



**NATIONAL OPEN UNIVERSITY OF NIGERIA**  
**AND**  
**NATIONAL TEACHERS' INSTITUTE**  
**BACHELOR'S DEGREE PROGRAMME**  
**MANUAL**

**SCHOOL OF UNDERGRADUATE STUDIES**

**SSE 412: SOCIAL STUDIES EDUCATION AND NATION-BUILDING:  
THEORIES, PROBLEMS AND PROSPECTS(2 Credit Units)**

**SSE 414: PARENTING AND STABLE FAMILY LIFE IN NIGERIA  
(2 Credit Units)**

**SSE 422: SOCIAL, ECONOMIC AND POLITICAL ACTIVITIES IN  
NIGERIA AND DEVELOPMENT(2 Credit Units)**

**SSE 434: SOCIAL STUDIES RESEARCH METHODS(2 Credit Units)**

***(TESSA Integrated Manual)***

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**SSE 412**

**SOCIAL STUDIES EDUCATION AND NATION-BUILDING:  
THEORIES, PROBLEMS AND PROSPECTS**

## **UNIT 1      MEANING OF SOCIAL STUDIES EDUCATION**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study the Unit
- 3.0 Main Content
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

### **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

- define social studies education;
- identify and state the goals of Social Studies Education;
- discuss the characteristics of Social Studies Education; and
- identify and list the scope of Social Studies Education.

## **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.

## **3.0 MAIN CONTENT**

### **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 are as follow:

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, 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 1-3, 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) who 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”. Kissock (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”. In summary, Social Studies Education is a field of study that emphasizes man’s relationship with his social, economic, political, physical, and psychological environments for effective acquisition of knowledge, attitudes, values, and skills, for personal and societal needs and aspirations.

### **Activity 1**

Conceptualize social studies education.

### **Goals of Social Studies Education**

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

#### **i. 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.

#### **ii. 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, analyze, 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.

#### **iii. 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.

#### **iv. Citizenship Transmission Goal:**

Making the citizens understand socio-civic competences and everything about citizenship is associated with this goal of social studies.

#### **v. 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.

#### **vi. Socio-Political Activism Goal:**

Mezieobi, 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".

#### **vii. Skills Goals:**

Social studies exposes students to a lot of skills that would make them 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 2**

List any five goals of social studies according to Mezieobi, Fubara and Mezieobi.

#### **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 Mezieobi (2015:5-7):

- i. Social studies see knowledge and man's social world as integral to education.
- ii. 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.
- iii. Social studies draws its content or subject matter from mainly the social sciences, the humanities and from many other relevant courses including the experiences of the children.
  - iv. Social studies in all parts of the world is largely society-relative or society-specific.
  - v. Social studies is socially or society sensitive.
  - vi. Social studies emphasizes classroom without walls in the community.
  - vii. Good social studies programme is activity laded and predominantly contains activities, knowledge to be acquired and facts to be stored and explored.
  - viii. In view of the fact that social studies contents are learner activity-based involving the near-total control of the learning situation by the learner in his do-it-yourself emphasis; invariably, social studies de-emphasizes teacher's control of the teaching-learning process.
  - ix. The goal objectives of social studies, simply put, are to produce responsible and participatory citizens with analytical and reflective skills and attitudes to make their environments yield all that make for good and successful living.
  - x. Its evaluation criteria focus principally on the effective domain-values and attitude.
  - xi. It is not all teaching methods and techniques that lend themselves to the effective teaching and learning of social studies.

### **Activity 3**

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

### **Scope of Social Studies Education**

Social studies cannot be complete without the mention of man and his relationship with his society or environment. Mezieobi, et al (2015:7) stated that, "scope of social studies refers to the content or subject matter, skills, values, attitudes and beliefs that have

be 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 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 what goes on in the society.

#### **Activity 4**

- i. Explain the scope of social studies as discussed by Mezieobi et al.(2015).

#### **4.0 SUMMARY**

This unit discussed the meaning, goals, characteristics and the scope of social studies education.

#### **5.0 ASSIGNMENT**

Provide an outline and discussion on the goals of Social Studies Education, in five (5) pages.

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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
- 4.0 Assignment
- 5.0 Summary
- 6.0 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, and so on. This unit would look at the definitions of 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 through the unit, one should be able to:

- define a nation and nation-building;
- discuss Nigeria as a nation; and
- discuss the various schools of thought on 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

National Development-the “advancement (of a nation) from the lower, less satisfying, less stages of being to higher, satisfying, and emancipating conditions. It is used to denote whatever is done to rid a people (and their nation) of the stigma of backwardness”.

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

### **Define a nation and nation-building**

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 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. Definitions of nation-building are numerous. Mbakwem (2009:9) sees nation-building as, “a concerted effort to bring people together (in a nation) for the purpose of achieving common objectives”.

Birabel and Ibekwe (2016:74) defined 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, Mezieobi (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”.

### **Activity 1**

Conceptualize ‘nation’ and ‘nation building’.

### **Nigeria as a Nation**

Nigeria as a nation, gained its independence from the British colonial masters on 1st October, 1960. Since Nigeria’s independence, Nigeria has wallowed in neo-colonialism indirectly without knowing. This is because she (Nigeria) still relies on some 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 Nzegebullem (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 happened 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 nationalists are NnamdiAzikiwe, ObafemiAwolowo, Ahmadu Bello, TafawaBalewa and so on.

## **Activity 2**

Briefly discuss Nigeria as a nation.

### **Schools of Thought in Nation-Building**

Mezieobi (2016:49.57) outlined and discussed the following schools of thought in nation-building.

#### **i. 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”.

#### **ii. 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”.

**iii. 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.

**iv. 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) with leaders(who have)ideas, visionsand can bring the people of a nation together to combine efforts in building the nation and making it a better place.

**v. 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.

**vi. 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.

**vii. Nation-building perspective’ education-enveloped school of thought:**

Bozimo and Ikwemelu (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 unity”.

**viii. 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.

**ix. Must unity be an inevitable criterion of nation-building school of thought?**

The question in the minds of people is that ‘must unity 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 needs to be in unity for nation-building to be achieved; what is paramount is national interest and not ethnic, personal or cultural interest.

**x. 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”.

**Activity 3**

Discuss any three schoolof thought on nation building.

**4.0 SUMMARY**

This unit has conceptualized a nation and nation-building. The unit,also, looked at Nigeria as a nation, and schools of thought on nation-building. The emphasis of the

Schools of Thought is that nation-building must focus on the improvement of human standard of living.

## **5.0 ASSIGNMENT**

Differentiate between nation and nation building.

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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
- 3.0 Main Content
- 4.0 Tutor-Marked Assignment
- 5.0 Summary
- 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 the discussion of 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 through the unit, one should be able to:

- understand the theories of nation-building; and
- discuss the various patterns of 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.

### **3.0 MAIN CONTENT**

#### **Theories of Nation-Building for Social Studies Education**

There are several theories of nation-building that are Nigerian-specific. They are (as outlined 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 Comfort-ability 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 polls 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:**

Ezegbe, (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.

**Activity 1**

Explain any five theories of nation-building in Nigeria.

**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:

- a. Birthing of a nation with social groups wallowing in group solidarity.
- b. National integration and its accompaniment national unity.
- c. Use of constitution
- d. Use of militant revolution
- e. Use of social revolution
- f. Use of political and administrative organs and instruments
- g. The use of ideology
- h. The use of religion
- j. Reports or recommendations of professional associations and researchers
- k. Quality writers and publishers
- l. Opening up of satellite towns

- m. Eschewing development from the top
- n. 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:

- i. “Nigerians should be made to understand the concept of nation-building.
- ii. Contextualizing nation-building is essential. This would make Nigerians and Nigerian government to understand the concept and relate it to the Nigerian situation.
- iii. Institutionalizing national integration.
- iv. Nigeria and Nigerians should be self-reliant. This means Nigeria and Nigerians should make efforts to depend on what they have for survival and not indirectly encouraging neo-colonialism.
- v. There should be a common cultural projection for Nigeria and Nigerians.
- vi. Adoption of one official language in Nigeria.
- vii. Democracy should be solidly put in place.
- viii. Effective conflict resolution strategies should be adopted in conflict issues.
- ix. National ideology should be projected in all nation-building striving
- x. Nation-building should be made a compulsory course for every Nigerian student in Nigerian schools.
- xi. Nigeria has a lot of quality persons and indigenous companies. Mezieobi and Nwosu (2016:93) averred that “these quality persons and indigenous companies should be encouraged and patronized to enhanced Nigerian’s nation-building.

## **Activity 2**

Discuss the patterns of nation building in Nigeria.

### **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) to 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; and
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-reliant 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 3**

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 be 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.

## **6.0 REFERENCES**

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## UNIT 4 SOCIAL ACTIVITIES AND NATION BUILDING IN NIGERIA

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this unit
  - 2.2 Word Study
- 3.0 Main Content
- 4.0 Assignment
- 5.0 Summary
- 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**

#### **Social Activities and Nation Building**

The social dimension of nation building 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 nation building.

#### **Activity 1**

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

#### **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 Social 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, live experiences with people different from oneself and perceptual skills in perspective consciousness, open mindedness and resistance to chauvinism and stereotyping call for emphasis within the knowledge dimension, and assisting students to examine conflicting construction of

historical understandings and alternative explanations of inequities and interdependence of the world's 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 activities, and how can the teachers help children work together for the common good?

## **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 inter-dependency.

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**

Why is consciousness important in social activities?

## **4.0 SUMMARY**

Social activities involve a range of interactions between individuals and groups that promote inter-dependency 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 REFERENCE**

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## **UNIT 5      CONSOLIDATION**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this unit
  - 2.2 Word Study
- 3.0 Main Content
- 4.0 Assignment
- 5.0 Summary
- 6.0 References

### **1.0 INTRODUCTION**

The newness of social studies in Nigeria in general and Nigerian schools in particular cannot be overemphasized. This is because 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 consolidates the meaning of social studies education, nation building, theories of nation building, and social activities and nation building.

### **2.0 OBJECTIVES**

The unit would:

- conceptualize Social Studies and nation-building;
- identify and list theories of nation building; and
- discuss the place of social activities in Social Studies for 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**

National Development-as the “advancement (of a nation) from the lower, less satisfying, less stages of being to higher, satisfying and emancipating conditions it is used to denote whatever is done to rid a people (and their nation) of the stigma of backwardness”.

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**

### **Social Studies and Nation Building**

Social Studies Education is field of study that emphasizes man’s relationship with his social, economic, political, physical, and psychological environments for effective acquisition of knowledge, attitudes, values, and skills, for personal and societal needs and aspirations.

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”.

### **Activity 1**

Describe Social Studies Education and Nation Building.

**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”.

**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.

**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)”.

**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

**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.

**The popular Comfort-ability 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.

**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.

### **Organism theory of nation-building:**

Ezegbe, (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.

### **Activity 2**

Explain any five theories of nation-building in Nigeria.

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.

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### **Activity 3**

Discuss the place of Social Studies in Social activities for nation building.

### **4.0 SUMMARY**

This unit has conceptualized a nation and Nation-building. The unit also looked at Nigeria as a nation, and schools of thought on nation-building. Social activities involve a range of interactions between individuals and groups that promote inter-dependency 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**

Discuss the place of Social Studies in social activities for nation building.

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## **ANSWER TO ACTIVITIES AND ASSIGNMENTS**

### **SSE412: SOCIAL STUDIES EDUCATION AND NATION BUILDING: THEORIES, PROBLEMS AND PROSPECTS**

#### **UNIT 1**

##### **Activity 1**

###### **Meaning of Social Studies Education**

A field of study that emphasizes man's social, economic, political, physical and psychological environments for effective acquisition of knowledge, attitudes, values, and skills for personal and societal needs and aspirations.

##### **Activity 2**

**Goals of Social Studies Education:** As stated by Mezieobi, Fubara, and Mezieobi (2015) include:

- Skills goals.
- Socio-political activism goals.
- Pupil self-enhancement goals.
- Citizenship transmission goals.
- Affective goals.
- Reflective thinking goals.
- Didactic acknowledgement and information goals.

##### **Activity 3**

###### **Characteristics of Social Studies Education:**

- Knowledge based.
- Integrative.
- Societal based.

- Interactive.
- Activity based.
- Citizenship based.
- Reflective or inquiry based.
- Skills based.

#### **Activity 4**

**Scope of Social Studies Education:** include the following:

- Content tailored towards society.
- Historical perspectives.
- Social sciences as sources of content.
- Skills and competences.
- Attitudes and values.
- Institution and interaction.

#### **Assignment**

Accept any relevant discussion on the identified scope of Social Studies Education.

### **UNIT 2: Nation and Nation Building**

#### **Activity 1**

- **Nation:** is a relatively large group of people inhabiting a more or less definite area, and having enough in common language, religion, history, etc.
- **Nation-building:** A concerted or collective effort of citizens of a nation to improve their standard of living.

#### **Activity 2**

**Nigeria as a Nation:** Viewed as an independent and sovereign country occupying a specific land area and freedom to use her resources to improve the standard of living of the people.

### **Activity 3**

Accept any relevant discussion on any three schools of thought on nation-building.

### **Assignment**

A nation is a relatively large area occupied by a relatively large group of people who share common interest in social, economic, political and cultural affairs.

Nation-building, on the other hand, is the collective efforts of the people who occupy a common land area and sharing common interest for the improvement of the standard of living.

### **UNIT 3: Activity 1**

#### **Theories of Nation Building include:**

- i. Organism theory of building.
- ii. Consensual theory of nation building.
- iii. Comfort-ability theory.
- iv. National integration theory.
- v. Social mobilization theory.
- vi. Modernization theory.
- vii. Self-reliance theory.
- viii. National ideological theory.

(Accept relevant explanations of any five of the theories).

### **Activity 2**

#### **Patterns of Nation Building**

- Knowledge of the ideological framework.
- National integration and unity.
- Knowledge of constitution.
- Use of military revolution.
- Educational transformation.

- Research and professional influence.
- Quaintly writers and publishers.
- Opening up of satellite towns.
- Neck-deep dependencies on countries in the global world.
- National conference and debate.
- National ideology.
- Role models.
- Effective conflict resolution strategies.
- Stable democracy, etc.

### **Activity 3**

#### **Role of Social Studies Education**

- Provision of integrated knowledge.
- Inculcation of positive attitudes, values, and skills for national integration and utility.
- Providing knowledge and understanding of the national objectives.
- Providing environment for achieving human rights.
- Promoting community-based participation etc.

### **Assignment**

Accept any relevant review of any recommended Social Studies Education textbook on nation building.

## **UNIT 4: Social Activities and Nation Building**

### **Activity 1**

- Social activities as a tool building in which individuals come into contact with one another in an effort to improve standard of living.
- Society has all that it needs to develop.
- Inter-dependency facilitates effective mobilization of citizens.

## Activity 2

- Social Studies in Social activities promote cultural transmission, political stability and critical thinking.
- Social Studies prepare young citizens to acquire relevant knowledge, skills and values necessary for effective participation in the society.
- Social Studies strategies and techniques, equip young people to utilize modern communication equipment that exposes them to the globalized world.
- Social Studies promote the environment for debate and inquiry into social issues and problems for social justice.
- Social Studies teachers promote cooperative learning that helps young learners interact and share ideas.
- Teachers must work or teach to decolonize the minds of the learners in the understanding of their world beyond the confines of their immediate cultures.

## Activity 3

- **Personal and National Consciousness:** Enable the individual and groups to view themselves as global citizens.
- Learners are provided environment to explore histories, literature, and experiences of people through case studies and research reports.

## Assignment

Students to write 5-page report on social activities that are common in their localities and how they promote consciousness.

## **UNIT 5      CONSOLIDATION**

### **Activity 1    Meaning of Social Studies and Nation Building**

- Social Studies Education as a Field of Study that emphasizes man's relationship with the social economic, political and, physical and psychological environments for personal and societal needs and aspirations.
- Nation building as the collective effort of all community members in relatively large social group who have agreed to live together to improve their standard of living.

### **Activity 2**

Accept any relevant explanations of any five of the theories of nation building discussed in this unit.

### **Activity 3**

- Social Studies in Social activities promote cultural transmission, political stability and critical thinking.
- Social Studies prepare young citizens to acquire relevant knowledge, skills and values necessary for effective participation in the society.
- Social Studies strategies and techniques, equip young people to utilize modern communication equipment that exposes them to the globalized world.
- Social Studies promote the environment for debate and inquiry into social issues and problems for social justice.
- Social Studies teachers promote cooperative learning that helps young learners interact and share ideas.
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## **Assignment**

- Social Studies in Social activities promote cultural transmission, political stability and critical thinking.
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- Social Studies strategies and techniques, equip young people to utilize modern communication equipment that exposes them to the globalized world.
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**SSE 414**  
**PARENTING AND STABLE FAMILY LIFE IN**  
**NIGERIA**

## **UNIT 1      CONCEPTS OF PARENTING AND PARENTING SKILLS**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this unit
  - 2.2 Word Study
- 3.0 Main Content
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### **1.0 INTRODUCTION**

The relationship between parents and their children is noted to have great influence on family life and stability. There is no doubt that many parents today, express concern over some negative behaviours of their children. As a result, many parents have become stressful leading to unstable home. This unit, therefore, focuses on the concept of parenting, and parenting skills for stable family life in Nigeria.

### **2.0 OBJECTIVES**

After studying this unit carefully, you should be able to:

- conceptualize parenting and parenting skills;
- identify and discuss parenting problems in Nigeria; and
- examine parenting styles that influence family stability in Nigeria.

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

Read the unit carefully.

Understand the difficult words in the unit.

Attempt all the activities before consulting your course lecturer.

### **2.2 WORD STUDY**

Stable family: a home that enjoys peaceful co-existence.

Family Life: the daily activities that take among members of a given home.

Self-esteem: recognition of one's value or importance.

Depression: a feeling of disappointment that leads to sadness.

### **3.0 MAIN CONTENT**

Parenting or child-rearing is a process of promoting and supporting the physical, emotional, social, financial and intellectual development of a child from infancy to adulthood. In other words, parenting refers to the aspects of raising a child aside from the biological relationship. Merriam-Webster (2015) defines parenting as the process of taking care of children until they are old enough to take care of themselves. In other words, it involves what parents do to raise children. That is to say, all the responsibilities and activities that are involved in it.

Good parenting takes place when a parent creates for a child a stable nurturing home environment and plays a positive and active part in a child's life. Good parents provide moral and spiritual guidance, set limits and provide consequences for a child's behaviour. Good parents accept responsibility for the total development of the child and guide the child in making sound, healthy life decisions through open communication and mutual respect. (Ask.com, 2002).

#### **Activity 1**

- i. What is parenting?
- ii. How do parents provide for good parenting?

#### **Parenting Skills**

Hewitt (2015) sees good parenting skills as those activities and behaviours that help children become healthy and successful adults. The health of a growing child includes both physical and emotional health. Couples who are approaching parenthood may feel daunted by the prospect of developing the skills they need to be successful parents, but parenting skills, like other skills can be improved with practice and dedication.

Discipline is regarded as one of the most important parenting skills. It is expected that discipline should be applied evenly to each child in the family. A child may complain about unfairness when discipline is applied.

Another parenting skill is the ability to explain why the discipline is fair. This is meant to justify the disciplinary action applied.

A related skill to the ones discussed in this unit is the ability to withstand the cries of a child when the child wishes to do something that a parent has denied. Older children may use sweet voices and adorable upturned eyes to get their way. Teaching skills are also required as the child matures. Early in the child's life, parents are expected to explain things in word for the child to understand. The words that are above the understanding of the child should be avoided.

Besides, finding time to answer a child's questions is another parenting skill. Often, this requires patience as the child repeats the question why parents must be patient to explain relationships, emotions, and concepts, such as love, and spirituality.

The ability of good parents to give their children good moral foundation is another parenting skill. The skill of being able to communicate effectively with the child to ensuring the child receives spiritual and moral teaching.

The ability to provide adequate food and shelter for the children is another parenting skill. The home should possess some basic resources that will help the child's social, physical and psychological growth and development.

Communication skills and the ability to the child to learn ideas and concepts along with the ability of the parents to listen carefully to the ideas and concepts the child attempts to communicate as important parenting skill.

## **Activity 2**

- i. What are parenting skills?
- ii. Identify and explain the different parenting skills parents are expected to apply.

## **Single Parenthood, Widowhood and Parenting**

Single parenthood is that condition where a married mother is divorced or a widow or by being unmarried and having a child or children. The rate of single parenthood for all women remained relatively constant from “8.5% at the turn of the century to a rate of 9.1% in 1960, 21.2% in 1990” (Gordon and McLanahan in Yamah 2012).

Single parenthood and widowhood could be as a result of a husband and wife no longer living together in the same place. Single parenthood could therefore be as a result of separation of partner, or the women giving birth to children outside wedlock.

### **Causes of Single Parenthood**

Yamah (2012) has identified the following causes of single parenthood:

- i. **Job Mobility:** This is a situation where either of the couples are out for greener pasture leaving either the wife or husband with the responsibility of the home.
- ii. **Education:** This is a situation, where one of the couple goes away to pursue education within or outside the community.
- iii. **Social Status:** This situation arises when a man has more than one wife and may decide to separate them to avoid conflict.
- iv. **Cost of Living:** This applies to a situation where the man’s financial standard cannot take care of the family because of high cost of living.
- v. **Marital Conflict:** Conflict arising from misunderstanding of one another or unfaithfulness of partners.
- vi. **Bad Social Habit bit:** This may involve drunkenness, smoking, keeping late night, and many others.
- vii. **Death of one of the Couples:** In this situation, one is either a widow or widower, thereby creating single parenthood.

### **Effects of the Causes of Single Parenthood**

Single Parenthood has many challenges which may result from the effects of single parenthood. Some these effects single parenthood. Some of these effects include the following:

- a) Low income.
- b) Deficiency in social capital or parental guidance and attention.
- c) Lack of ties to community resources.

### **Activity 3**

- i. Differentiate between single parenthood and widowhood.
- ii. What are the causes and effects of single parenthood on parenting?

### **4.0 SUMMARY**

Parenting styles have been viewed as standard strategies that parents use in bringing up their children. The Unit identified four parenting styles that include: authoritarian, authoritative, permissive, and uninvolved parenting styles. The impact of parenting styles was also highlighted in the Unit. Finally, the concepts of single parenthood and widowhood were addressed and the causes and effects of single parenthood on parenting highlighted.

### **5.0 ASSIGNMENT**

- i. Differentiate between single parenthood and widowhood.
- ii. What are the causes and effects of single parenthood on parenting?

### **6.0 REFERENCES**

- Yamah, I.K. (2012). *Social Change in the Nigerian Family Setup*. Zaria. Concept Design Prints.
- Berrind, D. (1991). "The Influence of Parenting Styles on Adolescent Competence and Substance Use". In *Journal of Early Adolescence*. 11(1) 56-95.
- Hewitt, D. (2015). *Definition of Parenting Skills*. Retrieved from <http://www.livestrong.com> on 12 November, 2015.
- Emeanwu, U.M. (2008). *Happy Child, Happy Parents, Happy Home*. Kaduna. Triumphant Eagle Publication.
- Uche, U.W. (1984). *Sociology of Nigerian Education for Colleges and Universities*.

## **UNIT 2      PARENTING PROBLEMS**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this unit
- 3.0 Main Content
- 4.0 Assignment
- 5.0 Summary
- 6.0 References

### **1.0 INTRODUCTION**

The success of good parenting in Nigeria has been hindered by many problems. In order to check the problems, the need for responsible parenting has become inevitable. In this unit, parenting problems have been identified and discussed. The need for responsible parenting has been emphasized.

### **2.0 OBJECTIVES**

After studying this unit you should be able to:

- identify and discuss parenting problems in Nigeria; and
- discuss responsible parenting and its characteristics.

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

Read the unit carefully. Take note of the difficult words. Check the meanings from the dictionary and course lecturer. Attempt all the activities.

### **3.0 MAIN CONTENT**

#### **Parenting Problems**

##### **Poverty**

The inability of parents to provide the basic needs of the members constitutes a serious threat to good parenting. A situation where parents find it difficult to provide the basic

needs of the members may result to truancy, and acts of delinquency as a means or excuse to make ends meet.

### **Absence of Attention**

Many parents, especially those engaged in special duties, lack sufficient time to attend to the needs of their children which poses another problem. In this situation, children are left on their own without a guardian to correct errors that may occur regarding negative behaviour.

### **Mass Media**

The role of the mass media in the exposure of variety of cultures that convey different behaviours goes a long way in influencing or contradicting good parenting. Some media publications that convey negative values make children to raise questions over parenting instruction. This could be in the area of dressing, language, and respect for constituted authority.

### **Negative Role Models**

The proliferation of negative role models in the society constitutes a serious challenge to parenting. The manifestation of the primitive accumulation of material wealth by few individuals who have the opportunity to possess administrative or political power.

### **Corruption**

This is a problem that kills development spirit because it discourages handwork, honesty, and discipline. Some of the negative behaviours are witnessed by children in schools, homes, and the larger society. Some of these negative values are fraud, bribery, laziness, embezzlement, sexual harassment, and intimidation by teachers, school administrators and parents. Igwe (2010), quoting Frisch D. says that “corruption ills the development spirit. Nothing is as destructive to a society as a rush to quick and easy money, which makes fools of those who can work honestly and constructively”. In his perception of corruption, Igwe (2010) says corruption is one of many intractable “social pathologies”



ravaging human societies in Africa including Nigeria. He says that the definition of corruption cannot be easily captured because its scope include any organized, interdependent system in which parts of the system are either not performing their duties as ethically expected or are performing them improperly to the detriment of the system's original purpose. Corruption embraces a broad spectrum of activities ranging from fraud, embezzlement, bribery, laziness, inducement, sexual harassment, and intimidation, abuse of office by converting official property for personal advantage.

### **Activity 1**

Differentiate between poverty, mass media, role models, and absence of attention as parenting problems in Nigeria.

### **Illiteracy**

Parents' level of education has been found to have influence on the support they give to their children. This position has been established by Carron and Chan (1996) when they observed that parents without formal education are less familiar with the language used in the school thereby limiting their ability to support learning and participate in school-related activities.

### **Cultural Conflict**

Cultural conflict occurs when certain cultures try to claim superiority over others. The impact of colonialism and neo-colonialism has made Nigerian culture suffer abuses. The recent debate on gay marriage has further exposed the attempt by Western culture to rubbish the long and ordained tradition of man and woman coming together as husband and wife. This new development is a dangerous trend towards the destruction of the family, as ordained by God. This development has the capacity to confuse young members of the family and their desire to acquire positive family values. Besides, the continuity of the family as the smallest unit of the social organization that ensures the continuous survival of the human race. This fear corroborated by Chukwu (2015) who

said that “if the subversive changes promoted by gender activism continue to spread, our civilizations could end up the losing the sense of what humanity is and thus vanish, not to the benefit of a perfect world, but in a dive towards barbarism and totalitarianism.

### **Family Planning**

The concept of change has affected the attitudes of parents towards childbearing and rearing. Today, parents seek delight in having to plan the size of their family. It is assumed that with few children, they are able to plan the size of the family. This behavior has its own consequences, as young children get caught up of consuming all kinds of contraceptives, aimed at curtailing the natural reproductive function of the family. The consequences of this action have resulted have resulted in the development of terminal diseases and depopulation of the community and productive labour segment.

### **Child Abuse and Neglect**

Child abuse and neglect is indeed as old as man. The worrisome issue is the dimension that the problem has taken in the current dispensation. This problem is viewed by Marsden and Wrench in Mezieobi (2013) as a deliberate attack against a child resulting in physical and psychological injury perpetrated by anybody exercising his/her responsibility as a caretaker. The inevitable variable and influences that determine the value judgment as to whether or not a set of conduct or breach of it amounts to child abuse or neglect. It is important to note that there are some cultural factors, traditional perceptions, inclinations and attitudes towards child rearing and upbringing that could constitute child abuse and neglect. While it is acceptable to caution and guide the child towards good behavior, the home must ensure that this treatment does not go with violence or anger.

### **Activity 2**

- i. What is the difference between illiteracy, child abuse and neglect, family planning, and cultural conflict as parental problems?

## **Responsible Parenting**

Ojomo (1990) agrees that the responsible parenting refers to how parents take care of their children from birth to adolescent age to enable the child succeed in life. The demand of responsible parenting include bringing the child up in a social, physical, and psychological manner that will help the child to succeed in life. In particular, it involves the determination of family size, child health, child education, and the child's moral development. Nwagbara (2003) has emphasized that responsible parenting starts from parents being good role models for the children. These include ensuring harmony in the home and provide the needs of the family. It is also the responsibility of parents to inculcate the spirit of self-reliance, through the acquisition of variety of skills for life. Emeanuru (2008) reminds parents that they are the closest teacher to their children. They are, therefore expected to spend more time with children. Parents must be ready to motivate their children by being supportive and friendly to the child. For instance, parents must have the tools to support the children's cognitive and psychosocial development through their school years.

### **Activity 3**

- i. What is responsible parenting?
- ii. Discuss the characteristics of responsible parenting.

## **4.0 SUMMARY**

In the process of parenting, certain problems are encountered. In order to tackle the problems, the characteristics responsible parenting is recommended.

## **5.0 ASSIGNMENT**

- i. What are parenting problems?
- ii. Identify and discuss the characteristics of responsible parenting?

## 6.0 REFERENCES

Cambridge Advanced Learners' Dictionary and Thesaurus (2015). *Definition of Parenting*. Cambridge. Cambridge University Press.

Int. Search.tb.ask.com/search/GGmain.jhtm?st. October, 2002.

Hewitt, D. (2015). *Definition of Parenting Skills*. Retrieved from <http://www.livestrong.com> on 12 November, 2015.

Emeanwu, U.M. (2008). *Happy Child, Happy Parents, Happy Home*. Kaduna. Triumphant Eagle Publication.

Uche, U.W. (1984). *Sociology of Nigerian Education for Colleges and Universities*.

## **UNIT 3      PARENTING STYLES AND IMPACT ON CHILD DEVELOPMENT**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this unit
  - 2.2 Word Study
- 3.0 Main Content
- 4.0 Assignment
- 5.0 Summary
- 6.0 References

### **1.0 INTRODUCTION**

Developmental psychologists have long been interested in how parents impact child development. In this unit, the concept of parenting styles has been addressed. The impact of parenting styles on child development is also highlighted in the unit.

### **2.0 OBJECTIVES**

After you have read through this unit, you should be able to:

- conceptualize parenting styles;
- state impact of parenting styles on child development; and
- differentiate between single parenthood and widowhood and their influence on child development.

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

Read through the unit carefully.

Identify and write down the difficult words.

Check the meaning of the difficult words.

Attempt the activities before crosschecking with course lecturer.

## 2.2 WORD STUDY

**Nurturing:** bringing up young people through social, physical, and psychological strategy.

**Responsive:** readiness to provide support to the needs of an individual or group.

**Assertive:** freedom to react any given situation without restriction.

## 3.0 MAIN CONTENT

### Concept of Parenting Styles

These are psychological construct representing standard strategies that parents use in their child rearing. The styles, according to About.com include the following:

- i. **Authoritarian Parenting:** In this style of parenting, children are expected to follow the parents. Failure to follow such rules usually results in punishment. Authoritarian parents have high demands of performance from their children, but are not responsive to the needs of the children.
- ii. **Authoritative Parenting:** These parents establish rules for their children to follow after being responsive to the needs of the child. This style of parenting is much more democratic than the authoritarian. When children fail meet the expectations of these parents, they are more nurturing and forgiving rather than punishing. Parents using this style monitor and impact clear standards for their children's conduct. They are assertive but not instructive and restrictive. The disciplinary methods are supportive rather than punitive. These parents want their children to be assertive as well as socially responsible, self-regulated and cooperative.
- iii. **Permissive Parenting:** This is sometimes referred to as an indulgent parent has very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectation of maturity and self-control. In other words, permissive parents are more responsive than they are demanding.
- iv. **Uninvolved Parenting:** This is characterized by few demands, low responsiveness and little communication. While these parents fulfill their responsibilities, they are

generally detached from the child's life. In extreme cases, these parents may even reject or neglect the needs of the children.

### **Activity 1**

- i. What is parenting style?
- ii. Identify and explain the parenting styles that you have learned.

### **Impacts of Parenting Styles**

Parenting Styles have impacts on the child development outcomes. Baurind (1991) has identified the following as impacts of parenting styles on children:

- i. Authoritarian Parenting style helps children who are obedient and proficient. But they rank low in terms of happiness, social competence and self-esteem.
- ii. Authoritative Parenting style tends to result in children who are happy, capable and successful.
- iii. Permissive Parenting results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school.
- iv. Uninvolved Parenting Style ranks lowest across all life domains. These children tend to lack self-control, have low-esteem and are less competent than their peers.

These parenting styles differ because culture, personality, family size, parental socio-economic background and status, and religion. The gender variation of the individual parent (father or mother) may also define the parenting style.

The nature of parenthood (Single parenthood and widow parenthood) also influences the choice of parenting style.

### **Activity 2**

- i. What is the impact of parenting styles on child's development?
- ii. Why do the parenting styles differ?

## **Single Parenthood, Widowhood and Parenting**

Single parenthood is that condition where a married mother who divorces or widow or by being unmarried and having a child or children. The rate of single parenthood for all women remained relatively constant from “8.5% at the turn of the century to a rate of 9.1% in 1960, 21.2% in 1990” (Gordon and McLanahan in Yamah 2012).

Single parenthood and widowhood could be as a result of a husband and wife no longer living together in the same place. Single parenthood could therefore be as a result of separation of partner, or the women giving birth to children outside wedlock.

## **4.0 SUMMARY**

Parenting styles have been viewed as standard strategies that parents use in bringing up their children. The Unit identified four parenting styles that include: authoritarian, authoritative, permissive, and uninvolved parenting styles. The impact of parenting styles was also highlighted in the Unit. Finally, the concepts of single parenthood and widowhood were addressed and the causes and effects of single parenthood on parenting highlighted.

## **5.0 ASSIGNMENT**

- i. What is parenting style?
- ii. What do you consider to be the impact of parenting style?

## **6.0 REFERENCES**

- Yamah, I.K. (2012). *Social Change in the Nigerian Family Setup*. Zaria. Concept Design Prints.
- Berrind, D. (1991). *“The Influence of Parenting Styles on Adolescent Competence and Substance Use”*. in *Journal of Early Adolescence*. 11(1) 56-95.



## **UNIT 4      PARENT, PARENTING AND CHARACTERISTICS OF A STABLE FAMILY LIFE**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this unit
- 3.0 Main Content
- 4.0 Assignment
- 5.0 Summary
- 6.0 References

### **1.0 INTRODUCTION**

This unit attempts a discussion on parenting and stable family life. It will touch on areas of responsible parenthood and stability in family life. Education on family life is a study of attitudes and skills related to issues like dating, marriage, parenthood, family health, and later life of the family as socio-cultural and economic unit in the society, NERDC (1993). This unit is designed to grow up and prepare to face the challenges of life. However, the concern of this unit is parenting and stable family life.

### **2.0 OBJECTIVES**

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

- define a Parent;
- discuss the concept “parenting”; and
- discuss the characteristics of a stable family life.

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

- i. Ensure that you read the previous unit in order to have a grasp of the entire module.
- ii. Study the unit step by step as it has been arranged for you. Try to do all the exercises given.

### **3.0 MAIN CONTENT**

#### **Conceptualization**

Who is a parent? A Parents is either the father or the mother who has given birth to a child.

Stable family: This is a family that is devoid of instability and disintegration and improves the family's quality of life. It is also a family that mobilizes both human and material resources for family development. This is in terms of standards of living, etc. It is also when the family's basic needs are met.

Parenting: This involves the activities or practices that are carried out by parents in the course of bringing up a child. It is the process of rearing a child to grow and develop into adulthood.

#### **Activity 1**

- i. Who is a parent?
- ii. What is parenting?

#### **Responsible Parenting**

When we are talking about responsible parenting, we talk about how parents take care of their children from pre-school age to adolescence. Parents have a lot of responsibility towards bringing up their children responsibly. Some of such responsibilities entail planning family size, by adequate child spacing, promotion of parents and children health. This when properly inculcated improves a family's quality of life both at the micro and macro levels. It is the parents' duty to get their children married at the right time when they have educational skills for gainful employment and also self fulfillment. Also, they should be taught to be financially prepared, Nwagbara (2003). Parents should be good role models for their children and bring about harmony in the home and provide the needs of the family and children. This is the duty of the parents to keep a track on their children's friends and inculcate good morals into them. It is also their duty to teach

them the spirit self-reliance and also there should be warm relationship between them (Olofu, 2014).

## **Activity 2**

What is Responsible Parenting?

### **Stable Family Life**

Due to decline of the institution of the family, stability in the family has become a mirage. Families are subjected to pressures of society. The conviction that the family in the society is undergoing a crisis enjoys wide recognition. The present family is not like the family of the olden days. The family of today is undergoing transition (Amdii, 1996). All these have brought about instability in the family set up. We can then ask the question.

What is a stable family?

A stable family must be able to perform its socio-economic and political roles.

Socially, the family must inculcate the values, attitudes, beliefs, and skills and help to mould the activities of the family. It also brings about social cohesion.

Economically, the family must be economically stable. There must be provision of basic necessities of life based on the family income. There must be production of goods and services to help improve human life. There must be division of labour so that the children can be taught dignity of labour.

Politically for the family to be stable there must be certain character training Fafunwa (1974). Responsibility is the watchword in a stable family. Each member of the society must be responsible members of the society. Also, children in families should be taught to emulate parents.

For a stable family, accountability is needed. In fostering a stable family, children and the family should have fear of the Supreme Being (God). Also, married couples must stay together/

The family is the center of any society. Changes in society have however affected the family institution by altering some of its functions. Some of these functions have been

pushed over to some other institutions such as the school, society, and others, can they handle these challenges or functions that is the crux of the matter. If the society is to be stable, it will have to come first from the family setup.

### **Activity 3**

- i. The stability of the family life is based on social, economic and political development of the society, discuss.

## **4.0 SUMMARY**

In this unit, the word parent was defined, also characteristics of a stable family was discussed focusing on societal pressures that affect the family structure. In line with this, responsible parenting was discussed giving guidelines to parents on how to bring up their children. Besides, problems and prospects of the family were also discussed.

## **5.0 ASSIGNMENT**

Why has family stability become a mirage in Nigeria today? Discuss

## **6.0 REFERENCES**

- Cambridge Advanced Learners' Dictionary and Thesaurus (2015). *Definition of Parenting*. Cambridge. Cambridge University Press.
- Int. Search.tb.ask.com/search/GGmain.jhtm?st. October, 2002.
- Hewitt, D. (2015). *Definition of Parenting Skills*. Retrieved from <http://www.livestrong.com> on 12 November, 2015.
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- Yamah, I.K. (2012). *Social Change in the Nigerian Family Setup*. Zaria. Concept Design Prints.
- Berrind, D. (1991). *"The Influence of Parenting Styles on Adolescent Competence and Substance Use"*. in *Journal of Early Adolescence*. 11(1) 56-95.

## **UNIT 5      CONSOLIDATION**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this unit
- 3.0 Main Content
- 4.0 Assignment
- 5.0 Summary
- 6.0 References

### **1.0 INTRODUCTION**

This Unit attempts a discussion on parenting and stable family life. It will touch on areas of responsible parenthood and stability in family life. Education on family life is a study of attitudes and skills related to issues like dating, marriage, parenthood, family health, and later life of the family as socio-cultural and economic unit in the society, NERDC (1993). This unit is designed to grow up and prepare to face the challenges of life. However, the concern of this unit is parenting and stable family life.

### **2.0 OBJECTIVES**

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

- define a parent;
- discuss parenting; and
- discuss characteristics of a stable family life.

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

- iii. Ensure that you read the previous unit in order to have a grasp of the entire module.
- iv. Study the unit step by step as it has been arranged for you. Try to do all the exercises given.

### **3.0 MAIN CONTENT**

#### **A parent**

A parent is either the father or the mother who has given birth to a child. Parent could also be both husband and wife or a single parent that is not married.

#### **Parenting:**

This involves the activities or practices that are carried out by parents in the course of bringing up a child. It is the process of rearing a child to grow and develop into adulthood.

#### **Stable family**

This is a family that is devoid of instability and disintegration and improves the family's quality of life. It is also a family that mobilizes both human and material resources for family development. This is in terms of standards of living, etc. It is also when the family's basic needs are met.

#### **Activity 1**

Explain the meaning of Parent, Parenting, and Stable Family.

#### **Responsible Parenting**

When we are talking about responsible parenting, we talk about how parents take care of their children both to pre-school age, until adolescence. Parents have a lot of responsibility towards bringing up their children responsibly. Some of such responsibilities entail planning family size, by adequate child spacing, promotion of parents and children health. This when properly inculcated improves a family's quality of life both at the micro and macro levels. It is the parents' duty to get their children married at the right time when they have educational skills for gainful employment and also self fulfilment. Also, they should be taught to be financially prepared. Nwagbara (2003). Parents should be good role models for their children and bring about harmony in the home and provide the needs of the family and children. This is the duty of the parents to keep a track on their children's friends and inculcate good morals into them. It is also

their duty to teach them the spirit self-reliance and also there should be warm relationship between them. Olofu (2014).

## **Activity 2**

Define parent and Parenting.

### **Stable Family Life**

Due to decline of the institution of the family, stability in the family has become a mirage. Families are subjected to pressures of society. The conviction that the family in our society is undergoing a crisis enjoys wide recognition. The present family is not like the family of the olden. The family of today is undergoing transition (Amdii, 1996).

All these have brought about instability in the family set up. We can then ask the question. What is a stable family?

A stable family must be able to perform its socio-economic and political roles.

Socially, the family must inculcate the values, attitudes, beliefs, and skills and help to mold the activities of the family. It also brings about social cohesion.

Economically, the family must be economically stable. There must be provision of basic necessities of life based on the family income. There must be production of goods and services to help improve human life. There must be division of labour so that the children can be taught dignity of labor.

Politically for the family to be stable there must be certain character training Fafunwa (1974). Responsibility is the watchword in a stable family. Each member of the society must be responsible members of the society. Also, children in families should be taught to emulate parents.

For a stable family, accountability is needed. In fostering a stable family, children and the family should have fear of the Supreme Being (God). Also, married couples must stay together Ahmad (2009).

The family is the center of any society. Changes in society have however affected the family institution by altering some of its functions. Some of these functions have been pushed over to some other institutions such as the school, society, etc. can they handle

these challenges or functions that is the crux of the matter. If the society is to be stable, it will have to come first from the family setup.

### **Activity 3**

The stability of the family life is based on social, economic and political development of the society. Discuss.

## **4.0 SUMMARY**

In this unit, the word parent was defined, also characteristics of a stable family was discussed focusing on societal pressures that affect the family structure. In line with this, responsible parenting was discussed giving guidelines to parents on how to bring up their children.

## **5.0 ASSIGNMENT**

- i. Who is a parent?
- ii. Why has family stability become a mirage in Nigeria today?

## **6.0 REFERENCES**

- Cambridge Advanced Learners' Dictionary and Thesaurus (2015). *Definition of Parenting*. Cambridge. Cambridge University Press.
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## ANSWER TO ACTIVITIES AND ASSIGNMENTS

### SSE 414 PARENTING AND STABLE FAMILY LIFE IN NIGERIA

#### UNIT 1 Concept of Parenting and Parenting Skills

##### Activity 1

- i. **Parenting:** A process of promoting and supporting the physical, emotional, social, financial and intellectual development of a child from infancy to adulthood.
- ii. **How to provide good parenting:**
  - Create for the child a stable nurturing home environment.
  - Play a positive and active part in the child's life.
  - Provide moral and spiritual guidance.
  - Set limits and provide consequences for a child's behavior.
  - Accept responsibility for the total development of the child.
  - Guide the child to make sound and healthy life decisions through open communication and mutual respect.

##### Activity 2

- i. **Parenting Skills:** These are activities and behaviours that help children become healthy and successful adults.
- ii. **Different Parenting Skills-discipline:** Ability to explain why the discipline is fair. Ability to understand the cries of a child when a child wishes to do something that a parent has denied. Use of sweet voices and adorable upturned eyes to get their way, explain things in words that are above the understanding of the child, provide time to answer a child's questions, patience on the part of the parents, providing food and shelter and so on.

### **Activity 3**

#### **i. Single Parenthood and Widowhood**

Single parenthood is that condition where a married father or mother, who is divorced or not married as a result of separation of partner or the women giving birth to children outside wedlock.

#### **ii. Causes and Effects of Single Parenthood**

##### **a. Causes**

- Job mobility.
- Education.
- Social status.
- Cost of living.
- Marital conflict.
- Bad social habits.
- Death of one's spouse etc.

##### **b. Effects**

- Low income.
- Deficiency in social capital.
- Lack of ties to community resources

### **Assignment**

See Activity 3

## **UNNIT 2 Parenting Problems**

### **Activity 1**

Poverty is the inability of parents to provide the basic needs of the members of the family constitute a serious threat to good parenting. Absence of attention involves parents engaged in special duties and so lacks sufficient time to attend to the needs of the children. Mass media exposes a variety of cultures that convey different behaviors that lead to conflicting behaviours. Negative role models in the society are manifesting

primitive accumulation of material wealth by few individuals who have the opportunity to possess administrative or political powers.

### **Activity 2**

Illiteracy which is the low level of education of parents and their inability to support their children. Cultural conflicts, involves certain cultures that claim superiority over others. The concept of changes has affected the attitudes of parents towards childbearing and rearing. Child abuse and neglect is also a problem that has to do with attack on children resulting in physical and psychological injury.

### **Activity 3**

- i. Responsive Parenting:** This refers to how parents take care of their children from birth to adolescent age to enable the child succeed in life.
- ii. Characteristics of Responsible Parenting:**
  - Parents being good models for children.
  - Maintaining harmony at homes.
  - Inculcating the spirit of self-reliance through acquisition of variety of skills of life.
  - Motivating children by being supportive.

### **Assignment**

- i. (See activities 1 & 2).
- ii. (See activity 3).

## **UNIT 3 Parenting Styles and Impact on Children Development**

### **Activity 1**

- i. Parenting Styles** as psychological activities representing standards strategies that parents use in child rearing.
- ii. Parenting styles include:**
  - Authoritarian parenting.

- Authoritative parenting.
- Permissive parenting.
- Uninvolved parenting, etc.

(Accept relevant explanations of each to award full marks)

## **Activity 2**

### **i. Impact of Parenting Styles on Child Development include:**

- Helping children who are obedient and proficient.
- Children may perform poorly because of fear.
- Helps children to be happy, capable, and successful.
- Lack of self-control, low self-esteem and less competent than their peers, etc.

### **ii. Parenting Styles:** Differ because of culture, personality, family size, parental socio-economic background and status, religion, the nature of parenthood (single or widow).

## **Assignment**

**i. Parenting Styles** as psychological activities representing standards strategies that parents use in child rearing.

### **ii. Parenting styles include:**

- Authoritarian parenting.
- Authoritative parenting.
- Permissive parenting.
- Uninvolved parenting, etc.

(Accept relevant explanations of each to award full marks)

## UNIT 4

### Activity 2: Discuss Responsible Parenting

Responsible parenting entails care of children from birth to adolescence. Parents have a lot of responsibility towards their children which are:

- a. Ability to plan family size, i.e. spacing children adequately.
- b. Promotion of children health.
- c. Improving the children quality of life.
- d. Getting children married at the right time.
- e. Educate the children very well.
- f. Financially prepare children.
- g. Parents are to be role models to their children.
- h. Keep track on the children's peer groups and inculcate in them good moral teach them the spirit of self-reliance.
- i. Have warm relationship with children.

### Activity 3

The stability of family is based on social, economic, political development of the society. Discuss.

A stable family has socio, economic and political roles to perform.

Social: Inculcating right values, and attitudes, beliefs and skills. This helps to mould the family.

Economic: Provision of basic necessities of life based on family income. Production of goods and services for the production of human life. There should be division of labour so that children are taught dignity of human labour.

Politically: The training of character. Responsible family members in society.

Accountability is vital in the family set up.

**Family Stability is determined by the following:**

- Family size
- Family income
- Family level of education
- Family level of education
- Family accountability
- Family environment.

**SSE 422**

**SOCIAL, ECONOMIC AND POLITICAL ACTIVITIES IN  
NIGERIA AND DEVELOPMENT**

## **UNIT 1      SOCIAL ACTIVITIES IN NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
- 4.0 Summary
- 5.0 Assignment
- 6.0 Reference

### **1.0 INTRODUCTION**

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

### **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 community development; and
- discuss the contribution of social activities to 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 CONTAIN

### Social Activities

The social activities involve the non-repetitive alteration in the established modes of behavior in a given social group as a product of social interactions. According to Akukwe (1986), social development is a product of social activities that entail normative and organizational changes in the society resulting in the improvement and expansion on mental horizon of the population. This is arising 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 inter-dependency is vital for local community development?

## **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?

## **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 inter-dependency 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 REFERENCE**

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## **UNIT 2      ECONOMIC ACTIVITIES IN NIGERIA**

### **CONTENTS**

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

### **1.0 INTRODUCTION**

The 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 economic activities that promote economic activities 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**

### **Meaning of 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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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.

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 1**

What are the economic problems of Nigeria?

What are economic activities in Nigeria?

### **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 system 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 2**

Explain the economic activities before the coming of the Europeans.

### **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 developments in Europe today. For instance between June 1699 and February 1697, the Dutch exported 2,222 pounds of elephant tusks, 20 drums of palm oil, 13,785 pounds of ivory tusks and 11,415 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 3**

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

### **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 centres 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 4**

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

#### **4.0 ASSIGNMENT**

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

#### **5.0 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.

#### **6.0 REFERENCES**

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

Utulu, R. and Shuaibu, J. S. (2011) *Social Studies: Topical Issues in Nigerian Economy*. Makurdi: Selfers Academic Press. Ltd.

## **UNIT 3      POLITICAL ACTIVITIES AND DEVELOPMENT**

### **CONTENTS**

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

### **1.0 INTRODUCTION**

Political development involves taking the right decisions that bring the right policies that are required to bring about positive change and improvement in the wellbeing of the people. To achieve this objective, leadership qualities required by those who provide political leadership. Laws are expected to provide the platforms that dictate the social, economic and educational development of a society. The policies of the 7-point Agenda, the Agricultural Revolution or Green Revolution, the 1-9-3-4 system of education, the Community Based Health activities are programmes that require the political will to implement them for the betterment of the citizens. In this Unit the meaning of political activities is stated.

### **2.0 OBJECTIVES**

After reading this unit you should be able to;

- state the meaning of political activities;
- identify and list the forms of government; and
- discuss the arms of government.

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

Read through the unit carefully. List the words you do not understand. Check the meanings of the words from your dictionary.

## **2.2 WORD STUDY**

**Political stability:** a condition of peaceful political coexistence.

**Political will:** readiness of political leaders to do what is required of them.

## **3.0 MAIN CONTENT**

### **Concept of political Activities**

The ability of political leaders, according to Mezieobi (2013), to resist imperialism and embrace nationalism in order to mobilize the people for social economic and political modernization cannot be overstated. This objective calls for the instilling of national consciousness through political activities.

Politics according to Ololobou (2004) involves those human actions by which conflicts concerning common goods and the interest of groups are carried on. These are the political principles and direction of political practice that enhance the quality of life of the people. The principles include freedom, equality patriotism, consciousness, authority, power, sovereignty, election, political campaign, voting, accreditation, and election results.

Oyovbaire (2008) has observed that the highest stage in the evolution of human government for the purpose of achieving freedom and development remains the emergence and almost universal adoption of elective democracy. He added that the mandate of the people freely expressed through periodic ballot remains the best way of selecting leadership for a free society. Hence, the activities of political leadership must include the provision of infrastructure, inculcation of national values to promote discipline in the citizens, ensuring security of life and property, provision of employment and productive self-engagement in the real sector, provision of quality education,

affordable housing, generous retirement benefits and better working conditions for civil and public servants.

Political activities involve human beings acting to protect their interests and would wish have something or control a situation through the formation of government to achieve the above objectives.

### **Activity 1**

1. explain the term political activities?
2. Why is political leadership essential in political activities?

### **Forms of Government**

Political activities in any given society depend on the form of government in operation. For instance, is it a traditional or modern democratic form of government? The traditional form of government is the indigenous form of government that evolved locally and practiced in pre-colonial time. This form of government is centralized or monarchical, and the use of council of Elders.

In the centralized or monarchical form of government, a chief, king, or ruler is recognized by the people of the area. The traditional leader has far-reaching powers over his subjects, who display unflinching support for the leader. The leader is supported by a council of chiefs or Elders.

Modern democracy is a form of government that gives people or citizens the opportunity to participate in decision-making by adult citizens. Participation in a democratic government is either directly or through representation. In modern practice of representative democracy, the parliamentary (cabinet) and presidential forms are the common practice. The characteristics of the two forms of representative democracy include the following:

- i. Nominal Head of State, whose duties are mainly formal and ceremonial.
- ii. Political Executive with the cabinet of the legislature.
- iii. Legislature is elected by the electorates and cannot be dissolved by the executive.
- iv. President is both nominal and political head of state.

- v. President is elected by the entire electorates.
- vi. President is not part of the Legislature.
- vii. President cannot dissolve the legislature

## **Activity 2**

1. Why is political leadership important in political activities?
2. What are the characteristics of the two forms of government in Nigeria?

## **Arms of Government**

The three arms of government or modern democratic institutions include the following:

- i. **The legislature:** This is the law making body of a country or state on Nigeria, at the federal level, the Legislature is the National Assembly, which is made up of the Senate and the House of Representatives. In each of the thirty six states of the federation, there is a house of assembly, which constitutes its legislature. The National Assembly is constitutionally empowered to make laws for the peace, order and good governance of their various states (Borzino, Zwalchi, and Obanya 2004).
- ii. **The Executive:** This is an arm of government charged with the responsibility of executing the following:
  - (a) Maintaining the country's constitution
  - (b) Laws made by the National and State Assemblies.
  - (c) Matters with respect to which the National and State Assemblies have powers to make laws

At the Federal level, executive powers are vested in the President who may exercise powers either directly, or through the Vice President or Ministers of the government of the Federation or any other officers in the Public Service of the Federation. In the states, executive powers are vested in the Governors who may exercise such either directly or through the Deputy Governors or Commissioners of the Government of the State or other officers in the public service of the state.

At the Local Government level, policies are executed by Council Chairman, Councilors, and other officers in the service of the relevant Local Government Council.

- iii. This is made up of all statutorily recognized courts of law in a given **The Judiciary** country. The main functions of the Judiciary are the interpretation of the laws of the land, and the hearing and determination of cases brought before it.

The most important courts of law in Nigeria include the following:

- a. The Supreme Court of Nigeria.
- b. The Court of Appeal.
- c. The Sharia Court of Appeal of the Federal Capital Territory.
- d. The Customary Court of Appeal of the Federal Capital Territory.
- e. The Federal High Courts in the various States of the Federation, including the Federal High Court in the Federal Capital Territory.
- f. The High Courts of each State.
- g. The Sharia Court of Appeal in each States that need them.
- h. The Customary Courts of Appeal in States that need them. (Bozino, Gotep, Zwalchir, and Obanya 2004).

### **Activity 3**

- i. Differentiate between the arms of government in Nigeria.
- ii. Name the most important courts of law in Nigeria.

## **4.0 SUMMARY**

Political activities in any given society depend on the form of government in operation. For instance, is it a traditional or modern democratic form of government? The traditional form of government is the indigenous form of government that evolved locally and practiced in pre-colonial time. This form of government is centralized or monarchical, and the use of council of Elders.

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3. **The Judiciary:** This is made up of all statutorily recognized courts of law in a given country. The main functions of the Judiciary are the interpretation of the laws of the land, and the hearing and determination of cases brought before it.

## **5.0 ASSIGNMENT**

- i. What are the characteristics of the two forms of government in Nigeria?
- ii. Differentiate between the arms of government in Nigeria.

## 6.0 REFERENCES

Bozino, G, Gotep, M.G., Zwalchi, R., and Obanya, O.A. (2004). *Current Trends in Social Studies Education*. Jos. WAIS Printing Press.

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## **UNIT 4      LOCAL COMMUNITY DEVELOPMENT**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
- 4.0 Summary
- 5.0 Assignment
- 6.0 Reference

### **1.0 INTRODUCTION**

Community as it were can be viewed as group of people living in a defined area of land. This group of people has a sense of belonging to their social groups. They have common history, interest and problems. They also have economic and political orientation and participation. Community starts from a small group of people to a larger group.

### **2.0 OBJECTIVES**

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

- state the meanings of community and community development;
- itemize the major steps to follow in community development; and
- mention any two problems of community development.

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

- Read the unit carefully,
- Put down the major points as you read,
- Pay attention to the major points in this unit. Note how to solve the problems of community development.

## **2.2 WORD STUDY**

Integral: An essential part of that thing

Illiteracy: Not knowing how to read and write.

## **3.0 MAIN CONTENT**

### **Meaning of Community**

Ezeigbe (1997) sees community in terms of traditionalism and modern. Tonnies (1885-1936) highlighted by Hobbs and Blank (1975) identify two types of communities that are either simple, or complex that occupy a territorial abode, having common conditions of common life. It is, however, important to note that a community can emerge as a common progenitor or a creation of the political class at a time.

Hustedde, Onuoha, Phillips and Vincent II (2014) see community as a group of interacting people living in a common location. It is often referred to as a group that is organized around common values of social cohesion within a shared geographical location, generally in social units larger than a household. It is important to note that the invention of the internet, the concept of community no longer has geographical limitations as people can now gather in an online community and share common interests, regardless of physical location.

### **Community Development**

Community development according to Hustedde, Onuoha, Phillip, and Vincent II (2014) involves structural and institutional changes that enable a community to wisely utilize available resources to satisfy the needs of the people. The scope of community development includes the process and policies by which a nation improves the economic, political, technological and social wellbeing of its people.

The act of community development is an old concept. Community development according to Arthur-Duhnam in Alaogun (1990) is more concerned with the economic aspects of rural community life and lays more emphasis on integrated technical assistance from government. Community development is more functional and process oriented and

covers a wider range of activities. It has to do with self-help initiated by people based on their perceived needs. The United Nations (2014) defines community development as a process where community members come together to take collective actions and generate solutions to common problems. U.N. (1956) defines community development as the process by which efforts of the people themselves are united with those of governmental authorities to improve economic social and cultural conditions of communities into the life of the nation, and to enable them contribute fully to national progress.

### **Activity 1**

- i. What is community?
- ii. What is community development?

### **Principles and Steps in Community Development**

These fundamental principles are integral to the successful implementation of any community development initiative, mass participation of the community members, it must be based on the felt-needs of the people, it must be planned adequately, there should be effective leadership, and people should not be forced to participate. The development must not be at variance to the values, traditions and norms of the community members, there must be proper accountability, the integrity of the leadership must not be compromised for the benefit of future community development project.

It should be noted that community development is a problem solving adventure. It has to follow certain steps. However, the steps may be different from one place to another;

- i. Identification of felt-needs.
- ii. Election or appointment of leadership.
- iii. Definition or statement of the felt-needs or the project.
- iv. Explanation on the necessity of the project among the community members.
- v. Discussion on how to go about the concern or felt needs.
- vi. Quotation of the needed resources on the concerns.

- vii. Commitment of the members of the community and how to raise the resources within and/or without.
- viii. Plan of action on how to execute the project.
- ix. Execution of plan of action.
- x. Accountability, commissioning, usage of the community development project.

## **Activity 2**

- i. What are the principles of community development?
- ii. State the steps to follow in community development.

## **Problems and Prospects of Community Development in Nigeria**

There are challenges facing the successful execution of community development in Nigeria, among which are:

- i. **Illiteracy and Ignorance:** The level of illiteracy in Nigeria is high especially among the rural dwellers. This coupled with ignorance which has its own toll on community development.
- ii. **Problems of Finance and Poverty:** The level of poverty is very high especially in the rural areas. This may constitute an impediment to the successful execution of a well thought out gigantic project.
- iii. **Misconception of the role of Government:** People in the rural areas may conceive the idea that government has to do everything for them especially as they do to those in urban cities. This misconception may be an obstacle to actualizing a community development that is useful to them.
- iv. **Mistrust and Corruption:** Corrupt tendency is so high that people think that every leader is corrupt. This may affect the good intentions of leaders in a community to initiate community development.

Community education, on the other hand, refers to a community that is sensitized and socialized in all facets of a community life in order to make them have a firsthand knowledge of the community and its needs.

Community development, as recalled by Mezieobi (2013), is aimed at achieving the following:

- i. To reawaken interest of all and sundry to community related studies and learning.
- ii. To sensitize community members of the importance of the community in the overall scheme of things.
- iii. To help people appreciate the realities of their community environment in order for them to meaningfully contribute to its improvement.
- iv. To ginger community development efforts in the people and make them show commitment in all community development strategies.
- v. To point to the fact that each local community has the potentialities of getting better through social change.
- vi. To make member of the community to fully understand socio-political authority figures in the community.
- vii. To study all community-based activities which are precursor of community's social development, and more.
- viii. To curtail the population shifts from rural to urban communities.
- ix. To fully exploit the potentialities of the community as an effective social studies laboratory, since the community houses all human and material resources considered inevitable for effective social studies content delivery. (Bozino, Gotep, Zwalchin, and Obanya 2014).

### **Activity 3**

- i. Mention the problems facing the successful execution of community development in Nigeria.
- ii. What is community education for effective community development?

#### **4.0 SUMMARY**

In this unit, the meanings of community and community development have been stated. The principles and characteristics of community development were also explained. The challenges facing the successful execution of community development in Nigeria were identified and prospects of community education outlined.

#### **5.0 ASSIGNMENT**

- i. In your own words, explain the principles of community development.
- ii. What are the challenges and prospects in community development?

#### **6.0 REFERENCES**

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The United Nations (2014). "Community Development

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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
- 4.0 Summary
- 5.0 Assignment
- 6.0 Reference

### **1.0 INTRODUCTION**

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

### **2.0 OBJECTIVES**

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

- discuss the role of socio, economic, and political activities on local government transformation;
- identify and understand the relationship between material-based of the structure and power; and
- explain the role of local government in development in Nigeria.

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

- i. Go through the unit taking note of key areas of concern.
- ii. Check the meanings of words you are not familiar with.

## **3.0 MAIN CONTENT**

### **Conceptualization**

#### **Community Development**

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

#### **Local Government**

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

#### **Economic Activities for Community Development**

Human wants are unlimited while the means of satisfying them are limited. However, man satisfies his wants according to priorities and he ranks them on the basis. To perform his economic activities he has to get in touch of factors of production such as land, labour, capital and entrepreneurship. Man has endured on him natural resources given to him by nature; they are water, animals, vegetables, mineral, planets etc. Next he must be involved in labour in which he has to produce goods and services either as a professional or a skilled worker. To move ahead with the economic activities, he needs capital to produce or get these services. For the man to satisfy his economic wants he needs the entrepreneurship skills that will help him to harness and direct the other factors of production. He also needs to understand the principles of demand and supply and also the laws that govern them. A man in the community can be involved in buying and selling and being able to distribute these goods and services. By doing so, standard of living of

men and the general wellbeing is maintained. To do all this, it is vital that man takes into consideration societal population and how overpopulation can have adverse effects on shelter, power, entertainment, employment and agriculture. For life to go on meaningfully, man uses environment rationally for it not to be endangered.

### **Social Activities**

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

### **Political Activities**

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

### **Activity 1**

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

## **Community Development in other Nations**

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

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

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

#### **A commune consists of the following:**

- i. Composite unit of local government focusing social, political and economic functions of the rural areas.
- ii. They help the local community to be organized and also mobilize the rural population for development in the areas of land development and resources necessary for their everyday needs. This is to make them self-reliant and reduce inequalities that will bring about justice and equality. A commune has a number of production Brigades that are also subdivided into production teams. These production teams could be a village made up of a number of families. The production team is concerned about making decisions on manpower employment, management of production and the distribution of income generated. They also produce grains and other basic communities which are sold to the state. It is its role to also have enough that can be distributed to other members of the village. The production team is the crux and a vital unit in rural organization in China's countryside. China's development strategy is that of development from below or the rural areas. The rural communities which are organized as units of production;distribution, bring about development. This takes place within the context of

democratic values and institutions. In China, the Central Government (State) only gives guidelines for provision of those things that the communes cannot produce. Development in China is focused on the “People”. The strategies of the use of communes have brought about agricultural productivity, generation of rural surplus that helps diversify the rural infrastructure and integration of activities of the communes based on National targets, priorities and policies through linkages with higher political and administrative levels. This development method in China has brought about equitable distribution of wealth.

### **The Indian Model of Rural Development**

Just like China, India, before their independence was a poor country. The British colonial government before independence wanted to pattern India’s development on their own Western Model. However, during the post-colonial period, Mahatma Gandhi came up with a new strategy of development which centered on decentralization and self-reliance. For Gandhi; the focus should be the village rather than national polity for development to take place. In the Indian perspective, the villages (or the Panchayat) are the basic units of development. The development in the villages took this form:

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

### **The Tanzanian Strategy of Rural Development**

After the Tanzanian Independence, she decided to develop based on the western model. This model did not bring about sustainable development so a new strategy was developed which was contained in the Arusha Declaration of 1967. This strategy was the brain child of President Julius Nyerere, who was the first leader post-independence. This strategy is based on the idea or principles of socialism, self-reliance, and development. The

principles laid down in this strategy were that all human beings are equal, and have right to dignity and respect. Each Tanzanian has the right to governance, locally regionally and nationally.

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

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

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

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

## **Activity 2**

Evaluate the strategy of developing the rural areas in Tanzania.

## **Local Governments in Nigeria and Development**

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

In 1976 under General Olusegun Obasanjo introduced a single tier pattern of local government. The appointed councils were to enforce and make decisions. Each local government was to have a population of 150,000 to 800,000 unless in rare cases, then it could be more or less. Under a Chairman, Supervisory Councilors. They each run the day to day activities of the local government. They were to make law and order, had power to levy rates, taxes, provide roads, markets, motor parks, slaughter slabs etc. From 1976 to now, there have been reforms that have changed the structure of the local government and also the establishment of ministry of local government and local government commission which have been scrapped. Apart from its functions to the community, the council also performs other administrative functions.

Of importance to this unit, is the role of the local government in development. The function of the local government is vital to development Okde, and Ene, (2011). This is because sustainable development of the community is very vital. This has been observed by the 5<sup>th</sup> National Development Plan 1983-1985 Okeke and Ene (2011). Since independence, Nigeria has made attempts to chart a sustainable development path from the development plan of 1962-1985, also Vision 2020 Development, Vision of 2010, and NEEDS 2004 are on certain goals but to a large extent, these goals have remained history due to Nigeria's socio-economic problems, local government has the mandate for National and Community development, rural development but this has not been the case. They changed with agriculture, education and health functions. However the extent to which local governments have implemented these functions and projects is an issue of

great debate. This is because the functional goals of the development plans have not been met; such as a just and egalitarian society, even distribution of income, low level of unemployment, diversification of the economy, balanced development, increase in productivity, high level of sufficiency in the production of food and raw materials and promotion of discipline, attitude to work, avoidance of corruption, and clean environment 1968-1985 development plans Vision 2010, 2020, and NEEDS 2004.

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

### **Activity 3**

Discuss the roles of local government in development in Nigeria.

## **4.0 SUMMARY**

In this unit, the meanings of community and community development have been stated. The principles and characteristics of community development were also explained. The challenges facing the successful execution of community development in Nigeria were identified and prospects of community education outlined.

## **5.0 ASSIGNMENT**

- i. In your own words, explain the principles of community development.
- ii. What are the challenges and prospects in community development?



## **6.0 REFERENCES**

Hustedde, R.J., Onuoha, J.C., Phillips, R.&Vincent II, J.W.J. (2014).*i.Nsukka*,  
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**SSE 434**

**SOCIAL STUDIES RESEARCH METHODS**

# **UNIT 1      MEANING AND APPROACHES TO SOCIAL STUDIES RESEARCH**

## **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
- 4.0 Summary
- 5.0 Assignment
- 6.0 Reference

### **1.0 INTRODUCTION**

Education is considered to be a vital tool for social, economic, political and cultural development of any society. There is uneven distribution of available resources, inadequate opportunity to education, low quality of education, rapid changes in the workforce, increase in unemployment rate and institutional overpopulation of learners in schools. Social Studies research therefore aims at using basic data to find answers to these perceived societal problems.

In this unit, the meaning of Social Studies research, the importance of social studies education research, aspects of a research problem and steps to formulating research problems were discussed.

### **2.0 OBJECTIVES**

After studying this unit, you should be able to:

- discuss the meaning and approaches of social studies research methods;
- state the importance of social studies education methods;
- identify the aspects of a research problem; and

- explain the steps to formulating a research problem.

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

You are expected to read through this unit before attempting any of the activities. You are advised to check the meanings of the words you do not understand.

## **2.2 WORD STUDY**

Check the meaning of the following words from the dictionary or course lecturer

- Research topic
- Quantitative research
- Qualitative research
- Social problems
- Sources of research problems

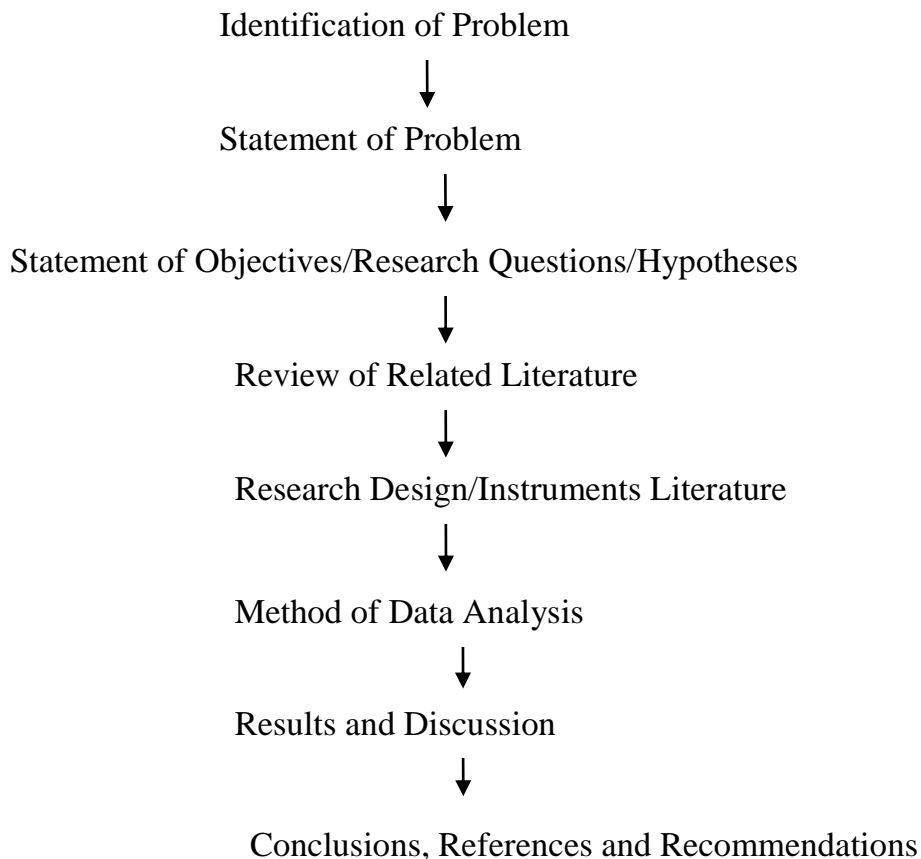
## **3.0 MAIN CONTENT**

### **Meaning of Social Studies Research Method**

Social studies research method is the systematic organization and search for information to solve specific social problems. This process involves an objective analysis and reporting of controlled observations and collection of relevant data that leads to the development of generalizations, principles, and explanations of phenomena.

The information that is collected in social studies research include those that are related to knowledge, attitudes, and values as well as skills that are required to solve human problems and resolve issues.

**Fig. 1.0 Steps of Social Studies Education Research Process**



### **Types of Social Studies Education Research**

Social Studies research in education research can be categorized into the following approaches:

- a. Qualitative research, and
- b. Quantitative research

The quantitative research approach involves the collection of data that are represented in the forms of numbers. The numbers are then analyzed by descriptive and inferential statistics.

Unrau, Grinnel, and Willams (2005) revealed that the most critical decisions to be made in a quantitative research occur before the study actually begins.

The qualitative research on the other hand, is embedded within the interpretive way of thinking or viewing the society. In other words, the research participants define the reality of the research based on their interpretations of their own realities.

## **Activity I**

- i. What is social studies education research?
- ii. Differentiate between quantitative and qualitative research approaches.

## **Importance of Social Studies Education Research Method**

Social studies research method is relevant in human interaction because of the following reasons:

- i. It verifies, modifies and accepts generalizations and conclusions based on new information
- ii. It adds to existing knowledge in different subject areas of life, thereby bringing about innovation and improvement in human social, cultural economic, political and physical activities.
- iii. It brings about the formulation of new policies in education and technology.
- iv. It helps to test the validity and reliability of some knowledge and instruments for data collection.
- v. It brings about the resolution of specific social problems in the society, especially, in terms of human behavior, urbanization and industrialization.
- vi. It helps researchers learn from previous errors and to improve data collection procedures.

## **Aspects of Social Studies Education Research Problems**

Aspects of Social Studies Education Research like most educational research include the following:

- i. Study Population: These are the individuals, organizations, groups and communities that are targeted for study.
- ii. The social problem: that requires attention and investigation. For instance, the problem of poverty, unemployment, corruption, negative attitudes and values.
- iii. The area of study, that is, where the research is undertaken. In most cases, the study area is described to expose its characteristics.

- iv. The relevant instruments required to collect valid and reliable data. This is important because of the variety of the variables that are employed in the social research.
- v. The methodology of the research must be identified and confirmed by justification of its efficacy. In other words, what research design is suitable for the success of the research work? and why?
- vi. The choice of the right method of data analysis that will produce results that explain the intricacies of the research problem. This is important if type two errors are to be avoided in the research process.
- vii. The dissemination of the results of the research study for community consumption, or application is another aspect of the research problem. This aspect helps to confirm the relevance of the entire research work to the resolution of the social problem in question.

### **Activity 3**

- i. Identify any five (5) aspects of the social studies research problem.
- ii. Why do you think that research findings should be disseminated?

## **4.0 SUMMARY**

This unit has discussed the meaning of social studies education research method. The two major approaches to social studies research, namely quantitative and qualitative approaches were also discussed; the importance of the social studies education research method was highlighted. The aspects of the social studies education research problem were outlined and explained. The relevant activities for each objective of the unit were provided for practice by students.

## **5.0 ASSIGNMENT**

Choose a social studies education research topic and provide simple outline of the research process.

## 6.0 REFERENCES

- Grinnel (Jr.), R.M., Unrau, Y.A. (2005). *Social Work Research and Evaluation; Quantitative and Qualitative Approaches*. New York. Oxford University Press.
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## **UNIT 2      SOURCES AND CRITERIA FOR SELECTING A RESEARCH TOPIC**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
- 4.0 Summary
- 5.0 Assignment
- 6.0 Reference

### **1.0 INTRODUCTION**

It is important for researchers to have information on sources and criteria for selecting research topics. Students in most educational institutions have always become concerned about the sources and criteria for selecting a research topic. In this unit, attempt has been made to discuss the sources and criteria for selecting a research topic.

### **2.0 OBJECTIVES**

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

- identify the sources of research topic;
- discuss the criteria for selecting a research topic; and
- explain some basic types of research.

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

In order to have the maximum benefit of this unit, you are expected to read through it carefully and note the difficult vocabularies. You are to attempt the activities that are provided before confirming the correct answers.

## **2.2 WORD STUDY**

You are free to crosscheck the meanings of the following words in your dictionary and from your course lecturer.

- Sources
- Research topic
- Theoretical underpinning
- Intuition

## **3.0 MAIN CONTENT**

### **Sources of Research Topics**

There are many sources of research topics as there are human problems and issues. Grinnel (Jr.), Unrau, and Williams (2005) agree that the major sources of research topics is the society. The needs and problems of the society constitute the major sources of research topics. For instance, the people who are looking for more fulfilling and rewarding lives; demands of our professions effectiveness or impact of government programmes or policies, environmental changes and impact gaps provided in research outcomes, theoretical underpinnings and project supervisors.

It should be emphasized at this point that most sources of research topics emerge from what Authority has established as binding and could not be challenged. In such a situation, researchers become interested in investigating reasons for the status quo.

Besides, media reports could generate interest to confirm the efficacy of the reports. These reports could be from the radio, television, movies, or news, articles in newspapers and magazines.

Tradition is another source of research topics. Most often, than not, people tend to accept cultural beliefs without question. They may doubt some of them and so put them to test.

Another way that could serve as a source of research topics is personal experience. The impact or consequences of the experience could generate reason to want to find out why such an experience is like that.

Intuition is another source of research topics. This could be in form of revelation through insight, conviction, without reason, and immediate apprehension without rational thought.

### **Activity 1**

- i. Identify sources of research topics.
- ii. Explain how any two of such sources can help you generate a research topic.

### **Criteria for Selecting a Research Topic**

In selecting a research topic, it is important that one considers a number of criteria that include the following:

- i. Ensure that the research topic has the capacity to verify, modify, and accept theories and conclusions based on new findings.
- ii. The research topic should have the capacity to add to existing knowledge in the field of study.
- iii. The topic should be able to create new knowledge for new policy decisions by the beneficiaries.
- iv. The research topic should be able to provide environment to test the validity and reliability of test instruments to be used.
- v. The topic should have the ability to solve specific problems of the society in question.
- vi. The research topic should be non-ethical. In other words, it does not consider issues. That is, scientific investigations do not seek answers to questions such as, whether an action is right or wrong. The topic should attempt to find the logical explanation for any action and avoid value judgement
- vii. The topic should be able to provide results that are verifiable. In other words, the topic must avail itself to verification by other researchers, with all things being equal.
- viii. Interests and finding should also guide the choice of a research topic.

## **Activity 2**

- i. List five criteria for selecting a research topic.
- ii. Give reasons for your choice of criteria.

## **Basic Types of Social Studies Education Research Method**

In Social Studies Education, the following types of research are conducted:

- i. Historical Research.
- ii. Survey Research.
- iii. Experimental Research.
- iv. Case Study Research.

### **Historical Research**

This is a type of research that is based on oral documented evidence. These records include: diaries, case history, autobiography, log books, journals, magazines, and many others.

The purpose of a historical research is to obtain a better understanding of the present through the evaluation of the past and intelligent prediction of the future. The two main sources of data are primary and secondary.

### **Survey Research**

This type of research is also called descriptive research. It is based on information gathered through the questionnaires, interviews, and inventories, rating scales, observation and others.

Survey research is used to find the meaning and obtain an understanding of the present condition. The data collected can be statistically tested. It is in agreement with the above view that Kerlinger (1979) says that survey research deals with collecting public opinion on a research topics. It involves large and small populations, where samples were selected and studied to discover relative incidence, distribution and interrelations of sociological and psychological variables.

### **Experimental Research**

This type of research involves the conduct of experiment to find out the effect of manipulating some variables by providing various treatments and later compare with an untreated group called controlled group. The results obtained are statically analyzed. Experimental research is the most reliable type of research that determines situations. The dependent, independent and intervening variables are the types of variables that are involved in the experimental research.

### **Case Study Research**

This involves an intensive study of the current background status and environmental interaction of a given social unit an individual group, institution, or community.

Nwokeocha (2014) sees the case study research as an empirical inquiry that investigates a contemporary phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used. It is particularly valuable in answering; who, why, and how questions in management research. Case studies focus on a specific instance or event, and involve looking at practical real life situation.

### **Activity 3**

- i. Identify and explain any four (4) types of Social Studies Education research.
- ii. Why must a researcher ensure that the right research method is employed during the course of a research work?

## **4.0 SUMMARY**

This unit discussed the different types of research methods, with specific reference to historical, survey, experimental, and case studies approaches. The unit concludes that care must be observed to ensure that the right types of research method are employed for a particular phenomenon.

## 5.0 ASSIGNMENT

- i. Identify five criteria for selecting researcher topics.
- ii. What is the importance of the knowledge of sources of a research topic?

## 6.0 REFERENCES

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## **UNIT 3      MEANING, PROCEDURES AND IMPORTANCE OF LITERATURE REVIEW**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
  - 2.2 Word Study
- 3.0 Main Content
- 4.0 Summary
- 5.0 Assignment
- 6.0 Reference

### **1.0 INTRODUCTION**

The need to find out more about any research project to be embarked upon cannot be overstated. This is because the researcher needs to get such information from libraries and magazines very close to him/her.

In this unit, the review of related literature is discussed. In doing this, the meaning, procedure, and importance of literature review are discussed.

### **2.0 OBJECTIVES**

After discussing this unit, you should be able to:

- explain the meaning of literature review;
- state the importance of literature review and relevant theoretical framework; and
- describe the procedures used in review of empirical studies.

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

You are expected to read through this unit very carefully. Identify the difficult words and relate them to the context of the unit. You can then continue with the activities provided.

### 3.0 MAIN CONTENT

#### **Meaning of Literature Review**

Review of related literature is the selection and utilization of relevant information from relevant scholarly studies. The review of literature involves the clarification of concepts, theories and other empirical studies and variables that are related to the research topic under investigation.

Best and Khan (1980) state that literature review involves citing studies that show substantial agreement and those that seem to present conflicting conclusions. It helps to sharpen and define understanding of existing knowledge in the problem area. It also provides a background for the research project and makes the reader aware of the status of the issue. The research literature review must be relevant to the topic.

Best and Khan (1980) further advised that the researcher should note certain important elements:

- i. Reports of studies of closely related problems that have been investigated.
- ii. Design the study including procedures employed and data gathering instruments employed.
- iii. Population that was sampled and sampling method employed.
- iv. Variables that were defined.
- v. Extraneous variables that could have affected the findings.
- vi. Faults that could have been avoided,
- vii. Recommendation for further research,

Thus, the review of literature is a valuable guide to defining problems, recognizing its significance, suggesting promising data gathering devices, appropriate study design and sources of data.

It is always good to present the review in topical forms as the previous studies can be better organized. It is also better to paraphrase cited works rather than assembling paragraphs upon paragraphs of quotations.



The last section of the review of related literature should be an appraisal of the review literature. This section is called “Summary” which shows the congruency of the literature and the current study.

### **Activity 1**

- i. What is literature review?
- ii. Identify and explain the elements that should be considered in literature review.

### **Importance of Literature Review**

Literature review is considered important in research because of the following reasons:

- i. It reveals factors that influence the issues involved in the study.
- ii. It provides basis for the continuation of the research study.
- iii. It provides support for discussion of findings.
- iv. It provides basis of relationship between the previous studies and the current one.

### **Theoretical Framework**

Theoretical Framework is a major part of the review of literature. Its main purpose is to hinge the study to an existing theory in education. A background theory gives basis for the study. The theoretical framework helps to provide agreements, sharpen and define existing knowledge in the problem area and relationship to the study in question.

In other words, in the process of all these explanations of relationships, and multiplicity of ideas, and ideologies, many of them are in conflict with one another. Yet, each of the ideas or ideologies provides a very strong foundation for analysis for those who hold on to them.

The truth, according to Nwokeocha (2014) is that every attempt made to explain the existence of objective reality and the laws governing that reality is an attempt to theorize about the origin, properties and meaning of the universe or objective reality.

It is important, therefore to note that every scientific investigation has competing philosophical bases that a researcher must understand the philosophical school of thought

to be able to apply it in a particular research. The choice of the theoretical or philosophical base of the research must be justified to show the relationship between the literature or theory being employed and the research topic being undertaken.

### **Activity 2**

- i. Identify and list the importance of Literature review in a research.
- ii. What is theoretical framework and its relevance?

### **Review of Empirical or Previous Studies**

In every process of review of related literature, besides the review of textbooks and journal publications, it is required that specific attention be given to the review of empirical or previous studies that have been carried out by other researchers in the related area of study.

In carrying this exercise, the researcher is advised to consider the following guidelines:

- i. Identify and state the author and title of the research work and the year the study was conducted.
- ii. State the general objective of the research, the research design, population and sample.
- iii. State the number of research questions and null hypotheses stated.
- iv. Identify the research instrument and method of data collection.
- v. The statistical procedure adopted for data analysis which include the choice and application of parametric and non-parametric approaches to data analysis such as percentages, mean scores, standard deviation, chi-square, t-test, correlation coefficient, analysis of variance, and many others.
- vi. The results or findings should be summarized and recommendations stated.
- vii. The gap(s) created by the previous study that your study hopes to fill or otherwise.

### **Activity 3**

1. What is review of empirical/previous studies?
2. State the procedures that guide review of empirical or previous studies.

#### **4.0 SUMMARY**

In this unit, the meaning of literature review was explained. The importance of literature review was stated, the procedures used in review of related studies was also described. It was concluded that the literature reviewed should be able to point out the gap(s) that the current study hopes to fill.

#### **5.0 ASSIGNMENT**

Select a relevant research topic and state the theoretical framework that goes with it. Justify your choice of such a framework.

#### **6.0 REFERENCES**

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## **UNIT 4      RESEARCH METHODOLOGY AND DATA ANALYSIS**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
  - 2.1 How to Study this Unit
- 3.0 Main Content
- 4.0 Summary
- 5.0 Assignment
- 6.0 Reference

### **1.0 INTRODUCTION**

When data is collected, it is important that such information be displayed so that it can be understood. This is because the data collected describes group behavior or group characteristics abstracted from a number of individual observations that are combined to make generalizations possible.

In this unit, the meaning of research design, population, sample size, instrument, validity and reliability, discussion of data of analysis, conclusion, recommendations and contribution to knowledge.

### **2.0 OBJECTIVES**

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

- explain the meaning of research design, population and sample size;
- state the meaning of research instrument, validity and reliability;
- discuss data analysis, findings and discussion; and
- describe summary, conclusions, recommendations and contributions to knowledge.

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

You should read through this unit carefully and clarify the vocabularies that you consider difficult to understand. Attempt the activities provided before confirming your answers from your course lecturer.

## **3.0 MAIN CONTENT**

### **Research Design**

Roger-Farmer and Potocky-Tripodi (2005:19) have reported that the use of “between-group designs to examine the differences between independent variables have come under scrutiny”. It is important to note that a research design is a detailed plan or methods include survey, quasi-experimental, observation, projects and many others with a variety of instruments for data collection.

### **Population:**

This is the total number of subjects or elements that are qualified to part of a research study in a given research area. For instance, the number of social studies education teachers in the Federal Capital Territory in Abuja.

Rodgers-Farmer and Potocky-Tripodi (2005) advise that a population of the study must be the same norms and values to guarantee generalization of the findings.

### **Sample Size**

This is the actual number of subjects or elements that have been selected from the population for study. The sample size of a research study is selected through a variety of procedures.

Nwokeocha (2014) advises that in selecting sample, major considerations must be given to the issue of representativeness of the sample in other words, is the sample large enough and balanced to truly reflect the opinions of the population? Many authors have suggested 10%, 25% and above to be adequate as representative of a given population. The researcher’s choice of any of the recommendations must ensure that “type one error” is avoided. Besides, the researcher must critically consider and decide whether or not

to randomize the sample selection and also know the statistical implication of this decision to avoid “type two errors”.

### **Activity 1**

- i. What is research design?
- ii. Differentiate between population and sample size.
- iii. Why must a researcher critically consider the issue of sample selection?

### **Data Analysis Procedures and Presentation**

This is the process of analyzing the data or information gathered to enable researchers arrives at the findings of the study. This method involves the use of various statistical techniques or procedures such as percentages mean scores, standard deviation, Z-scores, chi-square, t-test, Pearson correlation coefficient ( $r$ ), ANOVA, ANCOVA, and many others.

Before the data is presented, it has to be reduced or rearranged to enable them to be easily comprehended and later utilized. The process adopted in reducing the data is referred to as presentation of data. The data could be presented in tables, charts, maps and others.

### **Research Instrument**

This is the instrument or means that the researcher uses to collect relevant data or information. It can be a questionnaire, an interview schedule, test items, observation schedule, project work, and many others.

The instrument could either be developed or adapted, and modified to meet the expectations of the research topic. In either case, the source and modifications made must be explained and acknowledged. If adopted or adapted, the evidence of validity and reliability of the instrument must be provided. If developed by the researcher, the steps taken too ascertain validity and reliability must be stated.

### **Consideration of Issues of Sample Selection**

Sample selection in research is very important because it helps the researcher to consider the entire population. It is however, vital to note that the issue that relates to sample

selection is that of “type one error”. This occurs when the choice or size of a sample is inadequate. As a result of this deficiency, it becomes difficult to generalize the results of the findings.

### **Activity 2**

- i. What is research instrument?
- ii. Discuss the process of data analysis.
- iii. Why is the consideration of issue of sampling selection important?

### **Validity and Reliability**

Validity is the degree to which a scale or measure truly reflects the phenomenon under study. According to Sounders, Lewis and Thornhill, in Nwokeocha (2014), validity focuses on whether or not the findings that an instrument produces are really about what they appear to be about. In other words, is the relationship between two variables, a causal relationship?

The threats to validity are history, testing instrumentation, mortality, maturation, and ambiguity about causal direction.

The validity of the research instrument involves experts screening the instrument to determine construct and face validity. The researcher is expected to use the comments of the validators to make necessary corrections on the instrument.

The reliability of the instrument on the other had involves the administration of a pilot test to group of subjects that would not be part of the main study. The result of the study is subjected to statistical analysis that produces a reliability index. This index could be further subjected to Cronbach Alpha analysis to take care of other intervening variables or to ascertain interval consistency of the instrument.

The process of determining the reliability of the research instrument could be under any of the following:

- i. Test-retest: This involves two independent measurements taken at different times on the same group and the correlation is worked out. High positive correlation indicates significant test-retest reliability.

- ii. Split-Half: This assumes that all items in the instrument are measuring the same underlying variables or concepts, like the Likert scale. The items can be randomly assigned to two equal parts. These parts now become two alternate forms which should have high positive correlation to the variable.
- iii. Cronbach's Alpha Test: This involves each item of the instrument being associated with each other. The average inter-correlation is got for all the paired associations are used to determine final reliability index.

### **Activity 3**

- i. Differentiate between validity and reliability of research instruments.
- ii. Identify and discuss the various ways of determining the reliability of a research instrument.

## **4.0 SUMMARY**

This unit discussed the research methodology and data analysis. The unit specifically, focused on the research design, population, sample, instrument, and validity and reliability of the instrument is expected to provide data will answer the research questions and test the null hypotheses stated.

## **5.0 ASSIGNMENT**

- i. Differentiate between Research Design, population and sample size.
- ii. Give reasons why you think a research instrument should undergo validity and reliability test.

## **6.0 REFERENCE**

Nwokeocha, S. (2014). *Research Methods in Education for Global Audience*. Centurion 0046. African Forum of Teaching Regulatory Authorities.



## **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
- 4.0 Summary
- 5.0 Assignment
- 6.0 Reference

### **1.0 INTRODUCTION**

Education is considered as a vital tool for social, economic, political and cultural development of any society. It is important to note that a knowledge based society to utilize the information bearing technologies. Besides, there is uneven distribution of available resources, inadequate opportunity to education, low quality of education, rapid changes in the workforce, increase in unemployment rate and institutional overpopulation of learners in schools. Social Studies research therefore aims at using basic data to find answers to these perceived societal problems.

In this unit, the meaning of Social Studies research, the importance of social studies education research, aspects of a research problem and steps to formulating a research problem were discussed.

### **2.0 OBJECTIVES**

After studying this unit, you should be able to:

- discuss the meaning and approaches of social studies research methods;
- state the importance of social studies education methods;
- identify the aspects of a research problem; and
- explain the steps to formulating a research problem.

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

You are expected to read through this unit before attempting any of the activities. You are advised to check the meanings of the words you do not understand.

## **2.2 WORD STUDY**

Check the meaning of the following words from the dictionary or course lecturer

- Quantitative research: This is an investigation that produces raw scores that are used for analysis.
- Qualitative research: This is an investigation that produces non raw scores for analysis.
- Social problems: These are the conditions that make man's interaction uncomfortable in a given environment.
- Sources of research problems: These are activities and events that provide conditions for investigation.

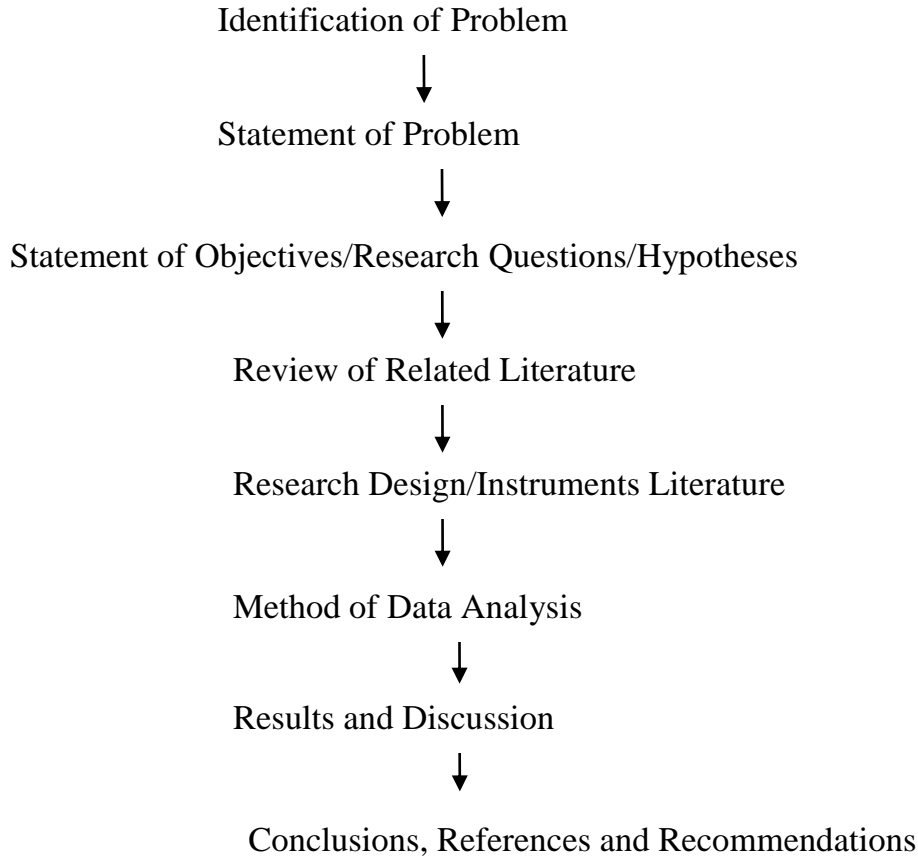
## **3.0 MAIN CONTENT**

### **Meaning of Social Studies Research Method**

Social studies research method is the systematic organization and search for information to solve specific social problems. This process involves an objective analysis and reporting of controlled observations and collection of relevant data that leads to the development of generalizations, principles, and explanations of phenomena.

The information that is collected in social studies research include those that are related to knowledge, attitudes, and values as well as skills that are required to solve human problems and resolve issues.

**Fig. 1.0 Steps of Social Studies Education Research Process**



### **Types of Social Studies Education Research**

Social Studies research in education research can be categorized into the following approaches:

- c. Qualitative research, and
- d. Quantitative research

The quantitative research approach involves the collection of data that are represented in the forms of numbers. The numbers are then analyzed by descriptive and inferential statistics.

Unrau, Grinnel, and Willams (2005) revealed that the most critical decisions to be made in a quantitative research occur before the study actually begins.

The qualitative research on the other hand, is embedded within the interpretive way of thinking or viewing the society. In other words, the research participants define the reality of the research based on their interpretations of their own realities.

### **Activity 1**

- i. What is social studies education research?
- ii. Differentiate between quantitative and qualitative research approaches.

### **Importance of Social Studies Education Research Method**

Social studies research method is relevant in human interaction because of the following reasons:

- i. It verifies, modifies and accepts generalizations and conclusions based on new information.
- ii. It adds to existing knowledge in different subject areas of life, thereby bringing about innovation and improvement in human social, cultural economic, political and physical activities.
- iii. It brings about the formulation of new policies in education and technology.
- iv. It helps to test the validity and reliability of some knowledge and instruments for data collection.
- v. It brings about the resolution of specific social problems in the society, especially, in terms of human behavior, urbanization and industrialization.
- vi. It helps researchers learn from previous errors and to improve data collection procedures.

### **Activity 2**

What is the importance of social Studies research?

## **Aspects of Social Studies Education Research Problems**

Aspects of Social Studies Education Research like most educational research include the following:

- i. Study Population: These are the individuals, organizations, groups and communities that are targeted for study.
- ii. The social problem: that requires attention and investigation. For instance, the problem of poverty, unemployment, corruption, negative attitudes and values.
- iii. The area of study that is where the research is undertaken. In most cases, the study area is described to expose its characteristics.
- iv. The relevant instruments required to collect valid and reliable data. This is important because of the variety of the variables that are employed in the social research.
- v. The methodology of the research must be identified and confirmed by justification of its efficacy. In other words, what research design is suitable for the success of the research work? and why?
- vi. The choice of the right method of data analysis that will produce results that explain the intricacies of the research problem. This is important if type two errors are to be avoided in the research process.
- vii. The dissemination of the results of the research study for community consumption, or application is another aspect of the research problem. This aspect helps to confirm the relevance of the entire research work to the resolution of the social problem in question.

### **Activity 3**

- i. Identify any five (5) aspects of the social studies research problem.
- ii. Why do you think that research findings should be disseminated?

#### **4.0 SUMMARY**

This unit has discussed the meaning of social studies education research method. The two major approaches to social studies research, namely quantitative and qualitative approaches were also discussed; the importance of the social studies education research method was highlighted. The aspects of the social studies education research problem were outlined and explained. The relevant activities for each objective of the unit were provided for practice by students.

#### **5.0 ASSIGNMENT**

Choose a social studies education research topic and provide simple outline of the research process.

#### **6.0 REFERENCES**

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