as individuals or groups.

## **5.0 ASSIGNMENT**

- i. Discuss the concept of significant others in international and multi-cultural interactions.
- ii. How would you explain the state of “reference group” in the interactional studies?

## **6.0 REFERENCES**

Cohen R. & Kennedy P. (2007). Introduction to Sociology. Palgrave, Macmillan.

Gilbert A. & Gugler J. (1992). Cities and Identities. Oxford, Oxford University Press

## **UNIT 3      TYPES AND FEATURES OF INTERACTION:**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Types of Interaction
  - 3.2 Features of Interactions
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

In the light of the multi-dimensional perspective that interaction take place; an inter play of its different factors within the given social space and time, gives rise to several types of interaction. Notable characters of this interaction process equally abound. However, for a human action to qualify for social action depends largely on how these characters are demonstrated.

In this unit therefore, attempt is made to discuss with you the major types of international and multicultural interaction and to equally lead you into identifying and discussing the key characters of interaction.

### **2.0 OBJECTIVES**

It is expected that after studying this unit, you should be able to:

- identify and explain at least 3 major types of interaction; and
- state and discuss at least four major features of interaction.

### **2.1 HOW TO STUDY THIS UNIT**

Kindly read carefully this unit over and over and then try and demonstrate this through simulation and other group and individual activities that follow. Make bold attempt to answer the task independently. There after you can make further contact with your facilitators (s).

### **2.2 WORD STUDY**

Social interaction: it has to do with the actions of individuals in human society that form the basis for both interpersonal and inter group relations.

**Symbolism:** The social construction of reality in connecting the action.

**Action:** The fundamental unit of behavior by human being which is given a name and meaning.

**Social:** A conscious or purposeful relationship between or among persons.

### 3.0 MAIN CONTENT

#### 3.1 Types of Interaction

Interaction whether from the perspective of internal, international or multicultural, can be categorized into three major types: (1) Traditional Interaction (2) Effectual Interaction (3) Rational Interaction.

1. **Traditional Interaction:** This type of interaction is based essentially on traditions and customs. Normally interaction is built around the orientation of the actor to others on existing social customs or traditional variables binding such relational interaction. For instance, the Fulani's are traditionally said to be play mates to the TIV in Nigeria. Their interactional process is largely built on this basis. Weber refers to these types of interaction as "ingrained habitation", implying that the interaction has time immemorial roots with largely no scientific basis. (Charon, 1979).
2. **Effectual Interaction:** This type of interaction is built largely on passion and other emotional consideration. That is why it is often referred to as the product of non-rational considerations. The interaction between husband and wife is largely a product of non-rational consideration. At intercultural level, the Jarawa of Bauchi state, Nigeria would always consider a diplomatic option in their interaction with the Jarawa/Afizere of Jos and Kanam in Plateau State. (Atu, 2008).
3. **The Rational Interaction:** This type of interaction which involves the use of Calculable and Scientific variables as well as reflective inquiry. Marx Weber quoted in Charon (1979) holds the view that rational interaction rather than the traditional or effectual interaction were responsible for the development of modern society. In other words, contemporary international and intercultural interactions are largely built on rational interaction where groups and Nations consider first and foremost the mutually beneficial outcome of all interactions as the basis for those actions.

#### ACTIVITY I

Discuss the types of interaction.

## 3.2 Features of Interactions

Given the streams of social actions that occur in our daily lives both as individual and groups, how do we concretely determine an interaction? And what are the key indicators of interactions? These features are basically to help us look out for a valid interaction process.

- i. An interaction must exhibit a connection between the past, present and the future. According to Charon (1979), an interaction may be oriented to the past, present or expected future behavior of others. It is true that action takes place in the present but quickly become part of our past immediately it occurs. In a similar way, it also becomes part of our experiences which is used to guide future actions towards others. That is why the present is influenced by our experiences of the past and our perception of the future.
- ii. An interaction must be social. It is indeed among the kind of interaction observable in action. As Hara lambos and Holborn (2005) put it, overt action is nonsocial if it is altogether oriented to the behavior of inanimate objects. In these manner, it must be pointed out that subjective attitude may constitute social action only in so far as they are oriented to the behavior of others. For example a religious action may not be social if it is only a matter of meditation or of solitary prayer. In a similar argument, we may equally say that the economic activity of an individual is only social if it takes into account the behavior of someone else.
- iii. An interaction of any kind must contain a character. It is not every type of contact of human being that has a social character. However, this is limited to cases where the actor's behavior is meaningfully related to that of others. For instance a mere collision of two cyclists may be compared to a natural occurrence and hence may not depict a social character. But where attempts made at avoiding hitting each other or whatever insults, which might follow the collision, may be considered an interaction.
- iv. Mere imitation of an action is not considered to qualify to be termed interaction especially if it is purely reactive such that there is no meaningful orientation to the action imitated. In other words, if the imitation of the action of others is based on the fact that it is exemplary, traditionally, in line with accepted norms or with modernity then it qualifies it to be labeled as interactional.

### ACTIVITY II

- Identify and explain one type of interactions that exist among your people.
- Describe the major features of such an interaction.
- How has that benefited your people?

#### **4.0 SUMMARY**

In this unit we have identified and discussed three major types of interactions namely traditional, effectual, and rational interaction.

Equally the major attributes of interaction have been highlighted and explained.

#### **5.0 ASSIGNMENT**

- i. Identify and explain three major types of interaction.
- ii. State and discuss four major features of interactions.

#### **6.0 REFERENCES**

Charon, J.M (1979). Symbolic Interactions: An Introduction, An Interpretation, An Integration. Eagleword Cliffs, NJ Prentice, Hall.Inc.

Haralambus, M & Holborn L. (2005). Sociology themes and Perspectives (6<sup>th</sup> edition) London, Collins.

Atu D. A. (2008). New perspective in Sociology. Zaria: Tazama Press.



## UNIT 4      CITIZENSHIP AND GLOBAL INTERACTION

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Citizenship
  - 3.2 African Citizenship
  - 3.3 Globalization
- 4.0 Summary
- 5.0 References

### 1.0 INTRODUCTION

The reality of globalization and other associated events have impacted seriously on the world's human diversity, the acceleration of inequalities from economic, ecological, and technological dependence, thereby, creating repercussions of global imperialism, human conflict, poverty and injustice. The aspiration of an integrated world requires citizens that are free and patriotic. The unit addresses the concepts of citizenship, African citizenship, globalization and multicultural interaction.

### 2.0 OBJECTIVES

After reading through this unit you should be able to;

- conceptualize citizenship;
- discuss the nature of African citizenship; and
- explain how multicultural interaction promotes globalization.

### 2.1 HOW TO STUDY THIS UNIT

Kindly read carefully this unit over and over and then try and demonstrate this through simulation and other group and individual activities that follow. Make bold attempt to answer the task independently. There after you can make further contact with your facilitators (s)

### 2.2 WORD STUDY

**Citizenship:** recognition of an individual as member of a given country with all legal and natural rights that guarantees wellbeing.

**Globalization:** local and nationalistic perspective to broader outlook of an interconnected and interdependence world with free transfer of capital, goods, and services across national frontiers.

**Multicultural:** Local and nationalistic perspective to broader outlook of an interconnected and Interdependent world with free transfer of capital, goods, and services across National frontiers.

### 3.0 MAIN CONTENT

#### 3.1 Citizenship

Citizenship is a concept that has evoked an overdose of definitions. Most scholars and writers on citizenship such as, Muazu (2011), Brown (2014), Irikana & Orisa (2007), Nwanna & Odoh (2013), Sobola (2012), Nuhu (2012), Bulya (2013) and Nyewusira (2015) appear not to understand what citizenship broadly means and, therefore, tend to use the term as if it is a synonym of ‘citizen,’ which meaning they have erroneously used interchangeably.

Citizenship is not just having or being entitled to full constitutionally prescribed membership of a country and “having all the rights and obligations which go with such membership” (Johnson in Mezieobi, 1992 p.80). This is rather the definition of who a citizen is. Ikwumelu (2008 p.13) was right to define a citizen as “a full member of a body politic who is entitled to all the rights, privileges ad obligations associated with such membership”.

Citizenship is much more than this. The emphasis is on the constitutionally prescribed legal relationship of a citizen and the body politic, hence, Johnson in Mezieobi (1992 p.80) defined citizenship as “legal relationship of an individual to a political or governmental community”. Citizenship, according to Mezieobi & Nzokurum (2012 p.3) is “a symbiotic legal relationship between the citizen and the sovereign state”. Citizenship connotes the following:

- A sovereign state granting one its full membership status;
- The sovereign state constitutionally or legally prescribing the fundamental rights – substantive, procedural, political, social and economic which the citizens must ordinarily enjoy;
- The sovereign state or body politic protecting or safeguarding and enforcing the rights granted to the citizens;
- The body politic providing at all times the socio-welfare services of the people;
- The citizens concertedly performing all their duties and obligations to the body politic;
- The pervasiveness of citizens who exhibit socio-civic competences which among other things include ‘critical’ patriotism, peaceful co-existence and cooperation, the demonstration of the ‘we feeling’, character and attitudes necessary for nation-building.
- Productive participative citizenry i.e. being good not passive or bad citizen;
- Promoting national identity and national pride;
- Checkmating the excesses of the political machine;
- Commitment to citizenship socialization;
- The governmental community courageously stripping or renouncing a citizen of his citizenship and also legally limiting a citizen’s rights under prescribed

circumstances and when it is in the general interest or common good of the body politics and the citizens.

- Respecting constituted authority;
- Exhibition of responsible leadership and responsible followership;
- Sensitivity or consciousness or awareness of the citizens of the body politic in relation to the goings-on in it.

The efficacy of citizenship is not something that is imposed on the people by coercion from above via whatever manner of agencies or commissions. Nigeria's brand of positive citizenship inculcation is pitched on mass (social) mobilization utilizing commissions, programmes, and activities which ordinarily appear largely to wear a coercive taint. Even at this, catalogue of Nigeria's 'systemic failures' and vices are ample evidence that correct citizenship is for now a mirage in Nigeria.

There is no social mobilization of Nigerians as the mobilization infrastructure is not there at all or is weak. For example, the prerequisites of effective social mobilization such as habituating values and goals which are the focus of mobilization, incorruptibility of leaders and persons in the mobilization squad are not in place. So also the process means to make the mobilization agenda reach everybody and make what is being communicated easily understandable and institutional framework for achieving the mobilization, estimate of the targeted mobilization population are not simply there. ((Nettl in Ogunna, 1995)

## **ACTIVITY I**

Why is the mobilization of Nigerians for citizenship not effective?

### **3.2 African Citizenship**

Davidson (2012) has regretted Africa's lack of history before the advent of slave trade, the first killer disease before colonialism. It is the consequence of this omission of African history in the field of development that has exposed Africans to dependency and exploitation.

Danladi and Janim (2011) have subscribed to Davidson's position when they observed that pre-colonial Africa and Nigeria in particular had a period of development that has not been given proper attention and analysis. For instance, they posit that, pre-colonial Africa experienced development within the context of the generation that it found itself, in different areas of human endeavor, especially, in the areas of values and skills development. The interruption of the process of development by colonialism was the first manifestation of how Europe underdeveloped Africa, through the denial of Africans of their citizenship.

In the United Nations, it should be noted, is a child of post-colonial decision to appease the victims of colonialism. The Millennium Development Goals are, therefore, a United Nation's initiative containing eight international development goals that were established following the summit of the organization in 2000 AD to restore the distorted citizenship of African citizens.

Davidson (2012) further confirmed this observation when he said that “It was not really a battle between tradition and modernization. Enterprising chiefs and kings were as eager as anyone else to assimilate the fruits of modernization, as long as these could be made digestible to accustom ritual and historical custom, while the best of modernizers understood that there must be some accommodation with tradition” (p.35). This attitudinal and values shift constituted a major compromise that led to the truncation of African development process and denial of African citizenship.

## **ACTIVITY II**

What was the main shift that constituted a major compromise that led to the truncation of the African development process?

### **3.3 Globalization**

Finance (2015) has viewed globalization as the opening of local and nationalistic perspective to broader outlook of an interconnected and interdependence world with free transfer of capital, goods, and services across national frontiers.

In relation to the above conception, global citizenship can be viewed as person who places his/her identity with the global community above his or her identity as a citizen of a particular nation or place. The author identifies the characteristics of such a person to include; possessing 21<sup>st</sup> century skills, academic and global competencies, as well as, youth leadership qualities. The success of this desire will, however, require a new global citizenship supplementary curriculum, designed for both teachers and learners who are seeking innovative ways of integrating the global community for security, peace, and development.

It is the hope of this exposition that the effort to mobilize the citizens of individual nations will be stepped up to facilitate the assembling and organizing citizens for a wiser utilization of human and material resources for development and progress.

### **Multi-cultural and Global Interaction**

The purposes of Social Studies, Civic and Security Education curriculum are for cultural transmission, political stability, and critical thought. This is because the proper aim of Social Studies, Civic and Security Education is effective citizenship. This involves what Barr, Barth, and Shermis (1977), and Thornton (2004) refer to as, “the preparation of young people so that they possess the knowledge, skills and values necessary for active participation in the society. The emphasis here is on teaching content, behaviors and values that question and critique standard views that call for a globalized society.

There is no doubt, according to Marker (2014), that the internet, instant messaging, iPods, web sites, and email have dramatically changed the way people communicate today. Music and movies downloading, chat rooms, video games and cell phones have become part of everyday life. There is, therefore, pressure to reform studies for global citizenship through multicultural-related curriculum.

Perspectives by Finn Jr, (2003); Ravitch, (2003); Lenning, Ellington and Porter, (2003); Ladson-Billings, (2003); Pang, Valle, (2004); Vinson and Ross, (2004) in Marker, (2014) provide limitless learning experiences for learners. The current global tension on nuclear race and religious fundamentalism, intercontinental migration, moral decadence, climate change, and a host of others, call for Social Studies and Civic Educators to reconsider the “what” and “how” they teach. The need for a “future-oriented perspective” to meet global demands cannot be overstated. Local and nationalistic perspective to broader outlook of an interconnected and interdependence world with free transfer of capital, goods, and services across national frontiers.

Social Studies Education instruction, today, rather than embracing a dialectical perspective, tends to be devoid of even the most basic elements of dialectics. Mallot and Pruyn in Ross (2004) argue that Social Studies Education is too often geared towards fostering obedience to authority through the memorization of disconnected facts in the preparation of standardized tests and curricula based on the values and beliefs of “supremacist, sexist, homophobic, capitalist society”. Social Studies Educators must endeavor to work to foster the development of a citizenry not only able to engage in debate and inquiry for social justice, but against the labour-capital relation, in particular, as well as, all the subsequent, dependent and ancillary forms of oppression and authority that serve capital.

Merryfield and Subedi (2014) acknowledge that the integration of knowledge of interconnectedness of the world and the complexity of its peoples, live experiences with people different from oneself and perceptual skills in perspective consciousness, open mindedness and resistance to chauvinism and stereotyping call for emphasis within the knowledge dimension, and assisting students to examine conflicting construction of historical understandings and alternative explanations of inequities and interdependence of the world’s economic, political, environmental and technological systems.

In the experiential dimension, teachers are expected to help students to work cooperatively, with people from different cultures and experience, minority status and power, and to reflect over time, the implication of these experiences. It is hoped that individuals and groups will come to appreciate these differences and promote similarities. This is because through integration of global knowledge and cross-cultural experiences, students develop perceptual skills in empathy, open-mindedness and perspective consciousness, including the ability to explain an event or issue from multiple perspectives. This perspective is achieved through strategies adopted by teachers to decolonize the mind of students in the understanding of their world beyond the confines of their immediate cultures.

It should be noted that the perspective on consciousness enables the individual and groups to view themselves as global citizens because they are also aware that they have personal views of the world that is not universally shared. It is, therefore, important that one reflects on his/her own perspectives, the deep layers of values, norms and experiences that are accumulated through family and societal enculturation. Social Studies and Civic Educators must provide classroom activities that provide opportunities for students to interact among themselves as they attempt to solve

human problems. Besides, students should be provided environment to explore histories, literature, and experiences of people across time and space. This approach will go a long way to helping students to appreciate that; they must see history, and contemporary global systems through the eyes of others, even though they may not agree with them. This will enable them appreciate diverse and conflicting points of view locally and globally, if they are to understand and interact effectively within the world in which they live. Acquisition of cross-cultural communication and cooperative skills has become unavoidable because of interdependency.

### **ACTIVITY III**

- i. What is globalization?
- ii. How does multicultural and global interaction Promote Global citizenship?

### **4.0 SUMMARY**

Citizenship connotes a sovereign state granting one its full membership status. Globalization was seen as the opening of local and nationalistic perspective to a broader outlook of an interconnected and interdependence world with free transfer of capital, goods, and services across national frontiers.

In relation to the above conception, global citizenship can be viewed a person who places his/her identity with the global community above his or her identity as a citizen of a particular nation or place. The author identifies the characteristics of such a person to include; possessing 21<sup>st</sup> century skills, academic and global competencies, as well as, youth leadership qualities.

The purposes of Social Studies, Civic and Security Education curriculum are for cultural transmission, political stability, and critical thought. The purposes of Social Studies, Civic and Security Education curriculum are for cultural transmission, political stability, and critical thought. It should be noted that the perspective on consciousness enables the individual and groups to view themselves as global citizens because they are also aware that they have personal views of the world that is not universally shared.

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## UNIT 5 CONSOLIDATION

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Words Study
- 3.0 Main Content
  - 3.1 Concept and Theories of Interactions
  - 3.2 Types of Interactions
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### 1.0 INTRODUCTION

This unit makes effort to consolidate all the previous units with the view to reiterating the major highlights of the units. This includes the concepts and theories of interaction, the development of self-In International and multi-cultural interactions as well as futures of international and multi-cultural interactions.

### 2.0 OBJECTIVES

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

- to state the different theories of interactions;
- highlight how international and multidimensional interactions is developed; and
- state four main features of interactions.

### 2.1 HOW TO STUDY THIS UNIT

This unit is a revision unit; therefore, the study is only when you have finished the preceding unit. Where you find some difficulties, kindly revisit the main unit. Thereafter perform the activities that follow.

### 2.2 WORD STUDY

**Norm:** an acceptable mode of behaviour in a giving society

**Culture:** way of life of the people it can be biotic or abiotic.

**Nation:** A define territory with each sovereign status.

### 3.0 MAIN CONTENT

#### 3.1 Concept and theories of interactions

a. It has been pointed out that interaction takes place when people established some form of contact. It is therefore a process of relating between one group and the other, or even between an individual and another. From the perspective of the international interactions, it relates to one polity or nation interacting with another. It could be at a bilateral or multilateral level.

#### b. Theories of Interaction

There are two main theoretical perspectives of interactions:

i. **The Sociological Theory:** This is related to the underlying principle of social actions between party 'A' and 'B' or more. It consists of mutual influence on each party as no cultural group or nation is an island of its own, in absolute terms. No nation or group exist exclusively of others in terms of survival and development

ii. **Theory of Symbolism:** This theory posit that social action alone is not predetermined perspective of interaction. Interactions whether from the perspective of international, or between cultural groups is guided by norms and obligations.

#### c. Development of the international and multicultural interaction

As pointed out earlier, man is the heart of interactions. Therefore the human being starts interacting by imitating the actions of others. Even across nation, where a nation policies and actions are attractive, other nations of the world relates to that nation and would like to be like them. So it is with cultures because it could attract and be borrowed.

The second level is in the generalized state, where the individuals self or national identity mature into understanding of society and its relationship by taking roles that conform to the role expectations of the wider society. In essence organization, cooperation's, group norms and culture are the epitome of this stage. They therefore form the basic elements in international and multicultural interactions.

The third level is at the level of referencing. It is to be noted that multicultural and international interaction has two perspectives. First at the level of individuals as well as cooperate levels. For instance nations and cultural groups interact with other nations or cultural societies as entities at various levels such as bilateral and multilaterals, subjects to the nature and benefits of such interactions to either parties.

#### ACTIVITY I

What are theories of interaction?

## **3.2 Types of Interactions**

Interactions whether international or multicultural may take different forms.

### **Traditional Interaction**

This type of interaction is based essentially on traditions and customs. Normally interaction is built around the orientation of the actor to others on existing social customs or traditional variables binding such relational interaction. For instance the Fulani's are traditionally said to be play mates to the TIV in Nigeria. Their interactional process is largely built on this basis. Weber refers to these types of interaction as "ingrained habitation", implying that the interaction has time immemorial roots with largely no scientific basis. (Charon, 1979).

### **Effectual Interaction**

This type of interaction is built largely on passion and other emotional consideration. That is why it is often referred to as the product of non-rational considerations. The interaction between husband and wife is largely a product of non-rational consideration. At intercultural level, the Jarawa of Bauchi state, Nigeria would always consider a diplomatic option in their interaction with the Jarawa/Afizere of Jos and Kanam in Plateau State. (Atu, 2008).

### **The Rational Interaction**

This type of interaction which involves the use of Calculable and Scientific variables as well as reflective inquiry. Marx Weber quoted in Charon (1979) holds the view that rational interaction rather than the traditional or effectual interaction were responsible to the development of modern society. In other words contemporary international and intercultural interactions are largely built on rational interaction where groups and Nations consider first and foremost the mutually beneficial outcome of all interactions as the basis for those actions.

## **ACTIVITY II**

- i. State the Major theory of interaction.
- ii. Highlight how international and multi-cultural interactions are developed.
- iii. What are the main features of interactions?

## **4.0 SUMMARY**

This unit is a consolidation of all the previous units with the view to reiterating their major highlights. This includes concepts and theories of interaction, the development of international and multi-cultural interactions as well as features of international and multi-cultural interactions.

## **5.0 ASSIGNMENT**

- i. State the different theories of interactions you have studied.
- ii. Give the highlights of how international and multicultural interactions are developed.
- iii. State four main features of interactions.

## **6.0 REFERENCES**

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# **ANSWERS TO ACTIVITIES AND ASSIGNMENTS**

## **SSE 411 INTERNATIONAL AND MULTICULTURAL INTERACTION**

### **Activity 1**

#### **UNIT 1**

##### **i. Concepts of interactions**

Interactions refer to human and social activities that relate to contacts between individuals, groups and nations.

##### **ii. Identification of different theories of interaction.**

- a) Sociological theory
- b) Theory of symbolism

#### **ASSIGNMENT**

##### **i) i. Concept of international and multicultural interaction.**

Where the human social actions involve cultural and social groups it is referred to as multicultural interaction but where it involves two or more nations of the world it is referred to as international interaction.

##### **ii. Social Theory**

It is where groups or nations interact in such ways and manners as cooperation between groups, diplomatic ties mutual borrowing of ideas: They mutually influence each other behaviour. The emphasis is on Social action.

##### **ii) Theory of Symbolism**

This theory looks at interaction beyond social actions but as a process which involves the creation of norms, reciprocal obligation etc.

#### **UNIT 2**

##### **i. How generalized form interaction.**

It is a stage where-by group and a nation incorporates other nations or groups as their significant others or points of reference. They strive to be like them through borrowed technology, transfer of ideas, and policies.

##### **ii. Role of reference groups: This refers to cross cultural and international cooperative with whom the relationship have been built. This cooperation can be**

at bilateral or multi-lateral levels. Subject to the nature and benefits of such interaction to other parties.

- iii. The role of language in interactions
  - Provides means of communication
  - Builds relationship among interactional groups
  - Allows for segregations and identities

### **UNIT 3**

3 major types of interactions

- i. Traditional interactions: this is the type of interaction based essentially on traditions and customs.
- ii. Effectual interactions: These kinds of interactions are built largely on passion and other emotional considerations.
- iii. Rational interaction: this is based on rational decision making that involves scientific basis as well as reflective thinking.

Four major features of interactions.

- i. Interactions should provide connection between the past the present and the future both at international and multicultural levels
- ii. Interactions must involve social actions
- iii. Interaction must contain social character.
- iv. It must conform to the norms of the society and the principles of modernity.

### **Unit 4**

#### **Activity I**

There is no social mobilization of Nigerians as the mobilization infrastructure is not there at all or is weak.

#### **Activity II**

Enterprising chiefs and kings were as eager as anyone else to assimilate the fruits of modernization, as long as these could be made digestible to accustom ritual and historical custom, while the best of modernizers understood that there must be some accommodation with tradition.

#### **Activity III**

- i. Globalization is the opening of local and nationalistic perspective to broader outlook of an interconnected and interdependence world with free transfer of capital, goods, and services across national frontiers.

ii. The perspective on consciousness enables the individual and groups to view themselves as global citizens because they are also aware that they have personal views of the world that is not universally shared.

## UNIT 5

- i. Highlights different theories of interactions and include:
  - Sociological theory
  - Theory of symbolism
  
- ii. Highlights of how international and multicultural interactions are developed;
  - a. Preparations for the interpretations of social norms. There must be cultural and societal norms as a basis for interactions
  - b. The emergence of 'significant others'. this means viewing other societies as point of imitation
  - c. Establishment of groups and international 'generalized other'.
  
- iii. Four main features of interactions.
  - a. Interaction at the level of international and multicultural perspectives should provide connection between the past the present and future
  - b. Interactions must involve social actions. These social actions maybe observable or covered. It equally relate to the principle of subjectivity in human reasoning.
  - c. An interaction of any kind must contain social character. It means that it should be meaningfully related to others.

**SSE 413**  
**SOCIAL STUDIES AND EMERGING ISSUES IN**  
**DEVELOPMENTAL ECONOMICS IN NIGERIA**



## UNIT 1 OVERVIEW OF THE NIGERIAN ECONOMY

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Concept of Economic Structure
  - 3.2 The Economic Sector of the Nigerian Economy
  - 3.3 The National Development Plans
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### 1.0 INTRODUCTION

The Nigerian economic structure has witnessed many changes since political independence in 1960. The economic development of Nigeria has been dictated by the various political regimes that have been in charge of governance. This unit focuses on the overview of the Nigerian economic structure to determine areas that need improvement and sustenance.

### 2.0 OBJECTIVES

After studying this unit, you should be able to:

- conceptualize the Nigerian economy structure;
- discuss sectors of the Nigerian Economy; and
- explain the Nigerian national development plan.

### 2.1 HOW TO STUDY THIS UNIT

- i. Read through this unit carefully and ensure you understand the difficult words.
- ii. Attempt all activities before checking the contents of the unit.

### 2.2 WORD STUDY

<b>Economic Structure:</b>	Pattern of relationship between different components of the economic sector.
<b>Population Size:</b>	The number of people that are resident in a given geo-political area.
<b>Labour Market:</b>	the available population of people that is capable of rendering economic services to the community.
<b>Socio-economic Status:</b>	The level of education, income and types of occupation that an individual possesses.

### 3.0 MAIN CONTENT

#### 3.1 Concept of Economic Structure

Economic structure is regarded as the pattern of economic and social relationships that exists between the different components of the economic sector of the society. The pattern of relationship include the history, level of development, available resources size, wage levels, job opportunities, and labor market capacity.

In the analysis of the Nigerian economic structure, the differences found between the different groups in the society, upper, middle and lower classes of people have fundamental attributes that must be considered. These attributes include purchasing power of the individual citizens, standard of living and socio-economic status that differ from person to person.

The population of Nigeria is said to be about 170 million people and the country is considered to be the most populous black nation in the world. The growth rate of 2.83 percent in 2006, as reported by Sharehu (2015), is considered to have serious implications for poverty and human development efforts.

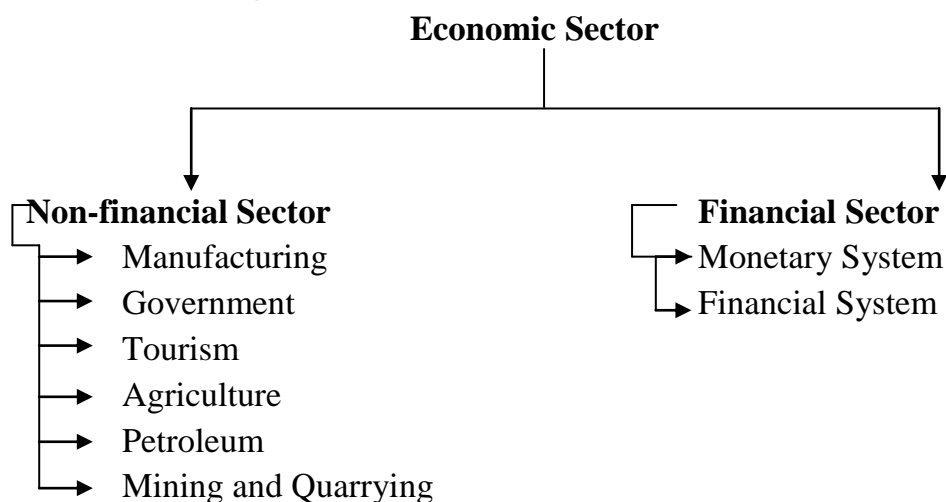
#### ACTIVITY I

- i. Conceptualize the Nigerian Economic structure.
- ii. Why is the study of the Nigerian economic structure important?

#### 3.2 The Economic Sector of the Nigerian Economy

The Nigerian economy according to Shaibu (2011) has two major sectors, namely, financial and Non-financial sectors. The financial sector include, the monetary and Financial systems. The Non-financial sector comprises the agricultural, manufacturing, mining, and quarrying, petroleum, tourism and government.

*Fig. 1.0 Nigerian Economic Sector*



*Source:* Utulu, R. E. & Shaibu, J.S. (2011)

The Financial sector of the Nigerian economy facilitates payment for services provided in the sector and the other sectors of the economy. The sector in one way or the other assists money to perform its functions as a medium of exchange. The involvement of the elements of the financial system in an economy is crucial and vital. The production, distribution, and control of national currency for national development are the general functions of the financial sector.

The Non-financial sector, on the other hand, which include, agriculture, mining, manufacturing, and quarrying, petroleum, tourism and government focuses on the consumption pattern of the economy. The sector generates revenue that is utilized in providing capital and recurrent services. In other words, this sector has domineering activities that pervade the entire economy through control of all the sectors in key areas like; infrastructure, security, education, and financial institutions. The overall positive performance of this sector guarantees the economic development of the country.

## **ACTIVITY II**

- i. List the sectors of the Nigerian economy.
- ii. Differentiate between Financial and Non-financial sectors of the Nigerian economy.

### **3.3 The National Development Plans**

In order to achieve national aspirations, the vision and mission of the Nigerian nation have to be structured in National Development plans. It is through national development plans that the annual budget estimates and other fiscal and monetary policies are spelt out.

Central Bank of Nigeria in Sharehu (2015), available statistics shows that since independence in 1960, the overall performance of the Nigerian economy has been “non-sustainable and unsteady growth”. For instance, the average growth rate during first plan period, 1962-1963 was 5.1%. it rose to 6.1% in 1963-1964, but dropped to 3.8% in 1964-1965. It further rose again to 5.7% in 1965-1966, and dropped again to 4.2% in 1966-1967. The performance of the economy was more encouraging during the Second National Development Plan (1970-1974) period. Indicating an average growth rate of about 8.2% per annum. This average however, continued to fluctuate from 18.5% in 1971-1972 to 9.3% in 1972-1973, to 9.5% in 1973-1974, and 9.7% in 1974-1975. During National Development Plan (1975-1980), the GDP experienced its highest rate of growth, but it was to become a growth without development. The crises began during the Fourth National Development Plan (1980 and beyond) (p.5).

The economic activities of the period 1985 and beyond witnessed an annual growth and performance of the Nigerian economy over the post-independence periods, which eclipsed the aforementioned development periods, which was also referred to as the “Pre-SAP Era” (1960-1985), which was characterized by excessive government regulations of the economy. This led to inconsistency in growth over fifteen years,

pronounced fluctuation in the macroeconomic indicators due to dictation from the International Monetary Fund (IMF). The impact of the IMF economic policy led to a 60% devaluation of the Nigerian Naira (₦) which led to the dictation of the pattern of development through monetization. This neo-colonial policy and the ‘‘new value’’ of the Naira (₦) had direct effects on people’s savings and purchasing power. This situation led the economy into recession and its related consequences.

The tension and later war in the Gulf-Region led to rise in crude oil price and Nigeria’s proceeds from oil sales rose and contributed a marginal rise in GDP IN 1989 to 7.1%. However, the return of the military dictatorship in 1994 resulted in some level of political instability which hampered investors’ confidence. The detail analysis of the growth rate of the Nigerian economy can be seen in table 1.0 below

**Table 1.0: Growth Rate of the Nigerian Economy (1986 – 2013)**

YEAR	REAL GDP	% CHANGE
1986	205, 971.44	-
1987	234, 806.54	0.56878
1988	219, 875.63	6.853461
1989	236, 729.58	7.119495
1990	267, 549.99	11.5195
1991	265, 379.14	0.81802
1992	271, 365.52	2.206021
1993	274, 833.29	1.261772
1994	275, 450.56	0.224095
1995	281, 407.40	2.116803
1996	291, 745.28	4.200229
1997	302, 022.48	2.740558
1998	310, 890.05	2.852317
1999	312, 183.48	0.414317
2000	329, 178.74	5.162928
2001	356, 994.26	7.791587
2002	433, 203.51	17.59202
2003	477, 532.98	9.283017
2004	527, 576.04	9.485469
2005	561, 931.39	6.113798
2006	595, 821.61	5.687981
2007	634, 251.14	6.05904
2008	672, 202.55	5.64583
2009	718, 977.33	6.505738
2010	775, 525.73	7.291617
2011	834, 00083	7.01114
2012	888, 893.00	6.17534
2013	949, 337.72	6.36704

*Source: CBN Statistical Bulletin in Sharehu (2015).*

A close analysis of the data in table 1.1 shows that the period 1995 experienced a slightly robust growth rate of 2.1%. This growth extended to 1996 with 4.2%. The imposition of economic sanctions due to domestic political activities that led to some human rights abuses brought the growth rate to 0.4%.

The emergence of a democratically elected government led to the lifting of economic sanctions and the implementation of the deregulatory policies, with strong economic ties with the Western Powers. This led to a growth rate of 5.2% in the year 2000. The Deregulation policy also attracted investors which led to a rise of growth rate to 7.8% in 2001.

The sudden emergence of the activities of militants in the Niger Delta and oil bunkering affected the oil industry in terms of production for export from the country. This trend contrived to affect the remittance of crude oil revenue, corrupt practice notwithstanding.

In 2007, an amnesty programme brought a long faceoff between militants and government task force and exploration activities returned to near full capacity, as growth rate recorded hit 6.11%. The heat of the Global Financial Meltdown forced prices of the shares traded to crash due to large withdrawals of foreign investment in the economy. However, the availability of a robust external reserve insulated the economy from the full impact of the Global Financial Crises. This led to rise in growth rate of 6.5% in 2009 and 7.3% in 2010. In 2011, the global economy plunged into long period of recovery and Nigerian growth rate fell marginally to 7.0%. Other factors that contributed to the fall included the activities of insurgents, corruption, natural or environmental issues. This situation brought the growth rate to 6.4% in 2013. It has not improved beyond this level, although politicians claimed a growth rate of 9.0% in 2004. The emergence of a new political regime with focus on fighting insurgency and corruption, a new dispensation may be at sight.

### **ACTIVITY III**

- i. What is growth rate?
- ii. Compare economic growth rate between the military and civilian era.

## **4.0 SUMMARY**

This unit discussed the Nigerian economic structure. It examined the different sectors of the Nigerian economy with focus on the financial and non-financial sectors of the economy. The unit also explained the patterns of growth of the Nigerian economy since the attainment of political independence.

## **5.0 ASSIGNMENT**

- i. Discuss the Nigerian economic structure.
- ii. What is the difference between the financial and non-financial sectors of the Nigerian economy?

## **6.0 REFERENCES**

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## UNIT 2 CONCEPT AND OBJECTIVES OF DEVELOPMENT ECONOMICS

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Concept of Development Economics
  - 3.2 Objectives of Development Economics
  - 3.3 Labour, Security and Productivity in the Nigerian Economy
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### 1.0 INTRODUCTION

Nigeria has been self-sufficient in producing enough food to feed the population. However, the discovery of oil as an economic asset and its subsequent boom led to the abandonment of the agricultural sector. Since the restoration of civilian rule in 1999, the economic growth and development have not been steady. This situation has led to high unemployment rate, criminal activities and underdevelopment. This unit looks at the concept and objectives of development economics.

### 2.0 OBJECTIVES

After studying this unit, you should be able to:

- conceptualize development economics;
- state the objectives of development economics; and
- discuss labour, security, and productivity.

### 2.1 HOW TO STUDY THIS UNIT

- Read through this unit carefully and take note of the difficult words.
- Attempt the activities provided in the text.
- Check the answers from the text.

### 2.2 WORD STUDY

**Freedom:** access to basic needs of a people through equity.

**Development:** Wise utilization of available human and natural resources for improvement of standard of living.

**Productivity:** total commitment to using one's hand and mind in an organized way to bring about improvement in standard of living.

**Public Utilities:** these are the institutions or enterprises that are set up and owned by government of the country.

### **3.0 MAIN CONTENT**

#### **3.1 Concept of Development Economics**

A description of the improvement in the standard of living of a given society or country which is evident in improved literacy rates, high life expectancy, low poverty and unemployment rates, among others, (Igwe, 2010). In other words, development economics typifies good standard of living, derived from the way and manner goods and services are produced.

Bell (1987) sees development economics as the search for explanations as to the cause of the wealth and poverty of nations and the search for the ways and means of narrowing the continually widening gap. In other words, development economics is a branch of economics which deals with economic aspects of the development process in low income countries, in which methods of promoting economic growth and structural change and potential for the mass of the population through improved conditions of health, education, and workplace.

#### **ACTIVITY I**

i. What is development economics?

#### **3.2 Objectives of Development Economics**

The emergence of development economics was influenced by the perceived failure of classical, non-classical and Marxist economists to address the realities that plague the poor countries of the world. Besides, development economics has the objective of assessing growth or recession in development from economic perspective. The scope of development economics transcends the econometrics of Gross Domestic Products (GDP) assessment to issues bordering on standard of living like health, education, economic freedom and others.

In addition, development economics believes that a single model does not universally apply to all countries due to the heterogeneity of developing countries. From this perspective, a multidisciplinary approach is favored in tackling the historical and contemporary development experience of the specific region or country in question. This approach is said to have the capacity to derive the right variable requisite for use (Bell, 1987).

The development economics approach is favored because it is also said to extend to topics, such as, Third World debt, and the functions of such organizations as the International Monetary Fund (IMF), and the World Bank.



## **ACTIVITY II**

- i. State the objectives of development economics
- ii. Discuss the various reasons for the emergence of development economics

### **3.3 Labour, Security and Productivity in the Nigerian Economy**

Labour is the human hand required in the production and distribution of goods and services in an organization or system. In other words, labour is one of the factors of production that are needed to produce goods and services. Labour is either productive or non-productive depending on the level of degree of motivation and security.

Productive labor refers to people who work with their hands and minds in an organization that ensure the achievement of organizational goals and objectives. All productive processes in an organization need plans, records and shops to get products across to the consumers. The demand for labour therefore depends on the level of economic development of a country, which include growth rate, dynamic structures of total output, level of technology, and skills.

It is important to note, according to the International Labour Organization (2004), that people who lack basic economic security tend to become socially irresponsible, behave opportunistically, and lose all sense of moderation. In other words, periods and area of mass insecurity have, historically, always bred intolerance, extremism and violence.

In Nigeria, many people and communities are dreadfully insecure when the activities of militants, insurgents, kidnappers, rapists, and other criminals are carefully studied. It is therefore proposed that labour security should be a human right. Although some insecurity is essential for dynamic societies, and economies, and for development, basic security is required for national development. Essentially, basic security must encompass freedom from morbidity, fear, control of one's development and sustainable self-respect.

It is sad to note that in Nigeria, some Governors are contemplating slashing down the current eighteen thousand Naira (₦ 18,000). This is unfortunate as it threatens the basic economic and social security of the affected citizens.

## **ACTIVITY III**

- i. What is labour security?
- ii. Explain the relationship between labour and security.

## **4.0 SUMMARY**

Development economics focuses on the improvement of living citizens. The success of this objective is predicated on the level of labour productivity and security. In order to achieve this, the Nigerian government embarked on privatization and commercialization of public utilities. The policy however seems to have some negative social, economic, and political implications.

## **5.0 ASSIGNMENT**

What are the possible explanations for the current social, economic and security challenges of Nigeria today?

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## UNIT 3 NIGERIA AND INDUSTRIAL DEVELOPMENT

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 The Nigerian Economy
  - 3.2 Nigerian Industrial Development
  - 3.3 Types of Industries in Nigeria
  - 3.4 Privatization and Commercialization Policies in Nigeria
- 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.

### 2.0 OBJECTIVES

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

- explain the Nigerian economy;
- discuss industrial development in Nigeria; and
- state types of 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

**Indigenization:** an economic policy that aims at transferring the ownership of enterprises from the hands of aliens to indigenous businessmen and women.

### 3.0 MAIN CONTENT

#### 3.1 The Nigerian Economy

The Nigerian economy is said to be the largest in Africa. The economic activities that are embedded in the economy include; oil and gas exploration and exploitation, fishing industries, shipping, agriculture, mining, 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 I

Explain the socio-economic statistics of Nigerian economic activities.

#### 3.2 Nigerian Industrial Development

It is important to note that before independence in 1960, commercial activities were dominated by Western companies. But, after independence, Utulu and Shaibu report that a new era of commercial activities was evoked, in which Nigerians became involved. The national middle class that took over power at the end of the colonial regime was an underdeveloped middle class. It had no economic power to set up industries that could transform the vast raw national resources into finished products

for export. As a result of this deficiency, firms, such as, UAC, John Holt, Lever Brothers, Nigerian Breweries, Barclays Bank, now Union Bank, and many others were dominant in the field of manufacturing and commercialization of goods and services.

In order to encourage the participation of Nigerians in the manufacturing sector, the Indigenization and nationalization policy was enacted to force alien business owners to sell them. The result of the policy accelerated the tempo of commercial activities, as many processing industries were established, and the emergence of adventurous Nigerian businessmen and women was witnessed. This further led to the rise of urban centers, trade and apprenticeship. It was during this period that the Central Bank of Nigeria was established, which accelerated the establishment of industries like; mining and drilling, manufacturing, construction, transportation, and electricity.

Over the years, the Nigerian government has made deliberate policies to create the industries in the country. The process involved the increasing use of machinery and power tools, as well as, the use of improved technology in the production that lead to higher level output of industrial goods.

## **ACTIVITY II**

Discuss the factors that accelerated Nigerian industrial development since independence in 1960.

### **3.3 Types of Industries in Nigeria**

#### **a. 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.

#### **b. Mining**

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.

### **c. Manufacturing**

Nigeria also has a manufacturing industry which includes.

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

### **Activity III**

State and explain any three types of industries in Nigeria that you have learnt.

### **3.4 Privatization and Commercialization Policies in Nigeria**

The Privatization and Commercialization Decree No. 25, 1988 sees the policy as a tool employed by the Nigerian government to sell to the private individuals and groups the shares owned by her in public and private utilities in the country.

The National Teachers' Institute (2002) has reported that at independence in 1960, Nigeria discovered that the essential key sectors of the economy, like oil, mining, plantation, and many others were controlled by foreigners who remitted profit back to their homelands. This situation was considered detrimental to growth and development of the Nigerian economy. The emergence of self-government, therefore, led to partial nationalization of some of the foreign firms in which the Nigerian government entered into agreements on 60-40 percent ratio of equity. In some cases, the foreign enterprises worked out new deals with Nigeria in which they withdraw from equity control to management agreements, such agreements, usually, leave in the companies, most of the time, decisions, as well as, the profitable business of international marketing.

In view of certain controversies surrounding foreign business enterprises, and some of the conditionality, the Nigerian government decided to withdraw from some of the agreements by selling her equity shares to private individuals and groups, In addition, it was observed that public utilities in Nigeria were treated as 'no man's business'. This negative attitude resulted in wastage through inefficiency and corruption. There is, also, lack of job creation, because of non-remittance of profit to enable creation of more jobs, through expansion of the businesses. To reinforce the policy, the Company and Allied Matters Decree of 1990 was enacted. It is, however, regrettable that, in spite of the good intentions of the policy, the Nigerian economy has remained in comatose, with unemployment ranking up to more than forty percent (40%).

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. and 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 African 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 at 100% capacity. In the current economic condition, the public private partnership must be transparently executed to promote economic growth and development.

#### **ACTIVITY IV**

- i. Discuss the factors that led to the enactment of the Decree 25 on Privatization and Commercialization in Nigeria.
- ii. In your own words, explain Nigeria foreign economic relationship.

#### **4.0 SUMMARY**

Development economics focuses on the improvement of standard of living of citizens. It searches for explanations for wealth and poverty of nations. The unit emphasized the drive to intensified push for economic liberalization. Nigeria and other African leaders have been 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 thus revive economic growth. It is to be noted that the social, economic and political implications of the policy and Nigerian foreign relationship must be closely watched, if the benefit of the exercise is to be sustained.

#### **5.0 ASSIGNMENT**

Visit any public or private utility of your choice and obtain their policy on job creation in Nigeria. You may submit your findings to your Course Facilitator.

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## UNIT 4 ECONOMIC ACTIVITIES FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study the Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Concept of Development and Development Goals
  - 3.2 Nigeria's Current Situation Report and Challenges
  - 3.3 Challenges and Prospects of the Sustainable Development Goals
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### 1.0 INTRODUCTION

This paper has highlighted the Nigerian situation in relation to the achievement of the Millennium Development Goals for national development. In this perspective, this paper has taken a look at the concepts of development and Sustainable Development, Nigeria's situational performance so far, the challenges and prospects of the Sustainable Development Goals, are also identified and discussed.

### 2.0 OBJECTIVES

After reading through this unit, you should be able to:

- conceptualize development and sustainable development Goals;
- discuss the state of economic activities in Nigeria; and
- assess the challenges and prospects of the Sustainable Development Goals.

### 2.1 HOW TO STUDY THE UNIT

- i. Read the unit carefully and note the difficult words.
- ii. Attempt all the activities provided in the unit

### 2.2 WORD STUDY

**Sustainable development Goals:** a set of development goals that are coherent with and integrated into the United Nations development agenda beyond 2015.

**Dependency:** a situation where a people are unable to independently utilize their human and material resource to improve their standard of living.

**Pre-colonial society:** a period in the history of a people before colonial experience

### **3.0 MAIN CONTENT**

#### **3.1 Concept of Development and Development Goals**

Davidson (2012) has regretted Africa's lack of history before the advent of slave trade, the first killer disease before colonialism. It is the consequence of this omission of African history in the field of development that has exposed Africans to economic dependency and exploitation.

Danladi and Jarimi (2011) have subscribed to Davidson's position when they observed that pre-colonial Africa in general, and Nigeria in particular, had a period of development that has not been given proper attention and analysis. For instance, they posit that, pre-colonial Africa experienced development within the context of the generation that it found itself, in different areas of human endeavor, especially in the areas of values and skills development, which are essential for economic development. The interruption of the process of development by colonialism was the first manifestation of how Europe underdeveloped Africa.

Charles, Ikoh, Iyamba, and Charles (2005) say that development is a process of organized growth involving series of changes necessary for a structure to fulfill its essential functions. But Danladi (2005) has observed that development could be viewed from different perspectives depending on the period being assessed. For instance, he illustrated that, while Adam Smith viewed the concept of development as a progression in the society, Rodney (1972) in Danladi (2005), on the other hand, is of the view that development is the capacity of a people to, independently, increase their ability to live a more satisfactory life through wise exploitation of their resources.

The United Nations, it should be noted, is a child of post-colonial decision to appease the victims of colonialism. The millennium Development goals are, therefore, a United Nation's initiative containing eight international development goals that were established following the submit of the organization in 2000 AD.

Davidson (2012) further confirmed this observation when he said that "It was not really a battle between tradition and modernization. Enterprising chiefs and kings were as eager as anyone else to assimilate the fruits of modernization, as long as these could be made digestible to accustom ritual and historical custom, while the best of modernizers understood that these must be some accommodation with tradition" (p.35). This attitudinal and values shift constituted a major compromise that led to the truncation of African development processes.

Nigeria has had many development plans aimed at accelerating development, since independence. This effort seemed not to be producing the required results. Critics of the MDGs complained of a lack of analysis and justification behind the chosen

objectives, and the difficulty or lack of measurements for some goals, and uneven progress, among others. Although development aid, for achieving the MDGs, rose during the challenge period, more than half went for debt relief and much of the remainder going towards natural disaster relief and military aid, rather than further development.

As of 2013, progress towards the goals was uneven. Some countries achieved many goals, while others were not on track to realize any. A UN conference in September 2010 reviewed progress to date and concluded with the adoption of a global plan to achieve the eight goals by their target date. New commitments targeted women's and children's health, and new initiatives in the worldwide battle against poverty, hunger and disease.

The United Nations Human Development Report (2005) states that there is more to human development than the MDGs. It emphasized the measurement of development by the life expectancy, adult literacy, access to all levels of education, as well as, people's average income and all other aspects of the individual's wellbeing, from his or her health status, economic and political freedom.

There is no doubt that Nigeria has the human and natural resources that can bring about sustainable development. The benefits of the collaboration between Nigeria and the United Nations Millennium Development Goals cannot be underestimated.

Ashi (2012) has reported studies by Gunde (2009); Olofu (2009), and Igba and Igba (2009) in which they emphasized Learner-Centered approach to teaching and learning in classrooms, and family support in inculcation of values in children. These emphasis are required to build a balanced citizen that can guarantee equitable distribution of national resources that are necessary for development.

## **ACTIVITY I**

Conceptualize development and Millennium Development Goals.

### **3.2 Nigeria's Current Situation Report and Challenges**

The analysis of the Nigeria's achievement of the Millennium Development Goals has the following statistics, provided by the Nigeria's Millennium Development Goals Coordinating Office (2013).

#### **GOAL 1: Eradicate Extreme Poverty and Hunger**

In order to achieve this goal, recent economic growth, particularly in agriculture, has markedly reduced the proportion of underweight children, from 35.7 per cent in 1990 to 23.1 per cent in 2008. However, growth has not generated enough jobs and its

effect on poverty is not yet clear (the most recent data is from 2004). The available data and the current policy environment suggest that the target will be difficult to meet.

### **GOAL 2: Achieve Universal Primary Education**

In a major step forward, nearly nine out of ten children, 88.8 per cent, are now enrolled in school. Nevertheless, regional differences are stark. State primary completion rates range from 2 per cent to 99 per cent. In particular, progress needs to be accelerated in the north of the country if the target is to be met. Low completion rates reflect poor learning environments and point to the urgent need to raise teaching standards. The rapid improvement in youth literacy, from 64.1 per cent to 80 per cent between 2000 and 2008, appears to have reached a plateau.

### **GOAL 3: Promote Gender Equality and Empower Women**

A gradual improvement in the proportion of girls enrolled in primary school, though noteworthy, is not yet enough to meet the target. There are still fewer girls than boys in school. There are signs of backsliding in the number of girls in tertiary education.

### **GOAL 4: Reduce Child Mortality**

Progress in reducing child mortality has been rapid. With sustained effort and improvement in related and lagging sectors, such as water and sanitation, there is a strong possibility of achieving Goal 4 by 2015. Under-five mortality has fallen by over a fifth in five years, from 201 deaths per 1,000 live births in 2003, to 157 deaths per 1,000 live births in 2008. In the same period, the infant mortality rate fell even faster, from 100 to 75 deaths per 1,000 live births. Recent interventions – including Integrated Management of Childhood Illnesses – that reflect the underlying causes of child deaths, have contributed to these successes.

### **GOAL 7: Ensure Environmental Sustainability**

Nigeria's natural resources, some of its most valuable national assets, are still seriously threatened. For example, between 2000 and 2010 the area of forest shrank by a third, from 14.4 per cent to 9.9 per cent of the land area. Similarly, access to safe water and sanitation is a serious challenge for Nigeria. Little progress was made up to 2005 but improvements since then have brought the proportion of the population accessing safe water to 58.9 per cent and the proportion accessing improved sanitation to 51.6 per cent. The major challenge lies in translating substantial public investments in water into effective access. This requires more involvement by communities to identify local needs, and better planning to deliver holistic and sustainable solutions. In sanitation, efforts are falling short of the target. Rural-urban migration will add to the pressure on sanitation infrastructure throughout the country. It is doubtful that town planning authorities have made adequate preparations for sustainable housing and sanitation. There is an urgent need for managerial, technical and financial

resources to deal with these challenges to be established at state and local government levels. Given the risks of over-exploitation of groundwater in the North and the influx of saline water in the South, innovative solutions are required across the country.

### **GOAL 8: Develop a Global Partnership for Development**

Debt relief negotiated by Nigeria in 2005 provided new opportunities for investment in the social sector. Debt servicing fell from 15.2 per cent of exports in 2005 to 0.5 per cent in 2008. To build on these positive developments there is a need to take action to forestall a relapse into unsustainable levels of debt that could prevent the country from achieving the MDGs. The outlook for the broader partnership for development is not as bright. Trade agreements continue to be inequitable and constrain exports and economic growth. Development assistance has grown although, when debt relief is excluded, it is still very low on a per capita basis. Improving the quality of human and capital resources available is critical to attracting the foreign direct investment that is needed to contribute to development. As a result of the deregulation of the telecommunications sector in 2001, the proportion of the population with access to mobile telephones increased from 2 per cent to 42 per cent between 2000 and 2008. However, this has yet to bridge the digital divide and only 15.8 per cent of the population currently has access to the internet.

Generally speaking, a major challenge to the success of the Millennium Development Goals in Nigeria's national development is corruption. This challenge did not only involve diverting financial resources into private accounts, but employing substandard to implement the policy. In some cases, false regulations are enacted to protect the looters. This is very unfortunate.

Events in 2015 have raised new fears regarding the sustenance of the achievement so far recorded in most countries. For instance, the global economic crisis and climate change have led to a rethink of the MDG approach to the development policy. According to the "in focus" policy brief from the institute of development studies, the "after 2015" debate is about questioning the value of an MDG-type target based approach to the international development, about progress so far on poverty reduction about looking to an uncertain future and exploring what kind of system is needed after the MDG dateline had passed. Some of the challenge that need to be focused on include the issue of equity and a virtuous circle for the inclusion of the poor in the development process. The issue of increasing drug use has been noted as an element that is also deterring the achievement of the millennium development goals. Many development experts have questioned the MDGs model of transferring billions of dollars directly from the wealthy nation governments to the often bureaucratic or corrupt governments in developing countries. Nigeria is a culprit in these circumstance, as MDGs funds are normally delayed till the end of the year. When funds are hurriedly mop-up through rushed MDG workshops and seminars that are not directed towards the targeted beneficiaries. This situation has made it difficult for

donors to reach the long-standing target of 0.7 percent of GNI gross national product at market prices by 2015. It is important to note that the level of corruption in Nigeria has made it difficult for states to access their matching grants. This issue was highlighted by Mohammed(2011)When he disclosed that the Universal Basic Education Commission (UBEC) received the sum #184,071 billion as Matching Grant since 2005, and disbursed N113,919 billion to States and FCT; representing 76.93% access. He clarified that un-accessed funds remain N34,152 billion as at 6<sup>th</sup> July, 2011.

In addition, Mohammed (2011) further revealed that the Federal Government Statutory Allocation of UBE Matching Grant to States and FCT for 2011 was N872, 527,306.70 but only 50% had been accessed as at the second quarter of that year.

One interesting revelation of the Executive Secretary's report was the finding that included cases of missing payment vouchers, payment of mobilization fee above 15%, servicing of bank loans with UBE-Intervention Funds, non-deduction of taxes, non-remittance or irregular remittance and non-implementation of e-payment, division of funds and poor payment documentation and high level of utilized fund among others.

This revelation is supported by the National Orientation Agency (2009)in the statement of the problem of a survey in which it was observed that the National Anthem and the National Pledge, which are symbols of the national values are not respected. Besides, there is also apathy to the performance of civic responsibilities, and manifestation of economic values. The statement emphasized that bribery and corruption which are major problems in Nigeria remain the most damaging factors to the core values of the country. These social vices have negative effects on the image of the country, and the response of donor countries to the MDGs objectives.

## **ACTIVITY II**

Assess the performance of Nigeria in the last Millennium Development Goals

### **3.3 Challenges and Prospects of the Sustainable Development Goals**

Growth needs to be more equitable and broad-based. Developing agriculture and creating jobs will require the public sector to create an enabling environment for business, including building critical infrastructure, making regulatory services transparent and providing sustainable access to enterprise finance. Social protection and poverty eradication programmes need to be scaled-up and better coordinated.

Low completion rates reflect poor learning environments and point to the urgent need to raise teaching standards. The rapid improvement in youth literacy, from 64.1 per cent to 80 per cent between 2000 and 2008, appears to have reached a plateau. The Universal Basic Education Scheme is a promising initiative that needs to be reformed and strengthened. The Federal Teachers' Scheme and in-service training by the National Teachers' Institute have begun to address the urgent need to improve the

quality of teaching. To accelerate progress and reduce regional disparities, these initiatives need to be rapidly expanded and supported.

Measures to encourage girls to attend school, particularly by addressing cultural barriers in the north of the country, and to provide the economic incentives for boys to attend school in the south-east, are urgently required. Although few women currently hold political office, the new policy framework is encouraging. However, gradual gains in parliamentary representation for women need to be greatly expanded in future elections. Confronting regional variations in the determinants of gender inequality requires policies based on an understanding of the underlying socioeconomic, political, and cultural factors. State and local government efforts will thus be critical to the achievement of this goal.

There is need to rapidly expand the Integrated Management of Childhood Illnesses and accelerate it, if Nigeria is to achieve Goal 4. Access to primary health care needs to be improved by more investment in infrastructure, human resources, equipment and consumables, and better management. Implementation arrangements must target local needs, which vary hugely from community to community and state to state. Routine immunization is unsatisfactory, but can be rapidly improved by building on the successes of the near-eradication of polio.

At the moment, African countries, including Nigeria, are trying to manage the effects of the fall in commodity prices and the strengthening of the U.S. dollar using macroeconomic policies. Governments will have to make difficult choices in the use of the policy tools at their disposal, and these choices require strong political will. These tough policies include exchange rate, fiscal and monetary policies.

For instance, letting your currency depreciate can help absorb the shocks but it may make imports costlier and lead to higher inflation. However, using administrative exchange controls to prevent a depreciation may not work as they can be circumvented. Further, reducing oil subsidies and increasing the value-added tax rate can be painful measures politically, especially in an election year. However, with full maximum sensitization, orientation, and mobilization, success is possible. This is where the concept of patriotism comes on board.

Besides, governments will need to take tough measures, but think about alleviating the impact on the poorest segment of the population. For instance, removing oil subsidy should be done together with measures that are well-targeted to help the poor. At the end of the day, governments will need to take tough measures but think about alleviating the impact on the poorest segment of the population. Of course, public investment needs to be done in the most efficient manner. They need improved productivity in the agriculture sector, which will alleviate poverty and can spur the

agribusiness and manufacturing sectors. At the moment, the services sector is driving most of domestic growth, and it is not clear how sustainable this process is.

All the policies need financing, and domestic revenue mobilization should be the priority for domestic revenue mobilization to work, taxpayers need to see the value of their money.

### **ACTIVITY III**

What are the challenges and prospects of the Sustainable Development Goals?

#### **4.0 SUMMARY**

The efforts to reposition Nigeria have been on since political independence in 1960. The lack of sustainable plans to guide development has led to underdevelopment. Besides, the issue of corruption and lack of continuity in project execution discouraged foreign investors from setting up business institutions in Nigeria. The first phase of the Millennium Development Goals which expire in 2015, were not properly executed. The challenges and prospects of the current sustainable development Goals need to be tackled with more commitment, if previous errors are to be avoided.

#### **5.0 ASSIGNMENT**

What are the challenges and prospects of Sustainable Development Goals?

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## UNIT 5      CONSOLIDATION

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study the Unit
  - 2.2 Word Study
- 3.0 Main Text
  - 3.1 Concept of Economics
  - 3.2 Concept of Development Economics
  - 3.3 Theories of Development Economics
  - 3.4 Economic Nationalism Theory
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### 1.0      INTRODUCTION

Economics is the science of production, distribution, and consumption of wealth. The subject, in a social context, is science which traces the laws of the society as it arises from the combined operations of mankind for the production of wealth, into those phenomena that are not modified by the pursuit of any other object. In this context, this unit consolidates the contents of this Module. Specifically, the unit conceptualizes economics as a school subject. It, also examines the concept of development economics, as well as, it's their implications,

### 2.0      OBJECTIVES

After reading this unit you should be able to:

- conceptualize economics as a school subject;
- conceptualize development economics; and
- discuss the theories of development economics.

#### 2.1      How to study the unit

- i. Read through the unit carefully.
- ii. Note down those words that you think difficult.
- iii. Attempt all the activities provided in the unit.

#### 2.2      Word Study

**Revenue:** money generated from economic activities in a given society.

**Classificatory:** grouping ideas according to their behavior or characteristics.

**Profit-maximization:** production and distribution of goods and services for maximum gain.

### 3.0 MAIN CONTENT

#### 3.1 Concept of Economics

The Scottish philosopher, Adam Smith (1776) defined what was then called political economy as "an inquiry into the nature and causes of the wealth of nations", in particular as: a branch of the science of a statesman or legislator with the twofold objectives of providing] a plentiful revenue or subsistence for the people ... [and] to supply the state or commonwealth with a revenue for the public services.

Marshall (1890) sees Economics as a study of man in the ordinary business of life. It enquires how he gets his income and how he uses it. Thus, it is on the one side, the study of wealth and on the other and more important side, a part of the study of man.

The demand and supply model describes how prices vary as a result of a balance between product availability and demand. The graph depicts an increase (that is, right-shift) in demand from  $D_1$  to  $D_2$  along with the consequent increase in price and quantity required to reach a new equilibrium point on the supply curves. Prices and quantities have been described as the most directly observable attributes of goods produced and exchanged in a market economy. The theory of supply and demand is an organizing principle for explaining how prices coordinate the amounts produced and consumed. In microeconomics, it applies to price and output determination for a market with perfect competition, which includes the condition of no buyers or sellers large enough to have price-setting power.

For a given market of a commodity, *demand* is the relation of the quantity that all buyers would be prepared to purchase at each unit price of the good. Demand is often represented by a table or a graph showing price and quantity demanded. Demand theory describes individual consumers as rationally choosing the most preferred quantity of each good, given income, prices, tastes, and so on. .

The law of demand states that, in general, price and quantity demanded in a given market are inversely related. That is, the higher the price of a product, the less of it people would be prepared to buy, other things being constant. As the price of a commodity falls, consumers move toward it from relatively more expensive goods. In addition, purchasing power from the price decline increases ability to buy. Other factors can change demand; for example an increase in income will shift the demand curve for a normal good outward relative to the origin. All determinants are predominantly taken as constant factors of demand and supply.

*Supply* is the relation between the price of a good and the quantity available for sale at that price. It may be represented as a table or graph relating price and quantity supplied. Producers, for example business firms, are hypothesized to be *profit-*

*maximizers*, meaning that they attempt to produce and supply the amount of goods that will bring them the highest profit. Supply is typically represented as a function relating price and quantity, if other factors are unchanged.

That is, the higher the price at which the good can be sold, the more of it producers will supply, as in the figure. The higher price makes it profitable to increase production. Just as on the demand side, the position of the supply can shift; say from a change in the price of a productive input or a technical improvement. The "Law of Supply" states that, in general, a rise in price leads to an expansion in supply and a fall in price leads to a contraction in supply. Here as well, the determinants of supply, such as price of substitutes, cost of production, technology applied and various factors inputs of production are all taken to be constant for a specific time period of evaluation of supply.

Market equilibrium occurs where quantity supplied equals quantity demanded, the intersection of the supply and demand curves in the figure above. At a price below equilibrium, there is a shortage of quantity supplied compared to quantity demanded. This is posited to bid the price up. At a price above equilibrium, there is a surplus of quantity supplied compared to quantity demanded. This pushes the price down. The model of supply and demand predicts that for given supply and demand curves, price and quantity will stabilize at the price that makes quantity supplied equal to quantity demanded. Similarly, demand-and-supply theory predicts a new price-quantity combination from a shift in demand or in supply.

For a given quantity of a consumer good, the point on the demand curve indicates the value to consumers for that unit. It measures what the consumer would be prepared to pay for that unit. The corresponding point on the supply curve measures marginal cost, the increase in total cost to the supplier for the corresponding unit of the good. The price in equilibrium is determined by supply and demand. In a perfect competitive market, supply and demand equate marginal cost and marginal utility at equilibrium.

On the supply side of the market, some factors of production are described as (relatively) *variable* which affects the cost of changing output levels. Their usage rates can be changed easily, such as electrical power, raw-material inputs, and over-time and temp work. Other inputs are relatively *fixed*, such as plant and equipment and key personnel. In the long run, all inputs may be adjusted by management. These distinctions translate to differences in the elasticity or responsiveness of the supply curve in the short and long runs and corresponding differences in the price-quantity change from a shift on the supply or demand side of the market

## **ACTIVITY I**

- i. What is Economics as a school subject?
- ii. Why, do you think, there is relationship between demand and supply of goods and services?

### **3.2 Concept of Development Economics**

Development economics is a branch of economics which deals with economic aspects of the development process in low-income countries. Its focus is not only on methods of promoting economic development, economic growth and structural change, but also on improving the potential for the mass of the population. For example, through health and education and workplace conditions, whether through public or private channels, improvement in the standard of living of citizens is sought. Besides, development economics involves the creation of theories and methods that aid in the determination of policies and practices and can be implemented at either the domestic or international level. This may involve restructuring market incentives or using mathematical methods, such as inter-temporal optimization for project analysis, or it may involve a mixture of quantitative and qualitative methods. Unlike in many other fields of economics, approaches in development economics may incorporate social and political factors to devise particular plans for socio-economic improvement of the conditions of citizens in a given geo-political area.

Development economics deals with economic aspects of the development process in Third World countries. Its focus is not only on methods of promoting economic and structural change, but also on improving the potential for the mass of the population.

Unlike in many other fields of economics, approaches in development economics may incorporate social and political factors to devise particular plans. Also unlike many other fields of economics, there is no consensus on what students should know. Different approaches may consider the factors that contribute to economic agreement or non-agreement across households, regions, and countries.

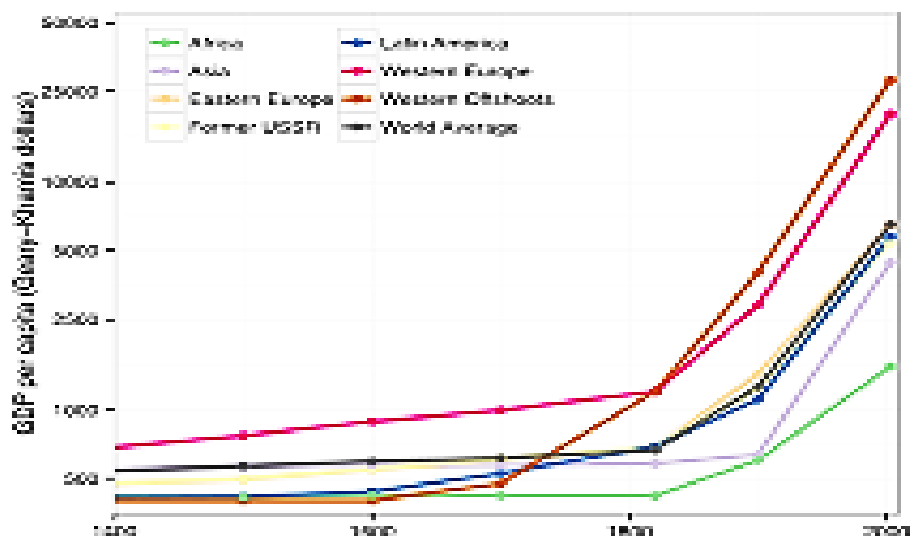
## **ACTIVITY II**

- i. What is development economics?
- ii. Differentiate between economics and development economics.

### 3.3 Theories of development economics

#### a. Mercantilism

Fig 1: World GDP per capita from 1400-2003 A.D.



Mercantilism was an economic theory and practice dominant in Europe from the 16th to the 18th century that promoted governmental regulation of a nation's economy for the purpose of augmenting state power at the expense of rival national powers. It was the economic counterpart of political or absolute monarchies. Mercantilism includes a national economic policy aimed at accumulating monetary reserves through a positive balance of trade, especially of finished or manufactured goods. Historically, such policies frequently led to war and also motivated colonial expansion. Mercantilist theory varies in sophistication from one writer to another and has evolved over time. High taxation, especially on manufactured goods, are an almost universal feature of mercantilist policy. Other policies have included.

- forbidding colonies to trade with other nations;
- monopolizing markets;
- banning the export of gold and silver, even for payments;
- forbidding trade to be carried in foreign ships;
- subsidies on exports;
- promoting manufacturing through research or direct subsidies;
- limiting wages;
- maximizing the use of domestic resources; and
- restricting domestic consumption through non-tariff barriers to trade.

Mercantilism in its simplest form is primitive, yet mercantilist writers have emphasized the circulation of money and reject hoarding. Their emphasis on monetary metals accords with current ideas regarding the money supply, such as the stimulative effect of a growing money supply.

It was determined that the state should rule in the economic realm as it did in the diplomatic, and that the interests of the state as identified by the king were superior to those of merchants and everyone else. The goal of mercantilist economic policies was to build up the state, especially in an age of incessant warfare, and the state should look for ways to strengthen the economy and weaken foreign adversaries.

### **3.4 Economic Nationalism Theory**

Following mercantilism was the related theory of economic nationalism promulgated in the 19th century related to the development and industrialization of the United States and Germany, notably in the policies of the America System in America and the customs union in Germany. A significant difference from mercantilism was the de-emphasis on colonies, in favor of a focus on domestic production.

The names most associated with 19th-century economic nationalism are the American Alexander Hamilton, the German-American Friedrich List, and the, American and later Henry Clergy, translated into English as The National System of Political Economy.

#### **Post-WWII theories**

These theories include the following;

##### **a.Linear-stages-of-growth model**

An early theory of development economics, the linear-stages-of-growth model was first formulated in the 195 by W. W. Rostow in *The Stages of Growth: A Non-Communist Manifesto*, following work of Marx and List. This theory modifies Marx's stages theory of development and focuses on the accelerated accumulation of capital, through the utilization of both domestic and international savings as a means of spurring investment, as the primary means of promoting economic growth and, thus, development. The linear-stages-of-growth model posits that there are a series of five consecutive stages of development which all countries must go through during the process of development. These stages are "the traditional society, the pre-conditions for take-off, the take-off, the drive to maturity, and the age of high mass-consumption"<sup>2</sup>.

Such theories have been criticized for not recognizing that, while necessary, is not a sufficient condition for development. That is to say that this early and simplistic theory failed to account for political, social and institutional obstacles to development. Furthermore, this theory was developed in the early years of the cold war and was largely derived from the successes of the Marshal Plan. This has led to the major criticism that the theory assumes that the conditions found in developing countries are the same as those found in post-WWII Europe.

## **Structural-change theory**

Structural-change theory deals with policies focused on changing the economic structures of developing countries from being composed primarily of subsistence agricultural practices to being a "more modern, more urbanized, and more industrially diverse manufacturing and service economy." There are two major forms of structural-change theory; W. Lewis' *two-sector surplus model*, which views agrarian societies as consisting of large amounts of surplus labor which can be utilized to spur the development of an urbanized industrial sector, and Hollis Chenery's *patterns of development* approach, which holds that different countries become wealthy via different trajectories. The *pattern* that a particular country will follow, in this framework, depends on its size and resources, and potentially other factors including its current income level and comparative advantages relative to other nations' Empirical analysis in this framework studies the "sequential process through which the economic, industrial and institutional structure of an underdeveloped economy is transformed over time to permit new industries to replace traditional agriculture as the engine of economic growth."

Structural-change approaches to development economics have faced criticism for their emphasis on urban development at the expense of rural development which can lead to a substantial rise in inequality between internal regions of a country. The two-sector surplus model, which was developed in the 1950s, has been further criticized for its underlying assumption that predominantly agrarian societies suffer from a surplus of labor. Actual empirical studies have shown that such labor surpluses are only seasonal and drawing such labor to urban areas can result in a collapse of the agricultural sector. The patterns of development approach have been criticized for lacking a theoretical framework.

## **International dependence theory**

International dependence theory gained prominence in the 1970s as a reaction to the failure of earlier theories to lead to widespread successes in international development. Unlike earlier theories, international dependence theories have their origins in developing countries and view obstacles to development as being primarily external in nature, rather than internal. These theories view developing countries as being economically and politically dependent on more powerful, developed countries which have an interest in maintaining their dominant position. There are three different, major formulations of international dependence theory: neocolonial dependence theory, the false-paradigm model, and the dualistic-dependence model. The first formulation of international dependence theory, neocolonial dependence theory, has its origins in Marxism and views the failure of many developing nations to undergo successful development as being the result of the historical development of the international capitalist system.



## **Neoclassical theory**

First gaining prominence with the rise of several conservative governments in the developed world during the 1980s, neoclassical theories represent a radical shift away from International Dependence Theories. Neoclassical theories argue that governments should not intervene in the economy; in other words, these theories are claiming that an unobstructed free market is the best means of inducing rapid and successful development. Competitive unrestrained by excessive government regulation are seen as being able to naturally ensure that the allocation of resources occurs with the greatest efficiency possible and the economic growth is raised and stabilized.

It is important to note that there are several different approaches within the realm of neoclassical theory, each with subtle, but important, differences in their views regarding the extent to which the market should be left unregulated. These different takes on neoclassical theory are the *free market approach*, *public-choice theory*, and the *market-friendly approach*. Of the three, both the free-market approach and public-choice theory contend that the market should be totally free, meaning that any intervention by the government is necessarily bad. Public-choice theory is arguably the more radical of the two with its view, closely associated with liberalize that governments themselves are rarely good and therefore should be as minimal as possible.

The market-friendly approach, unlike the other two, is a more recent development and is often associated with the World Bank. It's is approach still advocates free markets but recognizes that there are many imperfections in the markets of many developing nations and thus argues that some government intervention are effective means of fixing such imperfections.

It should be noted that some of these theories have been proved beyond doubt and , in some cases community elites have taken advantage of some of the clauses and manipulated them to meet their selfish desires. This situation has led to exploitation, marginalization, and exploitation.

## **ACTIVITY III**

Briefly explain the theories of development economics.

## **4.0 SUMMARY**

This unit discussed Economics as a school subject. It emphasized the concepts of demand and supply. In addition, the unit highlighted some theories of development economics and their implications.

## 5.0 ASSIGNMENT

Discuss the implications of the theories of development economics on the standard of living of citizens of third world countries.

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# **ANSWERS TO ACTIVITIES AND ASSIGNMENTS**

## **SSE 413 SOCIAL STUDIES AND EMERGING ISSUES IN NIGERIA**

### **UNIT 1**

#### **Activity I**

##### **i. Nigerian Economic Structure**

The pattern of economic relationships that exists between different components of the economic sector of the Nigerian society, such as upper, middle, and lower classes of people with fundamental attributes

##### **ii. Importance of the Study of the Nigerian Economic Structure**

- Fundamental attributes and population of Nigeria are considered to have serious implications for poverty and human development efforts.

#### **Activity II**

##### **i. Sectors of the Nigerian Economy**

- Financial and Non-financial Sectors

**ii.** Financial Sector facilitates payment of services provided in the sector and other sectors. The non-financial sector generates revenues that are utilized in providing capital and recurrent services.

#### **Activity III**

- Growth Rate: This is the performance of the economy every year.
- The performance of the economy during the military era hindered by excessive government regulations of the economy and sanctions. The emergence of democratically elected government led to the lifting of economic sanctions and the implementation of the deregulation policy which attracted foreign investors, and the quick growth of the economy

#### **Assignment**

##### **i. Sectors of the Nigerian Economy**

- Financial and Non-financial Sectors

**ii.** Financial Sector facilitates payment of services provided in the sector and other sectors. The non-financial sector generates revenues that are utilized in providing capital and recurrent services.

## UNIT 2

### Activity I

- Development economics believes that no single model can be applied universally, because of differences in the development processes of nations of the world.
- Development economics is the search for explanations as to the cause of the wealth and poverty of nations and the search for ways and means of narrowing the continually widening gap.

### Activity II

- i. **Objectives of Development Economics include:**
  - a) To address the realities that plague poor countries of the world.
  - b) To assess growth or recession in development from economic perspectives.
  - c) To assess the capacity of economic institutions like IMF, World Bank, and others to positively on nations.
- ii. **Reasons for Emergence of Development Economics**
  - a) Failure of Classical, Non-classical and Marxists Economists to address the realities that plague poor countries.
  - b) The scope of development economics transcends the econometrics of the Gross Domestic Product (GDP).
  - c) No single economic model has universal monopoly of applicability in tackling economic issues and problems.
  - d) It has the capacity to assess the capabilities of economic financial institutions like IMF, World Bank, and others.

### Activity III

- i. **Labour Security:** This is a situation where workers enjoy certain freedom from morbidity, fear, control of one's development and self-respect in the process of production.
- ii. **Relationship between Labour and Safety:** When people work in any given place, they are entitled to safety in these workplaces. Besides, they are also entitled to earn decent wages commensurate to nature of work. In other words, enhanced security in work place can promote productivity.

### Assignment

Explanations for Current Challenges in Nigeria:

- Poor work environment
- Low wages
- Corruption
- Insurgency, etc.

## UNIT 3

### Activity I

- i. **Explanations of Socio-economic Statistics:** Nigeria is blessed with abundant human and natural resources. The population growth of Nigeria is high, with over 50% of the population being below the poverty line. The GDP is low and few highways. The agricultural sector is large but dependence is on oil, with a GDP of 86% and budgetary revenue of 65%. The rural areas are still deserted with little or no infrastructure.

### Activity II

Factors that accelerate industrial development include:

- Indigenization and nationalization policy.
- Improved technology.
- Involvement of private sector.
- Establishment of relevant technical institutions.
- Funding of SMEs.
- Entrepreneurship education.

### Activity III

- a) **Types of Industries:** Manufacturing; e.g. leather and textiles, processed foods, car assembly, etc.
- b) **Banking:** Commercial, Assets Management, Brokerage, etc.
- c) **Mining:** E.g. Natural gas, Coal, Iron ore, etc.

### Activity IV

- i. **Reasons for Privatization and Commercialization Policy:**
  - To ensure productivity.
  - To ensure accountability.
  - To avoid controversies surrounding some foreign enterprises.
  - Lack of job creation by the businesses.
  - Non-remittance of profit to enable the expansion of the business.

- ii. **Nigerian Foreign Economic Relations**

The United States, Britain and recently China are Nigeria's top trading foreign partners. The restoration of democracy and subsequently economic reforms, have successfully put Nigeria back on track towards achieving full economic potentiality.

Nigeria is currently one of the largest economies in Africa, the 12<sup>th</sup> largest producer of oil in the world. The country is a member of OPEC and other economic organizations.

### Assignment:

(Students to carry out the practical aspects of the assignment e.g. visit some industries and report on class)

## UNIT 4

### Activity I

#### Concept of Development and Millennium Development Goals

- **Development** is said to be the capacity of a people to utilize independently their abilities to provide satisfactory life through wise exploitation of resources.
- **Millennium Development Goals (MDGs):** Is an initiative of the United Nations containing eight (8) international development goals that were established following a summit of the organization in 2000 A.D. to address the issues of life expectancy, adult-illiteracy, children health, poverty, hunger and diseases.

### Activity II

#### Performance of Nigeria in the Last Millennium Development Goals

- High enrolment in schools.
- Improvement in gender variation and empowerment.
- Improvement in reducing child mortality.
- Global partnership has reduced indebtedness etc.

### Activity III

#### Challenges and Prospects of the Sustainable Development Goals

- Quality education is required.
- Low completion rates.
- Cultural barriers.
- Expand the integrated management of childhood diseases.
- Develop policies that will promote patriotism and create other sources of revenue, etc.

### Assignment

(See Answers to Activity III)

## UNIT 5

### Activity I

#### i. Concept of Economics

Economics is the science of production, distribution and consumption of wealth and services. In other words, economics as a school subject, is the study of man in the ordinary business of life. It requires how man gets his income, and he uses it.

#### ii. Why there is a relationship between demand and supply of goods and services.

- Demand and supply model describes how prices vary as a result of a balance between products availability and demand.

- Demand is the relation of the quantity that all buyers would be prepared to purchase at each unit price of goods.
- The law of demand states that, in general, price and quantity demanded in a given market are adversely related. That is the higher the price of a product, the less the demand for the product. At the same time, the lower the price of the commodity, the more the demand of the commodity.
- On the other hand, the more the supply, the lower the price. And the less supply, the higher the price.

## Activity II

- i. Development economics is a branch of economics which deals with economic aspects of the development process in low-income countries, which focuses on methods of promoting economic development and improvement of the standard of living of the population.
- ii. While economics is the study of the processes of production, distribution and consumption; development economics deals with aspects of development process in Third World countries which focuses on methods of promoting economic and structural changes to improve human standards of living.

## Activity III

### Theories of Development Economics

- a) **Mercantilism Theory:** A national economic policy that is aimed at accumulating monetary reserves through a positive balance of trade, especially of finished goods.
- b) **Economic Nationalism Theory:** A 19<sup>th</sup> Century economic theory that emphasizes development through domestic industrialization.
- c) **Post-World War II Theory:** These include
  - i. **The Stages of Growth:** A non-communist Manifesto by W.W. Rostow that emphasize accelerated accumulation of capital through the utilization of both domestic and international savings as a means of spurring investment as the primary means of promoting economic growth and development. The theory posits that there are five stages of development, namely: the traditional society, pre-condition for take-off, the take-off, the drive to maturity and the age of high mass consumption.
  - ii. **Structural Changes Theory:** Deals with policies that focus on changing the economic structures of developing countries from being composed primarily, of subsistence agricultural practices to being a more modern, more urbanized and more industrially diverse manufacturing and service economy.
  - iii. **International Dependence Theory:** It views obstacles to development as being primarily external in nature, rather than internal. This is because the theory views development in developing countries as being economically and politically dependent on more powerful developed countries who have an interest in maintaining their dominant position.
  - iv. **The Neo-classical Theory:** A radical shift from the International Dependence Theories, which argues that governments should not

intervene in the economy. In other words, than an unobstructed free market is the best means of inducing rapid and successful development.

**Assignment**

Implications of theories of development economics on standard of living citizens.

The theories of development of economics provide environment for the understanding of the socio-economic condition of Third World countries and how it could be improved.

The theories also provide information on variety of strategies that could be used to improve the socio-condition of Third World citizens.



**SSE 415**  
**SOCIAL STUDIES CURRICULUM WORKSHOP**

# UNIT 1 MEANING OF CURRICULUM AND SOCIAL STUDIES WORKSHOP

## CONTENTS

- 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.
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

## 1.0 INTRODUCTION

The practical demonstration 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. 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:

- define curriculum and its elements; and
- 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 CONTENT**

#### **3.1 Curriculum**

Curriculum according to Onwuka (1996) can be viewed from two viewpoints; the traditionalists and the progressive viewpoints. 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. 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) identified the common elements of curriculum 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.

#### **3.2 Social Studies Workshop**

Social Studies is an integrated 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 a 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. To 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.

#### **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.

#### **Concepts and generalizations**

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

Content is the subject matter transmitted during instructional process, the data and information presented in relation to a topic. In Social Studies Education, contents 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

### **ACTIVITY III**

Explain aims, concepts and generalizations in your own words.

#### **4.0 SUMMARY**

Social Studies teacher trainees would learn to switch roles between being students of Social Studies to being Social Studies curriculum experts in order to gain from the workshop experiences.

#### **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, Facts, Concepts, and Generalizations.

#### **6.0 REFERENCES**

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## UNIT 2 TEACHING AND LEARNING 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 Conceptualization of Teaching and Learning:
    - 3.1.1 Philosophy of Junior Secondary School JSS Social Studies
  - 3.2 General Secondary School Goals
    - 3.2.1 Objectives of Social Studies Junior Secondary Schools.
  - 3.3 Method and Strategies of Teaching of Junior Secondary Social Studies
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### 1.0 INTRODUCTION

The vital obligation of Social Studies programme is to teach students how to use their previous experiences in solving problems. The teaching in this aspect should be to the level of the student. It has to be focused on their interest and develop in them the spirit of inquiry. Junior Secondary School level Social Studies is structured around ideas and generalizations, subjects, clusters and themes.

### 2.0 OBJECTIVES

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

- conceptualize learning and teaching;
- spell out the basic philosophy of JSS social studies curriculum; and
- examine the principles and practices of teaching and learning of JSS social studies.

### 2.1 HOW TO STUDY THIS UNIT

- i. Go through the unit once
- ii. Do not forget to attempt the activities and assignments.

### 2.2 WORD STUDY

**Behaviour:** a display of feeling or attitude in response to an action.

**Rehearsal:** trial to confirm readiness to use an event or act.

**Controversial:** lacking confirmation or certainty of status

**Participation:** getting involved in an activity.

### **3.0 MAIN CONTENT**

#### **3.1 Conceptualization of Teaching and Learning:**

Teaching: Teaching has many definitions. Teachers' Registration Council (2007) defines teaching as a systematic rational and organized way of transmitting knowledge, attitude, and skills in accordance to the professional principle. The basis is to help individuals or groups to acquire positive values, attitudes, skills and knowledge. However, learning is relatively a measurable and permanent change in behavior as a result of age, experience, gender, instruction, teaching or study.

##### **3.1.1 Philosophy of JSS Social Studies**

The philosophy of JSS Social Studies is man and his environment using the integrated approach. The emphasis is on conceptual and topical approaches with practical use of inquiry model. The inquiry method is designed to generate questions that bring about recalling, observing, to higher cognitive levels of classifying, synthesizing and evaluating. The focus is to inculcate knowledge, skills, values and attitudes so that the students can investigate, analyze, and explain the interrelationships that exist in the world for the purpose of citizenship education.

#### **ACTIVITY I**

- i. What is teaching and learning?
- ii. What is Social Studies Education philosophy?

#### **3.2 General Secondary School Goals**

The Secondary Education goals are to prepare the individual in two ways, which are: how to live in the society and to prepare them for higher education. Specifically the goals are focused on:

- Provision of all primary leavers with education irrespective of status, etc.
- Offer diversified curriculum to meet all needs.
- To train individuals in the areas of science and technology.
- To inspire students for self-development and excellence.
- To foster unity in diversity.
- To raise people that can be independent, respect other people's views, have dignity for human labour and live as good citizens.
- To provide technical and vocational skills necessary for economic development.

This will happen both in the junior and senior Secondary Schools. For the purpose of this unit, our focus is on JSS and specifically, Social Studies curriculum.

### **3.2.1 Objectives of Social Studies for Junior Secondary Schools.**

Ololobou (2001) says this:

- Development of basic skills of listening, reading, speaking, writing, calculation, observation, analysis, all for the making of sound judgment.
- Acquisition of relevant knowledge and information for personal development for betterment of society.
- Awareness and understanding of physical environment and emerging social and cultural processes.
- To develop ability for utilization of cultural, spiritual, and natural resources and their conservation for national development.
- Appreciate the interdependence of local and national communities and the need for cooperation for both national and international understanding.
- Inculcation of positive attitudes and values of honesty, integrity, hardwork, fairness, justice, and togetherness for the development of the nation.

#### **ACTIVITY II**

- i. List the goals of Social Studies in Nigeria.
- ii. Highlight objectives of Social Studies for junior secondary School.

### **3.3 Method and Strategies of Teaching of Junior Secondary Social Studies**

For Social Studies teaching to be versatile, teachers should do away with antiquated methods which make students passive learners. What teachers need is a class or mode of teaching where student-based method is the key. This means students participatory teaching and learning. These methods are:

- Inquiry
- Demonstration
- Discussion
- Dramatization
- Discovery
- Creative activity method
- Questioning

#### **ACTIVITY III**

Discuss two Social Studies teaching method.

### **4.0 SUMMARY**

Social Studies method for junior Secondary students have been designed to achieve the social studies objectives at the Junior Secondary level. It focused on the philosophy of social studies at the JSS level and also the various modern teaching methods were identified discussed.



## 5.0 ASSIGNMENT

- i. Differentiate between logical and psychological approaches of teaching and learning of Social Studies Education.
- ii. Discuss the objectives of Social Studies for Junior Secondary Schools.

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## **UNIT 3      INQUIRY METHOD IN SOCIAL STUDIES CURRICULUM WORKSHOP**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Inquiry-Oriented Teaching Techniques
  - 3.2 Simulation and Games Technique
- 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.” The inquiry is an approach to instruction designed to seek answers to identified problems. It is an 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:

- explain inquiry-oriented teaching techniques; and
- 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 again.

### **2.2 WORD STUDY**

**Organization:** A systematic arrangement of teaching and learning experiences

**Improvisation:** Without having planned in advance

**Inquiry:** A question which you ask in order to get some information

**Technique:** Specific process of teaching and learning

### **3.0 MAIN CONTENT**

#### **3.1 Inquiry-Oriented Teaching Techniques**

Inquiry-oriented Teaching techniques are 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 act 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 Oriented technique?
- ii. Explain the term Debate technique.

#### **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 in the front of the class as the teacher gives 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 Technique**

### **The Story**

Once upon a time, in a village near Kano, 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 serious and Giwa was taken to the village comprehensive health center to see the doctor. After diagnosis, which included laboratory test, the doctor discovered typhoid fever and malaria. Some drugs and injections were prescribed. After Giwa took the drugs, he felt better again.

### **ACTIVITY II**

- i. What is Role-Play as a teaching strategy?
- ii. What is the procedure of role play in teaching and learning?

## **3.2 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
- Teacher acquaints himself with relevant background information on the selected topic
- Identify the role and the nature of interaction of the players
- Teacher decide the winning criterion
- Make provision for reward for winners
- Trial-play the game

### **Case Study Technique (Teacher-Prepared Cases)**

The Case Study is an incisive, in-depth study of aspects of the environment to promote a better understanding of concepts and principles. It brings a cross-section of reality into the class for close examination. A teacher-prepared case required the teacher to collect, organize and present information on a particular individual, family, industry for reflective analysis to draw conclusions.

### **Preparation of a Case Study**

- i. Identify an area of focus and clearly state objectives
- ii. Identify appropriate data collection instruments that would lead to accurate description of the situation
- iii. Collect relevant pictures and diagrams to provide visual effect of the situation
- iv. Divide case into different segments

- v. Lead the class to draw conclusions and generalizations

### **ACTIVITY III**

- i. Critically explain the term case study.
- ii. Discuss ways of preparing a case study.

## **4.0 SUMMARY**

The presentation of this techniques requires the teacher to do most of the talking, while the students are passive listeners. The teaching technique is good when it is 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 ASSIGNMENT**

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

## **6.0 REFERENCES**

- Dubey, D.L. & Barth, J.L. (1981). *Social Studies; the Inquiry Method Approach*. Kenya. Thomas Nelson & Sons Ltd.
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## **UNIT 4 PRODUCTION AND IMPROVISATION OF RESOURCE MATERIALS**

### **CONTENTS**

- 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 Procedures
  - 3.3 Evaluation of Social Studies Reading Materials (Textbooks)
  - 3.4 Case Study Method: The TESSA Approach
- 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 any nation for education sets the pace for any nation's development strides.

The most exciting and dynamic part of any society's cultural heritage. The way that the objects and ornaments are made and decorated, the music and dancing that are produced provide insight into the core values and needs of that society. In this unit, focus will be on the study of arts and artifacts produced in various ways. This can provide students with an important window into their own local culture.

### **2.0 OBJECTIVES**

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

- explain improvisation of resource materials;
- state the procedure of improvisation;
- explain how to develop a resource file; and
- state how to evaluate Social Studies reading materials.

### **2.1 HOW TO STUDY THIS UNIT**

- i. Read the unit carefully,
- ii. Jot the major points down in your notebook,
- iii. Check the meaning of the difficult words.
- iv. Attempt all the activities provided before you crosscheck the answers

## 2.2 WORD STUDY

<b>Crunch:</b>	Something hard
<b>Deadening:</b>	imagination
<b>Concomitant:</b>	something that is connected with
<b>Artifact-simple man:</b>	made objects that provide archeological information
<b>Masks:</b>	cover of the face that disguises the identity of a person
<b>Sequence:</b>	orderliness that provides logicity

## 3.0 MAIN CONTENT

### 3.1 Production and 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. The Social Studies teacher is 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 Studies teacher can collect, modify and adapt discarded materials to suit his class in teaching various topics. Materials teachers 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 molding

#### ACTIVITY I

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

### 3.2 Procedures

#### a) 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, which requires simple

materials like boards, local gum, marker, ruler, pencil, scissors, local brush, dry sand (optional) and eraser. Then,

- 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.

#### **b) 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 progressively and logically to unveil all aspects of a topic. Once produced, teachers 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 II**

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

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 in 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 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
  - Value and attitude orientation
  - Use of illustrations and concrete real life examples
  - Biases
  - Exercise for learners

### **ACTIVITY III**

Explain basic approaches to evaluation of Social Studies.

#### **3.4 Case Study Method: The TESSA Approach**

The TESSA Approach exposes learners to a variety of real life situations that are brought into the classroom for deeper analysis. For example;

##### **a. Case Study 1: Deepening Thinking about Local Artifacts**

A day before the first lesson on local traditional art, Mrs. Audu from Kaduna State in Nigeria requested her class to make a list of artifacts that were produced in their community, either in the past or in the present. They were to speak to their parents and neighbours in gathering this information just to get their thoughts moving. She showed some examples of artefacts such as a beautifully woven Koro basket and a Ham bead necklace.

The next day, pupils brought back some extensive lists – MrsAudu would mark each one and return it (see Figure 1.**Resource 1: A homework list of local artifacts**).

She started the lesson by asking the pupils to mention names of artifacts they had learned of, which she wrote on the chalkboard. These included the names of carvings, paintings and different drawings, weapons, household instruments and accessories.

MrsAudu divided the class into smaller groups (see Figure 2. **Key Resource: Using group work in your classroom**), and gave each the names of two arts objects and the following questions.

- Describe the uses of the objects.
- What skills are required to produce the objects?
- Are these skills known to many people?
- How might the objects be stored and preserved for future generation?

After fifteen (15) minutes, each group presented its findings to the whole class. Mrs. Audu made notes on big sheets of paper and, as she did so, she summarized the ideas that were pointed out by the pupils. She knew that it was important to group the ideas into different categories and draw attention to the way they were classified.

These sheets were pinned on the classroom noticeboard and left for a week for pupils to study. Not only were the pupils learning about artefacts in their own community, but they were also given an opportunity to develop their thinking skills.

### **Activity 1: Brainstorming and creating local traditional art and artefacts.**

You may want to look at the diagram in **Resource 2: Categories for organizing types of Artworks and Artifacts** to assist you with planning the lesson.

- In a classroom discussion, ask pupils to brainstorm traditional art objects that they know. Start by giving some examples.
- As pupils come up with ideas, write them on the board in various categories (see **Resource 2**).
- Examine each object classified as a sculpture, or carving and ask the class to discuss skills required to produce the objects, how does and where they are produced and how they are cleaned and preserved.
- Do the same for other categories of objects, as many as time allow.
- Conclude the lesson by asking pupils to plan to draw pictures of or make some of the objects. They may be able to collect some from their homes.
- Find a space where these can be displayed according to categories.

This was the list Danladi handed in, as marked by MrsAudu.

**Figure 1:** List of Artifacts

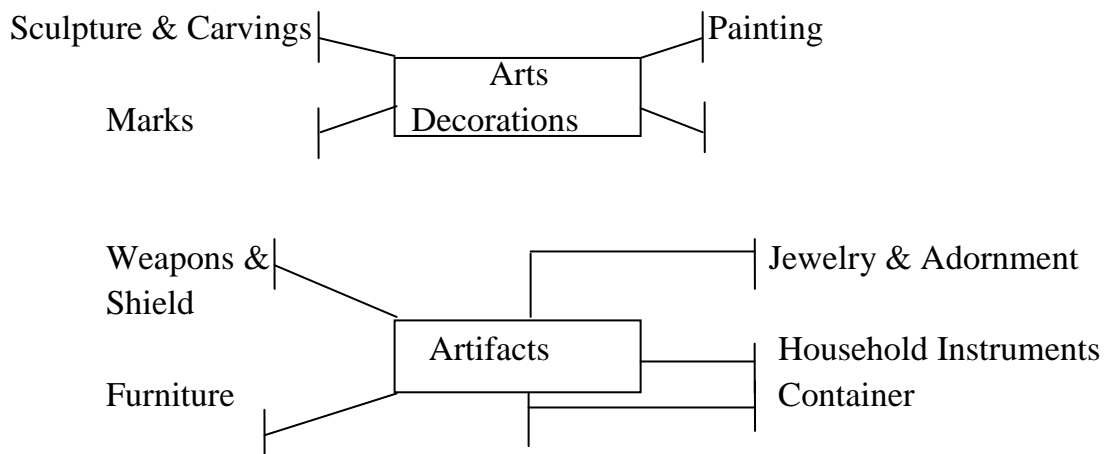
**Danladi 6B**  
**2/10/2005.**

**Names of Artifacts**

**Drum** ✓  
**Guitar** ✓ *is this the guitar that you*  
**Wooden Spoon** ✓  
**Bottle** ✓ *Think about this again- was the bottle really*  
**Clay pots** ✓  
**Tingatinga painting** ✓ *very good*  
**Car toy** *what is this? Is it one of the wooden toys made in your village? Then you are right. But I hope it is.*  
**Handwoven mat** ✓ *Well done Jabali. You have collected a good list of Artefacts here. Make sure you understand them*

*Source: TESSA, 2009.*

**Figure 2. Resource 2:**Categories for Organizing Artworks and Artifacts



*Source: TESSA, 2009*

## **Case Study 2: Exploring Symbols and Meaning in Traditional African Masks**

Mrs. Osaro is an art teacher at St. Peter and Paul Primary School in Benin City. She has decided to explore traditional African masks with two broad outcomes in mind;

- i. To reflect on shared uses and experience across Africa.
- ii. To explore the way that symbols in a piece of artwork convey particular meanings in a cultural context.

The plan is to use about two double-period art lesson to achieve these outcomes.

Mrs. Osaro starts by presenting her class with picture books and magazines that contain images of traditional masks from all over sub-Saharan Africa (see Figure 3).

**Resource 3: An African Mask.** She asks the class, in groups, to explore some of the books together and draw out common uses of masks in social life across different cultural context. Each group prepares a list of ritual and cultural functions of African masks.

Using **Resource 4: Lesson plan on Igbo mask**, Mrs. Osaro will go on to introduce a specific mask of the Igbo people, which has many highly stylized features associated with rituals and the symbolism of power. She will draw attention to important symbols in the mask and help pupils to learn substantially about their culture.

### **Activity 1: Creating masks to represent emotions and social messages**

- Provide pupils with a large sheet of paper, on which they will draw and decorate their own African ritual masks. The masks must fill the page and pupils should employ as many different media and colours as possible.
- Gather together a range of pictures, books and magazines that contain images of traditional African masks from various places and, if possible some examples of real local masks. Tell pupils to look through these for ideas for their masks.
- When they plan their masks, pupils must write down four emotional states that their masks convey. The purpose here is to provoke thinking about how different facial expressions, images, and symbols capture different feelings, and to plan the artwork carefully in these terms.
- Pupils then produce their works over a few art periods. You will need to supervise them closely, ask questions and making technical suggestions that will ensure that they are learning to represent emotions and social messages in the way that the best of African mask artwork has been able to do.

### **Activity 2: Using dance from the past and present to communicate**

- Ask pupils to research a dance that a parent or older relative used to perform or still does. It does not have to be a traditional dance. They should find
  - Where does this dance come from?
  - Why did you do this dance? What purpose did it serve?
  - Where was it performed?
  - How was it performed?

Give them time to do this and write out how to do the dance (see **Figure 3:**

**Researching in the classroom)**

- Next lesson, begin by explaining that every dance lesson should start with warm up exercise and guide the pupils through a warm-up.
- Allow your pupils to work in groups to create and practice new dances that combine aspects of the dances they have researched with features of contemporary popular dances.
- Give them an opportunity to present their dances to each other.
- Guide the pupils through a “cooling-down” process.
- Discuss the dances with the class. What did they like about the experience, and what did they learn about the dance in the process?

### **Case Study 3: Planning and Giving Successful Dance Performance**

Mrs. Agholor hears from one of her colleagues that the school is going to have an open day at the end of the term. Parents and people from the community will be invited to attend.

Mrs. Agholor has been impressed by the enthusiasm of her pupils for the dance work they have been doing and decides that she’s going to help them develop the dances they have created in class performance at this event. After telling them about the public performance, she begins by dividing them into groups of four and guides them through a creative process that enables each group to combine dances from the past and the present to form a new dance (see **Resource 4: Combining movements from then and now**). She encourages them to practice at lunch time and allocate some time during physical education lessons. A week before the Open Day, they perform their dances for each other and give each dance’s strengths and ways it could be improved. She uses a series of questions to help them think about their performances and refine them. (See **Resource 5: Refining our dance**). They rehearse and perfect their dances and finally they are ready to present them at the Open Day. Everybody is amazed at how inventively Mrs. Agholor’s Pupils have worked with familiar dance traditions. Finally, Mrs. Agholor asks her pupils to reflect on their dances learning experiences; this gives her valuable feedback about the learning process and helps her pupils to think about what they have gained (see **Resources 6: Thinking back about dance**).

### **Key Activity: Preparing for a Performance**

- Explain to your class that they are going to perform at the next parents’ evening and the head teacher is inviting the community to come too.
- Before the first lesson, read **Resources 3 to 6**.
- Before you begin, make sure that your pupils are aware of the need to work sensibly. Give them details of how you will stop them whilst working and remind them that they need to be aware of where each other is. Then guide them through warm-up activities that energize and prepare them for creative movements.
- Organize your pupils into groups of four. Ask them to choreograph a dance phrase inspired by the present (Theme B).

- Next ask them to create another phrase inspired by past dance traditions (Theme A).
- Help them to put these phrases together to form an ABA dance sequence.
- Give each group an opportunity to perform in front of the class. Encourage them to give each other constructive feedback that will help them improve the final performance.
- Support groups as they think about how to improve and refine their dances so that they are ready for performance in front of an audience.
- Remember to help your pupils cool down after they have been dancing.

#### **Resource 4. Combining movements from then and now**

- i. After your pupils have warmed up, explain that they will now choreograph (or create) a dance that combines aspects of the past and present. It will consist of two different parts: Theme A. and B. They begin by creating Theme B.
- ii. Ask the pair from the last lesson (see **Resource 3.**) to link up with one other pair. Working in these groups, each member then shares what they have learned about a contemporary dance style with the rest of the group.
- iii. As a group, they decide which elements to combine to form a dance inspired by the present. They then experiment with ways of putting these parts together to form a dance phrase that they all like. Once they have decided on the movements, they practiced this dance. This will become Theme B in their final dance.
- iv. Move around the classroom, offering support if needed.
- v. When each group can perform in a fluent way, ask the pairs to take turns in presenting to the others in the group the movements inspired by the past which they created at the last lesson (see **Resource 3.**).
- vi. When each pair has had a turn, the group discusses and decides which elements they will combine and use to form a dance inspired by the past. They then experiment with ways of putting these parts together to form a dance phrase that they will all like. Once they have decided on the movements, they practice this dance. This becomes Theme A.
- vii. Again, move around the classroom, offering support if needed. Encouraging them to build variations into their sequences. Draw their attention to how they are all working together and using space.
- viii. When each group can perform Theme A in a fluent way, ask the pupils to put their work together to form ABA structure. Tell them to practice their dance in a combination. After they have had an opportunity to practice their combined dance, explain that they will perform their work to the entire class.

#### **ACTIVITY IV**

Identify and list the contents of TESSA Approach Case Study.

## **SUMMARY**

In the face of the deadening economic crunch or the skyrocketing inflationary trends, formal education would still go on in any nation for education sets the pace for any nation's development strides. The unit, therefore, examined the meanings of improvisation, Social Studies curriculum workshop, case study, deepening thinking about local artifacts, exploring symbols and traditional African mask. It also, discussed how to plan and give a successful dance performance.

## **ASSIGNMENT**

Students to organize a dance performance to be staged in class. The performance should follow the procedure for organizing a successful performance.

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## **UNIT 5      CONSOLIDATION**

### **CONTENTS**

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

### **1.0 INTRODUCTION**

The practical demonstration 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. 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:

- define curriculum and its elements; and
- 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 CONTENT**

#### **3.1 Curriculum**

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

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 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) 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

#### **3.2 Social Studies Workshop**

Social Studies is an integrated 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. To 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.

#### **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. Content is the subject matter transmitted during instructional process, the data and information presented in relation to a topic.

#### **Concepts and Generalizations**

In Social Studies Education, contents 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. Concepts are viewed 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. Generalizations, on the other hand, are assumptions concerning certain concepts or ideas that are applicable and acceptable in a variety of situations.

## **ACTIVITY III**

Explain in your own words the meaning of ‘Aims’, ‘concepts’ and ‘generalizations’.

#### **4.0 SUMMARY**

Social Studies teacher trainees would learn to switch roles between being students of Social Studies to being Social Studies curriculum experts to gain from the workshop experiences.

The TESSA Approach which exposes learners to a variety of real life situations that are brought into the classroom for deeper analysis was also discussed in this module..

#### **5.0 ASSIGNMENT**

- i. Explain the term; 'Case Study'
- ii. Find the meaning of the following words in relation to Social Studies.
  - Concepts
  - Generalizations

#### **6.0 REFERENCES**

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# ANSWERS TO ACTIVITIES AND ASSIGNMENTS

## SSE 415 SOCIAL STUDIES CURRICULUM WORKSHOP

### UNIT 1

#### Activity I

- i. Curriculum: An organized package of learning experiences directed to equip learners with knowledge, attitudes, values and skills for personal and societal development.
- ii. Elements of Curriculum:
  - Situation analysis.
  - Formulation of goals and objectives.
  - Selection of Contents.
  - Selection of Methods.
  - Evaluation.
  - Curriculum Revision.

#### Activity II

- i. **Social Studies Curriculum Workshop:** An integrated study of man in his/her environment using a laboratory or workshop to acquire knowledge and skills in a collaborative manner.
- ii. **Objectives of Social Studies Workshop:**
  - To provide a forum for stakeholders to collaborate.
  - To provide guidelines for setting up Social Studies programmes.
  - To develop team spirit.
  - To demonstrate skills.
  - To encourage reflective thinking etc.

#### Activity III

- i. **Aims:** What one aims to achieve in a given programme.
- ii. **Concepts:** Ideas that one expresses in terminologies about events.
- iii. **Generalizations:** These are assumptions about the ability of some ideas to achieve certain aims and objectives with regard to location etc.

#### Assignment

- i. **Generalizations:** These are ideas that have been tested and accepted that they could do what they have done initially.
- ii.
  - a. **Facts:** These are realities that cannot be changed. E.g. dates, places, and things or events.
  - b. **Concepts:** Ideas that are expressed in terms of words or vocabularies that convey meanings.
  - c. **Generalizations:** Assumptions about the ability of some ideas to achieve objectives that they are meant to achieve.

## UNIT 2

### Activity I

- i. **Teaching and Learning:** A systematic, rational and organized way of transmitting and acquiring knowledge, attitudes, values and skills for personal and societal benefit based on positive change in behavior.
- ii. **Social Studies Education Philosophy:** Man and his interaction in the environment using the integrated approach especially, the enquiry approach.

### Activity II

- i. **Goals of Social Studies Education in Nigeria.**
- ii. **See i. and ii. Below**
- iii. **Objectives:**
  - Develop basic skills of reading, listening, speaking, writing, etc.
  - Acquisition of relevant knowledge and information for personal development.
  - Create awareness and understanding of the physical environment and emerging social and cultural processes.
  - Develop ability for utilization of cultural, spiritual and natural resources for national development.
  - Appreciate the interdependence of local and international communities and the need for cooperation.
  - Inculcation of positive attitudes, values, and skills for development.
- i. **Provision of all primary school leavers with education generally.**
  - Offer diversified curriculum to meet needs.
  - Train individuals in the areas of science and technology.
  - Inspire students for self-development.
  - Provide technical and vocational skills for development, etc.

### Activity III

Accept useful explanations of any Social Studies teaching methods using the following guidelines:

- Meaning or concept of method.
- Application.
- Challenges.
- Prospects, etc.

### Assignment

- i. Logical approach emphasizes content achievement; on the other hand, psychological approach emphasizes the learner and the learning experience.
- ii. Objectives of JSS Social Studies (See Activity II: ii.)

## UNIT 3

### Activity I

- i. **Inquiry Technique in Teaching and Learning:** An activity oriented teaching and learning interaction that makes teaching and learning real and interesting.
- ii. **Debate Technique:** A technique of teaching and learning that is designed to enable learners share ideas on an issue with both positive and negative sides. The speakers seek information to support or oppose, argue against or for the topic.

### Activity II

- i. **Role Play:** A spontaneous unrehearsed class activity where learners assume and play roles that are not their own, to understand social situations.
- ii. **Procedure of Role-Playing:** This includes:
  - Introduction and selection of roles.
  - Commencement of the situation.
  - Review and discussion of the final outcome.

### Activity III

- i. **Case Study:** An incisive, in-depth study of the aspects of the environment to promote better understanding of concepts and principles.
- ii. **Ways of Preparing a Case Study:**
  - Identify areas of focus and objectives.
  - Identify appropriate data collection tools.
  - Collect relevant pictures and diagrams to provide visual effects of the situation.
  - Divide the case into different segments.
  - Lead the class to draw conclusions and generalizations.

### Assignment

Techniques used by Social Studies experts include the following:

- a. Role-Play.
- b. Story telling
- c. Case Study.
- d. Simulation Games (Accept relevant explanations).

## UNIT 4

### Activity I

- i. **Improvisation of resource materials:** Involves the act of making materials from available local resources to convey instructional messages.
- ii. **Methods of Improvisation:**
  - Wet Mounting.
  - Pasting.
  - Dry mounting.
  - Paper pulp making.

- Clay moulding, etc.

## **Activity II**

### **Explanation of the Procedure of Improvisation:**

(As in Unit 3, Activity II: i. & ii.).

- i. **Role Play:** A spontaneous unrehearsed class activity where learners assume and play roles that are not their own, to understand social situations.
- ii. **Procedure of Role-Playing:** This includes:
  - Introduction and selection of roles.
  - Commencement of the situation.
  - Review and discussion of the final outcome.

## **Activity III**

**(Develop a Resource File as in Activity II i.e.)**

- a. Identify the topic.
- b. State the general aim.
- c. State culminating activities.
- d. Develop aspects of the topic.
- e. Collect materials on the identified aspects of the topic.

## **Activity IV**

### **Evaluation of Reading Materials:**

- **Review the Curriculum.**
- **Write out sequence criteria.**
- **Describe the aspects of the material to include, author, publication date, format, physical appearance, availability, pieces, topic, cost, quantity, etc.**
- **Basic issues to consider, e.g. accuracy of information, contents, concepts, and generalizations, etc.**

## **Assignment**

Students to organize a dance performance to be staged in class. The performance should follow the procedure for organizing a successful performance.

## **UNIT 5**

### **Activity I**

- i. **Concept of Curriculum**  
(see activity I of Unit 1)

Curriculum: An organized package of learning experiences directed to equip learners with knowledge, attitudes, values and skills for personal and societal development.

**ii. Elements of Curriculum**  
(see activity II (ii.) of Unit 1)

- Situation analysis.
- Formulation of goals and objectives.
- Selection of Contents.
- Selection of Methods.
- Evaluation.
- Curriculum Revision.

**Activity II**

**Social Studies Curriculum Workshop:** An integrated study of man in his/her environment using a laboratory or workshop to acquire knowledge and skills in a collaborative manner.

**i. Objectives of Social Studies Workshop:**

- To provide a forum for stakeholders to collaborate.
- To provide guidelines for setting up Social Studies programmes.
- To develop team spirit.
- To demonstrate skills.
- To encourage reflective thinking etc.

**Activity III**

- i. Aims:** What one aims to achieve in a given programme.
- ii. Concepts:** Ideas that one expressed in terminologies about events.
- iii. Generalizations:** These are assumptions about the ability of some ideas to achieve certain aims and objectives with regard to location etc.

**Assignment**

- i. Case Study:** A strategy in teaching and learning that exposes the learners to real life situations that enable them carry out deep analysis.
- ii.a.Aims:** What one aims to achieve in a given programme.
- b. Concepts:** Ideas that one expressed in terminologies about events.



**SSE 421**  
**SOCIAL LIFE AND PARTY POLITICS IN NIGERIA**

## **UNIT 1      SOCIAL LIFE 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 Nigeria's Social Life
  - 3.2 Good Governance
  - 3.3 Party Politics
  - 3.4 Political Parties since Independence
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

Sovereignty is not a right. It is a responsibility, in political terms. It is the responsibility of the state to deliver the fruits of democracy, such as, education, health care, infrastructure, public services, good governance, and protection from violence and crime among others. Independence for Nigeria in 1960 was a great source of pride and a symbol of accomplishment. However, in the past decades, the act of independence and governance in Nigeria has not met the numerous social responsibilities. The inability of the state to meet its responsibility has resulted in poverty and underdevelopment. In this Unit the concept of social life is discussed, the state of social life in Nigeria is also highlighted.

### **2.0 OBJECTIVES**

After studying this unit, you should be able to;

- state the meaning of social life;
- discuss the state of social life in Nigeria; and
- describe the state of party politics in Nigeria.

### **2.1 HOW TO STUDY THIS UNIT**

Read through the unit carefully. Identify the difficult words and check their meanings. Attempt all the activities provided in the unit.

## 2.2 WORD STUDY

**Democracy:** government of the people by the people and for the people

**Good governance:** rule of the people through laid down laws that guide the provision of social, economic, political, and other related services to ensure development and progress

## 3.0 MAIN CONTENT

### 3.1 Nigeria's Social life

Independence broke the bonds of colonialism, freeing Nigeria to be sovereign, to practice free will and to determine its own fate. Now, 54 years later what has this produced? In the Niger Delta region, it has produced a citizenry paralyzed by the presence of oil companies, their movements restricted in their own communities. It has produced isolation in the name of commerce. As argued by Amnesty International, oil companies treat community residents as “risks rather than as stakeholders with critical concerns about the impact of oil operations.” This approach alienates community residents and fuels animosity. Where communities protest (violent or non-violent) the alienation by oil companies, the response is a disproportionate use of force by government forces against communities. The interests of foreign companies being placed before the needs of nationals are not reflective of a government that is accountable or of an independent state.

In the North, it is the problem of the elite sacrificing the future of the region for their personal self-aggrandizement. Some of the features of this include the cornering of relief materials and funds meant for the victims of insurgency, disease, hunger, and failed education. The people's social life is based on family ties and friendships which are expressed by marriage, burial and religious ceremonies.

The South West and the South East regions have come under the grip of kidnapers, armed robbery, and cultism. All these vices have continued to resist all political medication, and the need for political restructuring cannot be overstated. Independence has also produced a destruction of traditional livelihoods and a population disenfranchised by a lack of access to elected officials and election materials. The decentralized nature of Nigeria's federal system should produce significant development in communities, since Local Governments function to ensure public service delivery at the local level. However, the reverse has been true. Local government representatives have limited engagement with the communities they serve; many are only present during elections. There is a lack of transparency in their budgetary allocations and community development projects do not reflect the needs of the people. Of 478 focus groups surveyed in our Niger Delta Citizen Report Card, 408 described their relationship with Local Government as “poor”; this reflects the views

of 120 communities in the Niger Delta. What is more, only 0.2% of respondents reported that they receive information about development resources from Local Government. These findings demonstrate the stark disconnect between the “grassroots government” and its constituents.

The conditions described above confirm that Nigeria is a weak state, leaning toward failure because Nigeria has failed to meet the basic human needs of its population; it lacks transparent and accountable political institutions and it has not produced sustainable or equitable economic growth.

## **ACTIVITY I**

What is Nigeria’s Social life?

### **3.2 Good Governance**

In the interest of the theme of good governance and without prejudice to the military dictatorship, and even tyranny, after the first republic, there was need to dwell on the constitutional and democratic regimes that have the underlying requirement and imperative of observance of the rule of law, constitutionalism, human rights, civil liberties and basic freedoms, canons of federalism and principles of checks and balances, multiparty politics, and accommodation of political opposition, due process and accountability in government. These are considered to be the core values of good governance.

In short, freedom and true independence will be achieved when the citizenry of Nigeria are empowered in every sense, economically, politically and socially. Their continued deprivation and neglect showers on the pride placed in independence. Without rectifying these issues independence is simply neo-colonialism, where few benefit and masses suffer.

As an illustration, *The Health Systems Assessment Approach: A How-To Manual* (Islam 2007), for instance, sees good governance in the health sector as characterized by competently directing health system resources, performance, and stakeholder participation toward the goal of saving lives and doing so in ways that are open, transparent, accountable, equitable, and responsive to the needs of the people. For health care interventions to work, countries need effective policymaking, transparent rules, open information, and active participation by all stakeholders in the health sector.

The concept of good governance has gained prominence as interest in improved economic performance and poverty reduction in developing countries has risen. Several other factors also highlight the need for good governance in the health sector:

- the growth of large new multi sectorial bodies with responsibility for the oversight of complex partnerships;
- an unprecedented level of funding for health in developing countries;
- the trend toward decentralizing health systems and transferring governance functions to lower levels of government;
- the urgent need to support and stabilize countries coming out of conflict.

Both governments and national and international nongovernmental organizations (NGOs) are feeling the pressure to be accountable for and transparent in the use of development funds and to work in the public interest.

## **ACTIVITY II**

Discuss the characteristics of good governance.

### **3.3 Party Politics**

It is an avenue by which electors with the most acceptable machinery ensure responsible government. It makes it possible for citizens to make their choices and elect members who should be responsible for their needs and aspirations. It involves healthy party rivalry between political parties. It is common in all political systems and it can assume one or multi party systems of government. It is struggle for power. It can be healthy and unhealthy, where it is unhealthy it leads to political instability, political chaos, crisis and disorder as well as fraud. It is funded by donations and fundraising by individuals, interest groups, companies, multinationals, but this is not acceptable, also, is the issue of election rigging, use of unauthorized ballot papers, use of thugs, and also cross-carpeting from one party to another.

### **3.4 Political Parties since Independence**

#### **a. First Republic**

When Nigeria gained her independence in 1960, there were three political parties; National Council of Nigerian Citizens (NCNC), The Northern People Congress (NPC), and the Action Group (AG), who consolidated their ethnic block which they have been controlling since before independence. They were entrenched in Regional governments and they got their support from communal ethnic foundations of the parties Sklar (1963) in Oviasuy and Aiya (2003).

During this era, there was regionalism of political parties, which was also shared by the major political parties. This was a negative trait and was inimical to the stability of the nation and also to development.

#### **b. Second Republic**

At the lifting of the ban on politics in 1978, the Federal Electoral Commission (FEDECO) registered five political parties namely: National Party of Nigeria (NPN), the Nigerian Peoples Party (NPP), the Great Nigeria Peoples Party (GNPP), the

Peoples' Redemption Party (PRP) and the Unity Party of Nigeria (UPN). The sixth party, the Nigerian Advanced Party (NAP) came later. NPN had a Northern Hausa-Fulani and Middle-belt outlook, the NPP was dominant in Igbo land. The GNPP was led by Waziri Ibrahim and had its support from the Middle-belt. The PRP was led by late Aminu Kano. This was a Northern-based party, its supporters were the *talakawas* (the poor) and people from Kaduna State. The UPN had its base in the Western part of Nigeria and the old Bendel, the NAP was led by Tunji Braithwaite; the base of this party was the youth.

During this regime and before this, it was a multi-party system, which failed at both points to bring about unity, peace, stability and economic development. This did not mobilize the masses for national development; rather, there was ethnic division, corruption, indiscipline and lack of national goals.

### **c. Third Republic**

This Republic was aborted as soon as it came onboard. The National Electoral Commission (NEC) did not find the fifty (50) political associations worthy enough, when Babangida's regime opened the door for politics. The parties were: People's Solidarity Party (PSP) People's Front of Nigeria (PFN), Liberal Convention (LV), Nigerian Labour Party (NLP), Nigerian National Congress (NNC), etc. all these were based on regional tribal affiliations, Babangida, however, came up with two parties; Social Democratic Party (SDP), and the National Republican Convention (NRC). These parties were based on national outlook; this however was a plus for the Babangida regime. Since the government set up these parties, the government was involved in all their doings e.g. constitutions, structures, elections, membership, and funding, etc. membership of these parties cut across ethnic, regional, religions and class environment.

This however gave the picture of inclusiveness for a plural society like Nigeria. This moved Nigeria from ethnic politics to politics of national orientation. Just at the peak of his glory, Babangida destroyed what he had done by annulling the June 12<sup>th</sup> 1993 presidential election won by chief MKO Abiola. This election was acclaimed even by the international community to be the fairest. It was however, truncated just as issues were beginning to take shape in Nigeria.

### **ACTIVITY III**

Discuss Party Politics in the First, Second and Third Republics.

### **d. The Abacha Transition Period**

Abacha becoming the next military head of state also had a flair for the multiparty system. Five (5) parties came onboard; the United Nigerian Congress Party (UNCP), the Congress of National Consensus (CNC), the Grassroots Democratic Movement (GDM), the Democratic Party of Nigeria (DPN) and lastly, the National Party of Nigeria (NPN). These, also, were based on ethnicity and regionalism looking at their leadership structures. These political parties came out with the issue of consensus

candidacy by adopting Sani Abacha as the presidential candidate. The death of Sani Abacha truncated this dangerous ambition of the maximum dictator.

#### **e. Fourth Republic**

After Sani Abacha's death, on June 8<sup>th</sup> 1998, General Abdulsalam Abubakar was appointed the military head of state and commander in chief of the armed forces. Under his regime, multiparty system came onboard, again when the Independent National Electoral Commission (INEC) gave clearance for council elections in 1998. After the local government elections, the People's Democratic Party (PDP), the Alliance for Democracy (AD), the All People's Party (APP) emerged as the parties that met the conditions for registration. The Alliance for Democracy (AD) was a South west region party, All People's Party (APP) was for the North, while the People's Democratic Party (PDP) was a North and South group whose members were money bags and treasury looters. These groups of people are the elitist class, who were the so-called political class, whose interest was to pursue their class interest. In 2002, other parties came onboard namely: United Nigeria People's Party (UNPP), National Democratic Party (NDP), All Nigerians People's Party (ANPP). However, by December, 2002 registered and accredited parties came up to 30. Out of all these parties, only PDP had a national outlook, despite its exploitative operations and its group of political class.

The Nigerian general election of 2007 in which Umaru Yar'Adua won, was highly controversial. Although, even the international observers said it was not credible and fell below international standards, he was sworn in. However, the reign was short-lived, as Yar'Adua died. President GoodluckEbele Jonathan took over until his election of 2011 at the presidential polls. He held power until 2015 when at the 2015 polls, President MuhammaduBuhari of the All Progressives Congress took over from him. It was the first of its kind that a sitting president was defeated in an election.

One of the many challenges about Nigeria's elections is the continuous rigging by all political parties. This has been affecting election management even with the use of card readers in the elections now. This has brought about the integrity questions on Nigerians to look inwards and do self-purification Danladi (2015) and CSI (2007).

#### **ACTIVITY III**

- i. Describe the development of party politics in Nigeria during the Abacha and the Fourth Republic.
- ii. Discuss the effects of ethnic and regional conflict on party formation in Nigeria.

#### **4.0 SUMMARY**

The unit attempted to define the following concepts: society, politics, political parties, and also to discuss party politics in Nigeria since independence in 1960. The note discussed the party politics of the first to the fourth republic. The pressure from the

discussions show ethnicity, regionalism as the basis for the formation of the political parties except for the third republic when a party with a national outlook came up. This however was short lived as it was annulled by the military head of state president Babangida. This brought about the same scenario in the fourth republic.

## **5.0 ASSIGNMENT**

- i. Discuss Nigeria's party politics from the First to the Fourth Republics.

## **6.0 REFERENCES**

Otakpor, N. (1995) in Oviasuyi and Aiya (2003). *Proliferation of Political Parties: Implications for National Stability and Development in Nigeria*. Ekpoma. Institute for Governance and Development, Ambrose Ali University.

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## **UNIT 2      EVOLUTION OF POLITICAL PARTIES AND ITS IMPACT ON SOCIAL LIFE OF NIGERIANS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Reasons for the Emergence of Political Parties in Nigeria
  - 3.2 Impacts of Political Parties on the Social Life of Nigerians
- 4.0 Summary
- 5.0 Assignments
- 6.0 References

### **1.0 INTRODUCTION**

This unit discusses how political parties evolved in Nigeria and how it has affected the social life of Nigerians. Politics in Nigeria has a history. The attainment of independence in 1960 was a product of the party politics.

### **2.0 OBJECTIVES**

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

- discuss the evolution of political parties; and
- analyze the impact of political parties on Nigeria's social life.

### **2.1 HOW TO STUDY THIS UNIT**

Do further reading on this unit by the use of the internet search engines.

### **2.2 WORD STUDY**

**Social life:** connected with ones position in the society or with the activities in which people meet each other for pleasure

**Political parties:** organized groups of persons under a common umbrella for the purpose of capturing power in government.

### **3.0 MAIN CONTENT**

#### **3.1 Reasons for the Emergence of Political Parties in Nigeria**

Political parties in Nigeria started due to militant nationalism and ethnicity. Militant nationalism encouraged the development of political parties as said by Sklar (1963) in Adeyono (2007). This came up to fight colonialism which was oppressive and discriminatory. An example was the 1946 Richards Constitution that came on without informing Nigerian nationalists or leaders. This brought about the tours of the

National Council of Nigeria Citizens (NCNC). They toured to raise funds to ask for the abrogation of the constitution. In view of this, NCNC, the Nigerian National Democratic Party (NNDP) and the Nigerian Youth Movement (NYM) and the Zikist Movement came onboard. The militant nationalism brought about a pace of constitutional advancement which in return stimulated the development of political parties.

Also, the ethnic theses argued that political associations or unions later came to become political parties which emerged on tribal or ethnic line. This brought unions like the Ibibio speaking people of 1928, the Ibo clan in the 1930s, tribal unions in Port Harcourt and Lagos in 1934. In 1945, the unity group of the Yoruba came on board by a group of students in London led by late the Chief Obafemi Awolowo called “Egbe Omooduduwa” which became a political party named Action Group in 1951. In 1948, Ziks supporters, the leaders of the NCNC formed the Yoruba Federation Union to go against Egbe Omooduduwa. The Hausa/Fulani in the North formed their own unions, the Northern Teachers Welfare, the Bauchi General Improvement Union and the Youth Circle of Sokoto. This came under one party, the Northern People’s Congress (NPC) in 1951.

### **ACTIVITY I**

What are the reasons for the emergence of political parties in Nigeria?

### **3.2 Impacts of Political Parties on the Social Life of Nigerians**

Political parties have a lot of impacts on the social life of Nigerians in many ways:

- a. Development of socio-economic and political issues for the voters
- b. Nomination of candidates for election or elective posts
- c. Organization of electorates to see that the party’s policies are adopted.
- d. Political parties offer the electorate a choice of programmes and political leaders.
- e. Political parties conduct campaigns to be able to get the people’s votes and also aggregate the interest of the people.
- f. Political parties help the electorates to develop their political attitudes or learn values and attitudes that affect their political decisions.
- g. By the use of press release, campaigns, literature and press conferences, also, a lot of sharing is done with the family, homes, churches, and mosques and schools, all these socialize them for political life or social life.

- h. Where there is one party system, (monocratic order), and the party only dominates, the social life of the people is not affected because the people cannot contest government decisions or is totally absent and the people are handled with some highhandedness Danladi (2015).
- i. Where there is more than one party there is an element of democracy and popular participation and the people are part of the government, not like the case of monocratic order.
- j. Since most political parties do not stick to the rules of the game after they are elected, this has brought about leadership problems that have impacts on the life of the people in Nigeria. Such problems such as corruption at all spheres of life, kidnapping, which is caused by issues such as corruption, collapse of our value system, poverty level of the populace, unemployment among the youth etc. There is also ethnicism. People think of their ethnic group before the nation because of their dissatisfaction with the government in power.

### **Activity II**

Discuss five impacts of political parties on the social life of Nigerians.

### **4.0 SUMMARY**

Unit 2 discussed how political parties evolved in Nigeria. The discussion argued that it evolved from activities of militant groups, who were tired of the rule of the colonialists. This brought about various groups and unions coming together under various ethnic associations and this led to the evolution of the political parties, which had a lot of influence on the social life of the people.

### **5.0 ASSIGNMENT**

- i. How did political parties evolve in Nigeria?
- ii. How also did these political parties influence the social life of the people?

## **6.0 REFERENCES**

- Danladi, E.N. (2015). '*Governance and Election Management in Nigeria: A Challenge for Social Studies and Civic Educators*'. A Paper Presented at the 3<sup>rd</sup> North Central Zonal SOSCEAN Conference at Federal Capital Territory College of Education Zuba-Abuja.
- Sklar (1963). In Adeyemo, F.O. (2003). *Government Made Simple*. Lagos: Frank Soba Nigeria Limited.

## **UNIT 3      MILITARY INTERVENTION IN NIGERIA AND ITS IMPACTS ON SOCIAL LIFE**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Concept of Military and Reasons for Military Intervention
  - 3.2 Achievements and Failures of Military Rules in Nigeria
  - 3.3 Implication of Military Rule in Nigerian Democracy and the Social Life of Nigerians
- 4.0 Summary
- 5.0 Assignments
- 6.0 References

### **1.0 INTRODUCTION**

Authoritarian regimes like the military have been long but retreating in the African Continent since the end of the Cold War in the 1980s. However, coming back to democratic rule has not been that easy, this is because the military still continues to make a reversal. They have been a serious threat to democracy since independence in Nigeria in 1960. Their processes have negative consequences on governance especially in Nigeria. For years, they have ruled and made democratization impossible and slow and also conflict-ridden. They have made good governance difficult. They have replaced good with bad and ugly (Jega 2007) and have not allowed development of national resources to thrive. This has brought about unresponsive, irresponsible and bad modes of governance and a bane to democratization. For good governance, military rule must not be allowed to thrive. For this to happen, good leadership is the answer by having good strategies that will help bring about good democratic practices. This unit discusses reasons for military intervention in Nigeria, military rule in Nigeria, achievement and failures in Nigeria, effects of prolong military rule and how it has implications for the Nigerian democratization process.

### **2.0 OBJECTIVES**

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

- discuss reasons for military rule;
- highlight the various military rules in Nigeria;
- discuss the achievements and failures of military rule in Nigeria and

- Identify and analyse the implications of military rule for the Nigerian democratization process.

## 2.1 HOW TO STUDY THIS UNIT

Do a lot of additional reading to keep you abreast of your studies.

## 2.2 WORD STUDY

**Military:** This is the non-civilian portion of the population that is charged with the protection of the territorial environment of the country.

**Military Intervention:** This is a situation where the military cease political power by force and suspend civil constitution.

## 3.0 MAIN CONTENT

### 3.1 Concept of Military and Reasons for Military Intervention

The military is a body of armed men and women practicing the legitimate profession of arms under the authority of civilian leaders and control of duly appointed commanders. Hutchful in Jega (2007).

There are many reasons for military intervention in Nigerian politics. First, when the military sees that its professional interests are threatened, and also its thinking that it is the only organized and equipped force that can influence or displace politicians.

Second, it comes because of the alarming way legitimacy has declined among political parties and the use of force to rule the populace is alarming. Third, it takes over from civilians because of the way politicians decide who the first among equals is. Fourth, there is the issue of bandwagon effect of what has happened with the military in other countries. Fifth, the military intervene in politics because of widespread corruption. For example in Nigeria, it overthrew Gowon Administration and Alhaji Shehu Shagari because of the corruption in the system. Sixth, they take over because of their personal and inordinate ambition e.g. Dimka's Coup of 1976 and Mamman Vatsa's Coup of 1985.

Seventh, according to Ukeje (2001) poor leadership and their bad administration and poor management of the ship of state has brought about coup d'états such as the Shehu Shagari administration by the then Brigadier (Late General Sani Abacha) in 1983, and also the toppling of Buhari regime in 1985. Eighth, in the words of Adeyemo (2001), there is the absence of peaceful means of change of governments by a few elites, clinging to power and for this reason opposition try to change it by force. Instead of using the ballot, it is done by the bullets. Ninth, the inability of most civilian governments to govern effectively. If a civilian shows that it is incapable, then the military has no option but to intervene and displace such governments. This is the case of the Balewa administration in 1966. Tenth, foreign intervention in politics has brought about military intervention. These foreigners collaborate with rebel groups to overthrow the government.

Finally, there are other reasons like political instability, election rigging, indecision, indiscipline, constitutional crisis, and insensitivity of the ruling elites to the yearnings of the people, frustration and disillusionment, violation of human rights by the ruling class, lack of smooth transfer of political power through the ballot, lack of purposeful leadership and direction. The military has no business in politics or governance, their main job is defence and looking after the territorial integrity of the nation-state from internal and external forces. Amdii (2004). It is their job to promote, protect national interest including the security of the state.

### **ACTIVITY I**

- i. Define the Military and reasons for military intervention.

### **3.2 Achievements and Failures of Military Rules in Nigeria**

To assess military intervention is a controversial issue in Nigeria. The successes and failures of the military is discussed on the political, social, economic and culturally and political perspective Adeyemo (2001).

#### **Success**

- i. Maintenance of law and order, it was able to control anarchy or disorder.
- ii. Creation of states and the local government reforms of 1976.
- iii. Babangida's grassroots participation.
- iv. Creation of political parties.
- v. Innovations of the voting system (open ballot system).
- vi. Nigerian's ability to speak with one voice on issues of national interest.
- vii. Improvement of Nigeria's image abroad
- viii. Promotion of Nigeria's culture [2<sup>nd</sup> World and Black Festival of Arts (FESTAC)] in 1977.
- ix. Foundation of qualitative education by opening of technical schools and universities.
- x. Introduction and the implementation of the indigenization policy or decree.

#### **Failures**

- i. Introduction of various economic programmes and their implementation such as the controversial Structural Adjustment Programme (SAP) in 1986 for Nigeria's economic recovery that led to the devaluation of the Naira. etc.
- ii. Excessive politicization of the military, which makes them to take over power at any time.
- iii. Recklessness of the political class.
- iv. Political culture relegated to the background.
- v. Fictionalization of the military.
- vi. Loss of professionalism in the military.
- vii. Decay and decomposition of the military.

## ACTIVITY II

- i What are the achievements and failures of military rule in Nigeria?

### 3.3 Implication of Military Rule in Nigerian Democracy on the Social Life of Nigerians

Military rule has a lot of implications for Nigerians democracy (Jega, 2007). Such implications include:

- i. Politicians have not lived up to the expectations. Still, they have not been serious with matters of the state, they have been in different work.
- ii. There is problem of raising expectations because there are gains of democracy. Democracy is not coming down to the people, its gains are hazy, poverty is still very high, ethnic, regional and religious identity has intensified.
- iii. The leadership question in Nigeria is very critical to the sustenance of our Nigerian Democracy. Our leadership is still selfish, not purposeful, and is not committed to using Nigeria's resources for the satisfaction of the populace. Invariably, they are not committed to the Nigerian project, which should help stop ethnic and religious tensions that threatened to dismantle the Nigerian Project. This has remained so because those who have taken over from the military are far away from what Nigeria should be. They have been nurtured and conditioned by militarism, which entails intolerance, insensitivity, no capacity for dialogue and a lot of selfishness. Most of our teachers do not respond to the discharge of their duties, as leaders have been involved in bickering and mud sliding between the legislature and the executive which affects the passing of bills that are meant to improve the social life of the people. This is because they are self-serving, and do not respect popular desires and expectations of the people.

## ACTIVITY III

What are the implications of military intervention on democracy and the social life of Nigerians?

### 4.0 SUMMARY

This unit discussed military intervention and its effects. Military rule in Nigeria has been threatening Nigeria's democracy for some time now. They come and go. Much has been the bane of our problem in Nigeria. This is because they have made good governance difficult. If democracy must thrive, the military has no business in the process, despite their lofty reasons for intervening in politics and even some of their achievements. They have always left Nigeria worse than they met it, because they brought corruption and have not been able to curb it and many other vices in Nigeria.

### 5.0 ASSIGNMENTS

- i. Discuss the reasons for military intervention.
- ii. What are the effects of long stay of the military in Nigeria?



## 6.0 REFERENCES

- Adeyemo F.O. (2001). *Government Made Simple*. Lagos: Fanco Soba Nig. Ltd.
- Amdii V.L. (2014). The Role of the Political Class in the Management of Democracy in Nigeria: Implication for Social Studies. *Nigerian Journal of Social Studies and Civic Education*. Vol. 8 (1) 1-24.
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## **UNIT 4 PARTY POLITICS AND DEMOCRACY 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 Democracy
  - 3.2 Development of Modern Democracy
  - 3.3 Implications of Representative Government for Nigeria.
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **1.0 INTRODUCTION**

This unit is concerned with party politics and democracy; it discusses modern democracy and the issue of representative government and the role of political parties in the democratic process.

### **2.0 OBJECTIVES**

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

- define democracy and representative democracy;
- discuss the development of modern democracy;
- identify one of the pillars of democracy (political parties); and
- discuss their importance to the issue of democracy and their implications on the Nigerian democracy.

### **2.1 HOW TO STUDY THIS UNIT**

Study the new words in this unit and study the units properly. Attempt all the activities.

### **2.2 WORD STUDY**

**Democracy:** peoples' government

**Representative government:** government formed through election of representatives

### **3.0 MAIN CONTENT**

#### **3.1 Democracy**

According to Nardom, Yusuf, Musa and Punsmit (2012), and Adeyeno (2001); the word democracy is derived from two Greek words: "Demo" (People) and "Kratia" (ruler ship). It then means that democracy should be people's government or the rule

of the people. It is rulership based on the people's consent. It is government of the people by the people.

### **Representative Democracy.**

This according to Adeyemo (2001); means government by a group of people, who are elected by the people and have given them their mandate. This group represents the masses in the executive and the legislature. In a representative democracy, election is the key element which is supposed to be free and fair and credible. In this way it makes the government legal and also to get popular support of the people. In this type of democracy, rulers have a stipulated time to rule, after which fresh elections are done. This safeguards a particular group remaining in power for more than necessary.

### **ACTIVITY I**

Define Democracy and Representative Democracy.

### **3.2 Development of Modern Democracy**

Democracy first came in Greece. It was centered around Greek cities such as Sparta, Athens, etc. This type of arrangement brought all adults together in a city square or assembly. Here everybody contributes to what types of law and decisions of governance. Here individuals make comments about governance directly. At that time it was known as "Direct Democracy" or "Classical Democracy".

However, as these cities continued to develop, this practice of classical democracy had to stop because of the increase in number of the population. It made the assembly chaotic, noisy, and it could not be controlled. This brought about the idea of selecting just representatives (Senators) who will represent the people at the city assembly. It was called "indirect democracy" or "representative democracy". Today, this representative democracy is known to be constitutional and liberal. The democratic process today, the world over, is the popular and acceptable types of government. Any country that does not practice it is sanctioned and not seen as serious by the international community. This is so because democracy, when done properly gives the masses some dignity and a sense of belonging and also guarantees their rights. Democracy came aboard for very many reasons:

- i. Bad governance and highhandedness of the feudal lords and kings.
- ii. The equality of human beings.
- iii. Writing of philosophers such as Plato, Aristotle, Rouseau, Thomas Hobbes, John Stuart Mill etc.
- iv. Socio economic and political problems such as slavery/imperialism, poverty, marginalization of minority groups, increased diversity of urban centres/countries
- v. The influence and support given to democracy by world powers, that is, America, France, Russia, Germany, United Kingdom

## ACTIVITY II

Describe the development of modern democracy.

### 3.3 Implications of Representative Government for Nigeria.

In Nigeria and the world over Democracy, despite its perception has remained elusive. There are many conceptions to what democracy really is. Can it be universally applied? What then is it in Nigeria? How do the civil society groups see it? They see it in many ways with various political attitudes, values, ideals, and sentiments etc. In Nigeria there are varied political cultures with their varied conceptions, Jega,(2007). Most of them have their conceptions of democracy and their expectations of it. Such as the political class, business group, religious groups, traditional rulers, the media, professional groups, women, workers/peasants and students.

For the political class who are antidemocratic they see democracy as a place to pursue their selfish interest to the detriment of the masses and also to loot the treasury.

Women groups have continued to be part of the debate on gender bias. To them, they see the society as patriarchal and exploitative. They want to see equal opportunities for men and women in all spheres thus politically, economically, socially and culturally.

If we ask what impact does the state have on the workers and peasants? Labour is vital to civil society. In the words of Venezuela in Jega (2004) the labour unions have continued to have problems with government, sometimes their leaders in these labour unions give in and this make them unpopular among their members. Even the students in higher institutions are not left out in this dislike of Nigeria's democratic process.

All these conceptions of Democracy have seen Democracy selective and see it as winner takes all situations on the use of power in the Nigerian Democratic process. Amdii (2015). To them getting to power is based on religion, ethnic leaning, and regionalism. To redress this, the Nigerian Democracy must be people-driven. Democrats must be committed, lay good foundations for democratic governance and a credible government.

Businesses do not like democracy because to them, it kills the economy; to them it is a bunch of chaos; to them it is a way that makes ways to state-based economy.

For the religious group, Democracy can come if the people see salvation as a way to socio-economic and political liberation. They are for democracy because it must be geared towards social justice and the fear of God.

For the Oba, Chiefs, Emirs, who are the custodians of tradition, seen to have hobnobbed with the "haves" because they have become political and have direct access to the coffers of state. For the professional associations, such as the NUT, ASSU, NBA, have seen many problems affecting the Nigerian state such as lack of proper leadership, no transparency in governance, lack of fundamental human right, no popular participation in governance and also no economic empowerment of the people (Amdii2015). For this reasons they have continued to fight for a Nigerian Democracy that is inclusive.

### **ACTIVITY III**

What are the implications of representative democracy for Nigerians?

#### **4.0 SUMMARY**

This unit delved into the issues of party politics and democracy. It conceptualized democracy and representative government. It also discussed the role political parties have played in Nigerian democratic process. It discussed the aspirations and expectations of the civil society such as the political class, women business, academicians etc. in the representative government practiced in Nigeria.

#### **5.0 ASSIGNMENT**

- i. Discuss the expectation of civil society from democracy.
- ii. What brought about democracy globally?

#### **6.0 REFERENCES**

- Amdii V.L. (2015). The Role of Political Class in Nigeria: Implications for Social Studies. In the Nigerian Journal of Social Studies and Civic Education. Vol 8. (1) 1-24
- Jega (2007). Democracy, Good Governance and Development in Nigeria. Ibadan. Spectrum Books Ltd.

## **UNIT 5      CONSOLIDATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Conceptual Analysis
  - 3.2 Political Parties since Independence
- 4.0 Summary
- 5.0 Assignments
- 6.0 References

### **1.0 INTRODUCTION**

In the world's political process, every nation has to develop their political parties. In Nigeria, the party system developed from fabric of colonial rule. The country called Nigeria emerged from a geo-political entity with different ethnic groups and their various dialects. Before the coming of the colonialists, they lived in separate socio-political settings having their various topography, territorial sizes, native governments, cultural values, religion and diverse backgrounds. During the anti-colonialists fight, the political parties that emerged were established on the various ethnic cocoons, which showed that Nigeria was a group of diverse people that were forced together by the colonialists. The political parties according to Afakpor (1995) were bedeviled by ethnic consciousness and loyalty to the ethnic group and so had no cohesive force. This was the picture when Nigeria gained her independence in 1960. In view of this, this module discusses the concepts of society, politics, party politics and political parties since independence, evolution of political parties, the social life of Nigerians, military intervention in Nigeria, influence of military regimes in Nigeria, party politics and democracy and its implication for the Nigerian Democracy.

### **2.0 OBJECTIVES**

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

- conceptualize society, politics, party politics, and political parties; and
- discuss party politics since independence in Nigeria.

### **2.1 HOW TO STUDY THIS UNIT**

Study each section of the unit properly

## 2.2 WORD STUDY

- Society:** Interaction of members of a social group that produces a pattern of behavior.
- Party Politics:** activities of politicians through organized processes that leads to emergence of leaders.
- Independence:** freedom from social, economic, cultural, and political domination.
- Political Parties:** organized groups of persons under a common umbrella for the purpose of capturing power in government.

## 3.0 MAIN CONTENT

### 3.1 Conceptual Analysis

**a. Society:** According to Adeyemo (2001), it is both a sociological and political concept. It is a group of people associated for a common purpose. It is a comprehensive social grouping that includes all social institutions required to meet human needs.

A society is a group of people bound together and that share their own institutions and culture. It is the final authority to make decisions and resolve conflicts.

**b. Politics:** Politics is the distribution of resources and who gets what and how in any political system. It is a contest for power and uses the following tools: electoral votes, money, good organization, manifesto, convincing issues and political work for victory at the polls. It is the study of political powers and systems of government. Politics, if it is to be played well must follow the rule of the game.

**c. Political Parties:** They are political organizations or political associations. They aggregate group interests of individuals into blocs of group interests.

**d. Party Politics:** It is an avenue by which electors with the most acceptable machinery ensure responsible government. It makes it possible for citizens to make their choices and elects members who should be responsible for their needs and aspirations. It involves healthy party rivalry between political parties. It is common in all political systems and it can assume one or multi party systems of government. It is struggle for power. It can be healthy and unhealthy where it is unhealthy it leads to political instability, political chaos, crisis and disorder as well as fraud. It is funded by donations and fundraising by individuals interest groups, companies, multinationals, but this is not acceptable, also, is the issue of election rigging, use of unauthorized ballot papers, use of thugs, and also cross-carpeting from one party to another.

## ACTIVITY I

Define party politics, political parties and society.

### 3.2 Political Parties since Independence

#### a. First Republic

When Nigeria gained her independence in 1960, there were three political parties; National Council of Nigerian Citizens (NCNC), The Northern People Congress (NPC), and the Action Group (AG), who consolidated their ethnic block which they have been controlling since before independence. They were entrenched in Regional governments and they got their support from communal ethnic foundations of the parties Sklar (1963) in Oviasuy and Aiya (2003).

During this era, there was regionalism of political parties; this was also shared by the major political parties. This was a negative trait and was inimical to the stability of the nation and also to development.

#### b. Second Republic

At the lifting of the ban on politics in 1978, the Federal Electoral Commission (FEDECO) registered five political parties namely: National Party of Nigeria (NPN), the Nigerian Peoples Party (NPP), the Great Nigeria Peoples Party (GNPP), the Peoples' Redemption Party (PRP) and the Unity Party of Nigeri (UPN). The sixth party, the Nigerian Advanced Party (NAP) came later. NPN had a Northern Hausa-Fulani and Middle-belt outlook, the NPP was dominant in Igboland. The GNPP was led by Waziri Ibrahim had its support from the Middle-belt, for the PRP. It was led by late Aminu Kano. This was a Northern-based party; its supporters were the *talakawas* (the poor) and people from Kaduna State. The UPN had its base in the Western part of Nigeria and the old Bendel, the NAP was led by Tunji Braithwaite; the base of this party was the youth.

During this regime and before this, it was a multi-party system, which failed at both points to bring about unity, peace, stability and economic development, this did not mobilize the masses for national development, and rather there was ethnic division, corruption, indiscipline, lack of national goals.

## ACTIVITY II

Discuss party politics in the first and second regime in Nigeria.

#### c. Third Republic

This republic is aborted even when it came onboard. The National Electoral Commission (NEC) did not find the fifty (50) political associations worthy enough, when Babangida's regime opened the door for politics. The parties were: People's Solidarity Party (PSP) People's Front of Nigeria (PFN), Liberal Convention (LV), Nigerian Labour Party (NLP), Nigerian National Congress (NNC), etc. all these were



based on regional tribal affiliations. Babangida however, came up with two parties; Social Democratic Party (SDP), and the National Republican Convention (NRC). These parties were based on national outlook; this however was a plus for the Babangida regime. Since the government set up these parties, the government was involved in all their doings e.g. constitutions, structures, elections, membership, and funding, etc. membership of these parties cut across ethnic regional, religions and class environment.

This however gave the picture of inclusiveness for a plural society like Nigeria. This moved Nigeria from ethnic politics to politics of national orientation. Just at the peak of his glory, Babangida destroyed what he had done by annulling the June 12<sup>th</sup> 1993 presidential election won by chief MKO Abiola. This election was acclaimed even by the international community to be the fairest. This however truncated the elections just as issues were beginning to take shape in Nigeria.

#### **d. Abacha Transition Period**

Abacha becoming the next military head of state also had a flair for the multiparty system. Five (5) parties came onboard; the United Nigerian Congress Party (UNCP), the Congress of National Consensus (CNC), the Grassroots Democratic Movement (GDM), the Democratic Party of Nigeria (DPN) and lastly, the National Party of Nigeria (NPN). These, also, were based on ethnicity and regionalism looking at their leadership structures. These political parties out with the issue of consensus candidacy by adopting Sani Abacha as the presidential candidate. The death of Sani Abacha truncated this dangerous ambition of the maximum dictator.

#### **e. Fourth Republic**

After Sani Abacha's death, on June 8<sup>th</sup> 1998, General Abdulsalam Abubakar was appointed the military head of state and commander in chief of the armed forces. Under his regime, multiparty system came onboard, again when the Independent National Electoral Commission (INEC) gave clearance for council elections in 1998. After the local government elections, the People's Democratic Party (PDP), the Alliance for Democracy (AD), the All People's Party (APP) emerged as the parties that met the conditions for registration. The Alliance for Democracy (AD) was a South west region party, All People's Party (APP) was for the North, and while the People's Democratic Party (PDP) was a North and South group whose members were money bags and treasury looters. This group of people is the elitist class, who were the so-called political class, whose interest was to pursue their class interest. In 2002, other parties came onboard namely: United Nigeria People's Party (UNPP), National Democratic Party (NDP), and All Nigerians People's Party (ANPP). However, by December, 2002 registered and accredited parties came up to 30. Out of all these parties, only PDP had a national outlook, despite its exploitative operations and its group of political class.

The Nigerian general election of 2007 with Umaru Yar'Adua won the highly controversial election under the People's Democratic Party (PDP), although even the international observers said it was not credible and fell below international standards, he was sworn in, however, the reign was short-lived as Yar'Adua died. President Goodluck Ebele Jonathan took over until his election of 2011 at the presidential polls. He held power until 2015 when at the 2015 polls; President Muhammadu Buhari of the All Progressives Congress took over from him. It was the first of its kind that a sitting president was defeated in an election.

One of the many challenges about Nigeria's elections is the continuous rigging by all political parties. This has been affecting election management even with the use of card readers in the elections now. This has brought about the integrity questions on Nigerians to look inwards and do self-purification Danladi (2015) and CSI (2007).

### **ACTIVITY III**

Discuss the effects of ethnic and regional conflict on party formation in Nigeria.

#### **4.0 SUMMARY**

The unit attempted to define the following concepts: society, politics, political parties, and also to discuss party politics in Nigeria since Nigerian independence. The lecture discussed the party politics of the first to the fourth republic. The pressure from the discussions show ethnicity, regionalism as the basis for the formation of the political parties except for the third republic when a party with a national outlook came up. This however was short lived as it was annulled by the military head of state president Babangida. This brought about the same scenario in the fourth republic.

#### **5.0 ASSIGNMENTS**

- i. Discuss Nigeria's party politics from the first to the fourth Republic.

#### **6.0 REFERENCES**

Otakpor, N. (1995) in Oviasuyi and Aiya (2003). *Proliferation of Political Parties: Implications for National Stability and Development in Nigeria*. Ekpoma. Institute for Governance and Development, Abrose Ali University.

Oviasuyi & Aiya (2003). *Proliferation of Political Parties: Implications for National Stability and Development in Nigeria*. Ekpoma. Institute for Governance and Development, Ambrose Ali University.

# **ANSWERS TO ACTIVITIES AND ASSIGNMENTS**

## **SSE 421 SOCIAL LIFE AND PARTY POLITICS IN NIGERIA**

### **UNIT 1**

#### **Activity I**

See 3.1 of Unit 1

#### **Activity II**

See 3.2 of Unit 1

#### **Activity III**

See 3.4 of Unit 1

### **UNIT 2**

#### **Activity I**

See 3.1 of Unit 2

#### **Activity II**

##### **Impacts of Political Parties on the Social Life of Nigerians**

- Development of socio-economic and political issues for the voters
- Nomination of candidates for election or elective posts
- Organization of electorates to see that the party's policies are adopted
- Political parties offer the electorate a choice of programmes and political leaders
- Political parties conduct campaigns to be able to get the people's votes and also aggregate the interest of the people

#### **Assignment**

See 3.1 of Unit 2

### **UNIT 3**

#### **Activity I**

**The military:** is a body of armed men and women practicing the legitimate profession of arms under the authority of civilian leaders and control of duly appointed commanders.

## **Activity II**

### **i) Reasons for Military Intervention in Nigeria**

- i. the military sees that its professional interests are threatened
- ii. legitimacy has declined among political parties
- iii. because of the way politicians decide who is the first among equals
- iv. widespread corruption
- v. the inability of most civilian governments to govern effectively
- vi. political instability
- vii. constitutional crisis
- viii. insensitivity of the ruling elites to the yearnings of the people

### **ii) Effects of Prolong Military Rule**

- i) impatience of the ruler and the ruled
- ii) inability to use dialogue instead of force to solve conflicts
- iii) excessive politicization of the military, which makes them to take over power at any time
- iv) recklessness of the political class
- v) political culture relegated to the background

## **Assignment**

See answer to Activity II

## **UNIT 4**

### **Activity I**

**i. Democracy:** is rulership based on the people's consent. It is government of the people by the people.

**ii. Representative Democracy:** is government by a group of people, who are elected by the people and have given them their mandate. In a representative democracy, election is the key element which is supposed to be free and fair and credible.

### **Activity II**

See 2.2 of UNIT 4

### **Activity III**

See 3.3 of UNIT 4

## **UNIT 5**

### **Activity I**

**Party Politics:** It is an avenue by which electors with the most acceptable machinery ensure responsible government. It makes it possible for citizens to make their choices and elects members who should be responsible for their needs and aspirations.

**Political Parties:** They are political organizations or political associations. They aggregate group interests of individuals into blocs of group interests.

**Society:** is a group of people associated for a common purpose. It is a comprehensive social grouping that includes all social institutions required to meet human needs.

### **Activity II**

Extract from 3.2 of UNIT 5

### **Activity III**

See 3.2 of UNIT 4

### **Assignment**

See 3.2 - Political Parties since Independence of UNIT 4