

UNIT 1: MEANING OF SOCIAL STUDIES EDUCATION

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1.0 INTRODUCTION

The newness of social studies in Nigeria in general and Nigerian schools in particular cannot be overemphasized. Mezieobi, Fubara and mezieobi (2015:1) lend credence to the above statement when they averred that “the relative newness of social studies in Nigeria in general and in Nigerian schools in particular, coupled with the varieties of persons, professional social studies educators and non-professional or ‘generalist’ social studies personnel, who are associated with social studies have led to an ‘overdose’ of social studies definitions:. This is also why there is no generally accepted definition of social studies. Social studies is gradually finding its way into the hearts of many Nigerians especially students that are eager to make a difference in their society. This unit discusses the meaning of social studies education.

2.0 OBJECTIVES

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

- (i) Define social studies education
- (ii) Understand what social studies education means.

2.1 How to Study this Unit

Read through this unit and put down the major points. Make sure you understand the difficult words you have identified. Attend classes and read materials available. Ask questions when necessary. Answer all the questions in the activity.

2.2 Word Study

Words difficult to understand would be explained in details.

3.0 MAIN CONTENT

3.1 Meaning of Social Studies Education

It is true that there is no generally accepted definition(s) of social studies education. But notwithstanding, there are numerous definitions by both social studies education professionals and generalists.

Some of such definitions include:

Mezieobi, Fubara and Mezieobi (2015:12) listed some definitions of social studies education as simple social sciences; as a synonym of the social sciences, as a combination of selected aspects of the social sciences and the humanities without each of the distinct subject area losing its separate identity; as an integrative subject which blends the contents, concepts sciences, the humanities, the sciences, while in the resultant fusion, each of these discrete disciplines loses its separate identity; as a supplement or complement of the traditional subjects or disciplines of the humanities and the social sciences; as an outright substitute for, or displacement of the subjects in the social sciences and the humanities at the primary (new lower basic education level-primary 13, middle basic education level – primary 4-6) and Junior Secondary School (now upper basic education level) levels of the education system; as applied social sciences; as citizenship education; (Mezieobi, 1992); as new forms of introductory courses in humanities and the sciences; as human skills development field of study; as ecological studies and as value-oriented education.

Other definitions of social studies education by erudite scholars in social studies include Ezegebe, Ekan, Anyanwu and Abiogu (2014:54) define social studies as “a discipline that deals with social change and ensures that a meaningful interaction of the recipients with their physical, social and cultural environments is attained”. Kisko (1980) on his own part sees social studies education as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves”. Adarelegbe (1982) averred that social studies is a “problem approach discipline through which man studies and learns about problems of surreal in his environment”.

Activity I

- i. Conceptualize social studies education
- ii. What is your understanding of the term; ‘social studies education’
- iii. Give any five definitions of social studies education by Mezieobi, Fubara and Mezieobi (2015).

3.2 Goals of Social Studies Education

Mezieobi, Fubara and Mezieobi (2015:3) broadly categorized the goals of social studies in section. They are:

- (1) **Didactic Acknowledge and Information Goals:**
Social studies are saddled with the responsibility of transmitted knowledge or information that are social studies related from the teacher to students.
- (2) **Reflective Thinking Goal**
Mezieobi, Fubara and Mezieobi (2015:3) pinpointed that “the utility value of any knowledge or information is the ability of the receiver of that information to digest it, analyze it and apply it in the solution of problems or in the creation of new knowledge through serious thinking”. Reflective thinking gives an individual the capacity to make rational decisions on critical issues.
- (3) **Affective Goals**
Mezieobi, Fubara and Mezieobi (2015:3) succinctly noted that “these entail the ability to develop in the recipient of social studies information, knowledge of content, positive values, attitude and feelings”. This can also be the goal of social studies that promotes the understanding of cultural norms and adherence to stipulated rules and regulations.
- (4) **Citizenship Transmission Goal**
Making the citizens understand socio-civic competences and everything about citizenship is associated with this goal of social studies.
- (5) **Pupil Self-Enhancement Goal**
First and foremost, it is essential for one to understand oneself. With this goal of social studies, one would know the importance of being committed to one’s society. This would make for effective living and co-existence in such a society.
- (6) **Socio-Political Activism Goal**
Meziobi, Fubara and Mezieobi (2015:4) mentioned that “this goal intends to make pupil-student clientele active socio-political participants in his environment and who would resort to constructive social criticism when need be”.
- (7) **Skills Goals**
Social studies expose students to a lot of skills that would make the self-sufficient and independent in our society. Such skill according to Jarolimek (1986) is social skills, study skills, work habits, group work skills and intellectual skills.

Activity II

- i. List any five goals of social studies according to Meziobi, Fubara and Mezieobi.
- ii. Explain any three of the goals listed above
- iii. For you as an individual, which goal of social studies is the most important and why?

3.3 Characteristics of Social Studies Education

Characteristics of social studies abound in this text, the followings are characteristics of social studies education according to Mezieobi, Fubara and Meziobi (2015:5-7):

1. Social studies sees knowledge and man’s social world as an integral while

2. Social studies adopts the integrative approach to knowledge by fusing or blending relevant content, concepts, methods and generalizations drawn from the other related disciplines or content areas of social studies in order to make the learner see the world as a whole, and in addition, develop an integrated view of traditional social studies discipline.
3. Social studies draw its content or subject matter from mainly the social sciences, the humanities and from many other relevant courses including the experiences of the children.
4. Social studies in all parts of the world is largely society-relative or society-specific.
5. Social studies is socially or society sensitive.
6. Social studies emphasizes classroom without walls in the community.
7. Good social studies programme is activity leaded and predominantly contains activities, knowledge to be acquired and facts to be stored and explored.
8. In view of the fact that social studies contents are learner activity-packed involving the near-total control of the learning situation by the learner in his do-it-yourself emphases, invariable, social studies de-emphasizes teacher's control of the teaching-learning process.
9. The goal objectives of social studies, simply put, are to produce responsible and participative citizens with analytical and reflective skills and attitudes to make their environments yield all that make for good and successful living.
10. Its evaluation criteria focus principally on the effective domain-values and attitude.
11. It is not all teaching methods and techniques that lend themselves to the effective teaching and learning of social studies.

Activity III

- i. Outline ay five (5) characteristics of social studies education you do not understand.
- ii. Ask questions on the characteristics of social studies education you do not understand.
- iii. On your own, try and discover more characteristics of social studies if possible.

3.4 Scope of Social Studies Education

Social studies are not complete without the mention of man and his relationship with his society or environment. Thus, Byulya and Nongo (2013:10) pinpointed that “the totality”. Meziobi, et al (2015:7) stated that “scope of social studies refers to the content or subject matter, skills, values, attitudes and beliefs that have seen or can be included in the social studies programme”. They further stated that the scope of social studies covers the following:

- (1) Content is tailored specifically to a particular society like Nigeria. This means that the content is best contextualized.
- (2) The content focuses largely on what is on ground. The present-with an eye on what it should be in the future.
- (3) The content of social studies programme is drawn from the social sciences, the humanities, oral history, contemporary issues, mass media, personal or group

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experiences of learners, teachers, parents, and from resource persons and places, ideas, past activities and thoughts etc.

- (4) The syllabus or curriculum of social studies is flexible and accommodates new trends or changes, problems or aspirations in the world or in a society that have relevance to social studies teaching as the classrooms must reflect the goings-on in the society.

Activity IV

- i. Explain the four scopes of social studies as discussed by Mezieobi et al.

4.0 SUMMARY

This unit discussed what social studies education means, outlined and discussed the various goals of social studies education, list the different characteristics of social studies education and finally looked at the scope of social studies education.

5.0 ASSIGNMENT

In a 5-page presentation, provide an outline and discussion on the various goals of social studies education but first give a definition of social studies education.

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UNIT 2: NATION-BUILDING

CONTENT

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Define a Nation and Nation-Building
 - 3.2 Nigeria as a Nation
 - 3.3 Schools of Thought on Nation-Building
- 4.0 References

1.0 INTRODUCTION

Nation-building has become a concept in the mouth of so many well-meaning Nigerians. Nation-building comes with a lot of other concepts like national development, national integration, national unity, sustainable development, sustained underdevelopment and so on. This unit would look at the definitions of both a nation and nation-building, Nigeria as a nation, schools of thought on nation-building, theories of nation-building, patterns of nation-building and more importantly, the role of social studies in nation-building in Nigeria.

2.0 OBJECTIVES

After reading and writing through the unit, one should be able to:

- i. Define a nation and nation-building
- ii. Understand Nigeria as a nation
- iii. Discuss the various schools of thought on nation-building
- iv. Explain the theories of nation-building for social studies education
- v. Elaborate more on the patterns of nation-building in Nigeria
- vi. Discuss the role of social studies in nation-building in Nigeria

2.1 How to study this unit

Read through this unit and write down major points. Make sure you understand the difficult words you have identified by checking your dictionary or asking questions. Answer all questions in the activity.

2.2 Word Study

National Development- Ohueri (1999:24) defines national development as the “advancement (of a nation) from the lower, less satisfying, less.... stages of being to higher, satisfying and emancipating conditionsit is used to denote whatever is done to rid a people (and their nation) of the stigma of backwardness”.

Sustained underdevelopment- Mezieobi, Mezieobi and Nwosu (2016:5) see sustained underdevelopment as “holding very religiously, maintaining and continuously worsening development conditions that pitifully falls below acceptable level or standards as adjudged by functional indices of national development in actuality”.

3.0 MAIN CONTENT

3.1 Define a nation and nation-building

Nation: Johnson (1966:79) defines a nation as “a relatively large group of people inhabiting a more or less definite area, and having enough in common, language, race, religion, and common history to consider themselves a distinctive people”. Robinson (1975:138) perceives a nation as “a group of people who feel that they have been sound together and in addition possess cohesive and solidarity which metamorphosed through a common way of life, common experiences, common cultural traits and common tradition”. Price (1975:24) on his part conceptualized a nation as: a group of men and women who have or who feel they have the following things in common: a common ancestry, a common history or tradition; a common language, a common culture, a common religion, a common territory and a common government. For a nation to stand there must be common factors as mentioned above that bound the people together as one.

Nation-building: Nation-building as a concept cannot be overemphasized because of its relevance to human and material resources development. This is why Mezieobi and Nwosu (2016:89) averred that “it (nation-building) is seen as a democratic divided”. Definitions of nation-building are numerous. Mbakwem (2009:9) sees nation-building as “a concerted effort to bring people of peoples together (in a nation) for the purpose of achieving common objectives”.

Birabel and Ibekwe (2016:74) defined a nation-building as “the solid and incremental sustainability of a nation in order to ensure its functional longevity in the overall interest of the citizenry and the nation”.

On the other hand, Meziobi (2016:46) simply sees a nation-building as “ the collective effort of all in relatively large group who have been brought together by a superior force or collective agreement to inhabit a more or less definite area or a common solidarity or national consciousness are continuously striving relentlessly to move the distinctive territory they are occupying as a country or nation and their own-community of persons from more or less comfortable stage of development and a living standards to higher or better stage in all facets of national life”.

3.2 Nigeria as a Nation

Nigeria as a nation, that gained its independence from the British colonial masters on the 1st October, 1960. Since Nigeria’s independence, Nigeria has wallowed in neo-colonialism indirectly without knowing. This is because it (Nigeria) skill relies on the

countries of the world for financial and material aids, export and import, oil refining and so on.

Nigeria is located in the western part of Africa. Mezieobi and Nzegebulem (2016:21) said that Nigeria “lays between latitudes of 4° and 14° and 15° east of the Greenwich Meridian covers an area of 922, 220 square kilometers”.

Some important events that need to be emphasized on Nigeria as a nation include:

The Berlin West African conference resulted in the British conquest of Nigeria which went through various stages.

In 1851, Britain had its first direct intervention in the political affairs of Nigeria and Nigerians. Lagos was marked as a British colony and occupied by British government in 1861, and this was the beginning of British formal rulership of Nigeria. In 1885, Britain extended its territorial seizures to the coastal areas (oil River) by making it a protectorate and making Calabar its headquarters.

A lot of activities took place within this period until the Northern and Southern protectorates in Nigeria were amalgamated. This amalgamation resulted in the birth of Nigeria. This happen in 1914, Nigeria finally gained her independence and became free of British indirect rule in 1960. This was the benefit of nationalism and nationalist agitators. Such nationalist are Nnamdi Azikiwe, Obafemi Awolowo, Ahmedu Bello, Tafawa Balewa and so on.

Activity I

- i. Give two definition of a nation
- ii. What do you understand by the concept of nation-building?
- iii. Discuss Nigeria as a nation briefly.

3.3 Schools of Thought in Nation-Building

Mezieobi (2016:4957) outlined and discussed the following schools of thought in nation-building

(1) The Nigeria’s nation-building take off discrepancy created school of thought:

Mezieobi (2016:49) stated that “the stance of this school of thought is likened to the birth of a human child whose development though perceived in some medical or psychological quarters as commencing from conception in the mother’s womb, has at birth drawn the child’s development attention to the public”.

- (2) **The histo-cultural school of thought:**
Goni-Awa (2006:148) represented this school of thought when he pointed out that every individual involved in nation-building are “a group of people with common history, language, ancestry, customs, traditions, culture and descent”.
- (3) **The national integration school of thought on nation-building**
this school of thought as led by Bakey (2015:37) primarily talks about “the primary aim of nation-building as the unification of the people.....” This means bringing together the Nigerian people irrespective of their differences in ethnic groups, languages, historical background, gender, and so on.
- (4) **Emphasis on government school of thought on nation-building:**
Bulya (2011:4) noted that nation-building is the process of.....development of...a country (or nation) to..... (the) highest efficiency, through the government and the governed working in collaboration.....(political) leaders.....(who have).....ideas, visions.....and can bring the people of a nation together to combine efforts in building the nation and making it a better place.
- (5) **The school of thought on education as the therapeutic panacea to nation-building**
According to Mezieobi (2016:51), “this school of thought which houses all critically minded educational practitioners who are at grips with the utilization value of education for virile nation-building, including every author of nation-building”. This emphasis in the school of thought is on education becoming the stepping-stone to nation-building. So making education a priority in a nation’s scheme-of-things would facilitate its nation-building process.
- (6) **Nigeria’s territorial boundary restrictive school of thought on nation-building**
Burgess M. Otelaja (2008>233) sees nation-building as “a population with.....unity, inhabiting a territory with geographical unity.....” and trying to gain independence.
- (7) **Nation-building perspective’ education-enveloped school of thought**
Bozimo and Ikwuemelu (2009:23) outlined the following perspectives of a nation-building: “nation-building as a national development.....as nationalism.....as political emancipation.....as cultural identity.....as modernization.....as promotion of national consciousness.....as institutional transfer nation.....as attainment of self-reliance.....as attitudinal change.....as value orientation.....as political maturity.....as guaranteeing of citizen’s well-being....(and) as national unit”.

- (8) **The caution-should be exercised on foreign-based ideas’ school of thought on nation-building:**
Colonial mentality among Nigerian writers and authors should be emancipated and completely rejected. Nigeria should be able to contextualize nation-building for its speedy achievement.
- (9) **Must unit be an inevitable criterion of nation-building school of thought:**
The question in the minds of people is that ‘must unit be an inevitable criterion of nation-building? Especially in Nigeria and other African countries. People should begin to understand that violence, chaos and war are inevitable and by such a nation’s people do not need to be in unity for nation-building to be achieved; what is paramount is national interest and not ethnic, personal or cultural interest.
- (10) **Watch the globalized village Gimmicks’ school of thought on nation-building:**
Mezieobi (2015:52) perceived “the current globalization process... (As) a continuous ploy of the former colonialists to plunder their former colonies in their neo-colonialist machinations (to make impossible their nation-building efforts)”.

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UNIT 3: THEORIES OF NATION-BUILDING FOR SOCIAL STUDIES

CONTENT

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Theories of Nation-Building for Social Studies Education
 - 3.2 Patterns of Nation-Building in Nigeria
 - 3.3 The Role of Social Studies in Nation-Building in Nigeria
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- 6.0 References

1.0 INTRODUCTION

The Nigerian situation is such that Nigeria and Nigerians need to look at the localized village Gimmicks first before diving into the Gimmicks of the globalized village. Trying to copy the development strides of already developed countries of the world, without considering the uniqueness of Nigeria as a nation, would never speed up the nation-building process of Nigeria.

2.0 OBJECTIVES

After reading and writing through the unit, one should be able to:

- outline various theories of nation building for social studies education;
- list and discuss several patterns of nation building; and
- state the roles of social studies in Nation building

2.1 How to study this unit

Read through this unit and write down major points. Make sure you understand the difficult words you have identified by checking your dictionary or asking questions. Answer all questions in the activity.

2.2 Word Study

Nation:	people in land under single government
Building:	making large structures
Integration:	acceptance into community
Comfortability:	state of being comfortable
Mobilisation:	to organize people or forces in order to be ready for action

3.0 MAIN CONTENT

3.1 Theories of Nation-Building for Social Studies Education

There are several theories of nation-building that are Nigerian-specific. They are (as outline and discussed by Mezieobi and Philips (2016:60-70).

- (1) **National ideological theory of nation-building:**
Ideology is an important terminology in nation-building. No nation can achieve nation-building without inculcating in citizens the national ideologies that are specific to it (the nation). Mezieobi and Philips (2016:60-61) succinctly noted that “meaningful nation-building is predicted on ideological foundation”.
- (2) **Self-reliance theory of nation-building:**
self-reliance is an important concept that any nation striving to achieve nation-building in as much as some countries of the world including Nigeria have gained independence, they are still struggling with neo-colonialism without self-reliance, exploitation of nations would continue indirectly by their former colonial principals.
- (3) **The modernization theory of nation-building:** modernization is taking over all parts of the world. The mentality of people is geared towards living a modern life, in a modern world. Mezieobi and Philips (2016:62) put it that “this theory of nation-building holds that nation-building is a function of the “transition” (Nwaneri, 1985:5) or transformation from a traditional society to a modern society with changes in all spheres of life such as “government, the family, education, religion, and social organizations, a shift from rural to urban living, and changes in knowledge, beliefs, values, self-conceptions and ways of life” (Biesarie and Biesanz, 1973:444)”.
- (4) **Social mobilization theory of nation-building:**
Social mobility is simply the movement of an individual from one social class to the other. Mezieobi and Philips (2016:64) averred that social mobilization for nation-building entails that the entire Nigerian citizenry to address the changes of nation-building and defined social mobilization as a systematized process of social aggregation or integration of people of diverse interests, persuasions, commitment for a patterned attitudinal re-socialization or reorientation towards articulately prescribed and collectively shared goal (i.e. nation-building) or ideology, with institutionalized strategies for its realization.
- (5) **National integration theory of nation-building:**
Okobia (1984:7) referred to national integration as “a state of fusion or harmonious interaction and interrelation of....persons and groups (within a nation) to make them an identifiable single entity with common....goals....”
Nation-building needs a nation’s togetherness to be achieved. When a people

are not together, it is difficult to experience nation-building because planning and implementation can never be effective.

- (6) **The popular comfortability theory of nation-building:** Every nation of the world strives towards making its population comfortable. Mezieobi (1995:5-3) states that “striving for survival by Nigerians in poverty is responsible for the perpetuated vices and negative values, socio-political and economic apathy, incessant ignoring, and lack of commitment to all...(nation-building) efforts, indiscipline, dishonesty, lack of respect for law and order, greed, aggressiveness and antagonism militating against...(nation-building). The struggle for survival in Nigeria is not an easy task especially in a country without the interest of its citizens, the leaders are selfish, corrupt, greedy, and device means of enriching themselves, the poor get poorer and the rich get richer. What is the hope of the common man? That is the question on the lips of every Nigeria.
- (7) **Consensual theory of nation-building:** Mezieobi and Philips (2016:67) pinpointed that “the concern of this theory is that nation-building aspirations and efforts would come to a naught if the consent of the people is not bought and obtained”. This means that opinion pools should be organized and the peoples’ ideas and suggestions should be put into consideration in the nation-building process.
- (8) **Organism theory of nation-building:** Ezegebe, (1994:69) stated that “Spencer likened society to a living organism which has various organs, all working together for the livelihood of the organism”. It is important to note that no organ functions effectively without the help of the other. Nation-building entails every organ of a nation (including the government and the masses ‘citizens’) putting hands and making efforts together.

Other theories of nation-building outlined and discussed by Mezieobi and Philip (2016) include:

- (9) Educational theory of nation-building
- (10) Grassroots development theory of nation-building
- (11) Re-orientation theory of nation-building
- (12) Look after ability theory of nation-building
- (13) Metamorphic theory of nation-building

Activity II

- i. Explain any five theories of nation-building in Nigeria.

3.2 Patterns of Nation-Building in Nigeria

First and foremost, pattern according to Birabil and Ibekwe (2016:74) is “ways or direction in which something that is happening is trailing or going or the route in

which something is following, in order to be actualized”. On that same vein, Mezieobi and Nwosu (2016:88) also defined pattern as “the form or arrangement of achieving nation-building in Nigeria”.

Birabil and Ibekwe (2016) listed and discussed several patterns of nation-building. They are:

1. Birthing of a nation with social groups wallowing in group solidarity.
2. National integration and its accompaniment national unity.
3. Use of constitution
4. Use of militant revolution
5. Use of social revolution
6. Use of political and administrative organs and instruments
7. The use of ideology
8. The use of religion
9. Educational massification
10. Reports or recommendations of professional associations and researchers
11. Quality writers and publishers
12. Opening up of satellite towns
13. Eschewing development from the top
14. Neck deep dependency, on countries in the Globalized village.

Mezieobi and Nwosu (2016) on their own part outlined and discussed the following as patterns of nation-building. They include:

1. “Nigerians should be made to understand the concept of nation-building
2. Contextualizing nation-building is essential. This would make Nigerians and Nigerian government to understand the concept and relate it to the Nigerian situation.
3. Institutionalizing national integration
4. Nigeria and Nigerians should be self-reliance. This means Nigeria and Nigerians should make efforts to depend on what they have for survival and not indirectly encouraging neo-colonialism.
5. There should be a common cultural projection for Nigeria and Nigerians.
6. Adoption of one official language in Nigeria
7. Democracy should be solidly put in place
8. Effective conflict resolution strategies should be adopted in conflict issues
9. National ideology should be projected in all nation-building striving

10. Nation-building should be made a compulsory course for every Nigerian student in Nigerian schools.
11. Nigeria has a lot of quality persons and indigenous companies. Mezieobi and Nwosy (2016:93) averred that “these quality persons and indigenous companies should be encouraged and patronized to enhanced Nigerian’s nation-building.

3.3 The Role of Social Studies in Nation-building in Nigeria

Nation-building in Nigeria social studies has several roles to play in order for nation-building to be achieved especially in Nigeria. The teaching and learning of social studies prepare the social studies learner for participation in the Nigerian society. This enlightens the social studies learner on his or her role(s) can advance and better the society. Social studies is a problem-solving subject or discipline. It positions an individual and exposes him or her to the importance of problem-solving mentality instead of bemoaning a circumstance.

To fully understand the roles of social studies in Nigeria’s nation-building, process, one needs to understand the five national objectives of Nigeria. They are:

1. A free and democratic society;
2. A just and egalitarian society
3. A united, strong and self-reliance nation;
4. A great and dynamic country
5. A land of bright and full opportunity for all citizens (National policy on education, 2014).

Social studies also promote the independence of both individual and the nation. Nigeria and Nigerians should be self-reliance and should concentrate on how to use available resources on bettering Nigeria and the lives of Nigeria. This would assist in getting the minds of Nigerians away from depending on foreign aids, import of material and human resources for jobs in Nigeria.

Activity III

1. Outline and attempt discussions on any five patterns of nation-building in Nigeria.
2. Discuss the role of social studies in nation-building in Nigeria.

4.0 SUMMARY

It should be noted that the various steps outlined are to be theoretically and practically demonstrated by experienced social studies professional instruction or course facilitation. It is important to also note that the student (social studies learners) would also encouraged to do some peer-review or peer-tutoring and extensive reading of materials relating to this area of study.

5.0 ASSIGNMENT

As individuals, write a 10 page review of any recommended social studies and nation-building textbook.

7.0 REFERENCES

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UNIT 4: SOCIAL ACTIVITIES AND DEVELOPMENT IN NIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study the Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Social Activities
 - 3.2 Purpose of Social Studies in Social Activities
 - 3.3 Consciousness and Social Activities
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

1.0 INTRODUCTION

The development of the local community is the target of any sustainable development. This development is guided by social, economic, and political activities that are planned and executed. In this unit, you will discuss the social, economic, and political activities for development in Nigeria.

2.0 OBJECTIVES

After you have studied this unit, you should be able to ;

- state the meaning of social activities;
- identify various social activities that promote local community development; and
- discuss the contribution of social activities to local community development.

2.1 How to Study the Unit

Read through this unit carefully and list the difficult words. Check the meanings of the difficult words from your dictionary or Course Lecturer. Attempt the activities provided in the unit before checking the answers.

2.2 Word Study

Social=an interactive relationship among individuals in a given social group.

Community=a social group composed of members with individual functions

Cultural transmission=the way people's way of life is acquired or learnt.

Globalization=universal way of doing things

3.0 MAIN CONTENT

3.1 Social Activities

The social dimensions of development involves the non-repetitive alteration in the established modes of behavior in a given social group. According to Akukwe (1986), social development entails normative and organizational changes in the society resulting in the improvement and expansion on mental horizon of the population rising from functional education, and the sustenance of positive and highly functional values, customs, and practices relating to all aspects of life. In other words, social development is the ability of the social group to formally organize and socially sponsor institutions, agencies and programmes that bring improvement in the individual's quest for his basic needs, such as food, shelter, and clothing to achieve one's destiny. The actions and interactions should manifest interdependence. This is important because no society has all that it needs. In other words, social interaction is considered a vital activity in the mobilization of the citizens for local community development.

Activity 1

- i. What are social activities?
- ii. Why do you think the manifestation of interdependency is vital for local community development?

3.2 Purpose of Social Studies in Social Activities

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

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

Perspectives by Finn Jr, (2003); Ravitch, (2003); Lenning, Ellington and Porter, (2003); Ladson-Billings, (2003); Pang, Valle, (2004); Vinson and Ross, (2004) in Marker, (2014) provide limitless learning experiences for learners. The current global tension on nuclear race and religious fundamentalism, intercontinental migration, moral decadence, climate change, and a host of others, call for Social Studies and

Civic Educators to reconsider the “what” and “how” they teach. The need for a “future-oriented perspective” to meet global demands cannot be overstated.

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

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

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

Activity 2

- i. What is the role of Social Studies in social interactions?
- ii. How can teachers help children work together for the common good?

3.3 Consciousness and Social Activities

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

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

In social development, the individual is assisted by the home and the community in the process of socialization. This is important because the moral and spiritual wellbeing of the individual is considered basic in the drive to develop him or her.

In order to help the individual overcome his or her social problems, social workers employ community development method. This method helps the social worker to have a proper understanding of the target group's fundamental values in order to employ the right strategies and techniques for the resolution of their social problems.

Activity 3

- i. Why is consciousness important in social activities?
- ii. Why is the Community Development method important?

4.0 SUMMARY

Social activities involve a range of interactions between individuals and groups that promote interdependency and consciousness. Social Studies is said to possess the capacity to help children acquire the relevant consciousness that promotes the common good among citizens. Social Studies teachers are therefore, advised to employ the community development method towards the inculcation of consciousness.

5.0 ASSIGNMENT

Identify and explain social activities that are common in your community.

6.0 REFERENCES

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UNIT 5: CONSOLIDATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Meaning of Socio- Economic Activities in Nigeria
 - 3.2 Socio- Economic Activities before the Coming of the Europeans
 - 3.3 Socio-Economic Activities after the Coming of the Europeans
 - 3.4 Factors That Influence Commercial Activities in Nigeria
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

1.0 INTRODUCTION

The social and economic activities that promote development focus on the activities of man around the environment through the use of tools at various levels of development to promote production and distribution of goods and services. Traditional economies are regarded as subsistence economies, where production and distribution of goods and services are aimed at satisfying the primary needs of the individual or household. Trade and communication are regarded as vital agents that promote economic development. Money exchange and information technology constitute the modern ways of economic activities.

2.0 OBJECTIVES

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

- list and explain the problems of Nigerian economy; and
- state the social and economic activities that promote development in Nigeria.

2.1 How to Study this Unit

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

2.2 Word Study

Inflation: Is a general increase in the prices of goods and services.

Scarcity: Not enough of it for the people who need it.

3.0 MAIN CONTENT

3.1 Meaning of Socio- Economic Activities in Nigeria

The economies of underdeveloped and developing countries, according to Rodney (1972) are mainly agricultural with few or no industries that can attract foreign exchange for development. He criticizes most Third World countries for relying on taxes for development. This is because taxes do not produce national wealth and development.

It is therefore, the opinion of contemporary economists that entrepreneurship, attitudinal and value reorientation should be areas of focus, if third world countries are to make progress. The conquering of the environment for development depends on the attitudinal and skill disposition of the citizens.

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Economic activities in Nigeria include all forms of commercial activities that deal with production, distribution and consumption of goods and services in the society.

These activities are both traditional and modern in outlook. They also involve local and international trade and infrastructural development. Specifically, economic activities in Nigeria include, agricultural, transportation, fishing, mining, sports, and Entertainment industry, local and international trade, and many others.

The history of economic activities in Nigeria is as old as Nigeria itself. However, to put the picture of economic activities in the true historical perspective, one is inclined to categorize the activities into three main stages namely:

- a. Before the coming of the Europeans,
- b. After the coming of the Europeans, and
- c. Development of commerce after independence.

Activity I

- i. What are the economic problems of Nigeria?
- ii. What are socio economic activities in Nigeria?

3.2 Socio- Economic Activities before the Coming of the Europeans

In Nigeria, historically, economic activities were predominantly subsistence, and barter was practiced ever before the coming of the Europeans. Although the feature of trade at that time was quite different from what exists at present, the period under review showed that economic activities were determined by several factors such as cultural background of the society, natural resources and geographical location. Thus people with vast area of fertile land cultivated and produced both food and cash crops, the riverine people engaged in fishing and net making while others engaged in creative activities such as metal work and blacksmithing.

These people specialized in their various areas in which they found themselves and exchanged their products with one another. Indeed trade by barter was by far the most prominent aspect of trade at the time in question. Since there was no universally accepted currency, cowries, shell and other commodities were freely used as money with the attendant predicaments inherent in the system. By barter, we mean a system of exchange in which goods or services are exchanged without the use of money. Similarly, note that barter systems is still in existence in Nigeria despite the introduction of money economy today. For instance, Bagana in Kogi State of Nigeria, *Kpailo-yoma* is still practiced. *Kpailo-yoma* means trade by barter in an indigenous language in Bagana in Omala Local Government Area of Kogi State.

Activity I

Explain the economic activities before the coming of the Europeans.

3.3 Socio-Economic Activities after the Coming of the Europeans

The coming of the Europeans into Nigeria opened a new era in the history of commerce. This is so because the subsistence economy was raised to a more sophisticated one where a taste for manufactured European goods rather than locally produced commodities was created. More so, it fostered external contact and influence. The coming of the Europeans was one of the products of many important development in Europe today. For instance between June 1699 and February 1697, the Dutch exported 2222 pounds of elephant tusks, 20 drums of palm oil, 13785 pounds of ivory tusks and 11415 pounds of pepper from Benin in Nigeria (Utulu and Shuaibu, 2011).

Furthermore, slave trade which the Europeans considered more lucrative later dominated the scene. In exchange for slaves and exported commodities, mentioned above, non-productive weapons like fire arms, gun powder and alcoholic drinks were imported to Nigeria. With the introduction of deadly weapons there were civil wars, which eventually developed to general mistrust and hatred among the tribes and ethnic groups.

The slave trade led to the unpardonable destruction of people and population decline in the number of farmers and loss of able bodied men. In fact, it was no more sinful to

lie and sell one's neighbor. More so, traditions were no longer respected and wealth moved from land owners to the slave dealers.

It must be noted also that slavery was a recognized social institution long before the arrival of the white to Nigeria. Many decades before the coming of the Europeans, people who were indebted to wealthy individuals and who were unable to pay due to poverty were made to work until that money was paid through forced labour. Also captured victims of inter-tribal wars were usually kept as slaves. Slaves were employed by rulers in their local courts and by ordinary people in their houses and others on their farms. This sort of slavery was generally called domestic slavery. We must also be aware that domestic slaves were fairly treated and occasionally the foresighted and hardworking ones become very rich and respected.

Whereas slave trade on the other hand means the trading in human beings in order to make profit. And because of the profit, the institution brought rich men often disposed of the excess of their slaves in exchange for material wealth. This inhuman practice called trade which was profitable to both parties lingered on for some times before it was finally abolished. With the abolition of slave trade, trading in other products resumed legitimately.

Activity II

Explain the economic activities in Nigeria after the coming of the Europeans.

3.4 Factors that Influence Commercial Activities in Nigeria

The following were the factors which influenced the growth of commercial activities in Nigeria.

- a. Promulgation of indigenization decree which gave opportunity to indigenous entrepreneurship was an attempt to allow Nigerians to have a stake in the rapidly developing economy of the country.
- b. Agitation and attainment of political power despite the economic inherent predicament led to the emergence of a class of adventurous businessmen. This also contributed to the growth of commerce in Nigeria.
- c. The discovery of oil in commercial quantity was another factor. In this case, revenue from oil made it possible for the government to provide several infrastructures necessary for economic development.
- d. The rise of urban centers was an important factor. In this sense, to feed and cater for the needs of this population complex, systems of trade and apprenticeship developed.
- e. In order to accelerate the tempo of commercial activities, many processing industries were established. This served as great facilitator to commercial system in Nigeria.

Activity III

State the factors that influence the growth of socio-economic activities in Nigeria.

4.0 SUMMARY

A period of trading economy to one based in raw materials. More so, restriction of movement of traders due to tribal political and religious wars, and insecurity of life and property were common scenario during the period under review.

5.0 ASSIGNMENT

Explain the socio-economic activities before and after the coming of the Europeans

6.0 REFERENCES

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ANSWERS TO ACTIVITIES AND ASSIGNMENTS**SSE 322 SOCIAL STUDIES EDUCATION AND NATION-BUILDING:
THEORIES, PROBLEMS AND PROSPECTS****UNIT 1****Activity 1**

i.) Explain the meaning of social studies education.

Answer

Ezegbe, Eskan, Anyanwu and Abiogu (2014:54) defined social studies education as “a discipline that deals with social change and ensures that a meaningful interaction of the recipients with their physical, social and cultural environments is attained”. Mezieobi, Fubara and Mezieobi (2015:6) also averred that social studies is “an integrative field of study which probes man's symbiotic relationship with his environments, endows man with the reflective and contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society”.

ii.) Do you agree that social studies education has a universal definition?

Answer

The answer is NO. This is because social studies is contextualized. Social studies education for people in Nigeria can never be the same with social studies education for people in United Kingdom, Ghana and so on. Environments differ. Situations of countries cannot be the same. So social studies education is defined in countries according to the happenings and situations in that particular country.

iii.) List any five definitions of social studies education

Answer

Mezieobi, Fubara and Mezieobi (2015:1-2) listed several definitions of social studies education. They are

1. Social studies as a simplified social sciences;
2. Social studies as citizenship education;
3. Social studies as value-oriented education;
4. Social studies as human skills' development field of study and
5. Social studies as an outright substitute for, or displacement of, the subjects of the social sciences and humanities at the primary (now Lower Basic Education and Middle Basic Education level schools) and Junior Secondary Schools (now Upper Basic Education level school) of the education system.

Activity II

i.) List any five goals of social studies

Answer

1. Didactic knowledge and information goals
2. Reflective thinking goals
3. Affective goals
4. Citizenship transmission goal
5. Socio-political activism goal

ii.) Explain any three of the goals

Answer

1. Didactic knowledge and information goals: Social studies transmits knowledge or information that are social studies related from the teachers to the students.
 2. Personal self-enhancement goal: First and foremost, it is essential for one to understand oneself. With this goal, social studies makes one all that it means for you to be committed to your society and how you would effectively live and co-exist with others in a society.
 3. Citizenship transmission goal: Making the citizens understand socio-civic competences (their obligations) and everything about citizenship is associated with this goal of social studies.
- iii.) For you as an individual, which goal of social studies do you think is the most important, Justify your position.

Answer

As an individual, I think that the didactic knowledge and information goal of social studies is the most important. This is because both knowledge and information are power. No one can survive in a society especially like that of Nigeria without information. Every happenings in our society revolve around information and knowledge. This goal of social studies encapsulates the other goals.

Activity III

I.) Outline any five (5) characteristics of social studies education

Answer

1. Social studies sees knowledge and man's social world as an integral whole.
2. Social studies, in all parts of the world, is largely society-relative or society-specific.
3. Social studies is socially or society sensitive
4. Social studies emphasizes classrooms without walls in the community.
5. It is not all teaching methods and techniques that lend themselves to the effective teaching and learning of social studies.

II.) On your own, look out for more characteristics of social studies education, if possible

Answer

Some other characteristics of social studies education are

- i. Good social studies programme is activity loaded and predominantly contains activities, knowledge to be acquired and facts to be explored.
- ii. Social studies draws its content and subject matter from mainly the social sciences, humanities and from many other relevant courses including the experiences of the children.
- iii. Its evaluation criteria focus principally on the effective domain-values and attitudes.

Activity IV

I.) Explain the scope of social studies

Answer

According to Mezieobi, Fubara and Mezieobi (2015:7), scope of social studies refers to “the content or subject matter, skills, values, attitudes and beliefs that have been seen or can be included in the social studies programme”.

Assignment

First and foremost, social studies education means different things to different individuals depending on their context. To Aderlegbe (1982), social studies is a “problem approach discipline through which man studies and learns about the problems in his environment”. Furthermore, the goals of social studies are numerous. Some of the goals of social studies include citizenship transmission goal, which has to do with inculcating in the citizens the values that can make them effective citizens; reflective thinking goal, which is that ability of a social studies student to think out of the box, make critical analysis of situations on ground and proffer solutions accordingly; personal self-enhancement goal, which has to do with an individual's self-development strategies; skills goal, this is the ability to expose the social studies students to the importance of skills acquisition for conducive living in the society and didactic knowledge and information goals, which are very essential for every rational thinking individual.

UNIT 2

Activity I

I.)

Johnson (1966:79) defines a nation as “a relatively large group of people inhabiting a more or less area, and having enough in common, language, race, religion and common history to consider themselves a distinctive people”.

II.)

Birabil and Ibekwe (2016:74) mentioned that nation-building means “the solid and incremental sustainability of a nation in order to ensure its functional longevity in the overall interest of the citizenry and the nation”.

Activity II

I.)

1. The Nigeria's nation-building take off discrepancy created school of thought: This school of thought in nation-building talks about the process of the development of a nation and the challenges faced in the nation-building take off.
2. The histo-cultural school of thought: Apart from considering the various historical and cultural backgrounds of people that make up Nigeria as a nation, it is important for integration to be promoted as much as possible
3. The national integration school of thought on nation-building: Intergration is an important factor for achieving nation-building anywhere in the world.
4. The school of thought on education as a panacea to nation-building: Education is an essential and necessary factor to consider whilst striving to achieve effectiveness and efficiency in the struggle to achieve nation-building. Quality education is the yardstick.
5. Emphasis on government school of thought on nation-building: The Nigerian government has a lot of roles to play in the struggle to achieve Nigeria's nation-building. Such roles may include citizenship mobilization, value- reorientation and so on.

II.)

- 1.) National ideology theory of nation-building: This is to say that a nation planning to embark on nation-building must have its national ideologies intact
- 2.) Self-reliance theory of nation-building: Self-reliance for every nation is an important factor to consider when planning nation-building. Over reliance on eternal forces can mar a nation's struggle for nation-building

- 3.) The modernization theory of nation-building: This is to say that the mentality of people is geared towards living a modern life in a modern world.
- 4.) Social mobilization theory of nation-building: This theory involves getting the peoples' minds towards understanding the importance of all hands being on deck to make the nation-building quest a reality.
- 5.) The popular comfortability theory of nation-building: Every individual strives to survive and live a comfortable life. This is why the struggle for survival of the Nigerian people should be put into consideration for Nigeria's development and restructuring.

Activity III

I.)

- i. Use of constitution
- ii. The use of ideology
- iii. Educational massification
- iv. Birthing of a nation with social groups wallowing in group solidarity
- v. National integration and its accompaniment-national unity

II.)

Social studies has a lot of roles to play in the realization of Nigeria's nation-building struggle. This is in terms of goals and objectives of social studies. Nation-building is a process that takes place in a society, anchored by people in a society and would be achieved in a society. Social studies exposes the people living in the society on the importance of them, understanding the concept of nation-building and working together to achieve it (nation-building). Social studies also inculcates in the social studies learner the ability to understand the five national objectives of Nigeria which are: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic nation and a land of bright and full opportunity for all citizens.