

**SSE 123:****INTRODUCTION TO NIGERIAN CULTURAL  
ENVIRONMENT****UNIT 1 MAN AS THE FOCUS OF SOCIAL STUDIES****CONTENTS**

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**1.0 INTRODUCTION**

This unit provides the foundation for the understanding of the essential features of Social Studies education. As a goal directed area of study, it concerns the concrete experiences man encounters as he relates to the various aspects of his environment. Thus, man is the focus of social studies.

**2.0 OBJECTIVES**

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

1. define social studies;
2. describe the nature and scope of social studies; and
3. explain man as the focus of social studies.

**2.1 ACTIVITY**

1. Reflect on the various disciplines that are different from social studies.

2. Think about the definition and nature of social studies that should be considered when discussing man's activities in relationship with his environment.
3. Ask questions about the uniqueness subject social studies, especially the focus on man in the environment.

## 2.2 How to Study his Unit

1. Carefully this Unit, noting and mastering the major points.
2. Attempt the self-assessment exercise and tutor-marked assignments in this unit.

## 2.3 WORDS STUDY

**Social studies:** A study of man in his totality.

**Citizenship:** This implies full membership in a country.

**Attitudes:** The behaviour that a person shows toward other people under various situations.

**Social living:** A way people relate to one another in the society.

## 3.0 MAIN CONTENT

### 3.1 The Definition of Social Studies

Social studies is a natural development from man's interaction and examination of the environment in which he lives. Therefore, social studies is a practical learning of coping strategies against the backdrop of the problems and challenges man encounters in his relationship with the environment. The main purpose is to help learners develop the ability to adapt and contribute to the ever changing environment. Hence, social studies is described as an investigation of human activities.

However, scholars have defined social studies differently. Among the definitions include:

1. A programme of study which a society uses to instil in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves.
2. An integrated study of man as he battles for survival in the environment preparing him for citizenship through the acquisition of useful knowledge and information, skills, values, attitudes and positive actions.

3. An organised integrated study of man and his environment both physical and social emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry.
4. Social studies is the study of man in his totality. It draws from a variety of sources to relate the individual to his social environment developing the right values, attitudes, and abilities to become a responsible citizen capable of performing his obligations.

From the foregoing definitions, it is evident that social studies education has certain essential features. These features will be discussed in the subsequent sub heading, captioned, *the nature of social studies*.

### **SELF ASSESSMENT EXERCISE 1**

1. Explain the meaning of social studies in your own words.
2. State the main purpose of social studies.

### **3.2 The Nature of Social Studies**

The nature of social studies means the essential characteristics which distinguish social studies from other subject areas. Some of these characteristics are presented in this section.

1. **It is the study of man as he interacts with the environment:** Thus, man is the central or core concern as he relates with the various aspects of the environment.
2. **Social studies is value-based:** This is because all the three domains of learning (cognitive, affective, and psychomotor) are emphasized. The affective learning domain is given major importance.
3. **Social studies is a problem oriented area of study:** This means it is a response to the problems of society with a view to looking for rational solutions to the problems identified.
4. **It is integrated knowledge:** Information drawn from a wide variety of sources is employed to study man in details. Consequently, social studies portrays the singleness and indivisibility of knowledge and the reality of man's interaction with the environment.
5. **Inquiry is at the core of all teaching approaches in social studies:** learners are expected to go into the environment to investigate, collect, analyse data to make informed judgement on social issues.
6. **Social studies is citizenship education:** This means, it exposes the learners to the basic views of citizenship that stresses rights and obligations, human dignity, moral and spiritual principles in interpersonal relations to enhance their acceptance as responsible citizens.

## **SELF ASSESSMENT EXERCISE II**

1. Identify any four characteristics of social studies.
2. Briefly explain why social studies is seen as a problem oriented area of study.

### **3.3 Man as the Focus of Social Studies**

Social studies is an integrated area of study that focuses man and his relationship with his physical and social environments. This is evident in meaningful social studies programmes through its scope, meaning the level and extent of context coverage depending on the grade level. The scope is ever changing considering the factors of time and human development. Thus, learners are prepared through social studies for active meaningful and challenging citizenship in a democracy like Nigeria.

Social Studies by its nature is interested in all aspects of human life and activities. The essence of this wide focus of human activities is the promotion of good citizenship. In other words, learners get to understand themselves, the environment, and the people around them through the worth of the content coverage.

Therefore, the scope of social studies covers socio-cultural, historical, political, geographical, economic, scientific and technological issues. Contemporary public issues which are gradually affecting the man's wellbeing are also built into the scope to equip the learners with survival skills to make valuable contributions for the progress of society. Issues like population education, drug education, HIV/AIDS education, peace education and family life education are included.

## **SELF ASSESSMENT EXERCISE III**

1. Identify any five areas covered by the scope of social studies.
2. Why is social studies interested in human life and activities?

### **4.0 SUMMARY AND CONCLUSION**

- Social studies is the study of man in his totality. Thus, man is the focus of social studies.
- Social Studies, by its nature, is interested in all aspects of human life and activities.
- Among the characteristics of social studies include: Social studies is value based, it is citizenship education, and it is the study of man as he interacts with the environment.
- The scope of social studies covers socio-cultural, historical, political, geographical, economic, scientific and technological issues.

## **5.0 TUTOR-MARKED ASSIGNMENT**

Discuss the distinguishing characteristics of social studies as an area of study.

## **6.0 REFERNCES**

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## **UNIT 2 MEANING OF SOCIALIZATION**

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- 4.0 Summary and Conclusion
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### **1.0 INTRODUCTION**

A new-born child is not yet a social being; it becomes one through socialization after being taught all the things he or she needs to know to function as a member of a specific society. The principal agents in the socialization process are the child's parents and his siblings, teachers, playmates, mass media and religious institutions. These agents encountered by the child may support each other by promoting or contradicting the goals.

### **2.0 OBJECTIVES**

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

- explain the concept of socialization;
- discuss the three types of socialization; and
- identify and explain the problems of socialization.

### **2.1 ACTIVITY I**

As you read through this unit:

1. Try to comprehend that each agent of socialization has its sets of rules and regulations that are instilled into new members of the society.
2. Reflect your mind to the fact that stability and progress of society could only be achieved if new members adopt the norms and values of the society.

3. Try to remember any particular time in your life that you learnt certain things like respect for elders, obedience, loyalty, hate and love.
4. Attempt all activities and assignment before checking for their answers at the end of this book.

## 2.2 How to Study his Unit

1. Carefully this Unit, noting and mastering the major points.
2. Attempt the self-assessment exercise and tutor-marked assignments in this unit.

## 2.2 WORD STUDY

**Socialization:** This is the process of learning the rules and expectations for behaviour for a given society.

**Sex-roles:** Learnt and expected patterns of behaviour associated with being biologically of one sex or the other.

**Re-socialization:** A process of breaking with one's past, of stripping one's old self, personality or identity and adopting a new way of life.

**Culture:** It refers to the totality of man's ways of life.

**Significant other:** A person with whom one psychologically identifies and whose opinions are important.

## 3.0 MAIN CONTENT

### 3.1 Definition of Socialization

Scholars have defined socialization differently, below are among some of the definitions:

1. Socialization is the process by which a biological human being becomes socially human. Thus, it is a learning process, all through life.
2. Socialization as a process is not restricted to learning behaviour of the new child alone, but rather as a life-long process since adults continuously learn to take up behaviour appropriate to the new position they occupy in day-to-day life.
3. Socialization is the process which transforms the child at birth from babyhood to adulthood.

4. Socialization is perceived as the learning process by which infants are made into normal human beings, possessed of culture and able to participate in social relations. Thus this process begins at birth and continues until death.
5. Socialization is the process whereby one internalises the norms of the group among whom one lives so that a distinct 'self' emerges, unique to this individual.

There are **three requirements** for adequate socialization. They include:

- **Teach ability:** Children must have the requisite biological potentials and abilities that permit learning to occur. E.g. Deafness, brain damage and other physical conditions may hinder interaction and socialising processes. Thus, it has been found that such children are incapable of fully internalising essential elements of human culture.
- **There must be an ongoing society:** That is society must have values, norms, roles, statuses, institutions, and a wide variety of social structures that are regular and patterned but in constant change. This implies that the society determines the content of socialization.
- **Social interaction:** The individual can only learn the behaviour and attitudes of his society through socialization. This implies that socialization does not occur in vacuum but requires successful interaction with other human beings.

### 3.2 Aims of Socialization

- (i) To teach fundamentals of life in society.
- (ii) To instill societal aspiration in members.
- (iii) To transmit basic skills into the individuals.
- (iv) It ensures that the individual is capable of fulfilling social roles.
- (v) Provision of identities through the aspirations it encourages or discourages.

### SELF ASSESSMENT EXERCISE I

1. Cite any two definitions of socialization.
2. Briefly explain any two preconditions for socialization.
3. Identify any four aims of socialization.

### 3.3 Functions of Socialization

From the societal perspective, the function of socialization is to enable its members play different roles and interact so that the individual and the group can function as a



whole. Socialization, in other words, aims at teaching the individual to behave within a social context and to integrate him into the society.

- i) It prepares new members of a social group or society to behave in a way the group desires.
- ii) Individuals are helped to acquire various skills.
- iii) It helps to integrate the individual into the group so that he can fit properly.
- iv) Society is made to be orderly and preserved from extinction.
- v) It helps to ensure that the culture of a group is transmitted from one generation to another.
- vi) Members are given a social self and are not allowed to behave like animal.

### 3.4 Types of Socialization

There are basically three types of socialization, they include:

- i) Childhood (Primary) Socialization
- ii) Secondary(Adolescent) Socialization
- iii) Adulthood Socialization

**Childhood (Primary) socialization:** This implies the learning process that changes an infant from a selfish biological being into an adult capable of displaying the necessary beliefs, skills, values, and attitudes. This is the process of social learning by a child. Childhood socialization is very significant because the success of adult socialization depends mainly on successful childhood socialization which is more intense.

**Secondary (Adolescent) Socialization:** The socialization experiences after childhood becomes more diversified. Higher levels of physical, intellectual, emotional, and social development enable the individual to access many things and places. The adolescent is more associated with knowledge acquired in post-primary educational institution.

**Adulthood socialization:** This is the process by which adults acquire new learning as they move occupationally, socially or geographically through various statuses at different stages in their life circle. This type of socialization is very important because society expects different behaviour characteristics in different situation. Also, he might change his jobs; become an employee or husband, wife or parent. Inability to learn certain necessary skills at childhood such as cooking, adult education, negative socialization, and absence of important agent of socialization during childhood requires new adult socialization (learns the requirement of a new role) or re-socialization (unlearns and re-learns necessary role transition).

### SELF ASSESSMENT EXERCISE II

1. Enumerate any four functions of socialization in human societies.
2. Identify the three types of socialization.

3. Why is childhood socialization very important?

### **3.5 Factors that Hinder Socialization**

Socialization is important in ensuring that the individual becomes a bona-fide member of his society, but certain factors can hinder this process in the following ways:

1. The method of the socialiser may be faulty. For example, some parents may be too rigid in the way they bring up their children. Consequently, this leads to children's disobedience.
2. If the child being socialized is mentally or physically handicapped, he may not be able to learn.
3. The views of the socialiser may conflict with those generally accepted by society and this factor may lessen his influence.
4. If the means and goals of socialization are detrimental, socialization may not occur.
5. There may be conflict between the traditional authority in the rural areas and the modern authority in towns. For instance, a village chief would feel bitter about the dictates of elite on the basis that what was good in the past should continue to be good any day any time.

### **SELF ASSESSMENT EXERCISE III**

1. What are the factors that hinder socialization?
2. Write short notes on the following:  
(i) Resocialization (ii) Adult socialization.

### **4.0 SUMMARY AND CONCLUSION**

- From the societal perspective, the function of socialization is to enable its members play different roles and interact so that the individual and the group can function as a whole. Socialization, in other words, aims at teaching the individual to behave within a social context and to integrate him into the society.
- There are basically three types of socialization; they include childhood (primary), Secondary (adolescent) and Adulthood socialization.
- Among the content of socialization are Language, Sex-role learning, Interpersonal relationship, Cognitive or problem-solving style, and Psycho-Sexual development.
- Socialization is important in learning but certain factors can hinder this process such as faulty method of the socialiser, conflicting views of the socialiser and that of the society.

## 5.0 TUTOR-MARKED ASSIGNMENT

Identify and discuss those aspects in which children in your locality are socialised.

## 6.0 REFERENCES

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## UNIT 3 AGENCIES OF SOCIALIZATION

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  - 3.3 Methods (Techniques) of Socialization
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### 1.0 INTRODUCTION

The individual is not born a member of society rather he learns to fit into the society he finds himself. This is done by preparing individuals and groups for all roles they are expected to perform throughout life. Thus, all societies are making efforts to improve the welfare of their citizens through the content and methods of socialization.

### 2.0 OBJECTIVES

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

- identify the various agents of socialization;
- discuss any three contents of socialization; and
- state and explain any four methods or techniques of socialization.

### 2.1 ACIVITY

1. Try to identify the first language spoken by a child in relation to the languages spoken in his community.
2. Try to appreciate the wisdom behind the specific things (content) learned in the social learning process.
3. Try to apply similar wisdom to common methods of socialization by which the child learns all the things his culture expects of him.
4. Try to attempt all the activities and assignments before you check for the answers at the end of the book.

## 2.2 How to Study his Unit

1. Carefully this Unit, noting and mastering the major points.
2. Attempt the self-assessment exercise and tutor-marked assignments in this unit.

## 2.3 WORD STUDY

**Content:** This means the knowledge, skills, attitudes, values, and feelings that a person learns.

**Socialization:** This is the process of learning the rules of and expectation for behaviour for a given society.

**Sex-roles:** Learned and expected patterns of behaviour associated with being biologically of one sex or the other.

**Behaviour:** Manners which are good or bad.

**Values:** The likes and dislikes of a person towards certain things, ideas, and actions.

## 3.0 MAIN CONTENT

### 3.1 The Agents of Socialization

Agents of socialization include the entire variety of significant individuals, groups and institutions that provide the social arrangement or context within which socialization takes place. For example, family, the school, the mass media, the peer group, the church, the work place, youth organisation, voluntary organization (clubs) political movements (political party) and retirement homes. The family is the primary agent of socialization which is responsible for infant socialization, while, the remaining agents are secondary agents responsible for adult socialization. Subsequent subheadings are among the agents of socialization to be discussed in details.

### SELF ASSESSMENT EXERCISE I

1. Mention any one primary agent of socialization.

2. List any four agents of socialization.

### 3.2 Content of Socialization

Content implies what is learned in the process of socialization. That is, content includes those topics that make up the knowledge, skills, attitudes, feelings, and values that the individual learns or teaches to become an effective citizen. From another perspective, content refers to all the learning that the individual is expected to acquire that will assist him to function properly in a given society. For example, norms, eating habits, dressing, greetings, language, festivals and symbols in the culture of a group or society. The following are among the content of socialization:

1. **Language:** This is where the child learns the various communication symbols, the names of objects, other people with whom he interacts, and how to interpret situations. The child's ability to learn language of his social group enables his learning of values, norms, and folkways.
2. **Sex-role learning:** People occupy different positions in society. Usually, most societies divide the roles to be played along sex and age lines. That is, society differentiates roles by their female and male members. Thus, when a child is born, he is raised to play the sex roles approved by the society.
3. **Inter-personal relationship:** Every member of society has to learn how to relate properly with fellow members to promote order, peace, and security in society. These are learnt through values like tolerance, love, patience, cooperation, good neighbourliness, and other social skills which an individual needs to properly relate with others.
4. **Cognitive or problem-solving style:** Every society has their method of tackling problem situations. Whereas some prefer conventional conforming approach, others remunerate divergence, critical thinking and decision making. For example, they can use proverbs and riddles to enhance thinking ability and critical analysis.
5. **Psycho-sexual development:** This has to do with child training practices necessary to bring children up from infants to mature adult expressing emotions as society permits.

### SELF ASSESSMENT EXERCISE II

1. What is content of socialization?
2. Briefly explain any three of the contents of socialization.

### 3.3 Methods (Techniques) of Socialization

The child comes to learn all the things his culture expects from him through several ways such as:

**1. Direct teaching:** This is the deliberate teaching of a child, what he needs to know about the behavioural characteristics of his culture. He is guided through verbal instruction. Thus, language and other symbols are used to guide and reinforced desired behaviour.

**2. Incidental learning:** This is unconscious learning without being consciously taught. E.g. a child who is being afraid of punishment learns to tell lies in order to avoid punishment. This subsequently makes the child a habitual liar.

**3. Learning by imitation:** Studies have revealed that children closely watch and observe the actions of their parents, older siblings, television heroes and other pop stars. They try to copy these models by imitating or identifying with them.

**4. Rewards:** In the socialization process positive behaviour is often approved through rewards which could be through gifts or praise to the child. This serves as reinforcement for repeated approved behaviour.

**5. Punishment:** This is to cause a person to suffer for a wrong act or fault in the individual's behaviour or misdeed. In other words, it is to show disapproval for a negative behaviour by not reinforcing it, so that it does not occur again. Punishment could take this form e.g. scolding, beating, and flogging for children. While, for adults it could take the form of imprisonment, flogging and fines. This is common among African parents. There have been divided opinions on the use of punishment. Thus, it has both positive and negative sides.

**6. Initiation ceremonies:** This is another method of socialization. Children pass through rites which are considered important in their culture, e.g. belonging to age-grades or members of certain associations for either religious or recognition reason.

**7. Story telling:** This method serves to instill some kinds of lessons to the people that listen to the story or just for pleasure.

### SELF ASSESSMENT EXERCISE III

1. Identify and explain any five methods of socialization.
2. Do African parents have faith in the efficacy of punishment for behavioural change?

### 4.0 SUMMARY AND CONCLUSION

- Agents of socialization include the entire variety of significant individuals, groups and institutions that provide the social arrangement or context within which socialization takes place.

- Among the methods of socialization include **direct** teaching, incidental learning, learning by imitation, rewards, punishment, initiation ceremonies, and storytelling.
- Content implies what is learned in the process of socialization. That is, those topics which make up the knowledge, skills, attitudes, feelings, and values that the individual learns or teaches to become an effective citizen.
- Norms, eating habits, dressing, greetings, language, festivals and symbols in the culture of a group or society are examples of content of socialization.

## **5.0 TUTOR-MARKED ASSIGNMENT**

Describe how you learnt some of the knowledge, attitudes, values, and skills that you now possess.

## **6.0 REFERENCES**

- Aliyu, S.O. (2004). Socialization Processes in Ololobou, Y.P.S (2004) Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.
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## **UNIT 4 THE FAMILY AS AN AGENT OF SOCIALIZATION**

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- 3.0 Main Content
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  - 3.2 Roles of the Family
  - 3.3 The Family as an Agent of Socialization
  - 3.4 Patterns of Childrearing
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

### **1.0 INTRODUCTION**

This unit discusses the family as an agent of socialization. The family exists in a rapidly changing society. The skills and values taught to children in the home may not match with the current modern sectors of the society. This is because the family has a traditional role of socialization. Thus, the contribution of family in the socialization of the individual will be discussed.

### **2.0 OBJECTIVES**

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

- enumerate any four features of socialization;
- state and explain the contribution of the family to the socialization of the child; and
- enumerate any two patterns of child rearing.

### **2.1 ACTIVITY I**

1. Reflect on how children are brought up in your community or home.
2. Think about the different behaviour expressed by people towards one another as they interact within the society.
3. Ask questions on the advantages people get from the patterns of child rearing.



4. Try to answer all the activities and the tutor-marked assignment before you check for the answers at the end of this book.

## 2.2 How to Study his Unit

1. Carefully this Unit, noting and mastering the major points.
2. Attempt the self-assessment exercise and tutor-marked assignments in this unit.

## 2.3 WORD STUDY

**Interest:** Those feelings or things that a person likes.

**Ambition:** What a person wants to achieve in life.

**Social placement:** Putting somebody in a social position, usually in the society.

**Social self:** This is the way an individual sees himself while interacting with others.

## 3.0 MAIN CONTENT

### 3.1 Features of Socialization

The following are among the features of socialization:

1. **Social Self:** The total characteristics of the individual develops from how he sees himself as a result of interacting with others, this subsequently gives him a sense of who he is and what he wants to become.
2. **Generalised others (role-playing):** These are important members of the child's community from whom certain behaviours are learnt. For example, parents, relatives, and close friends.
3. **Life-Long:** Socialization starts from birth and goes on until death. Many changes occur in the individuals 'social self' during this period.
4. **Knowledge and skill learning:** The parents and significant others define the situation the individual finds himself and then select the relevant knowledge and skills and modify them to meet his social needs.

### 3.2 Roles of the Family

As a primary socializing agent, the family may be referred to as a system of interacting personalities. In its interactional process the family is able to influence its members in the following ways:

- (i) It provides companionship, love and security for the children and members.
- (ii) It establishes and continues inter-personal relationships between members.

- (iii) It provides the foundations for personality development.
- (iv) The family is a smaller group, more closely-knit social system.
- (v) Relationships at the family level are more intimate and face-to –face.
- (vi) The old and the young are related to a well-defined hierarchy of status.
- (vii) The family provides the individual with a primary group membership that endures through his life.
- (viii) The social class and status of the parents greatly affect what the child internalized.

### **SELF ASSESSMENT EXERCISE I**

1. Who are the members of your family?
2. What are the features of socialization?
3. How does the family influence its members?

### **3.3 The Family as an Agent of Socialization**

The family is the most significant socialization agent for the child. This is because the family provides the child with the very first training. That is, family is able to make deep and lasting impressions or impact on the child's personality. The child learns his first close emotional tie, finds physical support, and learns the approved behaviour patterns, values, attitudes, norms and folkways of his society. Thus, the family is the 'significant other' the child identifies with. The family provides a unique set of experiences to its children which shape the passage of their development as individuals.

Family differs in structure from culture to culture. That is, in one culture the nuclear family is the norm. While in another culture, the extended or stepfamily may be more common. Within the same society or culture, variations in family pattern also exist along race, family background, social class, religion, and ethnicity. These differences in family background means differences in family values, norms, beliefs, preferences, aspirations, ideologies, discipline, achievement and motivation. These family features are known to influence the way families socialise their children. E.g. the socialization patterns of a Muslim family, Christian family or black family will not be the same.

### **SELF ASSESSMENT EXERCISE II**

1. What do you understand by differences in family background?
2. Identify any four functions of a family.

### 3.4 Patterns of Child rearing

Patterns of child rearing implies habits, methods, and practices by which child socialization is carried out. This pattern of child rearing differs according to cultures and social groups which is socio-culturally determined. There are two broad socialization patterns.

1. **Repressive socialization:** This pattern stresses obedience, respect for authority and external control of behaviour is emphasized. Thus, conversation or dialogue between parent and child is not encouraged.
2. **Participatory socialization:** This emphasizes reward for good behaviour, that is, it discourages punishment. It tries to teach the child not to continue with a particular behaviour. Therefore, the child is told the reason why he is being punished for a wrong act. This allows the child freedom for exploring his environment.

#### **REPRESSIVE SOCIALIZATION**

1. Punishing wrong behaviour
2. Material rewards and punishment
3. Obedience of child
4. Non-verbal communication
5. Communication as command
6. Parent-centred socialization
7. Child's perception of parents' wishes

#### **PARTICIPATORY SOCIALIZATION**

- Rewarding good behaviour
- Symbolic rewards and punishment
- Autonomy of child
- Verbal communication
- Communication as interaction
- Child-centred socialization
- Parent's perception of child's socialization

#### ***Contrast Patterns of Socialization***

*(Source: Adapted from Igbo, Eddie Floyd, M., 2011)*

#### **SELF ASSESSMENT EXERCISE III**

1. What do you understand by child rearing pattern?
2. Discuss any two patterns of child rearing known to you.

#### 4.0 SUMMARY AND CONCLUSION

*The family, the school, the mass media, the peer group, the church, the work place, youth organisation, voluntary organization (clubs) political movements (political party) and retirement homes are examples of socialization agents.*

- The Family is the most significant socialization agent for the child. This is because the family provides the child with the very first training.
- Patterns of child rearing implies habits, methods, and practices by which child socialization is carried out. This pattern of child rearing differs according to cultures and social groups which is socio-culturally determined.
- The two broad socialization patterns include: Repressive and participatory socialization.
- In its interactional process the family is able to influence its members in many ways.

#### 5.0 TUTOR-MARKED ASSIGNMENT

What are the benefits that you get from the family?

#### 6.0 REFERENCES

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## **UNIT 5 THE SCHOOL AS AN AGENT OF SOCIALIZATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 Activity
  - 2.2. How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 The Goals of the School
  - 3.2 Functions of the School
  - 3.3 The School as an Agent of Socialization
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

### **1.0 INTRODUCTION**

In this unit, you are presented with some influences of school on the socialization process. This is based on the fact that the family and peer group have very strong link with the behaviour and skills of the individual child. However, schools have been recognised as very important agent of socialization in our modern world. Thus, the concept of school as an agent of socialization shall be discussed in this unit.

### **2.0 OBJECTIVES**

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

- explain the meaning of school in your words;
- identify any four functions of the school in socialization process; and
- discuss the role of school as an agent of socialization.

### **2.1 ACTIVITY I**

1. Think of any story that will convey the meaning and contribution of school to socialization.
2. Bear in mind that the world we are, school is a larger social institution.
3. Identify and discuss those places where people learn various things, such places form what may be referred to as school.

### **2.2 How to Study his Unit**

1. Carefully this Unit, noting and mastering the major points.
2. Attempt the self-assessment exercise and tutor-marked assignments in this unit.

## 2.2 WORD STUDY

**Social organisation:** The relationship that exist between members of a social group.

**Integrated:** This is to bring into full membership of a community.

**Modification:** change or alteration.

**Ascribed status:** A position or rank which one occupies without working for it.

**Obligations:** Expected behaviour based on certain demands of one's society.

**Expectations:** What an individual has to do in a given situation.

**Social roles:** Duties, rights, obligations, expectations and privileges that members are required to perform because of their social position in society.

## 3.0 MAIN CONTENT

### 3.1 The Goals of the School

The school is a larger social institution where children go to acquire knowledge, skills, attitudes and values. The child uses the education he acquires for the benefit of himself and the society. Thus, nations all over the world organise various levels of schooling for the purpose of meeting individual and national objectives.

The school, like any other agent of socialization, is a social unit which is set up mainly to accomplish specific goals. The school is not different from the society that sets it up. This implies that since the school is part of the larger society, it must pursue goals that are in line with the values of the society.

A look at the school system in Nigeria reveals that to create the desired kind of citizenry for national development, education should be oriented towards the four national educational goals. They include:

1. The inculcation of national consciousness and national unity.
2. The training of the mind in the understanding of the world around.
3. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.
4. The acquisition of appropriate skills and the development of mental, physical and social abilities and competences as equipment for the individual to live in and contribute to the development of society.

## SELF ASSESSMENT EXERCISE I

1. What do you understand by the term school?
2. Identify any three national educational goals in Nigeria.

### **3.2 Functions of the School**

As the child grows older and more mature his social world expands to include the school. This means the child is placed in the hands of professionally trained personnel such as the teachers or councillors to complement the efforts of the family in training the child to fit into today's complex society.

In other words, there is no way the family alone can cope with the demands of the society. Therefore, through the schools the child learns the following:

1. model for imitation;
2. patriotism by teaching rights and obligations;
3. punctuality is emphasized and time consciousness;
4. the necessary occupational skills that will help them function well earn a living;
5. values, knowledge and skills important for complete participation in society; and
6. leadership training and obedience to authority.

### **SELF ASSESSMENT EXERCISE II**

1. Can the family alone cope with the demands of the society?
2. Enumerate any four functions of the school.

### **3.3 The School as an Agent of Socialization**

The school is a formal agent of socialization that receives directive from the society to train young people in mandatory knowledge, skills, values, and attitudes. The family taught economic, religious, political and familial roles with ease and success. But with the emergence of industrial society with its complex and highly technical culture that needs a skilled and literate population, the family became destabilised as a principal socialization agent.

This is because elders lacked the hi-tech skills and specialised knowledge that children require to fit them into the modern society. Therefore, the family's inability to provide such training as needed by the modern society assisted in the era of formal

schooling as an agent of socialization. In the school the child comes under the direct supervision of the authority figures who are not members of his family. Thus, he is lost in a crowd and exposed to regulations and demands that apply with equal force to everybody without preferential treatment.

The child realizes that the family's ascribed status has no place in the school's environment. Thus the school will assist him to achieve this transition to wider adult society. However, the child becomes aware that he is evaluated based on school rules and his performance is based on exams. With time the child comes to term with reality and at last he also assesses himself with these criteria. Through the teachings of these behaviour and attitudes the school socialises the children into basic values of society. Hence prepare them for future adult roles in the occupation and other sectors of social life.

### **SELF ASSESSMENT EXERCISE III**

1. Is the school a formal agent of socialization?
2. Identify the influence of school on an individual.

### **4.0 SUMMARY AND CONCLUSION**

- The school is a formal agent of socialization that has directive from the society to train young people in mandatory knowledge, skills, values, and attitudes.
- In the school the child comes under the direct supervision of the authority figures who are not members of his family.
- Through the teachings of these behaviour and attitudes the school socialises the children into basic values of society.
- Hence prepare them for future adult roles in the occupation and other sectors of social life.

### **5.0 TUTOR-BASED ASSIGNMENT**

Discuss school as an agent of socialization of the child with concrete illustrations and examples.

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## **UNIT 6 PEER GROUP AS AN AGENT OF SOCIALIZATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 Activity I
  - 2.2 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Meaning of Peer Group
  - 3.2 Functions of Peer Group
  - 3.3 Peer Group as an Agent of Socialization
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

### **1.0 INTRODUCTION**

The peer group has a strong influence in the process of socialization. This is because the child sees this group as important and he identifies with it. A peer group has its own sub-culture which members must follow. Thus, in this unit you will learn the meaning of peer group, its functions and importance in socialising the child.

### **2.0 OBJECTIVES**

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

- define peer group in your own words;
- explain briefly any three socialising functions of peer group; and
- enumerate any three sub-cultures of peer group.

### **2.1 ACTIVITY I**

1. As you read this unit, cast your mind on your childhood days when you play with friends in your locality.
2. Try to connect what happens in your group of friends to what you observe happening now amongst friends.
3. Imagine the role of peer in a child's socialization process.
4. Attempt all activities and assignment before you check the answers at the end of the book.

## 2.2 How to Study his Unit

1. Carefully this Unit, noting and mastering the major points.
2. Attempt the self-assessment exercise and tutor-marked assignments in this unit.

## 2.2 WORD STUDY

**Social self:** The way a person views himself while interacting with others.

**Deviant:** A person that behaves contrary to the group's norms.

**Experience:** The knowledge, attitudes, values, and skills that the child learns.

**Social group:** A group of people that share common culture.

## 3.0 MAIN CONTENT

### 3.1 Meaning of Peer Group

A peer group is made of people of about the same age having similar interests, social positions, and close links and contact. The members of the peer group could be siblings, neighbours or school mates. The peer group has its own sub-culture. This means it could have its own values, thoughts, dressing patterns, roles of behaviour and even its peculiar vocabulary, which members must follow.

It is worthy of note that the degree of a child's involvement and participation in peer group activities determines the level of influence the group has on him, likewise the level of influence he has on the group. This implies that peer group affects the child especially during adolescence because of the many adjustments they have to make during this turbulent period of development. This is because through contacts the child learns important attitudes and values. Besides, with such intimate friends the child can share inner feelings, fears, conflicts and secrets.

However, where the goals are at variance with the goals of the overall society, there is the possibility of members appearing as deviant. Therefore, Peer group helps to clarify a child's self-concept, goals and ambitions.

## SELF ASSESSMENT EXERCISE I

1. What do you understand by peer group?
2. Mention any three sub-cultures of peer group.
3. What makes peer members appear as deviant?

### 3.2 Functions of Peer Group

**1. Social Roles:** The child learns certain skills, knowledge and experiences through peer socialization. That is, it is from the peer group that the child acquires knowledge on sex role, courtship, and how to relate with the opposite sex.

**2. Moral and Character Training:** In every peer group, there are rules and regulations which guide the conduct of group members. Therefore, every member must strive to comply with such rules in order to gain acceptance from members. As the child realises this, he will not want to go contrary to the group's norms. Thus, he is forced to behave properly.

**3. Cultural Awareness:** Membership of a peer group may cut across different cultures. For example, a peer group in urban area may comprise of members from different ethnic groups like Yoruba, Igbo, Igala and Hausa. Therefore, as they interact the child learns certain things that are distinct to the group such as language, dressing and mode of greeting.

**3. Democratic Living:** In the peer group, members have equal right to express their views, ask questions about issues and demonstrate their potentialities. This means that no member claims superiority in the group. Thus, members respect one another and are loyal to the group. These features instil in the child democratic values and assist him to fit properly into the larger society.

**4. Leadership Training:** Children learn to become good planners and leaders through peer group. This is because they decide the activities and strategies to employ in the execution of such activities. Generally, this is done through role play and mistakes are corrected. Thus, the child learns to lead and follow which are essential for citizenship learning.

### SELF ASSESSMENT EXERCISE II

1. Briefly explain any two functions of the peer group.
2. What is the impact of children spending much time with their peers?

### 3.3 Peer Group as an Agent of Socialization

A peer group refers to a set of people who are of equivalent age and who share similar social characteristics. Children spend much of their time in the company of their peer than they would with their parents as they grow up. This is evident especially in the modern society where most parents are employed. Even where children go to school, they spend most part of the day in peer circles. Thus, the peer group tends to become an important and strong influence on the growing child. This influence is much evident during the adolescent years when children generally form a typical sub-culture of their own.

### **SELF ASSESSMENT EXERCISE III**

1. Discuss the contribution of the peer group to the socialization of the child.
2. Make a list of some groups that you belong to.

### **4.0 SUMMARY AND CONCLUSION**

- A peer group refers to a set of people who are of equivalent age and who share similar social characteristics.
- Children spend much of their time in the company of their peer than they would with their parents as they grow up. This is evident especially in the modern society where most parents are employed.
- A peer group has its own sub-culture. This means it could have its own values, thoughts, dressing patterns, roles of behaviour and even its peculiar vocabulary, which members must follow.
- Where the goals of peers are at variance with the goals of the overall society, there is the possibility of members appearing as deviant.
- Peer group helps to clarify a child's self-concept, goals and ambitions.
- Amongst the functions of peer group include social roles, leadership training, democratic living, cultural awareness and character training.

### **5.0 TUTOR-MARKED ASSIGNMENT**

What are the merits and demerits peer-group influence in the Nigerian society?

### **6.0 REFERENCES**

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## **UNIT 7 SOCIAL INSTITUTIONS: MARRIAGE, RELIGION, HEALTH, AND LEGAL**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 Activity I
  - 2.2 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 The Marriage Institution
    - 3.1.1 Meaning of Marriage
    - 3.1.2 Purpose of Marriage
    - 3.1.3 Types of Marriage
    - 3.1.4 Forms of Marriage
  - 3.2 The Meaning of Religion
    - 3.2.1 The Social functions of Religion
    - 3.2.2 Major World Religions
  - 3.3 Meaning of Health
    - 3.3.1 Types of Health Institutions
    - 3.3.2 Structure of Health Institutions
    - 3.3.3 Functions of Health Institution
  - 3.4 Types of Legal Institutions
    - 3.4.1 Functions of Legal Institutions
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

### **1.0 INTRODUCTION**

Marriage is an essential step towards family formation. Until recently, it was rare for adults to pass through life without marriage, especially in the African societies including Nigeria. This is why most people assume that anyone above thirty years is expected to be married. Even in European societies adult women are usually addressed as ‘Ms’ even when as much as a quarter of them are not married. In this unit, you will learn about the meaning, purposes, types, and forms of marriage.

### **2.0 OBJECTIVES**

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

- explain the meaning of marriage institution;
- identify and briefly explain the forms of marriage; and

- explain religious, health and legal institutions.

## 2.1 ACTIVITY

1. This unit is not difficult for you but all the same read it very carefully.
2. Make a list of the important points in the unit, you can discuss with your friends or your course facilitator.
3. Most of what is discussed is applicable to any society, therefore try to find out the equivalent in your locality.
4. Do all the exercises and the assignment before you check for the answers at the end of this book.

## 2.2 How to Study his Unit

1. Carefully this Unit, noting and mastering the major points.
2. Attempt the self-assessment exercise and tutor-marked assignments in this unit.

## 2.2 WORD STUDY

**Incest:** Socially forbidden sexual relationships or marriage with certain close relatives.

**Marital stability:** The likelihood of a marriage to end in separation or divorce.

**Intermarriage:** A marriage between persons of different groups, it means the same thing as exogamy.

**Desertion:** Willful abandonment, without legal justification, of a spouse or children.

**Endogamy:** A marriage pattern in which persons marry others within their own social groups.

**Moral commitment:** A desire to stay in a relationship, not because it is rewarding or because one cannot leave, but because it is the right thing to do.

**Virtue:** Good behaviour.

**Religion:** The beliefs and practices of a group of people about God or goddesses and spirits.

**Beliefs:** Those things, ideas that a person has about their relationship with God, goddesses or spirit.

**Health:** A state of physical or mental wellbeing.

### 3.0 MAIN CONTENT

#### 3.1 The Marriage Institution

##### 3.1.1 Meaning of Marriage

Marriage simply means a social arrangement by which a child is given a legitimate position in society, determined by parenthood in the social sense. Also, marriage is seen as a legally recognized relationship established by a civil or religious ceremony between two who intend to live together as sexual and domestic partners. Thus, marriage is seen as a bundle of rights in the following ways:

1. It creates official relation between spouses.
2. It gives both partners the partial or total right over their actual or potential property.
3. It establishes the man and woman as the legal parents of their children.
4. It gives the couple the right to control their sexuality.

##### 3.1.2 Purpose of Marriage

1. **Companionship:** It provides deeper feelings of love and intimacy than any other relationship.
2. **Marriage makes legal problems of inheritance, paternal responsibility for child support easier.**
3. **Marriage cements relationship between families and ensure that children carry on the family line.**
4. **Recognition:** It gives marriage partners acceptance as fully matured people.
5. **Sexual Satisfaction:** It is the only legally accepted means that permits sexual affairs by a man that is married to a woman.

##### 3.1.3 Types of Marriage

1. **Monogamy:** a man married to only one woman. This is common in Christian marriage. However, in most African societies a man may marry only one wife but in most cases can have outside wives or concubines.
2. **Polygamy:** a man married to two or more spouses. e.g.
  - i) **Polygamy:** one man married to two or more women. This type of marriage is permitted in Islam as long as the man has the ability to provide for them and can be fair.
  - ii) **Polyandry:** one woman married to two or more men. This is not accepted religiously. Therefore, most African societies frown against it.



3. **Woman-to-woman (Gyanogamy):** a woman marries a wife for her husband if she is not able to reproduce or if she is the only child of her parents and needs to have an heir or to have other brothers and sisters back at her natal family.

Below are some of the types of marriage that result from the death of one of the spouses:

4. **Widow inheritance:** a man marries the widow of a deceased brother or father and becomes her legal husband (biological mother is exempted).
5. **Ghost marriage:** a younger brother of a deceased bachelor marries and has children in his name. In this situation, the dead man is the social father while, the real husband is the biological father.
6. **Levirate marriage:** A man marries the widow of his deceased elder brother.
7. **Sororate marriage:** A man marries the sister of his deceased wife. It is worth noting that the above types of marriage help to strengthen both the relationship between brothers and unity of the whole family. Also, it ensures that people accept their social obligations, since barrenness or death is not expected to dissolve marriage.

## SELF ASSESSMENT EXERCISE I

1. Define marriage in your own words.
2. Briefly explain any three types of marriage.
3. Identify any three purposes of marriage.

### 3.1.4 Forms of Marriage

Forms of marriage is determined by many factors, but mainly by cultural and religious affiliation of the people involved.

1. **Traditional/Customary marriage:** This type of marriage is contracted based on the traditional rites of the parties involved. The union of the bride and groom is determined by the parents; hence they may influence the person they may give their daughter for marriage. The groom is expected to provide some traditional items and gifts to his bride.

2. **Religious marriage**

- a) **Islamic marriage:** This type of marriage is contracted between adults of opposite sex in love with each other, according to Islamic religion. The Islamic marriage permits the two persons to live as husband and wife legally with the knowledge and consent of their parents or guardians. The most significant element of this marriage is the bride price paid by the groom. Later a date is set for people to be invited to testify the formalization of the contractual agreement between the two parties and their parents. A man is allowed to marry more than one wife based on the Islamic injunctions. The marriage is polygamous in nature.

**b) Christian marriage:** The Christian marriage is monogamous in nature. That is, one man married to one wife. Many churches require that customary ceremonies are done before the church ceremony since it provides greater stability to marriage.

3. **Civic marriage:** This marriage is performed in a marriage registry according to the laws of the state. The registrar presides over it. This type of marriage is contracted after the traditional or Christian marriage.

### 3.2 The Meaning of Religion

Religion simply means the manner in which people serve and worship God or gods. The religious institution comprises of those aspects of our behavioural complexes such as norms, roles, values, and sanctions that are organised around belief in supernatural beings. Beliefs are strongly held ideas about a thing. Thus, the beliefs we hold influence our perception of things around us.

Religion is a united system of beliefs and practices related to sacred things like things set apart, endowed with special meaning and value. These things are treated with respect, thus, kept away from things which are forbidden and set aside from the irreligious. Therefore, religion is viewed as a cultural phenomenon. This is because it portrays man's attempts to come to terms with his environment.

#### 3.2.1 The Social Functions of Religion

Religion performs several important functions for the maintenance of society as a whole. Among the functions of religion include:

**1. Group integration:** Religion binds people together into an integrated social group. This is done through the sharing of common religious beliefs and values, or participation in common religious rituals and practices.

**2. Maintenance of social control:** Religious morality provides the basis for many of the society's values, norms as well as its legal prohibitions. For example, there are laws that prohibit rape, murder, theft, manslaughter, assault, and false witnessing.

**3. The provision of meaning:** The doctrines of religion provide meaningful answers to some confusing questions about human life, its origin, existence and final fate. It offers explanations to human miseries and misfortune. Not only has that, it explains how life can become coherent and purposeful.

**4. The control of stress:** Religion provides an outlet for the control and discharge of stress, frustration and tension. Most religions preach self-denial and the rejection of materialism. Thus, religious leaders urge followers to focus on life hereafter.

**5. Psychological support:** Religion provides people with emotional support during major events in their lives. Religious rituals and ceremonies such as baptisms, weddings, and funerals generally mark births, marriages and deaths. However, when

there is misfortune such as death, religious group often serves as psychological support.

## SELF ASSESSMENT EXERCISE II

1. Enumerate any four functions of religion.
2. Briefly discuss any two functions of religion.

### 3.2.2 Major World Religions

Most countries of the world subscribe to one of the following religions:

**1. Christianity:** Christianity, the most prevalent world religion is derived from Judaism. It is based on the belief that Jesus Christ was the son of God and the Saviour of mankind. There are many different Christian denominations.

**2. Judaism:** Judaism is the religion of the Israelites and the oldest of the world's three great monotheistic religions. Thus, to the parent of both Christianity and Islam, Judaism, as a monotheistic religion, is built on the belief that there is only one God, and they are the 'chosen people' of God.

**3. Islam:** Islam started in Mecca in about 610 AD through Prophet Mohammed (S.A.W). Followers of Islam are called Muslims. Muslims believe that the true word of God (Allah) was revealed to the prophet Muhammad. The main tenets of Islam include: Belief in Allah (iman), daily prayers, almsgiving (Zakat) fasting during Ramadan, and Pilgrimage to mecca.

**4. Hinduism:** Hinduism is the oldest major world religion, dominant in India. They believe in the principle of karma, which is the wisdom or health of one's eternal soul. Karma can be strengthened with good acts and harmed by bad acts. Hindus believe that karma plays a role in reincarnation, a cycle of continuous rebirth through which, ideally, the soul can achieve spiritual perfection. Hindus do not worship a single person or deity but rather are guided by a set of ancient cultural beliefs. The state of a person's karma determines in what form he or she will be reborn.

**5. Buddhism:** Buddhists, most of whom live in Japan, Thailand, Cambodia, and Burma, follow the teachings of Siddhartha Gautama, a spiritual teacher of the 6<sup>th</sup> century B.C. Buddhism, like Hinduism, does not feature any single all-powerful deity but teaches that by avoiding materialism, one can exceed the delusion of life and achieve enlightenment.

## SELF ASSESSMENT EXERCISE III

1. Identify any four major world religions.
2. Briefly explain any one religion identified above.

### 3.3 Meaning of Health

Health may be defined as a state of physical and mental wellbeing. Thus, no one can be completely healthy. Since, mental disturbances, ill health and chemical or other changes in the body always occur from time to time. That is a healthy person can become unhealthy in a moment.

People hold different opinions about health and ill-health. For instance, people in traditional societies may perceive that witches are responsible for their ill health. Therefore, instead of going to the hospital, they may engage in religious practices and offerings. On the contrary, some people understand that diseases cause ill-health and therefore they go to the hospital to find out why they are ill and how to get cured.

#### SELF ASSESSMENT EXERCISE IV

1. Explain the meaning of health in your words.
2. Mention any two ways people view ill-health.

#### 3.3.1 Types of Health Institution

Institutions for maintaining the health of citizens have changed in every modern and traditional society of the world. Thus, there are different types of health institution. In Nigeria, health institutions comprise herbal and spiritual homes (traditional), hospitals and clinics (modern). Health institutions that are influenced by modernity exist in hierarchy. For example,

#### 3.3.2 Structure of Health Institutions

S/N	PRIMARY (Rural Areas)	SECONDARY (Semi-Urban/Urban Centres)	TERTIARY (Urban Centres)
1	Dispensaries	General Hospitals	Specialist Hospitals
2	Maternity Homes	Clinics	Teaching Hospitals
3	Health Centres		

**Source: Adapted from Ogoh, A.P (2007)**

#### 3.3.3 Functions of Health Institution

The following important functions are performed by Health Institutions in the society:

1. Health institutions assist in the eradication of the occurrence or outbreak of epidemic diseases.
2. They help people to live long by increasing the life span of the people.

3. Health institutions assist to reduce the increase in cases of drug abuse and drug use among the adolescents.
4. Health institutions help in improving the personal health habits of the people as well as the conditions of the environmental sanitation.
5. They provide health education programmes including family planning information services.

### **SELF ASSESSMENT EXERCISE V**

1. Enumerate any three functions of health institutions.
2. Identify the three main types of health institutions in Nigeria.

### **3.4 Types of Legal Institutions**

When people live together, it is not uncommon for quarrels and misunderstandings to arise. These may be between neighbours, families or friends, e.g. disputes over their rights and duties or over the political decisions which have been made for them to obey. Occasionally, some people in the community may cause worries — by stealing, fighting, offending other people. Therefore, legal institutions are established to assist the community in maintaining peace and order and in ensuring that the orders and rules of the community are carried out and obeyed. Below are the types of legal institution.

1. **The Police Force:** This institution assists the community in preventing and detecting crime, arresting offenders, protecting lives and properties and preserving law and order.
2. **The Courts:** These institutions assist the community in settling disputes among individuals and between individuals and the community. They also ensure that the laws of the community are fair for every member and that all such rules are enforced without discrimination. There are many kinds of court in this Magistrate Courts, Area Courts, High Courts and The Supreme Court.

#### **3.4.1 Functions of Legal Institutions**

Legal institutions perform the following functions in the community or society:

1. Legal institutions provide a forum for settling disputes.
2. They provide a forum for obtaining justice and fair treatment for members of the community.
3. They encourage cooperation.
4. They preserve community life and preserve law and order.
5. Legal institutions protect individual life and property.

6. They prevent crime and punish offenders.
7. They promote moral and social responsibility.
8. They enforce all the laws and regulations of the community.
9. They remind citizens of their rights and duties.

## **SELF ASSESSMENT EXERCISE VI**

1. Mention the types of legal institution.
2. State any four functions of legal institutions.

## **4.0 SUMMARY AND CONCLUSION**

- Marriage simply means a social arrangement by which a child is given a legitimate position in society, determined by parenthood in the social sense.
- Forms of marriage is determined by many factors, but mainly by cultural and religious affiliation of the people involved.
- Religion is a united system of beliefs and practices related to sacred things like things set apart, endowed with special meaning and value. These things are treated with respect.
- Religion performs several important functions for the maintenance of society as a whole.
- Among the elements of religion include ritual, organisation, emotionalism and beliefs
- Most countries of the world subscribe to one of the following religions, Christianity, Islam, Hinduism, Buddhism and Judaism.
- In Nigeria, there are various religions, such as Christianity, Islam and Traditional Religions. In each of these, we have beliefs in God or the Supernatural, This is the most typical.
- Every society desires good health for all its members.
- The institutions for maintaining the health of citizens have changed in every society, from traditional to modern.
- Health may be defined as a state of physical and mental wellbeing. Thus, no one can be completely healthy.
- In Nigeria, health institutions comprise herbal and spiritual homes (traditional), hospitals and clinics (modern).
- Important functions are performed by Health Institutions in the society.
- Legal institutions are established to assist the community in maintaining peace, law and order and in ensuring that the orders and rules of the community are carried out and obeyed.

## 5.0 TUTOR-MARKED ASSIGNMENT

1. What is the importance of religion? How can religion become the opium of the masses?
2. Why do you think people practice different religions?
3. What are the problems associated with health and legal institutions.

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## **UNIT 8 CIVIC OBLIGATION AND RIGHTS OF NIGERIAN CITIZENS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 Activity I
  - 2.2 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
  - 3.1 Rights of Citizens
  - 3.2 Types of Obligations
    - 3.2.1 Obligations of Nigerian Citizens
  - 3.3 Consequences of Not Performing Obligations
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

### **1.0 INTRODUCTION**

Every one lives within a community in a state that forms a nation or country. Thus, one's obligations are to the community, state or country. This is because the government alone cannot provide all that the society needs. In this unit, you will learn about the rights and obligations of Nigerian citizens and the consequences of not performing obligations in a given community or state.

### **2.0 OBJECTIVES**

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

- explain the meaning of rights and obligations;
- enumerate any four obligations of Nigerian citizens; and
- briefly explain the consequences of non-performance of citizens' obligations.

### **2.1 ACTIVITY I**

1. Read this unit carefully, it is not difficult because it is applicable to your community.
2. Identify the rights and obligations you are familiar with in the society.
3. Take note of the ones you do not perform as a citizen and the reasons why.
4. Attempt all the activities and assignment before you check for the answers.



## 2.2 How to Study his Unit

1. Carefully this Unit, noting and mastering the major points.
2. Attempt the self-assessment exercise and tutor-marked assignments in this unit.

## 2.3 WORD STUDY

**Rights:** Privileges

**Interpersonal:** How one relates with to or deals with human beings in society.

**Society:** Community.

## 3.0 MAIN CONTENT

### 3.1 Rights of Citizens

A right is a privilege conferred by the law upon a person or group of persons. Such rights include:

1. **Civic rights:** These are rights that allow a citizen to participate in and exercise his functions in society. These rights include: to be employed based on qualification, participation in governance, freedom of speech and to join the armed forces for the country's protection.
2. **Economic rights:** Citizens have the right to participate in economic life of the nation. E.g. form business enterprises, keep viable and lawful occupation and engage in commercial activities.
3. **Political rights:** This is the right to participate in the political activities of their country. E.g. contest for political post, belong to a political party of one's choice and vote during election.

Below are amongst the fundamental human rights as stated in the Nigerian constitution:

- i. Right to life
- ii. Right to personal liberty.
- iii. Right to fair hearing.
- iv. Right to dignity of human person.
- v. Right to freedom of expression and the press.
- vi. Right to freedom of movement.

### SELF ASSESSMENT EXERCISE I

1. Define the term right.
2. Mention any four fundamental rights of citizens in Nigeria.
3. Briefly explain the meaning of civic right.

### 3.2 Types of Obligations

Obligations emanate from one's conscious effort to do things for the benefits of others. Hence, obligations are duties expected of a citizen. There are three types of obligations which include:

1. **Social obligation:** This depends on the citizen's ability e.g. caring for public utilities through efficient usage, participating and supporting national games, and assisting the physically challenged, old and poor people.
2. **Civic and Political obligation:** These obligations are not forced on citizens but they are expected to perform such privileges at will. Some of such obligations are providing information to law enforcement agents, belonging to a political party and participating in environmental sanitation.
3. **Economic and Financial:** This is the assistance given for the progress of one's community or nation. The assistance is in form of road or bridge construction, donating to destitute, building and equipping schools and committing resources for job creation.

#### SELF ASSESSMENT EXERCISE II

1. Briefly explain obligations in your own words.
2. Identify the three types of obligations.

#### 3.2.1 Obligations of Nigerian Citizens

The following are some of the duties of a citizen in the state in return for most of the rights enjoyed:

1. **Payment of taxes:** a citizen should pay his tax to provide the state with revenue for social services such as school, water and electricity.
2. **Voting at election:** A citizen has to vote during elections. Therefore, failure to do so may lead to the election of wrong people into public office.
3. **Detection and prevention of crime:** A good has the responsibility to assist the law enforcement agency with useful information when needed.
4. **Rights of individuals:** A good citizen should not interfere with the rights of other citizens.
5. **Obedience to law:** A citizen should obey all the law of the land for the common good of the citizens.
6. **Loyalty:** A good citizen should show loyalty to his country and must not be disloyal by supporting another country against his own.

### 3.3 Consequences of Not Performing Obligations

Failure to carry out the obligations required by citizens may lead to the following:

1. Chaos among the members of the society.
2. There will be cases of insecurity in the society.
3. There may be outbreak of epidemic in the society which will lead to untimely death of both adults and children.
4. Idleness among youths which may result to delinquency.
5. Inadequacies in society in terms of personnel, and social amenities.

### SELF ASSESSMENT EXERCISE III

1. Identify and briefly explain any three obligations of Nigerian citizen
2. Enumerate any four consequences of non-performance of citizens' obligations in society.

### 4.0 SUMMARY AND CONCLUSION

- A right is a privilege conferred by the law upon a person or group of persons.
- Such rights include civic, political and economic rights.
- Obligations are duties expected of a citizen.
- Certain obligations such as payment of taxes, voting at election and detection and prevention of crime are expected of citizens.
- Three major types of obligations are civic and political, social obligation and economic obligation.
- Non- performance of citizens' obligations may lead to negative consequences.

### 5.0 TUTOR MARKED ASSIGNMENT

Find out from elders in your locality how to encourage compliance to performance of citizens' obligations. Write out your findings.

### 6.0 REFERENCES

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## **UNIT 9 CIVIC RESPONSIBILITIES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 Activity I
  - 2.2 How to Study this Unit
  - 2.3 Word Study
- 3.0 Main Content
  - 3.1 Meaning of Civic Responsibilities
  - 3.2 Functions of Civic Responsibilities
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

### **1.0 INTRODUCTION**

A citizen as a legal member of the state enjoys certain rights and privileges. In return, he owes certain responsibilities and obligations in the society. In this unit, you will learn about the meaning and functions of civic responsibility in the society.

### **2.0 OBJECTIVES**

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

- explain civic responsibility in your own words;
- list any five functions of civic responsibility; and
- briefly discuss any three functions of civic responsibility.

### **2.1 ACTTIVITY I**

1. Reflect on the duties your locality consider essential for peaceful co-existence.
2. Think of the likely consequences for people's refusal to perform such duties
3. Read this unit carefully and take note of things you consider difficult, so that you can discuss with your friends and course facilitator.
4. Try to do all the activities and assignment before you check for the answer at the end of this book.

## 2.2 How to Study his Unit

1. Carefully this Unit, noting and mastering the major points.
2. Attempt the self-assessment exercise and tutor-marked assignments in this unit.

## 2.2 WORD STUDY

**Civic:** This means, relating to, or belonging to a city, a citizen, or citizenship, municipal or civil society.

**Responsibility:** This refers to the state or quality of being responsible or something for which one is responsible such as a duty, obligation or burden.

**Citizen:** This means a person owing loyalty to and entitled by birth or naturalization to the protection of a state or union.

**Citizenship:** Means a productive, responsible, caring and contributing member of society.

## 3.0 MAIN CONTENT

### 3.1 Meaning of Civic Responsibilities

Civic responsibility is defined as the responsibility of a citizen. It is comprised of actions and attitudes associated with democratic governance and social participation. This implies that civic responsibility can include participation in government, church, volunteers and memberships of voluntary associations. Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, and environmental or quality of life issues.

Volunteering is a form of civic responsibility which involves the giving of time or labour without the expectation of monetary compensation. Many people volunteer through local churches, animal shelters or food banks. Volunteering allows citizens the opportunity to share their skills and talents as well as to learn new skills while helping those in need of assistance.

To communicate with the community means the communication of organization's intentions and activities to the public (e.g., local press, radio, television). This represents the organization in community affairs and public activities to promote awareness and foster kindness. Thus, another form of responsibility

## SELF ASSESSMENT EXERCISE I

1. Explain civic responsibility in your own way.
2. Cite any three examples of civic responsibility.

### 3.2 Functions of Civic Responsibilities

1. **Civic responsibility is supreme to the success of democracy and philanthropy:** By engaging in civic responsibility, citizens ensure and uphold certain democratic values. Those values or duties include justice, freedom, equality, diversity, authority, privacy, due process, property, participation, truth, patriotism, human rights, and rule of law, tolerance, mutual assistance, self-restraint and self-respect.
2. **Schools teach civic responsibility:** This is taught to students with the goal of producing responsible citizens and active participants in community and government.
3. **Helping the Community:** Meeting the needs of the community by promoting opportunities for corporate giving of financial and human resources.
4. **Civic Action:** Supporting participation in civic duties by encouraging others to vote and engaging in other duties of the political system.
5. **Adopting Beneficial Values for Society:** Seeking and embracing values that benefit society rather than the organization.
6. **Providing a Decent Example:** Always acting in accordance with societal and the organization's laws, rules, and guidelines, and behaving in fair and ethical manner.
7. **Social Action:** Actively creating necessary change in one's community or country by advocating for understated or needy groups.

### SELF ASSESSMENT EXERCISE II

1. Enumerate any four functions of civic responsibilities.
2. List any two forms of civic responsibility.

### 4.0 SUMMARY AND CONCLUSION

- Civic Responsibility is defined as the responsibility of a citizen.
- Volunteering is a form of civic responsibility which involves the giving of time or labour without the expectation of monetary compensation.
- Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, and environmental or quality of life issues.
- Among the functions of Civic responsibility are civic action, social action and adopting beneficial values for society.

### 5.0 TUTOR-MARKED ASSIGNMENT

Discuss the effectiveness of civic responsibilities in your locality.

## **6.0 REFERENCES**

Dibie, C.C. (2008). *Essential Government for Senior Secondary Schools*. Ibadan: Tonad Publishers Ltd.

## UNIT 10 CONSOLIDATION

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 Activity I
- 3.0 Main Content
  - 3.1 Man as the Focus of Social Studies
  - 3.2 The Concept of Socialization and Its Agencies
  - 3.3 Social Institutions and Responsibilities of Nigerian Citizens
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

### 1.0 INTRODUCTION

In this unit of this module, we have been concerned with Nigerian cultural environment. For the purpose of convenience, this theme was treated under units which can further be regrouped under four headings. These are man as the focus of social studies, meaning and agencies of socialization, social institutions, and civic rights and responsibilities of Nigeria citizens. Therefore, in this concluding unit of the module, some of the highlights of this module will be summarised.

### 2.0 OBJECTIVES

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

- describe man as the focus of social studies;
- explain the concept of socialization and its agencies;
- discuss the concept of social institutions; and
- enumerate the civic responsibilities of Nigerian citizens.

### 2.1 Activity I

1. Try to reflect on the main points of each of the previous units.
2. Bring out all your personal jottings which may require modifications in this module.
3. Go through some of the previous activities and take note of those areas that you have not really understood.
4. As usual attempt all the activities and assignment.



### **3.0 MAIN CONTENT**

#### **3.1 Man as the Focus of Social Studies**

Social studies, as the study of man in his totality, draws a lot from a variety of sources in order to relate the individual to his social environment. It develops the right values, attitudes, and abilities to make citizens become responsible, capable of performing their obligations in society.

Therefore, as a goal directed area of study, social studies is concerned with the concrete experiences man encounters as he relates with the various aspects of his environments. Thus, man is the focus of social studies. By its nature, Social Studies is interested in all aspects of human life and activities through the scope of its meaningful programmes that is the extent of coverage. The aim of this wide focus of human activities is the promotion of good citizenship. This means, learners get to understand themselves, the environment, and the people around them through the worth of the content coverage according to the grade level.

However, the scope of social studies which is ever changing considers the factors of time and human development. This allows for learners to be prepared for active meaningful and challenging citizenship in a democracy like Nigeria. Thus, the scope of social studies focuses on man as the centre of the environment. This implies man is placed right at the centre to indicate how he influences the environment and the environment influences him.

#### **SELF ASSESSMENT EXERCISE I**

1. Explain how man is the focus of social studies.
2. Describe the nature of social studies.

#### **3.2 The Concept of Socialization and Its Agencies**

A new-born child is not yet a social being, it becomes one through socialization after being taught all the things he or she needs to know (content) refers to all the learning that the individual is expected to acquire that will assist him to function properly in a given society) to function as a member of a specific society. Consequently, socialization is the process by which a biological human being becomes socially human. Thus, it is a learning process, all through life. The principal agents in the socialization process are the child's parents and his siblings, teachers, playmates, mass media and religious institutions. These agents encountered by the child may support each other by promoting or contradicting the goals of socialization.

Socialization, aims at teaching the individual to behave within a social context and to integrate him into the society. Below are among the functions of socialization:

- It prepares new members of a social group or society to behave in a way the group desires.
- Individuals are helped to acquire various skills.
- It helps to integrate the individual into the group so that he can fit properly.
- Society is made to be orderly and preserved from extinction.
- It helps to ensure that the culture of a group is transmitted from

Basically there are three types of socialization; they include:

- Childhood (Primary) Socialization
- Secondary(Adolescent) Socialization
- Adulthood Socialization

The family in its interactional process is able to influence its members in the following ways: It provides companionship, love and security for the children and members; it establishes and continues inter-personal relationships between members; and it provides the foundations for personality development.

The school is a formal agent of socialization that receives directive from the society to train young people in mandatory knowledge, skills, values, and attitudes. Through the teachings of these behaviour and attitudes the school socialises the children into basic values of society. Hence, prepare them for future adult roles in the occupation and other sectors of social life.

The peer group has a strong influence in the process of socialization. This is because the child sees this group as important and he identifies with it. Thus, a peer group has its own sub-culture which members must follow.

## **SELF ASSESSMENT EXERCISE II**

1. Explain the concept of socialization.
2. Mention any four agencies of socialization.

### **3.3 Social Institutions and Responsibilities of Nigerian Citizens**

Social institutions are established in the society to regulate the activities of members of the society as they interact to achieve their individual and collective aims. In this sections some institutions like marriage, religion, health and legal will be defined, their types, functions, and problems enumerated.

Marriage is an essential step towards family formation. Until recently, it was rare for adults to pass through life without marriage, especially in the African societies including Nigeria. Marriage simply means a social arrangement by which a child is given a legitimate position in society, determined by parenthood in the social sense.

Forms of marriage is determined by many factors, but mainly by cultural and religious affiliation of the people involved. Marital breakdown implies marital failure, which is an indication of unhappy or false marriage. That is, a collapse of a family unit, the

breakage of a structure of social roles when one or more members fail to perform adequately their role obligations. The following are among the types of marital breakdown: Unwilled absence of one spouse, empty shell family, Separation, Divorce, and Desertion, and illegitimacy.

Civic Responsibility is defined as the responsibility of a citizen. Volunteering is a form of civic responsibility which involves the giving of time or labour without the expectation of monetary compensation. Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, and environmental or quality of life issues. Amongst the functions of Civic responsibility include: civic action, social action and adopting beneficial values for society.

A right is a privilege conferred by the law upon a person or group of persons. Such rights include civic, political and economic rights. Obligations are duties expected of a citizen. Certain obligations such as payment of taxes, voting at election and detection and prevention of crime are expected of citizens. There are three types of obligations which include civic and political, social obligation and economic obligation. However, non- performance of citizens' obligations may lead to negative consequences.

### **SELF ASSESSMENT EXERCISE III**

1. Enumerate any two functions of religious institution
2. Identify three responsibilities of Nigerian citizens.

### **4.0 SUMMARY AND CONCLUSION**

- Agents of socialization include the entire variety of significant individuals, groups and institutions that provide the social arrangement or context within which socialization takes place. For example, family, school, mass media and peer group.
- Among the methods of socialization include direct teaching, incidental learning, learning by imitation, rewards, punishment, initiation ceremonies, and Storytelling.
- Content refers to all the learning that the individual is expected to acquire that will assist him to function properly in a given society as a member.
- Through the teachings of behaviour and attitudes the school socialises the children into basic values of society. Hence, prepare them for future adult roles in the occupation and other sectors of social life.
- Certain factors can hinder socialization process like the method of the socialiser may be faulty, e.g. some parents may be too rigid.

- Marriage is an essential step towards family formation. Until recently, it was rare for adults to pass through life without marriage, especially in the African societies including Nigeria.

## **5.0 TUTOR-MARKED ASSIGNMENT**

1. State and explain the functions of social institutions.
2. Discuss any three types of marriage.

## **6.0 REFERENCES**

References are all those outlined in units 1-9.

## APPENDIX I

### ANSWERS TO SELF ASSESSMENT EXERCISES AND TUTOR-MARKED ASSIGNMENTS IN POS 102

#### UNIT 1

##### SELF ASSESSMENT EXERCISE I

1. The six tribes and people groups in Africa include:

- i. Yoruba: The Yoruba people live in Southwest Nigeria and Benin. They have developed a variety of different artistic forms including pottery, weaving, beadwork, metalwork, and mask making.
- ii. Zulu: The Zulu are the largest ethnic group in South Africa. They are well known for their beautiful brightly coloured beads and baskets as well as other small carvings.
- iii. Fulani: The Fulani people of West Africa are the largest nomadic group in the world, primarily nomadic herders and traders. Through their nomadic lifestyle, they established numerous trade routes in West Africa.
- iv. Ibos: from Nigeria, the Ibos live in villages that have anywhere from a few hundred to a few thousand people comprised of numerous extended families.
- v. Kikuyu (Gikuyu): Having migrated to their current location about four centuries ago, the Kikuyu now make up Kenya's largest ethnic group.
- vi. Berber: Berbers have lived in Africa since the earliest recorded time. References date back to 3000 BC. There are many scattered tribes of Berber across Morocco, Algeria, Tunisia, Libya, and Egypt.

2. The three ways people across the African continent are remarkably different are:

- i) language
- ii) practice hundreds of distinct religions
- iii) engage in a wide range of economic activities.

## **SELF ASSESSMENT EXERCISE II**

1. The two countries each from the five main regions include:
  - i) Northern Africa: Egypt and Libya
  - ii) Western Africa: Nigeria and Senegal.
  - iii) Eastern Africa: Mozambique and Rwanda.
  - iv) Middle (Central) Africa: Cameroon and Central African Republic.
  - v) Southern Africa: Lesotho and Swaziland.
2. The total number of countries that make up the African Continent is fifty-three (53) countries.
3. The two regions on the African map include:
  - i) Northern Africa ii) Western Africa

## **ACTIVITY III**

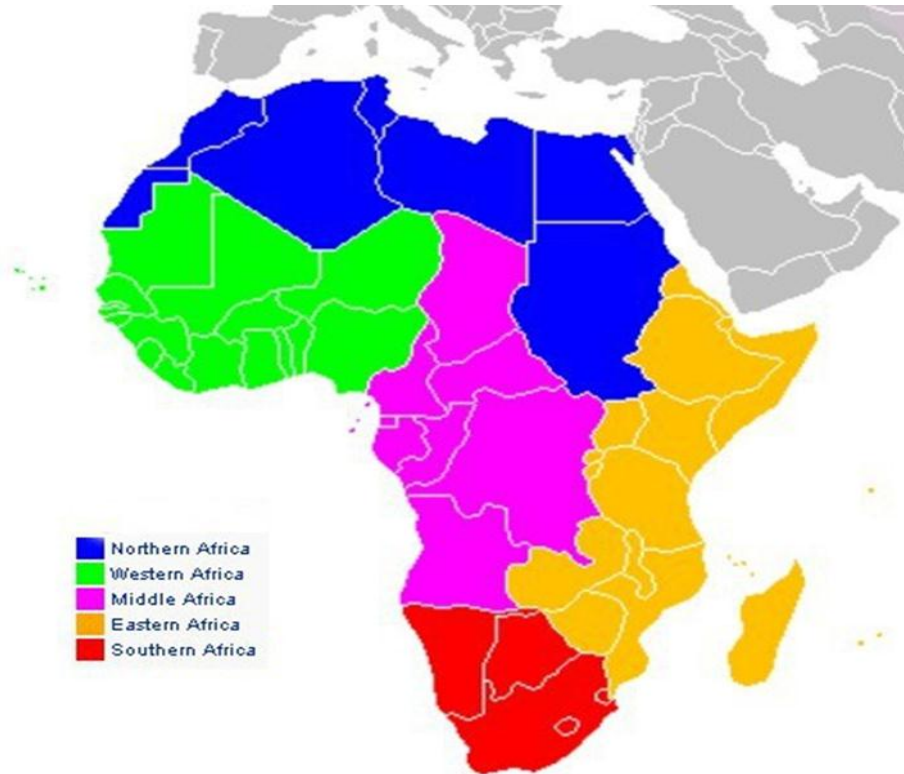
1. The longest river in Africa is the Nile River which runs for over 4000 miles.
2. The twenty countries in Africa include:

Benin, Burkina Faso, Cape Verde, Côte d'Ivoire (Ivory Coast), Gambia, Ghana, Cameroon, Central African Republic, Chad, Morocco, Sudan, Tunisia, Mozambique, Rwanda, Seychelles, Somalia, Tanzania, Uganda, Zambia and Nigeria.
3. Nigeria has the largest population with over 160 million inhabitants.

## **TUTOR-MARKED ASSIGNMENT**

1. The map of Africa and the five main regions is drawn below.
2. Sixteen (16) countries make up the Western Africa.

## 1. Regional Map of Africa showing the main regions designated by the UN



## UNIT 2

### SELF ASSESSMENT EXERCISE I

1. The main features of pre-colonial Africa was that its societies were not designed to be the all-powerful entities that they are today, hence the abundance of confederation-type societies. The very nature of the products (plantation crops more difficult to conserve) did not make it easy to accumulate a surplus.

2. The 'Principles of communalism' refers to a political and economic arrangement of a community to cooperate and come together to harness their resources for the common good of everybody. That is individuals have the opportunity to participate in community development. Also, they contribute to decision making. Landed property is collectively owned by the community, and there is no room for exploitation.

### SELF ASSESSMENT EXERCISE II

1. The two modes of production in the pre-colonial period include:

Many pre-colonial African societies which belonged in the family of the Asiatic mode of production existing at that time namely:

i) Tribal or tribo-patriarchal societies.

ii) Class societies

2. The social organisation in the indigenous African society refers to: Systems of social organization in Africa that range from highly centralized states to non-centralized communities. Centralized systems have a chief or king at the top of a complex and well-ordered political bureaucracy. Non-centralized systems are more democratic, in which councils of elders representing each of the families in a community meet to make decisions about the conduct of life.

### **TUTOR-MARKED ASSIGNMENT**

1. The functions of traditional rulers in the pre-colonial political system include:

i) Law making

ii) maintenance of law and order

iii) appointment of subordinate chiefs and protection of his domain.

### **UNIT 3**

#### **SELF ASSESSMENT EXERCISE I**

1. Colonialism refers to the imposition of a more developed culture over a less developed culture aided by colonialist and economic adventurism. This period witnessed economic de-humanisation for the peoples of Africa.

2. The factors that encouraged colonialism includes:

i) Economic: that is sourcing raw materials for industries in Europe.

ii) Slave trade: laws were made to stop this trade, therefore, Europeans decided to come to Africa to effect this stoppage.

iii) Civilization: many Europeans claimed that Africa was a dark continent, as such they have come to civilise the people.

iv) Religion was another reason Christian missionaries in Europe gave in order to spread Christianity all over the world

3. The four parts of Africa under the European rule before the early 1880s include:

i) Britain had Freetown in Sierra Leone, forts along the coast of The Gambia.

ii) France had settlements at Dakar and St Louis in Senegal.



iii) The Ottoman Turks controlled Egypt, Libya, and Tunisia.

iv) Portugal had long established bases in Angola.

### **SELF ASSESSMENT EXERCISE II**

1. The period known as the scramble for Africa is between 1880 and 1914.

2. The percent of Africa's population taken by Britain between 1885 and 1914 is nearly 30% of Africa's population under her control, Nigeria alone contributed 15 million subjects, more than in the whole of French West Africa or the entire German colonial empire.

3. The four factors that serve as impetus to the Scramble for Africa include:

- i) slave trade
- ii) colony
- iii) capitalism
- iv) exploration.

### **SELF ASSESSMENT EXERCISE III**

1. The four features of French colonial administration are:

- i) Centralised administration
- ii) Direct rule
- iii) Education was restricted
- iv) Dual citizenship.

2. British Indirect Rule System is a system of administration adopted by the British in the governance of colonies under her rule. It involved the use of traditional rulers, the chiefs, and the traditional political system put in place. The British officials rendered advice.

3. The five demerits of indirect rule system include among others:

- i) Traditional rulers in this system became corrupt and enriched themselves at the expense of their subjects. For example, tax money was embezzled and mis-managed.
- ii) The system of indirect rule alienated the educated elites in preference to the illiterate ones.
- iii) The system did not indicate how it would change into a central government in Nigeria.
- iv) This system of governance made traditional rulers autocratic because of the power vested in them.

- v) The system encouraged division between the traditional rulers who are seen as British puppets by the alienated educated elites which enhanced the policy of divide and rule.

## **TUTOR-MARKED ASSIGNMENT**

1. The three components of political legacy of colonialism in Africa are:
  - i) Colonial states were weak and lacked capacity. Thus, it was very difficult for the first independent governments in Africa to meet the huge social and economic needs of their countries.
  - ii) Colonial states were not democratic and had little respect for human rights.
  - iii) Ethnic conflict is a major political problem in several African countries. This implies that Ethnic rivalry over scarce resources and political power to control resources has led to political conflicts and sometimes to serious violence.
2. The three features of British indirect rule are:
  - i) Traditional rulers served as the pivot of indirect rule.
  - ii) The traditional political system in place was used.
  - iii) The cultural values of the people were respected by the British officials
3. One strong reason why France embraced the policy of association was due to intensive oppositions and worldwide condemnation of policy of assimilation.

## **UNIT 4**

### **SELF ASSESSMENT EXERCISE 1**

1. Post-colonialism refers to the period after colonialism. That is new states that have only achieved independence from colonial rule in the 1960s.
2. The features of post-colonial period include the following:
  - i) In spite of the inherent differences between African nations, their politics had many common factors in the lead-up to independence.
  - ii) The most obvious of these factors is that they were now mostly all ex-colonial, and therefore searching for new identities as nation-states.
  - iii) These states were mostly very poor, and had to combine together a variety of peoples from different backgrounds, negotiating tribalism and difference in order to create a coherent state.

## **SELF ASSESSMENT EXERCISE II**

1. The heart of African's problem is reflected in the state which has been a Western implant in Africa. Meeting the requirements of Western deterioration has posed profound, even controversial, challenges for African political leaders and their citizens.
2. The post -colonial period is evident in the attempt mainly to design or retain former sovereignty over subordinate political societies.

## **SELF ASSESSMENT EXERCISE III**

1. The term Neo-colonialism means the persistent influence of the ex-colonial powers in the domestic and foreign policies of the newly independent states.
2. The four factors for Africa's under development include:
  - i) Slave trade: This is a form of trade in the sale of human beings (slavery).
  - ii) Colonialism: This refers to the establishment and maintenance of foreign rule over a set of people for the purpose of getting maximum economic benefits by the colonizing power.
  - iii) Neo-colonialism: This describes the survival of colonialism through the exploitation of the resources of an independent country, by a colonial master.
  - iv) Imperialism: This is the attempt mainly to design or retain former sovereignty over subordinate political societies.

## **TUTOR-MARKED ASSIGNMENT**

1. Colonialism is encouraged by the Europeans in Africa after independence because they wanted persistent influence of the ex-colonial powers in the domestic and foreign policies of the newly independent states.

## **UNIT 5**

### **SELF ASSESSMENT EXERCISE I**

1. The term political system means the members of a social organization (group) who are in power.
2. The two definitions of political system are:
  - i) Political system refers to the set of formal legal institutions that constitute a 'government' or a 'state.'

- ii) A political system is a concept in which theoretically it is regarded as a way the government makes a policy and also to make them more organized in their administration.

### **SELF ASSESSMENT EXERCISE II**

1. The concept of a state refers to a sovereign state as a state with a permanent population, a defined territory, a government and the capacity to enter into relations with other sovereign states.
2. The two political systems each for both centralized and uncentralized are:
  - i) Uncentralized (Band and Tribe).
  - ii) Centralized (Chiefdom, State and Supranational).
3. The four kinds of recognized political systems are:
  - i) Band    ii) Tribe    iii) Chiefdom    iv) State and Supranational.

### **TUTOR-MARKED ASSIGNMENT**

The three reasons why Nigeria did not practice the uncentralized political System presently are:

- i) Small family group, no larger than an extended family or clan; it has been defined as consisting of no more than 30 to 50 individuals.
- ii) A band can cease to exist if only a small group walks out.
- iii) Many tribes are sub-divided into bands.

## **UNIT 6**

### **SELF ASSESSMENT EXERCISE I**

1. The category of political system based on number of people includes:
  - i) Monarchy: government by one person.
  - ii) Aristocracy: government by a few persons.
  - iii) Democracy: government by many.
2. Political elites refer to a minority of persons or a ruling class.

### **SELF ASSESSMENT EXERCISE II**

1. The four common political systems in the world include:
  - i) Democracy    ii) Republic    iii) Monarchy    iv) Communism or Dictatorship

2. Which one do you prefer?

Democracy is preferred due to its advantages.

### **SELF ASSESSMENT EXERCISE III**

1. The three characteristics of political system include:

- i) It has a pattern of legitimate interaction which is designed to ensure internal order.
- ii) It is multifunctional in scope e.g. perform all functions necessary for the maintenance of order and good government.
- iii) It has a political structure which involves legislative, executive, and judicial institutions.

2. Brief explanation of any two of the characteristics identified is relevant.

### **TUTOR-MARKED ASSIGNMENT**

1 The merits of democracy include:

- i) Free choice of leaders is respected.
- ii) Decision is reached by discussion, argument and persuasion.
- iii) Equal opportunity for all.
- iv) Democracy promotes stability in a country.
- v) It gives legitimacy to the elected government

## **UNIT 7**

### **SELF ASSESSMENT EXERCISE I**

1. The concept of democracy refers to a form of government in which the people exercise their governing power either directly or through representatives

2. The six characteristics of democracy include:

- i) There is free associations and groups.
- ii) The constitution is seen as supreme.
- iii) The rule of law is applied.
- iv) There is freedom of the press.
- v) There is free and fair election.

vi) Independence of the judiciary should be guaranteed.

3. The two types of democracy include:

i) Direct democracy ii) indirect democracy

### **SELF ASSESSMENT EXERCISE II**

1. The four merits of democracy include:

- i) Equal opportunity for all
- ii) Democracy promotes stability in a country
- iii) It gives legitimacy to the elected government
- iv) The constitution is seen as supreme

3. The rule of law means the supremacy of law over everybody in a political system thus, guides every individual and activities in a state.

### **SELF ASSESSMENT EXERCISE III**

1. The term totalitarianism refers to authoritarianism which permits only one political party controlled by the state to exist.

2. The five features of totalitarianism are:

- i) The state controls the mass media.
- ii) The government uses force to suppress its opponents.
- iii) Individual freedom and liberties are denied.
- iv) There is monopoly of means of information and education.
- v) There is no limit to the powers of the government.

3. The two examples of totalitarian regime include:

i) Nazism ii) Communism.

### **TUTOR-MARKED ASSIGNMENT**

1. The three features of totalitarianism:

- i) One party system is usually practiced by the state.
- ii) The government is headed by a dictator like Adolf Hitler of Germany and Joseph Stalin.

iii) The state controls the mass media.

2. Are there features of totalitarianism in Nigeria?

There are traces of totalitarianism in Nigeria.

## **UNIT 8**

### **SELF ASSESSMENT EXERCISE I**

1. Autocracy a form of government in which one person or a small group of persons rule with absolute power and authority. These rulers are not interested in the wishes of the people. .

2. The two features of autocratic political system include:

- i) Supremacy of the leader                      ii) Limited political participation

### **SELF ASSESSMENT EXERCISE II**

1. Military government system, one of the most common types of dictatorship is the military dictatorship, in which a military organization governs, running the political system. Sometimes, the military uses a great deal of pressure on the government

2. Enumerate any three features of military system of government using Nigeria as an example.

- i) The military does not tolerate opposition.  
ii) Absence of the rule of law.  
iii) The form of government is dictatorial.

### **SELF ASSESSMENT EXERCISE III**

1. There were so many military coups after independence because the living conditions are poor. That is the prior civilian government had been unable to meet their basic needs.

2. The three reasons for coups in Africa include:

- i) The political environment of the early post-colonial years gave rise to ethnic tensions that at times became as severe as to threaten the political system  
ii). Many African governments were unable to meet the social and economic needs of their countries. Thus, the citizens became fed-up with governments that could not provide basic social and economic services, such as jobs, education, and adequate health-care.

- iii) African governments did not have the capacity to govern effectively. Military leaders, afraid that their countries would fall apart politically, decided that they could do a better job of governing.

### **TUTOR-MARKED ASSIGNMENT**

1. The reasons for military intervention in Nigerian politics include:
  - i) Tribal loyalty.
  - ii) Regional based political parties.
  - iii) Mismanagement of public fund.
  - iv) Politicisation of the military.

### **UNIT 9**

#### **SELF ASSESSMENT EXERCISE I**

1. Legitimacy means the acceptance and recognition by the citizens of a country, the rights of their rulers to govern.
2. The three determinants of legitimacy in political system include:
  - i) Good and reliable leadership.
  - ii) Wider scope of political participation.
  - iii) Legitimacy through periodic elections.

#### **SELF ASSESSMENT EXERCISE II**

1. The functions of political system include:
  - i) Political socialization    ii) political recruitment
  - iii) Decision making        iv) Interest articulation.
2. Political socialization means the process of acquiring political beliefs, values, attitudes as well as citizenship training that shapes a citizen's political behavior.
3. The three functions of political system include:
  - i) Political recruitment: Political system determines and controls all processes by which the political elite are recruited into politically important offices and institution.



- ii) Political socialization: All those processes and institution which shape peoples' thinking, feeling, and belief about political institutions, cultures, roles, and relationships are controlled by the political system. It determines peoples' thoughts and feeling about those who implement political roles and the political system as a whole.
- iii) Interest articulation and aggregation: The political system ensures that the interest of citizens and groups are identified, grouped together and considered in the process of decision making.

## **TUTOR-MARKED ASSIGNMENT**

Explanations on whether rulers execute their functions adequately should include: function of rulers like law making, maintenance of law and order, raising and spending money.

## **UNIT 10**

### **SELF ASSESSMENT EXERCISE I**

1. The two geographical facts about African society include:
  - i) Sudan is the biggest country in Africa (almost 100,000 square miles).
  - ii) The smallest African country is the Seychelles, these are islands off the east coast of Africa.
2. The two system of social organisation include:
  - i) Centralized states
  - ii) Non-centralized communities.

### **SELF ASSESSMENT EXERCISE II**

1. Foreign aid means assistance given to countries mostly seen as poor.
2. Do you agree that most African links to socialism was the same?

No, most African links to socialism was not the same.

### **SELF ASSESSMENT EXERCISE III**

1. Communism refers to a political and economic system in which the community, through common ownership, collectively controls all means of production and distribution.

2. The four agents of socialization includes: family, school, peer group and mass media.

### **TUTOR-MARKED ASSIGNMENT**

‘Colonialism has contributed to Africans underdevelopment’ Discuss

Explanations should include the following points:

**Check for answer in UNIT 4 SELF ASSESSMENT EXERCISE III: 2**

## **APPENDIX II**

### **ANSWERS TO SELF ASSESSMENT EXERCISES AND TUTOR-MARKED ASSIGNMENTS IN SSE 122**

#### **UNIT 1**

##### **SELF ASSESSMENT EXERCISE I**

1. A family is a group of people affiliated by recognized birth, affinity (by marriage), or by adoption.
2. i) Every society depends on the continued reproduction of new generations of the population for its existence.  
ii) Certain functions of the family are shared by all societies. For example, reproduction, protection, socialization, status ascription and economic support.
3. Family provides the child with necessary support and warmth for survival within the society.

##### **SELF ASSESSMENT EXERCISE II**

1. i) Nuclear family    ii) Extended family.
2. The nuclear family is the type of family which involves the father, mother and their children living in the same house. While, the extended family comprises of the father, his wife/ wives, children, grandparents and other blood relatives living in the same compound.
3. Reasons for family preference include:

##### **Nuclear family:**

- Basic needs of children like food, clothing, and shelter as well as education, can be met by parents if they have fewer children.
- Each of the children can get the same amount of attention, love and care. Therefore, neglect can be avoided.
- The family can have more time for bonding activities as well as little luxury because money can be saved.

##### **Extended family:**

- Every member of the family has the spirit of belongingness to protect a common interest, e.g. security, and prestige.

- In times of difficulty, members provide moral support.
- Socialization of children is done through collective parenting.

### **SELF ASSESSMENT EXERCISE III**

1. For effective functioning of the family.
2. i) Protection. ii) Education iii) Reproduction. iv) Status ascription. v) Affection and companionship. vi) Regulation of sexual behaviour. vii) Religious training. viii) Recreational outlets.
3. This is the kind of family formed through marriage, e.g. a man, his wife and children.

### **TUTOR-MARKED ASSIGNMENT**

1. Five functions performed by your parents at home or you as a parent should include the following: procreation, socialization, status placement, protection, and affection.
2. Distinguish between natal and conjugal family. **Natal family or family of orientation:** is the family in which one is born and bred, which consist of the individual, brothers, sisters, and parents. While, **Conjugal family or family of procreation:** is the kind of family formed through marriage. It composed of the individual, his or her spouse, and their children.
3. The advantage of parents performing their roles effectively in the family include: Parents will establish a disciplined home so that children could be brought up in a healthy atmosphere of peace.
4. Six members of extended family in Nigeria include: Aunt, uncle, cousin, nephew, niece, and grandfather.

## **UNIT 2**

### **SELF ASSESSMENT EXERCISE I**

1. Family system refers to a formation of interdependent parts (social positions) with characteristic organisations and patterns of interdependence. For example, husband-wife relationship
2. The basic units of a family system are not persons but the interrelated statuses (positions) and the established patterns of expectations (roles) that accompany those positions. For example, husband- wife, parent- child, uncle-aunt, and father- mother.

## **SELF ASSESSMENT EXERCISE II**

1. The characteristics of the family system include the following:

(i) Wholeness (ii) Equipotentiality (iii) Hierarchical power (iv) Subsystem (v) Epigenesis (iv) Boundaries.

2. The key components to the successful functioning of a family system includes:

- **Family influence:** Family social systems may operate on a generational basis, where things change down the line with each new generation coming up.
- **Family bonds:** This makes the family different from other social systems because it is built upon emotions like love, patience, forgiveness and endurance
- **Communication:** successful functioning of a family system depends on how well a family communicates and processes information.
- **Coping mechanism:** The success of how a family copes with changes depend largely on its awareness of these alterations.

3. The factors include: Relational qualities, Functional factor and Structural factor.

## **SELF ASSESSMENT EXERCISE III**

1. Family values means standards that inform their decisions on the basis of the values instilled in them by their families.

2. Some values are among the important values of family system. They include:

- i. **Protection from outside influence:** When people try to get others to do things that are not morally correct, they try to infiltrate the family values set in place. Thus, strong family values guide victims of deviant influences.
- ii. **Influencing decision making:** Family values influence the decisions people make both within the family structure and outside of it.
- iii. **Establishing a basis for family:** A foundation supports a family, when crises arise, the family is able to withstand them because of the stability of the interpersonal structure.

## **TUTOR-MARKED ASSIGNMENT**

1. Family values include: honesty, respect, hard work, integrity, patience, and tolerance.

2. Family values are beneficial in the following ways:

- Families with strong values are able to identify these values in others quickly, which then produces a new generation with similar beliefs.

- Values such as protection from outside influence, influencing decision making, establishing a basis for family and guidance for raising children are among the important values of family system

### **UNIT 3**

#### **SELF ASSESSMENT EXERCISE I**

1. Family structure is conceptualised as family support system involving two married individuals providing care and stability for their biological offspring. The family is created at birth and establishes ties across generations.
2. Family structure matters at the most fundamental level because children growing up in a healthy, married, two-parent families are more likely to lead happy, healthy and successful lives than those who have not experienced the same level of family security and stability.

#### **SELF ASSESSMENT EXERCISE II**

1. The six types of family structure include:

- (i) Single family    (ii) Childless family    (iii) Nuclear family  
(iv) Extended family    (v) Stepfamily    (vi) Grandparent family

2. There is no right or wrong answer when it comes to what is the best type of family structure. As long as a family is filled with love and support for one another, it tends to be successful and flourish. Families need to do what is best for each other and themselves, and that can be achieved in almost any family structure.

#### **SELF ASSESSMENT EXERCISE III**

1. Identify the factors responsible for changes in the extended family structure.
  - i) Modernisation has affected family size, fertility control and preference for western system of marriage.
  - ii) Education has brought about awareness, more families have embraced it and encouraged female education.
  - iii) Economic crises have lessened family stability and cohesion.

#### **TUTOR ASSESSMENT ASSIGNMENT**

1. (i) Feeding. (ii) Socialization of children. (iii) Moral training. (iv) Protection from external attack. (v) Provision of the needed love and emotion support.

2. Natal family is the family in which one is born and bred. Conjugal family is the kind of family formed through marriage.

3. Each family member needs to play his or her role for a better family relationship. Traditionally, the father, being the head of the family, has to work and provide for all the needs of the family. The mother, on the other hand, has the outmost responsibility to manage, direct, and hold the family members together. It is also her duty to administer the necessary disciplinary actions when needed. Thus, encourages family stability, serves as positive role model, and instills the norm of family system.

4. Members include: father, mother, uncle, aunt, cousin, and grandfather.

## UNIT 4

### SELF ASSESSMENT EXERCISE I

1. Family problem means a need in the family that has never been properly addressed, which exposes the members to pains and sufferings.

2. Family problems stem from sources like accidents, war, genetic factors, ignorance and faulty relationships.

### SELF ASSESSMENT EXERCISE II

1. i) Sexual problems and differences, ii) Poverty and bankruptcy, iii) late pregnancy and barrenness, iv) male child syndrome, v) Divorce and separation, vi) abnormal spouse and children, vii) Sickness and death.

2. **i) Sexual problems and differences:** Sex is a major pillar in the family foundation. Therefore, if this is absent or inadequate in marriage, it leads to unhappiness in marriage.

**ii) Poverty and bankruptcy:** Poverty is a state of having little or no money as a result the necessities of life cannot be catered for. This is caused by unemployment, laziness, ignorance and mismanagement.

**iii) Late pregnancy and barrenness:** Pregnancy can occur late in marriage due to medical problem. As a result, it can lead to divorce if the couples are not able to manage this problem.

**iv) Male-child syndrome:** African societies value male children than female children and this is reflected negatively in their relationships with members of the family.

### **SELF ASSESSMENT EXERCISE III**

- i) Parents need to find out the level of abnormality in order to decide on how to assist them to survive.
- ii) Medical attention should be sought and couples should find out their sexual differences and respect their feelings.

### **TUTOR-MARKED ASSIGNMENT**

1. There is no definite answer to this question, but studies have shown that a child from a two parent family adjust easily to schoolwork than a child from any other family structure.

## **UNIT 5**

### **SELF ASSESSMENT EXERCISE I**

- 1. Micro-system means family members, both nuclear and extended, and the perceptions and expectations they hold for the family.
- 2. i) Family, 2) peers, 3) school, 4) media, 5) neighbourhood, or childcare environments.

### **SELF ASSESSMENT EXERCISE II**

- 1. Micro system consists of the activities and interactions in the person's immediate surroundings. Thus, there are guidelines in place that govern the functionality of the family and create behaviours within the group which makes the tiny society distinguishable from others.
- 2. Discussion should include the following: The family is the most important unit of society and plays an indispensable role in fulfilling the emotional and physical needs of individuals. Within the family unit, there are still social roles that the family members take on and that are aware to everyone in the group. Such as, the father is the head of the family with the mother as a clos

### **SELF ASSESSMENT EXERCISE III**

- 1. The Micro-system has the most immediate impact, including, for example, a child's home, school, and peer group. The head of the family is the one who keeps order by setting rules and enforcing them.
- 2. The parents in this situation have influence on the child, also, the child has an influence on the parents.



## **TUTOR-MARKED ASSIGNMENT**

School as a micro-system helps to socialise the child through the role it plays. For example, provides model for imitation, Promotes patriotism by teaching rights and obligations, Punctuality is emphasized such that time consciousness is instilled in students, and learns the necessary occupational skills that will help them function well to earn a living.

## **UNIT 6**

### **SELF ASSESSMENT EXERCISE I**

1. Social institution means a set of beliefs, norms, and values which define how people, groups and organisations resolve common societal problems.
2. Some social institutions that are family based include marriage, parenthood and kinship.
3. i) If the nuclear family establish their own residence it is called neolocal residence.
  - ii) While the extended family of two or more generations living together under the authority of a head live in virilocal residence where sons settle with their wives in their fathers' household.
  - iii) In uxorilocal residences, daughters bring their husbands to their mother's household.
  - iv) Avuncular residence is a situation where a brother, his sister, and her children reside together.

### **SELF ASSESSMENT EXERCISE II**

1. The system of norms in the family includes among others the following:
  - i) Reproduction ii) socialization iii) maintenance, iv) placement v) and Affection and protection.
2. i) Reproduction: Procreation is expected to be carried out legally within the family through marriage which recognises the status of new members of the society.
  - ii) Socialization: Socialization is one of the family function through which skills and norms are taught by someone or several people. This enables members to participate in the society effectively.

iii) Maintenance: Man is the only mammal that requires care for a long period of time. This is evident in the number of years a child stays with the parents before he becomes independent.

### **SELF ASSESSMENT EXERCISE III**

1. i) Parent/ children relationship ii) Husband / wife relationship.
2. **i) Parent/ children relationship:** This is the interaction between father, mother, and children based on the rules of authority or power relationship that exist in a family. This relationship could either be democratic- cordial, friendly and relatively peaceful or autocratic- based on fear and suspicion between parents and children.  
**ii) Husband / wife relationship:** This is the interaction between the husband and wife usually characterised by trust, companionship, intimacy, tolerance, recognition, privacy, acceptance and consideration

### **TUTOR-MARKED ASSIGNMENT**

1. Explanation to include neolocal residence, patrilocal residence, uxorilocal residences and virilocal residence.

## **UNIT 7**

### **SELF ASSESSMENT EXERCISE I**

1. Marriage means a legally recognised relationship established by a civil or religious ceremony, between two people (opposite sex) who intend to live together as sexual and domestic partners.
- 2 The following includes among others as purpose of marriage: procreation, child rearing, socialization, companionship, and security.
3. **i) Procreation:** This is important for the maintenance of human species.  
**ii) Sex gratification:** Sexual satisfaction is essential for relaxing tension and checking illegal marital sex.  
**iii) Love:** Marriage provides love which is essential for the sustenance of happiness in the home

### **SELF ASSESSMENT EXERCISE II**

1. i) Cultural factor      ii) Religious factor.

2. There are three forms of marriage which includes: religious (Christian and Muslim), customary/ traditional and civil/ ordinance.

### **TUTOR-MARKED ASSIGNMENTS**

1. The solutions to marital problems include:

i) Tolerance ii) understanding iii) healthy communication among spouses.

2. The three causes of divorce in the locality includes:

i) Incompatibility ii) economic hardship iii) troubles with in-laws.

## **UNIT 8**

### **SELF ASSESSMENT EXERCISE I**

1. Kinship refers to people who descend from a common ancestor or those who are affiliated by marriage

2. People from a common ancestor are referred to as cognates or cognatic kin. For example, the Hausa people trace their ancestor to Bayajidda. While, the Yoruba people who assume they descended from Oduduwa are referred to as cognate kin.

### **SELF ASSESSMENT EXERCISE II**

1. Aspects of kinship include:

i) terminology ii) biological reference iii) social groups iv) kinship roles.

2. Functions of kinship include:

i) social support ii) regulates sexual relations iii) allocates certain rights such as property inheritance, and residence iv) contributes to social order in society.

3. Descriptive kinship means a specific member of the family e.g. Father. While, classificatory kinship refers to certain categories of kinsmen put together and addressed by the same terms e.g. Uncle.

### **SELF ASSESSMENT EXERCISE III**

1. Types of kinship include:

**i) Matrilineal descent:** This describes a family system that traces descent and inheritance through the mother's side.

**ii) Patrilineal descent:** This describes a family system that traces descent and inheritance through the father's side.

**iii) Double unilineal descents:** This descent has individuals that belong to two descent groups. That is the individual belongs to his father's patrilineal descent and his mother's matrilineal descent.

2. Kinship differs from society to society because it is culturally learned.

### **TUTOR-MARKED ASSIGNMENT**

1. Kinship determines marriage stability through:

i) To have inheritance or succession rights one must belong to a descent group. ii) The position of an individual in the society depends on the marital status of an individual parents.

2. Kinship determines community development through:

i) Provision of social support in times of need e.g. during bereavement or ceremony.

ii) Provision of solidarity through constructing a school, sponsoring the less privilege etc.

### **UNIT 9:**

#### **SELF ASSESSMENT EXERCISE I**

1. A parent is a person that gives birth to a child. Plays the role of parents in terms of child rearing or taking responsibility for nurturing children to adulthood.

2. The two overlapping nuclear family a person is likely to belong are: conjugal and natal family.

#### **SELF ASSESSMENT EXERCISE II**

1. The five parental roles include:

i) Provide physical care ii) Inculcate discipline iii) Develop social competence, iv) encourage learning v) Provide opportunities for education.

2. The age group for parents' ranges from teenage parents to grandparents who have decided to raise their grandchildren.

### **SELF ASSESSMENT EXERCISE III**

1. Parenting style means the way children are reared, which affects the way children grow up, and parents relationship with them.
2. The practice of childrearing result into various parenting patterns like:
  - i) Nuclear model ii) extended model iii) stepfamily or blended model iv) single parent model v) fostering or adoption.
3. The unique features that determine the way children are raised in a culture includes: family system, relationship between parents and children, religious beliefs, cultural values, social status of parents and place of residence.

### **TUTOR-MARKED ASSIGNMENTS**

1. A list of the parenting patterns discussed in this unit includes among others: nuclear model, extended model, step family, single parents, adoption and fostering.
2. Child rearing in the extended family is through collective parenting. This pattern usually prevails in the rural areas. Autocratic interaction is common which restricts children's behaviour. Thus, encourages obedience, conformity, independence and a high degree of adaptability of different persons and situations early in life.

## **UNIT 10:**

### **SELF ASSESSMENT EXERCISE I**

1. The three definitions of the family cited include:
  - i) It is a union between a man and woman with the intention to live together for the rest of their lives.
  - ii) Marriage is a socially approved mating relationship that people expect to be stable and enduring.
  - iii) Marriage is a social arrangement by which a child is given a legitimate position in the society, determined by parenthood in the social sense.
2. The family structure more common in the locality should include any of the structure identified in the unit discussed e.g. extended or nuclear.
3. One importance of family value is families with strong values are able to identify these values in others quickly, which then produces a new generation with similar belief.

## **SELF ASSESSMENT EXERCISE II**

1. The two components of a micro-system includes: families, church groups, schools and the like.
2. The family is considered the most important unit of society in the sense that it plays an indispensable role in procreation and fulfilling the emotional and physical needs of individuals.

## **SELF ASSESSMENT EXERCISE III**

1. Marriage simply means a union between a man and woman as husband and wife.
2. Three parental roles include:
  - i) provide physical care
  - ii) Develop social competence
  - iii) Inculcate discipline.
3. Classificatory kinship refers to certain categories of kinsmen put together and addressed by the same terms e.g. Uncle.

## **TUTOR-MARKED ASSIGNMENT**

1. Roles performed by parents in their household include:
  - i) Protection-** the human infants unlike other animal species need endless care and economic security.
  - ii) Reproduction-** for society to preserve itself, it must replace its dying members through procreation.
  - iii) Socialization-** parents and other relatives monitor a child's behaviour and transmit the norms, values and language of a culture to the child.
2. The form of marriage commonly practiced in the locality should include any form discussed in the unit e.g. religious, traditional or ordinance.

## **APPENDIX III**

### **ANSWERS TO SELF ASSESSMENT EXERCISES AND TUTOR-MARKED ASSIGNMENTS IN SS3 123**

#### **UNIT 1**

##### **SELF ASSESSMENT EXERCISE I**

1. Social Studies mean the study of man in his totality.
2. The main purpose of social studies amongst others includes:
  - i) The development of an understanding of the environment in the learners.
  - ii) The development of useful skills and abilities which will enable learners to deal with and manage the forces of the world.

##### **SELF ASSESSMENT EXERCISE II**

1. The characteristics of social studies include:
  - i) It is the study of man as he interacts with the environment.
  - ii) Social studies is value based.
  - iii) Social studies is a problem oriented area of study
  - iv) Inquiry is at the core of all teaching approaches in social studies.
2. Social Studies is seen as a problem oriented area of study because it responds to the problems of society with a view to seeking rational solutions to the identified problems.

##### **SELF ASSESSMENT EXERCISE III**

1. The five areas covered by the scope of social studies include:
  - i) Socio-cultural issues
  - ii) Contemporary public issues
  - iii) economic issues
  - iv) Historical issues
  - v) scientific and technological issues.
2. Social Studies is interested in human life and activities because it seeks the promotion of good citizenship.

##### **TUTOR-MARKED ASSIGNMENT**

1. The distinguishing characteristics of social studies as an area of study includes. (Check the answer to **SELF ASSESSMENT EXERCISE II, 1.** above).

## **UNIT 2**

### **SELF ASSESSMENT EXERCISE ACTIVITY I**

1. The two definitions of socialization are:

- i) Socialization is the process which transforms the child at birth from babyhood to adulthood.
- ii) Socialization is perceived as the learning process by which infants are made into normal human beings, possessed of culture and able to participate in social relations. Thus this process begins at birth and continues until death.

2. The two preconditions for socialization are:

- i) There must be an ongoing society.
- ii) Social interaction.

3. The four aims of socialization include:

- i) To teach fundamentals of life in society.
- ii) To instil societal aspiration in members.
- iii) To transmit basic skills into the individuals.
- iv) Socialization ensures that the individual is capable of fulfilling social roles.

### **SELF ASSESSMENT EXERCISE II**

1. The four functions of socialization in human societies include:

- i) It prepares new members of a social group or society to behave in a way the group desires.
- ii) Individuals are helped to acquire various skills.
- iii) It helps to integrate the individual into the group so that he can fit properly.
- iv) Society is made to be orderly and preserved from extinction

2. The three types of socialization are:

- i) Childhood (Primary) Socialization
- ii) Secondary(Adolescent) Socialization
- iii) Adulthood Socialization

3. Childhood socialization very important because the success of adult socialization depends mainly on successful childhood socialization which is more intense.



### **SELF ASSESSMENT EXERCISE III**

1. The factors that hinder socialization are:

i) faulty method of the socialiser, ii) conflicting views of the socialiser and that of the society iii) If the child being socialized is mentally or physically handicapped, he may not be able to learn.

2. Write short notes on the following:

(i) Re-socialization: learns the requirement of a new role or re-socialization (unlearns and re-learns necessary role transition).

(ii) Adult socialization: This is the process by which adults acquire new learning as they move occupationally, socially or geographically through various statuses at different stages in their life circle.

### **TUTOR-MARKED ASSIGNMENT**

1. Identify and discuss those aspects in which children in your locality are socialised.

(Check the answer to **UNIT 3 SELF ASSESSMENT EXERCISE 11:2 below**)

### **UNIT 3:**

#### **SELF ASSESSMENT EXERCISE I**

1. One primary agent of socialization is the family.

2. The four agents of socialization include:

i) Family ii) The school iii) The mass media iv) The peer group or the church.

#### **SELF ASSESSMENT EXERCISE II**

1. Content of socialization means those topics that make up the knowledge, skills, attitudes, feelings, and values that the individual learns to become an effective citizen.

2. The three contents of socialization include:

i) Psycho-sexual development: This has to do with child training practices necessary to bring children up from infants to mature adult expressing emotions as society permits.

ii) Language: This is where the child learns the various communication symbols, the names of objects, other people with whom he interacts, and how to interpret situations. The child's ability to learn language of his social group enables his learning of values, norms, and folkways.

iii) Sex-role learning: People occupy different positions in society. Usually, most societies divide the roles to be played along sex and age lines. That is, society differentiates roles by their female and male members. Thus, when a child is born, he is raised to play the sex roles approved by the society.

### **SELF ASSESSMENT EXERCISE III**

1. The five methods of socialization are:

- i) Incidental learning ii) Initiation ceremonies iii) rewards iv) punishment
- v) Learning by imitation.

2. Do African parents have faith in the efficacy of punishment for behavioural change? Yes, they do. The adage ‘spare the rod and spoil the child’ explains this better.

### **TUTOR-MARKED ASSIGNMENT**

1. The agents of socialization that include the entire variety of significant individuals, groups and institutions provided the social arrangement or context within which socialization takes place. The agents applied different methods to impart the content.

## **UNIT 4:**

### **SELF ASSESSMENT EXERCISE I**

1. Members of the family include: father, mother, brother, sister, aunt, cousin nephew and grandparents.

2. The features of socialization are:

- i) Social self ii) Generalised others’ (role-playing) iii) Knowledge and skill learning
- iv) Knowledge and skill learning.

3. Family influence its members in the following ways:

- i) It provides companionship, love and security for the children and members.
- ii) It establishes and continues inter-personal relationships between members.
- iii) It provides the foundations for personality development.

### **SELF ASSESSMENT EXERCISE II**

1. Differences in family background include: differences in family values, norms, beliefs, preferences, aspirations, ideologies, discipline, achievement and motivation.

2. The four functions of a family include: Procreation, socialization, protection, and status placement.

### **SELF ASSESSMENT EXERCISE III**

1. Child rearing pattern implies habits, methods, and practices by which child socialization is carried out.

2. The two patterns of child rearing are:

i) Repressive socialization pattern stresses obedience, respect for authority and external control of behaviour is emphasized. Thus, conversation or dialogue between parent and child is not encouraged.

ii) Participatory socialization. This emphasizes reward for good behaviour, that is, it discourages punishment. It tries to teach the child not to continue with a particular behaviour. Therefore, the child is told the reason why he is being punished for a wrong act. This allows the child freedom for exploring his environment.

### **TUTOR-MARKED ASSIGNMENTS**

1. The benefits that one gets from the family include:

(i) Feeding. (ii) Socialization. (iii) Moral training. (iv) Protection from external attack. (v) Provision of the needed love and emotion support.

## **UNIT 5**

### **SELF ASSESSMENT EXERCISE I**

1. The term school means a larger social institution where children go to acquire knowledge, skills, attitudes and values.

2. The three national educational goals in Nigeria include:

i) The inculcation of national consciousness and national unity.

ii) The training of the mind in the understanding of the world around.

iii) The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.

## **SELF ASSESSMENT EXERCISE II**

1. The family alone cannot cope with the demands of the society because elders lacked the hi-tech skills and specialised knowledge that children require to fit them into the modern society.
2. The four functions of the school are:
  - i) Promotes patriotism by teaching rights and obligations.
  - ii) Punctuality is emphasized such that time consciousness is instilled in students.
  - iii) Learns the necessary occupational skills that will help them function well earn a living.
  - iv) Acquires values, knowledge and skills important for complete participation in society.

## **SELF ASSESSMENT EXERCISE III**

1. The school is a formal agent of socialization where children go to acquire knowledge.
2. The influence of school on an individual are:
  - i) Promotes patriotism by teaching rights and obligations.
  - ii) Punctuality is emphasized such that time consciousness is instilled in students.
  - iii) Learns the necessary occupational skills that will help them function well earn a living.

## **TUTOR-MARKED ASSIGNMENT**

1. Find out from your home community about the importance of school. Through the teachings of behaviour and attitudes the school socialises the children into basic values of society. Hence prepare them for future adult roles in the occupation and other sectors of social life.

## **UNIT 6**

### **SELF ASSESSMENT EXERCISE I**

1. Peer group refers to people of about the same age having similar interests and social positions within which one has practically close links and contact
2. The three sub-cultures of peer group are:

- i) thoughts, ii) dressing patterns iii) roles of behaviour or peculiar vocabulary
3. Peer members appear as deviant if goals of peers are at variance with the goals of the overall society.

### **SELF ASSESSMENT EXERCISE II**

1. The two functions of the peer group include:
- i) Leadership Training: Children learn to become good planners and leaders through peer group. This is because they decide the activities and strategies to employ in the execution of such activities.
  - ii) Democratic Living: In the peer group, members have equal right to express their views, ask questions about issues and demonstrate their potentialities.
2. The impact of children spending much time with their peers tends to become an important and strong influence on the growing child.

### **SELF ASSESSMENT EXERCISE III**

1. The peer group contributes to the socialization of the child in the following ways:
- i) Social Roles: The child learns certain skills, knowledge and experiences through peer socialization. That is, it is from the peer group that the child acquires knowledge on sex role, courtship, and how to relate with the opposite sex.
  - ii) Moral and Character Training: In every peer group, there are rules and regulations which guide the conduct of group members. Therefore, every member must strive to comply with such rules in order to gain acceptance from members. As the child realises this, he will not want to go contrary to the group's norms. Thus, he is forced to behave properly.
  - iii) Peer group helps to clarify a child's self-concept, goals and ambitions.
2. The list of some groups that you belong to should include examples of your childhood and present peer groups.

### **TUTOR-MARKED ASSIGNMENT**

1. Explanation should include elders' opinions about peer influence such as:
- Children spend much of their time in the company of their peer than they would with their parents as they grow up. Even where children go to school, they spend most part of the day in peer circles. Thus, the peer group tends to become an important and strong influence on the growing child. This influence is much evident during the adolescent years when children generally form a typical sub-culture of their own.

## UNIT 7

### SELF ASSESSMENT EXERCISE I

1. Marriage simply means the union between man and woman to live as husband and wife for the rest of their lives.
2. The three types of marriage include:
  - i) Polygamous marriage
  - ii) Monogamous marriage
  - iii) Sororate marriage
3. The three purposes of marriage include:
  - i) Sexual satisfaction
  - ii) Child rearing
  - iii) Companionship

### SELF ASSESSMENT EXERCISE II

1. The four functions of religion are:
  - i) Maintenance of social control
  - ii) Psychological support
  - iii) Group integration
  - iv) The provision of meaning.
2. The two functions of religion are:
  - i) Group integration: Religion binds people together into an integrated social group. This is done through the sharing of common religious beliefs and values, or participation in common religious rituals and practices.
  - ii) The provision of meaning: The doctrines of religion provide meaningful answers to some confusing questions about human life, its origin, existence and final fate. It offers explanations to human miseries and misfortune. Not only has that, it explained how life can become coherent and purposeful.

### SELF ASSESSMENT EXERCISE III

1. The four major world religions include:
  - i) Christianity
  - ii) Islam
  - iii) Hinduism
  - iv) Buddhism
2. The explanation for one of the religion identified above should include any e.g.

**Christianity:** Christianity, the most prevalent world religion is derived from Judaism. It is based on the belief that Jesus Christ was the son of God and the saviour of mankind. There are many different Christian denominations.

### SELF ASSESSMENT EXERCISE IV

1. Health simply means a state of physical and mental wellbeing.
2. Two ways people view ill-health are:

- i) People in traditional societies may perceive that witches are responsible for their ill-health. This makes them to engage in religious practices and offerings.
- ii) Some people comprehend that diseases cause ill-health and therefore they go to the hospital to find out why they are ill and how to get cured.

### **SELF ASSESSMENT EXERCISE V**

1. The three functions of health institution are:

- i) Health institutions assist in the eradication of the occurrence or outbreak of epidemic diseases.
- ii) They help people to live long by increasing the life span of the people.
- iii) Health institutions assist to reduce the increase in cases of drug abuse and drug use among the adolescents

2. The three main types of health institutions in Nigeria include:

- i) Primary (rural area)
- ii) Secondary (semi-urban centres)
- iii) Tertiary (urban centres)

### **SELF ASSESSMENT EXERCISE VI**

1. The types of legal institution are:

- i) The Police Force
- ii) The Courts.

2. The four functions of legal institutions include:

- i) They preserve community life and preserve law and order.
- ii) Legal institutions protect individual life and property.
- iii) They prevent crime and punish offenders.
- iv) They promote moral and social responsibility.

### **TUTOR-MARKED ASSIGNMENT**

1. The importance of religion should include any e.g.

(Check for the answer UNIT 7 **SELF ASSESSMENT EXERCISE 11** under Religious Institutions).

2. People practise different religions because of different beliefs which are strongly held ideas about a thing e.g. supernatural being.

3. One problem each associated with health and legal institutions are:

- i) Health institutions are faced with the problem of fake drugs, and unqualified medical personnel.
- ii) Legal institutions are faced with corrupt judges and delay of justice.

## **UNIT 8:**

### **SELF ASSESSMENT EXERCISE I**

1. The term right means a privilege conferred by the law upon a person or group of persons.
2. The four fundamental rights of citizens in Nigeria are:
  - a. Right to life
  - b. Right to personal liberty.
  - c. Right to fair hearing.
  - d. Right to dignity of human person.
3. Civic right means the rights that allow a citizen to participate in and exercise his functions in society.

### **SELF ASSESSMENT EXERCISE II**

1. Obligations refer to duties expected of a citizen.
2. The three types of obligations include:
  - i) Civic and political ii) Social obligation iii) Economic obligation.

### **SELF ASSESSMENT EXERCISE III**

1. The three obligations of Nigerian citizen are:
  - i) Payment of taxes: a citizen should pay his tax to provide the state with revenue for social services such as school, water and electricity.
  - ii) Voting at election: A citizen has to vote during elections. Therefore, failure to do so may lead to the election of wrong people into public office.
  - iii) Detection and prevention of crime: A good has the responsibility to assist the law enforcement agency with useful information when needed.
2. The four consequences of non-performance of citizens' obligations in society are:
  - i) Chaos among the members of the society.
  - ii) There will be cases of insecurity in the society.



iii) There may be outbreak of epidemic in the society which will lead to untimely death of both adults and children.

iv) Idleness among youths which may result to delinquency.

### **TUTOR-MARKED ASSIGNMENT**

1. Ways to encourage compliance to performance of citizens' obligations among others include: mass enlightenment, inculcation of positive values right from early socialization, and incentive for positive behaviour.

## **UNIT 9**

### **SELF ASSESSMENT EXERCISE I**

1. Civic responsibility implies obligations that are not forced on citizens but they are expected to perform such privileges at will.

2. Three examples of civic responsibility include:

- i) Providing information to law enforcement agents
- ii) belonging to a political party
- iii) participating in environmental sanitation.

### **SELF ASSESSMENT EXERCISE II**

1. Four functions of civic responsibilities include:

- i) Schools teach civic responsibility.
- ii) Helping the Community.
- iii) Civic action.
- iv) Civic responsibility is supreme to the success of democracy and philanthropy.

2. The two forms of civic responsibility include:

- Volunteering is a form of civic responsibility which involves the giving of time or labour without the expectation of monetary compensation.
- Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, and environmental or quality of life issues.

### **TUTOR-MARKED ASSIGNMENT**

Civic responsibilities in the locality should include:

(Check for the answer in **UNIT 9 SELF ASSESSMENT EXERCISE 11 (2)** above)

## **UNIT 10**

### **SELF ASSESSMENT EXERCISE I**

1. Man as the focus of social studies should be shown in the scope of social studies e.g. the scope is ever changing considering the factors of time and human development. Thus, learners are prepared through social studies for active meaningful and challenging citizenship in a democracy like Nigeria. Social Studies by its nature is interested in all aspects of human life and activities. The essence of this wide focus of human activities is the promotion of good citizenship.

2. The nature of social studies should include:

(Check for the answer under **UNIT 1 SELF ASSESSMENT EXERCISE 11 (1)** under characteristics of social studies above also explains the nature of social studies).

### **SELF ASSESSMENT EXERCISE II**

1. Socialization is perceived as the process by which a biological human being becomes socially human. Thus, it is a learning process, all through life.

2. The four agencies of socialization include:

- i) family ii) school iii) peer group iv) mass media

### **SELF ASSESSMENT EXERCISE III**

1. The two functions of religious institution include:

(Check for the answer under **UNIT 7 SELF ASSESSMENT EXERCISE 11(2)** under *Religious Institution*)

2. The three responsibilities of Nigerian citizens include:

- i) Payment of taxes ii) voting at election iii) detection and prevention of crime

### **TUTOR-MARKED ASSIGNMENT**

1. The functions of social institution include:

- i) They are established in society to regulate the activities of members as they interact to achieve their aims and objectives.
- ii) They assist the community in maintaining peace and other

2. The three types of marriage include:

- i) Polygamous marriage ii) Monogamous marriage iii) Levirate marriage.