

**COURSE  
GUIDE****CRD 422  
SOCIAL PROCESSES AND COMPARATIVE RURAL  
SOCIAL SYSTEMS**

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## **INTRODUCTION**

This course guide is designed to help you have an adequate understanding of the facts presented in CRD 422 entitled Social Processes and Comparative Rural Social Systems. This course guide should always be handy with you at all times. Your success in the course depends largely on your constant review and understanding of the guide. The time table scheduling your activities in CRD 422 such as studying the course, writing and submitting your assignments, allocation of continuous assessment scores, final examinations and other relevant information are contained in this course guide. All have been carefully packaged to enable you achieve the aims and objectives of the course.

You are warmly welcome to the study of CRD 422 (Social Processes and Comparative Rural Social Systems). The course guide is the first material you have to thoroughly go through. This will help you to be familiar with the content of the course. Efforts are made for you to understand the meaning and intricacies of social processes and the nature of rural social reforms in developed countries of the world in comparison to Nigeria. The course is presented in simple English Language for your easy understanding so that you can apply the knowledge acquired in contributing to healthy social processes and appropriate social reforms mechanism that could impact positively on the social life of Nigerian citizenry.

There are three modules for this course and each module consists of 5 units. Consequently, there are altogether 15 units that the course is comprised of. There is a logical connection among the units whereby each unit is built on the preceding one in knowledge and depth like a chain. All the units are equally relevant and none will be skipped so that there will be a logical graduation from one unit to another. This will help you in encoding and recall of the lessons in each unit.

## **OBJECTIVES**

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

- have an in-depth knowledge of the structure and content of social processes and comparative rural social systems
- understand the meaning of social processes
- understand the need for social change and what triggers such changes
- make a comparative analysis of rural social systems of developed countries and Nigeria

- draw lessons from the comparative analysis.

## **COURSE AIMS**

The course primarily aims at equipping you with an in-depth knowledge of the mechanism of social processes and comparative rural social systems of selected countries of the world and African countries with Nigeria as a case study so that lessons could be derived for application.

The specific objectives of the course are to:

- i. Explain Evolutionary Theory
- ii. Explain Functionalist Theory
- iii. Explain Conflict Theory
- iv. Discuss the meaning of social change
- v. Analyze social structure and rural agrarian systems
- vi. Explain some selected theories of social change
- vii. Discuss the involvement of local people in directed change
- viii. Discuss the objectives of involving the local people in directed change
- ix. Identify the problems of the rural societies; their causes and solutions.
- x. Feature special topics in rural sociology
- xi. Examine the Social system in the United Kingdom: the Welfare State
- xii. Discuss the Social system in France: Solidarity and Insertion
- xiii. Explain the Social system in Sweden: The Institutional and Redistribution model
- xiv. Examine the Social system in the United States: A liberal regime
- xv. Discuss the Social system in Britain: the Welfare state
- xvi. Discuss some social systems in Nigeria.

## **COURSE MATERIALS**

The course materials that will guide you to the successful completion of this course are:

- i. Course Guide
- ii. Study Units
- iii. Assignment File
- iv. Relevant Textbooks

## **STUDY UNITS**

The study units are fifteen in number contained in modules as follows:

### **Module 1**

Unit 1	Evolutionary Theory
Unit 2	Functionalist Theory
Unit 3	Conflict Theory
Unit 4	The meaning of social change
Unit 5	Social structure and rural agrarian systems

### Module 2

Unit 1	Some selected theories of social change
Unit 2	Involvement of local people in directed change
Unit 3	Objectives of involving the local people in directed change
Unit 4	The problems of the rural societies; their causes and solutions
Unit 5	Special topics in rural sociology

### Module 3

Unit 1	The Social system in the United Kingdom: the Welfare State
Unit 2	The Social system in France: Solidarity and Insertion
Unit 3	Social system in the United States: A liberal regime
Unit 4	The Social system in Britain: the Welfare state
Unit 5	Some social systems in Nigeria

You should note that each of the units under each module has Self - Assessment Exercises and Tutor-Marked Assignment(s) (TMAs) which will be scored by the course tutor. The sources of information are provided in the references for further readings. Practice the exercises seriously and assess yourself to know if you adequately understand the content and objectives of each unit. This will prepare you for an excellent performance in the Teacher Marked Assignment(s) (TMAs) and final examinations.

### TEXTBOOKS AND REFERENCES

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

### ASSIGNMENT AND MARKING SCHEME

Assignment	Marks
Assignment 1-5	Five assignments. Select the best four and around 12.52 each, 12.5x4 = 50%

Final examination	50% of the overall course marks
<b>Total</b>	<b>100% of course marks</b>

## COURSE OVERVIEW

Unit	Title of work	Weeks activity	Assessment
	Course guide	1	

### Module 1

1	Evolutionary Theory	2	
2	Functionalist Theory	2	
3	Conflict Theory	2	Assignment 1
4	The Meaning of Social Change	2	
5	Analysis of social Structure and Rural Agrarian Systems and Societies.	2	Assignment 2

### Module 2

1.	Selected Theories of Social Change.	2	
2.	Involvement of Local people in directed change	2	
3.	Objectives of involving the local people in directed change.	2	Assignment 3
4.	The problems of the rural societies; their causes and solutions.	2	
5.	Special topics in rural sociology	2	

### Module 3

1.	The Social system in the United Kingdom: the Welfare State	2	
2.	The Social system in France: Solidarity and Insertion techniques	2	Assignment 4
3.	Social system in the United States: A liberal regime.	2	
4.	The Social system in Britain: the Welfare state.	2	
5.	Some social systems in Nigeria	2	Assignment 5
	Revision	1	
	<b>Total</b>	<b>32</b>	

The above table gives an overview of CRD 422 – the units, the numbers of weeks allotted to each unit and the assignments to be written by you.

## HOW TO GET THE MOST FROM THIS COURSE

In the National Open University of Nigeria (NOUN), there are no visible lecturers unlike the Conventional University. It counts on your maturity and initiatives to study the course materials. Your intrinsic motivation and serious cognitive engagement and determination are what you need to be successful. Your effort and adherence to the course requirements will determine when to complete the B.Sc Programme successfully. Even though there are no visible lecturers, you should read the study materials as if you are listening to the lecturers, and of course you are listening to the lecturers indirectly.

All the units have the same structure namely; the introduction, the aims/objectives of the course, the course content, conclusion, Self-Assessment exercises which you should carefully practice to determine your extent of understanding of the lessons in the unit. Other items in the structure of the units include Tutor-Marked Assignments (TMAs). You should answer them as your final examination questions come from them. You should also curiously peer into the references and textbooks provided as this will expand the scope of your knowledge in the course. As a strategy to go through and understand the course, the followings are suggested:

- i) Read the Course Guide carefully.
- ii) Work out your private time table based on the most convenient time to study the materials.
- iii) Stick to your time-table. However, allow flexibility when and where necessary.
- iv) Start unit one and go through it before Unit 2 and finally unit 15. You have been told never to leap frog jump any unit.
- v) As you work through the units, you will be instructed on what to do. You may be asked to go to a previous course you have done before for more information and/or reminder of some basic facts.
- vi) Compare the objectives of each unit with the content of your total assimilation of it. If there is a deviation, go back to the study material and re-read it.
- vii) When a submitted assignment is returned to you, go through it and observe comments made. If there is doubt, contact the course tutor.
- viii) Your completion of the last unit is an indication that you are ready for the final examination.

## **FACILITATORS/TUTOR AND TUTORIALS**

During tutorials, your tutor will grade you, comment on your assignment and monitor your progress. Try your best to attend the tutorials .This is the only way to have face to face contact with your tutor. Questions and



answers are handled during this session. Do not hesitate to contact your tutor through phone or e-mail if you need help.

The course tutor will be willing to:

- i. Provide answers to your questions;
- i) Co-ordinate discussions based on the unit;
- ii) Provide feedback on tutor marked assignments;
- iii) Get feedback from students on their understanding of the unit(s);  
Tutorials will take place in the study centre nearest to you. You have to arrange the time and other details with your facilitator.

## **SUMMARY**

This is another service from the NOUN to make you an all-round student. There are trained counsellors at the Study Centre nearest to you to provide relevant services on issues concerning you and your studies. You are advised to also be in constant touch with your counsellor. You can even contact them through their phone and e-mail addresses. In this Course Guide, you have been provided with ample information designed to make your study of Course CRD 422 successful. You need to assimilate and have these pieces of information at the back of your mind.

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## MODULE 1

Unit 1	Evolutionary Theory
Unit 2	Functionalist Theory
Unit 3	Conflict Theory
Unit 4	The Concept of Social Change
Unit 5	Social Structure and Rural Agrarian Systems

### UNIT 1 EVOLUTIONARY THEORY

#### CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	The stipulations of evolutionary theory
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

#### 1.0 INTRODUCTION

This is the first unit in module 1 of course CRD 422. The unit will discuss the stipulations of the evolutionary theory.

#### 2.0 OBJECTIVES

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

- explain the stipulations of the evolutionary theory.

#### 3.0 MAIN CONTENT

##### 3.1 The Stipulations of Evolutionary Theory

The pioneering work of Charles Darwin (1809-1882) in biological evolution contributed to 19<sup>th</sup> century theories of social change. Darwin's approach stresses a continuing progression of successive life forms. For example, human beings came at a later stage of evolution than reptiles and represent a more complex form of life. Social theorists seeking an analogy to this biological model originated evolutionary theory, in which society is viewed as moving in a definite direction. Early evolutionary theorists generally agreed that society was progressing inevitably to a higher state. As might be expected, they concluded in

ethnocentric fashion that their own behavior and culture were more advanced than those of earlier civilizations (Richards, 2006). August Comte (1798-1857), a founder of sociology, was an evolutionary theorist of change. He saw human societies as moving forward in their thinking from mythology to the scientific method. Similarly, Emile Durkheim (1893-1933) maintained that society progressed from simple to more complex forms of social organization.

The writings of Comte and Durkheim are examples of unilinear evolutionary theory. This approach contends that all societies pass through the same successive stages of evolution and inevitably reach the same end. English sociologist Herbert Spencer (1820-1903) used a similar approach: Spencer likened society to a living body whose interrelated parts were moving toward a common destiny. However, contemporary evolutionary theorists such as Gerhard Lenski are more likely to see social change as being multilinear than to rely on the more limited unilinear perspective. Multilinear evolutionary theory holds that change can occur in several ways, and does not inevitably lead in the same direction (Haines 1988 cited in Richards, 2006).

Multilinear theorists recognize that human culture has evolved along a number of lines. For example, the theory of demographic transition graphically demonstrates that population change in developing nations has not necessarily followed the model evident in industrialized nations. Sociologists today hold that events do not necessarily follow in a single or even several straight lines, but instead are subject to disruptions—a topic we will consider later, in our discussion of global social change.

### **SELF-ASSESSMENT EXERCISE**

- i. Explain the premise of evolutionary theory.
- ii. What practical lessons do you derive from the theory that will help you to contribute to social change in Nigeria?

## **4.0 CONCLUSION**

In any society, social processes are inherent as the society members interact with one another. Evolutionary theorists have contributed their quota in explaining such processes.

## **5.0 SUMMARY**

In this unit, we have explained the stipulations of the evolutionary theory. Among others, we have seen that human societies move forward in their thinking from mythology to the scientific method. And that all

societies pass through the same successive stages of evolution and inevitably reach the same end.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Describe in details, the stipulations of the evolutionary theory and justify the truthfulness of its assumptions.
2. Human societies move forward in their thinking from mythology to the scientific method. Discuss.

## **7.0 REFERENCES/FURTHER READINGS**

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

## **UNIT 2     FUNCTIONALIST THEORY**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The stipulations of functionalist theory.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

### **1.0 INTRODUCTION**

This is the second unit in module 1 of course CRD 422. The unit will discuss the stipulations of functionalist theory.

### **2.0 OBJECTIVES**

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

- explain the stipulations of functionalist theory.

### **3.0 MAIN CONTENT**

#### **3.1 The Stipulations of Functionalist Theory**

Because functionalist sociologists focus on what maintains a system, not on what changes it, they might seem to offer little to the study of social change. Yet as the work of sociologist Talcott Parsons demonstrates, functionalists have made a distinctive contribution to this area of sociological investigation.

Parsons (1902-1979), a leading proponent of functionalist theory viewed society as being in a natural state of equilibrium. By “equilibrium,” he meant that society tends toward a state of stability or balance. Parsons would view even prolonged labor strikes or civilian riots as temporary disruptions in the status quo rather than as significant alterations in social structure. Therefore, according to his equilibrium model, as changes occur in one part of society, adjustments must be made in other parts. If not, society’s equilibrium will be threatened and strains will occur.

Reflecting the evolutionary approach, Parsons (1966) cited in Richards (2006) maintained that four processes of social change are inevitable.

The first, differentiation, refers to the increasing complexity of social organization. A transition from “medicine man” to physician, nurse, and pharmacist is an illustration of differentiation in the field of health. This process is accompanied by adaptive upgrading, in which social institutions become more specialized in their purposes. The division of physicians into obstetricians, internists, surgeons, and so forth is an example of adaptive upgrading.

The third process Parsons identified is the inclusion of groups that were previously excluded because of their gender, race, ethnicity, and social class background. Medical schools have practiced inclusion by admitting increasing numbers of women and African Americans. Finally, Parsons contends that societies experience value generalization, the development of new values that tolerate and legitimate a greater range of activities. The acceptance of preventive and alternative medicine is an example of value generalization: society has broadened its view of health care. The four processes identified by Parsons stress consensus-societal agreement on the nature of social organization and values (Johnson 1975; Wallace & Wolf 1980 cited in Richards, 2006). Though Parsons’s approach explicitly incorporates the evolutionary notion of continuing progress, the dominant theme in his model is balance and stability. Society may change, but it remains stable through new forms of integration. For example, in place of the kinship ties that provided social cohesion in the past, people develop laws, judicial processes, and new values and belief systems (Richards, 2006).

### **SELF-ASSESSMENT EXERCISE**

- i. Explain the premise of functionalists’ theory.
- ii. What practical lessons do you derive from the theory that will help you to contribute to social change in Nigeria?

## **4.0 CONCLUSION**

In any society, social change is inherent as the society members interact with one another. Functionalist theorists have contributed their quota in explaining such processes of change.

## **5.0 SUMMARY**

In this unit, we have explained the stipulations of the functionalist theory. Among others, we have seen that society is viewed as being a natural state of equilibrium. And that society may change, but it remains stable through new forms of integration.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Explain in details, the stipulations of the functionalist theory and justify the truthfulness of its assumptions.
2. Human society may change, but it remains stable through new forms of integration. Discuss.

## **7.0 REFERENCES/FURTHER READINGS**

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.



## **UNIT 3 CONFLICT THEORY**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The stipulations of conflict theory
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the third unit in module 1 of course CRD 422. The unit will discuss the stipulations of conflict theory.

### **2.0 OBJECTIVES**

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

- explain the stipulations of the conflict theory.

### **3.0 MAIN CONTENT**

#### **3.1 The Stipulations of Conflict Theory**

The functionalist perspective minimizes the importance of change. It emphasizes the persistence of social life, and sees change as a means of maintaining the equilibrium (or balance) of a society. In contrast, conflict theorists contend that social institutions and practices persist because powerful groups have the ability to maintain the status quo. Change has crucial significance, since it is needed to correct social injustices and inequalities (Richards, 2006).

Karl Marx accepted the evolutionary argument that societies develop along a particular path. However, unlike Comte and Spencer, he did not view each successive stage as an inevitable improvement over the previous one. History, according to Marx, proceeds through a series of stages, each of which exploits a class of people. Ancient society exploited slaves; the estate system of feudalism exploited serfs; modern capitalist society exploits the working class. Ultimately, through a socialist revolution led by the proletariat, human society will move toward the final stage of development: a classless communist society, or

“community of free individuals;” as Marx described it in *Das Kapital* in 1867 (Richards, 2006).

As we have seen, Marx had an important influence on the development of sociology. His thinking offered insights into such institutions as the economy, the family, religion, and government. The Marxist view of social change is appealing because it does not restrict people to a passive role in responding to inevitable cycles or changes in material culture. Rather, Marxist theory offers a tool for those who wish to seize control of the historical process and gain their freedom from injustice. In contrast to functionalists’ emphasis on stability, Marx argues that conflict is a normal and desirable aspect of social change. In fact, change must be encouraged as a means of eliminating social inequality (Harambos & Holborn, 2004).

One conflict theorist, Dahrendorf (1958) cited in Harambos and Holborn, (2004), has noted that the contrast between the functionalist perspective’s emphasis on stability and the conflict perspective’s focus on change reflects the contradictory nature of society. Human societies are stable and long-lasting, yet they also experience serious conflict. Dahrendorf found that the functionalist approach and the conflict approach were ultimately compatible, despite their many points of disagreement. Indeed, Parsons spoke of new functions that result from social change, and Marx recognized the need for change so that societies could function more equitably.

### **SELF-ASSESSMENT EXERCISE**

- i. Discuss the premise of conflict theory.
- ii. What practical lessons do you derive from the theory that will help you to contribute to social change in Nigeria?

## **4.0 CONCLUSION**

In any society, social change is inherent as the society members interact with one another. Conflict theorists have contributed their quota in explaining such processes of change.

## **5.0 SUMMARY**

In this unit, we have explained the stipulations of the conflict theory. Among others, we have seen that social institutions and practices persist because powerful groups have the ability to maintain the status quo. Besides, change has crucial significance, since it is needed to correct social injustices and inequalities.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Explain in details, the stipulations of the conflict theory and justify the truthfulness of its assumptions.
2. Social institutions and practices persist because powerful groups have the ability to maintain the status quo. Discuss.

## **7.0 REFERENCES/FURTHER READING**

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

## **UNIT 4 THE CONCEPT OF SOCIAL CHANGE**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The meaning of social change
  - 3.2 Forms of social change
  - 3.2 Indices of social change.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the fourth unit in module 1 of course CRD 422. The unit will discuss the stipulations of conflict theory.

### **2.0 OBJECTIVES**

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

- explain the meaning of social change
- list and discuss forms of social change
- identify indices of social change.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Social Change**

According to Moore (1967) cited in Richard (2006), social change refers to an alteration in the social order of a society. Social change may include changes in nature, social institutions, social behaviours, or social relations. Social change may refer to the notion of social progress or socio-cultural evolution or the philosophical idea that society moves forward by dialectical or evolutionary means. It may refer to a paradigmatic change in the socio-economic structure, for instance a shift away from feudalism towards capitalism.

According to Harambos and Holborn (2004), social change may also refer to social revolution such as the Socialist revolution presented in Marxism, or to other social movements, such as Women's suffrage or the Civil rights movement. Social change may be driven by cultural, religious, economic, scientific or technological forces. Developmental

psychology can play a role in social change. Social change comes about with tangible/intangible resource inputs as social investment.

Change comes from two sources. One source is random or unique factors such as climate, weather, or the presence of specific groups of people. Another source is systematic factors. For example, successful development has the same general requirements, such as a stable and flexible government, enough free and available resources, and a diverse social organization of society. On the whole, social change is usually a combination of systematic factors along with some random or unique factors.

### **3.3 Forms of Social Change**

- a. Modifications in human attitudes and behaviour pattern as a result of education.
- b. Alteration in social conditions resulting from changes in policies of social organization.
- c. Effecting reforms in major legal and functional systems of society.
- d. Changes in the materials culture i.e. in arts and artifacts of the culture.

### **3.4 Indices of Social Change**

As argued by Richard (2006), social changes pervade all aspects of societal life and may manifest as:

- a. Economic change which occurs in the mode of production, economic relations and statuses of people in the society.
- b. Political change which manifests in the distributions of operating mechanisms of social and political power with the social system.
- c. Technological change which manifests in ways of applying scientific and other organized knowledge to practical task. In the areas of transportation, communication, health, education, economy, housing.
- d. Cultural change which refers to non material aspects of culture.
- e. Behavioural change which is concerned with changes arising from the influence of education on the attitude and overt reactions of people.

### **SELF-ASSESSMENT EXERCISE**

- i. Define social change and explain the indices of social change.
- ii. Identify and explain the agents of social change.

## 4.0 CONCLUSION

In any society, change is inevitable and necessary. Social change is indispensable because without it, all other changes may be difficult to come by. Periodically, it is important that the current level of changes is compared with the indices of change. This is especially so in developing countries like Nigeria where constant change is extremely necessary.

## 5.0 SUMMARY

In this unit, we have explained the meaning of change, the meaning of social change, identified forms of social change, indices of social change, the agents of social change and the theories of social change. In the next unit, focus will be on the involvement of local people in directed change.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the necessity for social change in contemporary Nigeria.
2. Describe in your own words, the theories of social change.

## 7.0 REFERENCES/FURTHER READINGS

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Lyman, S. (ed.) (1995). *Social movements: critiques, concepts, case-studies*. Macmillan (chapters 1,2,14 and 15).

Melucci, A. (1996). *Nomads of the Present and Challenging Codes*. Cambridge.

Offe, C (1985): "New Social Movements." *Social Research* 52, 817 - 68.

Philips, E.B. (1996). *City lights: Urban-suburban life in global society*. New York: Oxford University Press.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

## **UNIT 5 A ANALYSIS OF SOCIAL STRUCTURE AND RURAL AGRARIAN SYSTEMS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The meaning of social structure
  - 3.3 Rural agrarian systems
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the fifth and the last unit in module 1 of course CRD 422. The unit will discuss social structure and rural agrarian systems.

### **2.0 OBJECTIVES**

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

- explain the meaning of social structure
- discuss rural agrarian systems.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Social Structure**

According to Richard (2006), social structure refers to the way in which a society is organized into predictable relationships. The concept of social structure is closely related to socialization, the process through which people learn the attitudes, values and behaviours appropriate to their culture. The five elements of social structure according to Richard include statuses, social roles, groups, social networks and social institutions. Social institutions such as the family, religion and government are fundamental aspect of social structure (Richard 2006).

#### **3.2 Rural Agrarian Systems**

The establishment of industries (agro base and non-agro base industries), especially in the rural areas is an important strategy for transforming the rural economies. According to Richard (2006), such

industries generate demand for agricultural and related products in many ways. They encourage urbanization of the rural area and increased dependence on agricultural production by the urban workers who are generally characterized by a high income elasticity of demand for food. They also generate increased demand for specialist processors, transporter and food distributors in the rural and semi-rural areas. Industrialization creates demand for raw materials such as cotton, groundnut, grain and palm oil whose production and distribution, being labour intensive, absorb a considerable amount of labour. However, before the process of industrial development can have a favourable demand effect on the course of rural development, several conditions must be fulfilled. First the industrialization strategy must not be biased in favour of large scale capital. Intensive projects otherwise, the result, increase in industrial income will be appropriated mainly by the capital owners who must be presumed to be largely oriented to the consumption of imported luxury goods.

Second, industrialization strategy should also stress measures for reducing the concentration, of purchasing power. If this is not done, the skewness of income distribution will stifle the demand for the food produced in rural areas. Third, there should be a measure of protection of the domestic food producer by way tariffs and quantitative control of food imports. Otherwise the food and raw materials, demand effect of industrialization will be reduced by imports of cheaper food from the more developed parts of the world. In this connection, Nigeria should embark on deliberate policy of using their domestic materials primarily as a basis of agro-allied industries. This policy should make reference to investment in research aimed at finding as many industrial uses for existing raw materials as possible. Finally attention should be paid to cost reduction. If this is ignored, industrialists may look to import as a strategy of reducing costs and avoiding competition.

On the supply side, industrialization has number of favourable consequences for agricultural and rural development. It provides agriculture with mechanical and chemical inputs such as the thatches, harvesting and threshing machines as well as fertilizer, pesticides and herbicides. If the agricultural production strategy is characterized by small scale and labour intensive operations, the farmers are likely to benefit from the services of blacksmiths, mechanics and other small-scale producers in the industrial sector.

Furthermore, industrialization tends to provide farmers with a variety of consumers durable such as radios, clocks, iron beds, etc. which created incentives, fostering farm production. Industrialization is likely to provide non-farm employment to rural labour forces. Such employment is usually accompanied by increased remittances of funds to the rural



areas. In addition, the presence of alternative employment opportunities in the non-farm sector could encourage the renationalization of farm organization and use of mechanical equipment to increase labour productivity. Rural Industrialization is associated with other benefits such as the provision of roads, electricity, water supply, and an increase in rural population, which makes possible viable community development projects. It also creates a body of educated people who can be relied upon to initiate changes in the rural environment. Ruralities should be encouraged to invest on industries through credit disbursement and government should have it as policy that urban investors should open up rural branches.

Improved technology provides the main revenue for increasing productivity in the country's agriculture. Generally, agricultural technology or innovation are new ideas, methods, practices or techniques which provide the means of achieving sustained increases in agricultural productivity and income. Richard (2006) identifies three major types of agricultural technology and they are:

- i. Biological technology such as certified seeds genetically improved breeding stock, etc.
- ii. Chemical technology such as fertilizer mixes, pesticides and other plant/animal protection chemicals etc.
- iii. Mechanical technology in terms of tractors, harvesters, planners, inputs applicators, driers, millers, weeds etc.

The small-scale farmers, who are the centre-piece of agricultural production in Nigeria should be encouraged to adopt new technologies. This is because it will go a long way in raising their output per hectare.

The land tenure system still poses a problem to agricultural development in the sense that it does not make- for optimal utilization of resource inputs. The Land Use Decree promulgated in 1978 should be re-enforced, especially in rural areas. This will ease acquisition of land for agricultural expansion.

There is much need for expanded extension services. The extension service ensures that new techniques of farming and improved farming materials are brought to the knowledge of the scale farmers, translating the package in a manner that the farmers can understand. In most cases, this can be achieved through demonstrations. Meanwhile, there are fewer extension agents and they cannot reach most of, the farmers. This therefore calls for increased government findings and expanded training schemes for extension personnel. The type and quality of education and the general orientation and the effectiveness of extension work depends

very largely on the education, training and dedication for the extension staff.

The need for credit cannot be over-stressed. Credit is of paramount importance stimulating the adoption of improved farm practices by farmers. They need credit not only to purchase improved materials but also to hire labour to do the extra-work associated with the adoption of an improved method. It is the lack of credit facilities that has kept many farmers away from adopting improved practices since, most of these farmers lack tangible collaterals for loans. There is therefore, the need for expanded supervised credit facilities to farmers at affordable rates. Given the numerous problems, the individual small-scale farmers face it becomes necessary for the farmers to organize themselves into formal groups such as Cooperatives. Formation of such groups will enhance closer contact with the extension agents, procurement of credit for overall expansion of production scale.

Other rural agrarian systems, according to Philips (1996), include the following:

1. Resource located industries: people gradually move away from farming and become industrial workers who depend largely on earning wages for their rural living.
2. Extractive industries: They may include; metallic or nonmetallic minerals located largely in rural areas on the basis of existence of the resource base as well as nearness to the unskilled man power resource to work in them.
3. Urban periphery industries: These include manufacturing industries located within commuting distances and are dependent on employing city dwellers as well as workers from adjoining villages.
4. Rural market town industries: These industries are located in relation to an established central role in respect of villages around them and in response to communication network. They supply the needs of agricultural operator.
5. Traditional primary industries: These are made up of relatively small craft type industries of rural areas and depend on the level of development of community.

### **SELF-ASSESSMENT EXERCISE**

- i. What do you understand by social structure?
- ii. Identify and explain the basic elements of social structure.

## 4.0 CONCLUSION

In any society, there is a social structure defined by statuses, social roles, groups, social networks and social institutions. Besides, the family, religion and government are very essential in the social structure of any society. Within a society, irrespective of the available social structure, there exist rural agrarian systems clearly defined for the survival of the people.

## 5.0 SUMMARY

In this unit, we have explained the meaning of social structure and rural agrarian systems. This is the last unit in module 1 of the course CRD 422. This graduates you to module 2 of the course.

## 7.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the social structure of your locality in relation to statuses, social roles and existing groups.
2. Describe the rural agrarian systems common in your local government area.

## 7.0 REFERENCES/FURTHER READINGS

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Philips, E.B. (1996). *City lights: Urban-suburban life in global society*. New York: Oxford University Press.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

## MODULE 2

Unit 1	Some selected theories of social change
Unit 2	Involvement of local people in directed change
Unit 3	Objectives of involving the local people in directed change
Unit 4	The problems of the rural societies; their causes and solutions
Unit 5	Special topics in rural sociology

### UNIT 1      **SELECTED THEORIES OF SOCIAL CHANGE**

#### CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	The meaning of change
3.2	The meaning of social change
3.3	Agents of social change
3.4	Theories of social change.
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Readings

#### **1.0 INTRODUCTION**

This is the first unit in module 2 of course CRD 422. The unit will discuss the meaning of change, the meaning of social change, forms of social change, indices of social change and agents of social change and the theories of social change. Remember in COP 322, all these were discussed except theories of social change.

#### **2.0 OBJECTIVES**

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

- explain the meaning of change;
- explain the meaning of social change;
- discuss the agents of social change.
- explain the theories of change.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Change**

Change, according to Harambos and Holborn, (2004) refers to any alteration or a shift or a variation from the original to something new. Change may include changes in nature, social institutions, social behaviours, or social relations. Change may refer to the notion of social progress or sociocultural evolution, the philosophical idea that society moves forward by dialectical or evolutionary means. It may refer to a paradigmatic change in the socio-economic structure, for instance a shift away from feudalism and towards capitalism.

#### **3.2 The Meaning of Social Change**

As defined by Moore (1967) cited in Richard (2006), social change is a significant alteration over time in behaviour patterns and culture including norms and values. Certainly, the dramatic rise in formal education represents a change that has profound social consequences. Other social changes that have had long-term and important consequences include the emergence of slavery as a system of stratification, the industrial revolution, the increased participation of women in paid labour and the world wide population explosion.

According to Harambos and Holborn (2004), social change is a process by which alterations occur in the structure and function of a social system (social group, community etc.) Any change that occurs either in ideas, norms, values, role and social habits of a group or in the composition of organization of their society can be referred to as social change. Social change may include changes in nature, social institutions, social behaviours, or social relations. Social change may be driven by cultural, religious, economic, scientific or technological forces.

Change comes from two sources. One source is random or unique factors such as climate, weather, or the presence of specific groups of people. Another source is systematic factors. For example, successful development has the same general requirements, such as a stable and flexible government, enough free and available resources, and a diverse social organization of society. On the whole, social change is usually a combination of systematic factors along with some random or unique factors (Richard, 2006).

### 3.3 Agents of Social Change

According to Richard (2006), the following can bring about Social change:

**a) Invention**

When experts create new things or ideas that are relevant to human existence, it calls for people's adaptation to effectively utilize such invention. There is need for attitudinal change (social change) to confirm with the operations of the invention.

**b) Diffusion**

The extent to which developmental innovations are extended to all and sundry within a target area is very important. Once innovations/inventions or ideas are extensively diffused, there will be social change.

**c) Discovery**

When there are new discoveries that can impact significantly on people's lives, there will be social change. For such discoveries to be used or applied there is need for social change.

**d) Religious institutions**

Religious institutions teach doctrines, as they understand appropriate, about God and his relationship with humans. They teach the expectations of God from humans and what humans need to do to please God. This calls for a change in one's old personality into a new one that conforms with God's requirements. The quest for such religious adherents to live their lives in conformity with the requirements culminates in social change.

**e) Urbanization**

When a given area is becoming a city with obvious changes such as change of technology from traditional one to more advanced one, commercialization of agriculture and industrialization, social change occurs as people adapt to live abreast with such development.

**f) Government policies**

The government of the day could make policies that regulate the socio-economic lives of its citizens with penalties attached for violating such policies. This leads to mandatory social change.

### g) Application of science and technology

The effective application of science and technology requires an enabling attitude. Thus, in the quest to adopt an appropriate enabling attitude, social change occurs.

## 3.4 Theories of Social Change

There are many theories of social change but the ones relevant to this course as discussed by Richard (2006) are as follows:

- **Hegelian:** The classic Hegelian dialectic theory of social change is based on the interaction of opposing forces starting from a point of momentary stoppage. This is countered by antithesis which first yields conflict, then it subsequently results in a new synthesis.
- **Marxist:** Marxism presents a dialectical and materialist concept of history. The theory maintains that humankind's history is a fundamental struggle between social classes.
- **Kuhnian:** The philosopher of science, Thomas Kuhn argues in *The Structure of Scientific Revolutions* with respect to the Copernican Revolution that people are likely to continue utilizing an apparently unworkable paradigm until a better paradigm is commonly accepted.
- **Heraclitan:** The Greek philosopher Heraclitus used the metaphor of a river to speak of change thus: "On those stepping into rivers and staying, the same other and other waters flow". What Heraclitus seems to be suggesting here, later interpretations notwithstanding, is that, in order for the river to remain the river, change must constantly be taking place. Thus one may think of the Heraclitan model as parallel to that of a living organism which, in order to remain alive, must constantly be changing.
- **Daoist:** The Chinese philosophical work *Dao De Jing* uses the metaphor of water as the ideal agent of change. Water, although soft and yielding, will eventually wear away stone. Change in this model is to be natural, harmonious and steady.

### SELF-ASSESSMENT EXERCISE

- i. Define social change?
- ii. Identify and explain the agents of social change.

## 4.0 CONCLUSION

In any society, change is inevitable and necessary. Social change is indispensable because without it, all other changes may be difficult to

come by. Periodically, it is important that the current level of changes is compared with the indices of change. This is especially so in developing countries like Nigeria where constant change is extremely necessary.

## **5.0 SUMMARY**

In this unit, we have explained the meaning of change, the meaning of social change, the agents of social change and the theories of social change. In the next unit, focus will be on the involvement of local people in directed change.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Discuss the necessity for social change in contemporary Nigeria.
2. Identify and explain in your own words, the theories of social change.

## **7.0 REFERENCES/FURTHER READINGS**

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.



## **UNIT 2 INVOLVEMENT OF LOCAL PEOPLE IN DIRECTED CHANGE**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The meaning of directed change
  - 3.2 Involvement of local people in directed change
  - 3.3 Indicators of community participation in directed change.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the second unit in module 2 of course CRD 422. The unit will discuss the meaning of directed change and the involvement of local people in directed change.

### **2.0 OBJECTIVES**

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

- explain the meaning of directed change
- describe the involvement of local people in directed change
- identify the indicators of community participation in directed change.

### **3.0 MAIN CONTENT**

#### **3.1 The Meaning of Directed Change**

Directed change, as explained by Harambos and Holborn, (2004) is a predetermined change. It is a calculated change occasioned by the people's informed actions as a result of some discontentment. It could be initiated by the people or the government or other agencies based on perceived needs in a given community. Directed change follows a planned course of action where both the planners and the beneficiaries come into agreement as to the way forward. It is nonviolent in nature.

### **3.2 The Involvement of Local People in Directed Change**

Community involvement in directed change is synonymous with popular participation. Okoye (1997) cited in Filani (2000) defined community participation as active and meaningful involvement of the members of a community in a change process at different levels such as:

- i) In the decision-making process for the determination of community goals and allocation of resources to achieve these goals, and
- ii) In voluntary execution of resulting programmes and projects. Also Igbokwe and Ajala (1995) cited in Filani (2000) defined it as an “active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive the share of the benefits of the projects”. They also identified and described three kinds of local community involvement in directed change namely:
  - i. Local community involvement in which the beneficiary is involved in the planning and implementation of externally initiated projects;
  - ii. Indigenous local community involvement in which spontaneous activities/projects of local communities have not resulted from external assistance (self-help) and
  - iii. Local community involvement in which local interests are created or strengthened by external help, but without reference to a particular project.

Active involvement in directed change exists when the purpose of change and its content clearly originate from the people themselves and the people feel that they are acting as free agents rather than as a result of manipulation or deception where they are merely used to implement decisions on issues they were not consulted. Their involvement becomes passive rather than active. Therefore for a sustainable development of rural areas, active community participation in decision-making on development issues, contribution to the development effort and sharing of benefits of development are required.

### **3.3 The Indicators of Community Participation in Directed Change**

In trying to see if the local people are actually participating in the community development projects or programmes, the following three (3) things must be observed according to Okonkwo (2006):

1. **The interest of the community** - community members must show interest in implementing the projects to its logical conclusion and also safe guide it.
2. **Sense of ownership of the Project** - How does the community sees the project. Do they see the project as part of theirs or as for external body that is not part of them, which means it is being imposed on them? The essence here is to ensure sustainability.
3. **Level of Participation** - This is to measure the ability and willingness of the community to contribute both in kind and in cash. This will involve voluntary labour organization by the community members. The people must be interested in sacrificing their resources and also their time to see that the project is successfully executed.

### **SELF-ASSESSMENT EXERCISE**

1. What is directed change?
2. Discuss the extent to which local people could get involved in directed change.

## **4.0 CONCLUSION**

In any society, change is inevitable and necessary. Social change is indispensable because without it, all other changes may be difficult to come by. Periodically, it is important that the current level of changes is compared with the indices of change. This is especially so in developing countries like Nigeria where constant change is extremely necessary.

## **5.0 SUMMARY**

In this unit, we have explained the meaning of directed change, the involvement of local people in directed change and the indicators of community participation in directed change. In the next unit, we will discuss objectives of involving local people in directed change.

## **6.0 TUTOR-MARKED ASSIGNMENT**

Some experts argue as to what stage the local community should be involved in change activities meant for their benefit. Discuss.

1. What are the dangers of excluding your community members from participating in any change activities in your locality?

## 7.0 REFERENCES/FURTHER READING

- Flani, M.O. (2000). "Nigeria: The need to modify center-down development planning." In W. A. Stehr and D.R.P. Taylor (Ed.) *Development from above or below*. New York: John Wiley & Sons.
- Korafor, A.H. & L.C. Iwuyi, (1975). *Urban Employment Problems in Nigeria*. University of Nigeria, Nsukka, Nigeria.
- Nwobi, T.U. (2006). Cooperatives and rural financing. In E.E. Umehali (Eds.) *Readings in cooperative economics and management*. Lagos: Computer Egde Publishers.
- Okonkwo, P.C. (2010). *Community and rural development strategies. Principles and practice*. Enugu: Impressium Publications.

## **UNIT 3 OBJECTIVES OF INVOLVING LOCAL PEOPLE IN DIRECTED CHANGE**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 How to initiate involvement of local people in directed change
  - 3.2 Objectives of involving local people in directed change
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the third unit in module 2 of course CRD 422. The unit will discuss how to initiate involvement of local people in directed change and the objectives of involving local people in directed change.

### **2.0 OBJECTIVES**

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

- Explain how to initiate involvement of local people in directed change
- Identify the objectives of involving local people in directed change.

### **3.0 MAIN CONTENT**

#### **3.1 How to Initiate Involvement of Local People in Directed Change**

There are many ways to initiate community participation in programmes/projects meant for the development of such community. The following ways could be adopted according to Okonkwo (2006):

##### **1. Identification**

The definition of the specific nature and location of beneficiary group, social and family structures or organization, describe the homogeneity, predominant culture that will assist in forming the group. Identify

community leaders and define how to solicit their active support of mobilizing the community.

## **2. Mobilization**

This is promotion and orientation that starts from the base; it recognizes that the conditions in communities differ from one place to another. These modes of stimulating community members will depend on the local culture and the degree of economic and social depreciation or needs of the community outside catalyst and local initiators like community workers. NGOs will be needed to stimulate the process of change through cultural performances during local gathering and festivals. There are other approaches under the two (2) above, these will include collecting community profile data which will enable you to understand theft demographic life, economic activities as well as their problems. Finally, mobilization will involve Identification of local leaders.

## **3. Stages or Organization**

A formal group must have been formed in the community either as age grade or town union. At this stage the first thing to do is to encourage activities such as meetings, discussions and resolution of issues of leadership. There is need to establish frequent meetings, setting up priorities for the community, disseminating information, inspiring sense of cooperation among community members, developing the spirit of mutual discipline and unity that is sufficient to withstand internal power struggle and external interferences.

## **4. Institutionalization**

This will involve linking the community with higher-level authorities, higher level of hierarchy. There should be formal recognition of the group's representatives at various level of authority. They should also be communicating with high level programme co-ordinators or developmental NGOs that operate in that locality.

### **3.2 Objectives of Involving Local People in Directed Change**

Molton and Thompson (1995) give the following as the objectives of local community involvement in directed change:

- a. To engender consultation,
- b. To enhance communication and collective responsibility.
- c. To enhance capacity building.

- d. To create awareness about the role of key actors involved in local level development.
- e. To foster mechanism for conflict resolution and consensus-building in the neighborhood.

In support of this, Nash (2001) lists the gains of local people's involvement in directed change to include:

- a. Engendering community cohesion, security and create use of local resources, provision of an opportunity for communities to relate with public officials as equals.
- b. Provision of avenue for conflict resolution and consensus building.
- c. Fostering of community empowerment, capacity and confidence building, and self-reliance.
- d. Giving residents an opportunity to take action and solve their collective problems.

In his own conceptualization, Morris (1992) cited in Molton and Thompson (1995) concluded that people's involvement in directed change increases access to decision making process, a considerable degree of empowerment, accountability and improved efficiency since community directed and managed projects are associated with lower investment cost. It equally reduces the tendency to corruption, increased willingness by residents to contribute their best and long-term sustainability of projects.

### **SELF-ASSESSMENT EXERCISE**

- i. Why involve local people in directed change?
- ii. Identify and explain the steps in initiating local people's involvement in directed change.

## **4.0 CONCLUSION**

Directed change is necessary in every society. There are basic objectives of involving the local people in directed change. There are advantages for doing so. Thus, it is important that the change programme is designed in such a way that the local community is actively involved.

## **5.0 SUMMARY**

In this unit, we have explained how to initiate involvement of local people in directed change. We have also discussed the objectives of involving local people in directed change. In the next unit, we will discuss the problems of rural societies; their causes and solutions.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Identify and explain how you could practically go about involving the people of your community in an upcoming government-assisted project.
2. With typical examples, discuss the objectives of involving the local people in your area in directed change.

## 7.0 REFERENCES/FURTHER READINGS

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

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## **UNIT 4 PROBLEMS OF RURAL SOCIETIES; THEIR CAUSES AND SOLUTIONS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The problems of rural societies
  - 3.2 The causes of the problems of rural societies
  - 3.3 Solutions to problems of rural societies.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the fourth unit in module 2 of course CRD 422. The unit will discuss the problems of rural societies, the causes of the problems of rural societies and solutions to problems of rural societies.

### **2.0 OBJECTIVES**

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

- identify the problems of rural societies;
- explain the causes of the problems of rural societies;
- identify the solutions to problems of rural societies;

### **3.0 MAIN CONTENT**

#### **3.1 The Problems of Rural Societies**

The rural societies, as compared to urban centers, have peculiar problems that affect the lives of the people. Some of the prominent problems, as identified by Richard (2006) include:

1. Vicious cycle of poverty.
2. Poor rural infrastructure.
3. High population density.
4. High level of illiteracy.
5. Low social interaction and local politics.
6. Harmful traditional practices.
7. Lack of employment opportunities.

- **Vicious cycle of poverty:** The rural dwellers experience vicious cycle of poverty. They have low savings resulting to low investments and of course, low capital formation. This in turns brings low income. Rural development Programmes and policies need to address this.
- **Poor Rural Infrastructures:** The rural areas grossly lack basic infrastructures that give life a meaning and make it worthwhile. Such infrastructures include electricity, pipe borne water, good road network, health facilities and recreational centres.
- **High Population Density:** A large number of the Nigerian Populace lives in rural areas. Their population continues to multiply uncontrollably. This makes it difficult for rural dwellers to adequately cater for their children and adequately take care of their socio-economic needs.
- **High Level of Illiteracy:** Illiteracy is high in the rural areas. This could be because they lack good schools or facilitating learning environment. Even with the available few schools, parents are unable to send their children to such schools. Some are illiterates and find it difficult to give appropriate educational support to their children's education. This is a big problem as no uneducated society or community can progress meaningfully.
- **Low Social Interaction and Local Politics:** In some areas, the rural dwellers live in isolation. Thus, there is no social interaction, understanding and spirit of oneness. Without social interaction, there is usually no group action. Without group action, leaders and powerful individuals will continue to dominate the rural dwellers without any united effort on their part to fight back.
- **Harmful Traditional Practices:** Rural dwellers engage in primitive and ancient traditional practices that are anti-developmental. Such practices affect the development of their socio-economic and socio-cultural lifestyle. Rural development programmes need to refine and reshape such practices that are hindrances to development.
- **Lack of Employment Opportunities:** There is a high rate of lack of employment opportunities in the rural areas. Able-bodied men and women who possess natural skills are not gainfully employed. Perhaps, this account for why there is high rate of rural-urban migration and poverty among the able-bodied men and women in the recent times to seek for greener pasture in the cities.
- **Rural-Urban Migration:** Rural dwellers migrate from rural areas to urban centres in search of jobs and also to enjoy the facilities available, thereby creating rural labour scarcity. Both farm and farm output are adversely affected.

### 3.2.1 The Causes of the Problems of Rural Societies

As explained by Harambos and Holborn, (2004), the causes of the problems of the rural societies are varied in kind. While some are natural, others are caused by the rural dwellers themselves or the government. Whatever their causes, Harambos and Holborn identify the following causes:

1. Negative attitude of rural dwellers towards developmental projects.
2. Conservative attitude of people living in rural societies where they cling tightly to their age-long ways of doing things, thereby disallowing changes.
3. Poor link between the inhabitants of rural societies and the government due to poor representation by the politicians.
4. Hatred, enmity, witchcraft and poor spirit of oneness among the inhabitants of rural societies.
5. Primitive and unproductive values and aspirations of people in rural societies.
6. Unfavourable natural and/or geographical conditions in the rural areas.
7. Approaches to the development of rural societies, like in Nigeria, are adhoc in nature.
8. The developmental programmes of rural societies especially in developing countries lack the rudiments of long- term planning.
9. Most designs and implementation strategies of developmental projects in rural societies are mere political projects that do not address the felt-needs of the people.
10. Over reliance on agriculture which is again primitive and subsistent in nature without any diversification of rural economy.
11. Inadequate extension and research facilities militate against rural development efforts in Nigeria.
12. Some of the developmental projects in rural societies are planned and implemented based on poor data.
13. Wrong policy statements by the government for the development of rural societies tend to worsen the condition of the people.
14. Embezzlement and Corruption on the part of the planners and implementers of projects in rural societies is a serious problem.

### 3.3 Solutions to the Problems of Rural Societies

Richard (2006) suggests the following as the solutions to the problems of rural societies:

**i) Improved access to basic services and infrastructure in rural areas such as adequate shelter, education, employment opportunities, health and sanitation.**

The improvement in access to basic services and infrastructure in rural areas is quite necessary to solve the problems of rural societies. There should be adequate provision of shelter for the rural dwellers, adequate educational facilities, employment opportunities, health facilities and sanitation measures for the rural populace.

To achieve all this, there should be rural renewal and the preservation and protection of cultural heritage where financial support is granted for the projects concerning the modernization of the rural public areas; Diversification of agricultural activities to provide multiple activities or alternative incomes in order to facilitate access to services for farmers and other rural inhabitants; Development and improvement of infrastructure related to agriculture in order to bring about improvement in sanitation in rural areas.

**ii) Access to land and property**

Under the land use act, provision should be made for rural dwellers, particularly those who engage in agriculture to have access to land and property that will enhance farming practices and comfortable living.

**iii) Improved access for producers to local markets for example, farm to market Roads**

Local markets should be built by the State or Local Government Authorities for rural dwellers to market their products. Alternatively, access roads should be constructed for the rural farmers to convey their products to the existing local markets.

**iv) Improved access to reliable and affordable energy services**

Affordable energy services should be provided to the rural dwellers. If electricity is provided, it will be easier for the rural people to carry out their socio-economic activities.

**v) Enhancement in sustainable tourism development**

The renovation of rural areas, the preservation and protection of cultural heritage of such areas are quite paramount in order to increase the tourist attractiveness, develop the identity of rural population and preserve their cultural heritage.

**vi) Capacity building for small and medium-sized enterprises**

Small and medium-sized enterprises should be encouraged and developed in the rural areas. This can be achieved through improved processing and marketing of agricultural products and diversification of agricultural and agriculture-related activities. This is meant to provide multiple activities or alternative incomes in the rural areas as well as to develop market orientation for the production and use of existing production niches, creation of new and rationalization of the existing market channels as well as the introduction and modernization of the existing production technologies.

**vii) Empowerment of local rural communities, especially those living in poverty and their organizations**

There should be special focus on the building of social capital via stimulation of rural inhabitants and creation of new jobs in rural areas. There should also be efforts to improve the management and valorization of local resources. Local partnership approach related to a specific region and implemented at the grass roots will enable a better defining of its problems and determining of ways of solving them. Such an approach will also strengthen the coherence of decisions taken at the local level, improve the quality of management, contribute to the strengthening of social capital in rural areas and encourage rural communities to apply innovative solutions for the development of a given region.

**viii) Waste management systems in the rural areas i.e. waste prevention and minimization, refuse and recycling, and environmentally sound disposal facilities**

The improvement in the condition of waste management and its rationalization is related to the implementation of the normal good agricultural practice rules, obligatory for all rural dwellers.

**SELF-ASSESSMENT EXERCISE**

1. What do you consider to be the problems of rural societies?
2. Identify any four possible causes of rural impoverishment in your locality.

**4.0 CONCLUSION**

There is no rural society without its own peculiar problems. While some of the problems are natural, others are man-made, either caused by the rural people or the government. As it is usually said, a problem

identified, is a problem solved. This means that all the problems affecting rural societies have their solutions, if not to eradicate the problems but to at least to reduce them to the barest minimum possible.

## **5.0 SUMMARY**

In this unit, we have identified the problems of rural societies. We have also identified their causes and possible solutions. In the next unit, focus will be on special topics in rural sociology.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. List and discuss three natural problems, three rural dwellers-caused problems and three government-caused problems of rural societies.
2. Discuss how you could practically tackle the various problems of Nigeria rural communities according to their causes.

## **7.0 REFERENCES/FURTHER READING**

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

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## **UNIT 5 SPECIAL TOPICS IN RURAL SOCIOLOGY**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Special topics in rural sociology.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the fifth and the last unit in module 2 of course CRD 422. The unit will discuss special topics in rural sociology.

### **2.0 OBJECTIVES**

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

- identify special topics in rural sociology.

### **3.0 MAIN CONTENT**

#### **3.1 Special Topics in Rural Sociology**

The following are some selected topics in rural sociology as identified by Richards (2006):

- i) Elements of rurality.
- ii) Social interaction and everyday life in rural societies.
- iii) The family and intimate relationships in rural societies.
- iv) Deviance, crime and sanctions in rural societies.
- v) Rural social stratification and class structure.
- vi) Work and economic life in rural societies.
- vii) Marriage and divorce in rural societies.

### **SELF-ASSESSMENT EXERCISE**

Identify some special topics in rural sociology.

#### **4.0 CONCLUSION**

Rural areas are peculiar in their characteristics. Rural sociology contains various topics related to rural life. The special topics listed in this unit are not exhaustive but could suffice for the purpose of this course.

#### **5.0 SUMMARY**

In this unit, we have listed special topics in rural sociology. This rounds up module 2 of course CRD 422, linking us to module 3 of the course.

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

Identify any six special topics in rural sociology.

#### **7.0 REFERENCES/FURTHER READINGS**

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

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**MODULE 3**

Unit 1	The Social system in the United Kingdom: the Welfare State
Unit 2	The Social system in France: Solidarity and Insertion
Unit 3	Social system in the United States: A liberal regime
Unit 4	The Social system in Britain: the Welfare state
Unit 5	Some social systems in Nigeria

**UNIT 1 UNITED KINGDOM: THE WELFARE STATE****CONTENTS**

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.0	The Social system in the United Kingdom: The Welfare State
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

**1.0 INTRODUCTION**

This is the first unit in module 3 of course CRD 422. The unit will discuss the United Kingdom's social system as a case study.

**2.0 OBJECTIVES**

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

explain the Social system in the United Kingdom: The Welfare State

**3.0 MAIN CONTENT****3.1 The United Kingdom: The Welfare State**

In the British Welfare State, Briggs (2000) cited in Richards (2006) identified three principal elements in its social system namely:

- a. A guarantee of minimum standards, including an income;
- b. Social protection in the event of insecurity; and
- c. The provision of services at the best level possible. This has become identified, in practice, with the 'institutional model of

welfare: The key elements are social protection, and the provision of welfare services on the basis of right.

In practice, social welfare in the United Kingdom is very different from this ideal. Coverage is extensive, but benefits and services are delivered at a low level. The social protection provided is patchy, and services are tightly rationed.

The United Kingdom is a unitary state in which central government substantially directs most government activity. However, the structure of services in Scotland, Wales and Northern Ireland differs in certain respects. Each region has both a Secretary of State and administrative department situated in central government, and its own assembly and executive, which take on the role in the region of certain central government ministries. The laws which apply in Scotland and Northern Ireland are different from those in England and Wales. The Scottish parliament has in consequence very much more influence than the Welsh Parliament, and the Scottish Government (a name confusingly used for both government and executive) has the role of a civil service for Scotland, with a social policy in its own right. The administrative structure in Northern Ireland is significantly different: personal social services are the responsibility of the Health Board (as they are in the Republic of Ireland), and public housing is managed by Northern Ireland Housing Executive. This framework changes frequently. The most important changes in recent years have been the reformation of the Department of Social Security into the Department of Work and Pensions, the significant transfer of income maintenance to the Inland Revenue (now HMRC, for Her Majesty's Revenue and Customs), and the demolition of the Department of Transport, the Regions and Local Government, whose key social policy responsibilities were placed in the Office of the Deputy Prime Minister and have now been relocated mainly into Communities and Local Government.

The administration of the welfare state has undergone two major reforms since its inception. The first phase, covering the 1960s and 1970s, saw central government reformed in order to allow the planning and control of public expenditure by the Treasury. The aims of this reform were managerial efficiency and economic planning. The effect was to create a system in which the Treasury allocated resources to Departments and Departments to services.

The second phase, which has led in the 1980s and 1990s to restructuring of the civil service and the administration of welfare, has three main elements:

- a. The breakup of the administration into agencies, so that the efficiency of each part of the administration can be assessed individually. Examples are NHS trusts and the administrative agencies responsible for Social Security.
- b. The introduction of 'management', with managers being responsible for running agencies in a business-like fashion; this is widespread in health and personal social services.
- c. Quasi markets. Public services are required to act more like economic markets, with the separation of purchasing and provision of services and the introduction of competition. The trend is strongest in health and social care.

In recent years, the work of many central government agencies serving government, like the DWP's information technology or the DWP's laboratories, have been privatized or contracted out; the main role of the agencies that remain is direct service provision to the public.

### **SELF-ASSESSMENT EXERCISE**

1. Describe the United Kingdom's social system.
2. What are the lessons learnt in the United Kingdom's social system that you could apply in effecting social change in your locality?

## **4.0 CONCLUSION**

Every society has its own social system which is established for the welfare of the people. The United Kingdom's social system has also been established with peculiar characteristics to provide for the welfare of its people.

## **5.0 SUMMARY**

In this unit, we have explained the United Kingdom's social system. In the next unit, focus will be on France's social system which is based on solidarity and insertion.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Identify and discuss three principal elements in the social system of the United Kingdom and mention why they are of interest to you.
2. Given the operations of the United Kingdom's social system, is it enough to call it a welfare state? Justify.

## 7.0 REFERENCES/FURTHER READINGS

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

## **UNIT 2      FRANCE: SOLIDARITY AND INSERTION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 France: Solidarity and insertion.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0      INTRODUCTION**

This is the second unit in module 3 of course CRD 422. The unit will discuss France: Solidarity and insertion as a social system.

### **2.0      OBJECTIVES**

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

Explain the Social system in France: Solidarity and Insertion.

### **3.0      MAIN CONTENT**

#### **3.1      France: Solidarity and Insertion**

According to Harambos and Holborn (2004), social protection in France is based on the principle of solidarity: The commitment is declared in the first article of the French Code of Social Security. The principle is used in a number of different senses. The idea seems, at first sight, to refer to co-operative mutual support. Some writers apply the term in relation to ‘mutualist’ groups (friendly societies) and emphasize that people insured within national schemes (les assurés sociaux) are called to contribute and benefit on an equal footing. Others stress that relationships of solidarity are based in interdependence. Solidarity is usually understood, in this context, in terms of common action, mutual responsibility and shared risks. The pursuit of ‘national solidarity’ was undertaken in the first place by attempting progressively to extend the scope of existing solidarities, most notably through the creation of a ‘régime général’ for health and social security, and subsequently through its progressive, expansion. Since the 1970s, this pattern of solidarities has been supplemented by additional measures designed to bring ‘excluded’ people into the net. The most important of these measures is the Revenue Minimum d’Insertion (RMI), introduced in

1988, which combines a basic benefit with a personal contract for 'insertion' or social inclusion (Habermas, 1981).

The French system of welfare is a complex, patchwork quilt of services. This kind of arrangement is relatively expensive, and much of the focus of social policy in recent years has fallen on the control of expenditure filling 'the hole in the social', le trou de la secu. The main areas of concern are not dependency or unemployment, but pensions, because of the special privileges accorded to particular occupational groups, and spending on health care, where the stress on independent, market-led services (la medicine liberale) presents considerable problems in cost control.

### **SELF-ASSESSMENT EXERCISE**

- i. Describe France social system.
- ii. What are the lessons learnt in the France social system that you could apply in effecting social change in your locality?

## **4.0 CONCLUSION**

Every society has its own social system which is established for the welfare of the people. France social system has also been established with peculiar characteristics to provide for the welfare of its people.

## **5.0 SUMMARY**

In this unit, we have examined France social system. In the next unit, focus will be on United States: a liberal regime.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Identify and discuss the principal elements in the social system of France and explain why they are of interest to you.
2. Given the operations of France social system, is it enough to call it a social system of solidarity and insertion? Justify.

## **7.0 REFERENCES/FURTHER READING**

Habermas, J. (1981). *New Social Movements*. New York: McGraw Hill.

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

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## **UNIT 3 THE UNITED STATES: A ‘LIBERAL’ REGIME**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The United States: A ‘Liberal’ Regime
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the third unit in module 3 of course CRD 422. The unit will discuss the United States liberal regime as a social system.

### **2.0 OBJECTIVES**

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

explain the Social system in the United States: A liberal Regime.

### **3.0 MAIN CONTENT**

#### **3.1 The United States: A ‘Liberal’ Regime**

The United States is sometimes described as a ‘liberal welfare regime, in the sense that it represents individualism, laissez faire, residualism and a punitive view of poverty (Offe, 1985). These issues often seem to dominate US debates on welfare. Examples are the introduction of ‘workfare’, the exclusion of long-term benefit dependents, and the criticism of the ‘underclass’. The US does not, however, have a unified welfare system. Federalism has meant that many important functions are held by the States, including public assistance, social care and various health schemes (Minnesota and Hawaii have state-funded health systems). By comparison with other developed countries including Nigeria, central government has had a limited role in social welfare provision. The main developments of federal provision were during the Roosevelt administration of the 1930s, which laid the foundations for the social security system, and the “War on Poverty” of the 1960s, which provided some important benefits (notably health care for people on low incomes) and engaged the federal government in a wide variety of projects and activities at local level.



In practice, the US is pluralistic, rather than liberal. There are significant departures from the residual model - e.g. state schooling, social insurance, or the Veterans' Administration, which provides health care for nearly 40 million people. In addition to federal and state activity, there are extensive private, mutualist and corporate interests in welfare provision. The resulting systems are complex and expensive (Offe, 1985).

### **SELF-ASSESSMENT EXERCISE**

- i. Describe the United States' social system.
- ii. What are the lessons learnt from the United States' social system that you could apply in effecting social change in your locality?

## **4.0 CONCLUSION**

Every society has its own social system which is established for the welfare of the people. The United States' social system has also been established with peculiar characteristics to provide for the welfare of its people.

## **5.0 SUMMARY**

In this unit, we have explained the United States' social system. In the next unit, focus will be on the welfare state in Britain.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Identify and discuss the characteristic elements in the social system of the United States and explain why they are of interest to you.
2. Given the operations of the United States' social system, is it enough to call it a liberal regime? Justify.

## **7.0 REFERENCES/FURTHER READINGS**

Habermas, J. (1981). *New Social Movements*. New York: McGraw Hill.

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Lyman, S. (ed.) (1995). *Social movements: critiques, concepts, case-studies*. Macmillan (chapters 1,2,14 and 15).

Offe, C (1985): "New Social Movements." *Social Research* 52, 817 - 68.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

## **UNIT 4 THE WELFARE STATE IN BRITAIN**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The Welfare State in Britain.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This is the fourth unit in module 3 of course CRD 422. The unit will discuss the Welfare state in Britain.

### **2.0 OBJECTIVES**

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

explain the Welfare State in Britain

### **3.0 MAIN CONTENT**

#### **3.1 The Welfare State in Britain**

As explained by Lyman (1995), the Beveridge Report of 1942 proposed a system of National Insurance based on three assumptions in Britain:

- a. Family allowances,
- b. A national health service, and
- c. Full employment.

This became a major propaganda weapon, with both major parties being committed to its introduction. During the war, the coalition government also committed itself to full employment through Keynesian policies, free universal secondary education, and the introduction of family allowances. The Labour Government was elected in 1945; and introduced three key acts:

- a. The 1946 National Insurance Act, which implemented the Beveridge scheme for social security;
- b. The National Health Service Act 1946; and

- c. The 1948 National Assistance Act, which abolished the Poor Law while making provision for welfare services.

These Acts were timed to come into force on the same day, 7th June 1948. The 1948 Children Act was another important element

### **The Welfare State after 1948**

The key elements of the “Welfare State” were understood as follows:

- a. Social Security
- b. Health
- c. Housing
- d. Education, and
- e. Welfare and children (the ‘personal social services’).

Contemporary arguments emphasized the inter-related nature of these services, and the importance of each for the others. However, the administrative division between services was reinforced by reactions against the unifying and all-embracing nature of the Poor Law, which led to a strong distinction being made between income maintenance, health and welfare services. The ‘Welfare State’ was not intended to respond to poverty; that was what the Poor Law had done. The main purpose was to encourage the provision of the social services on the same basis as the public services - roads, libraries and so forth - ‘institutional’ model of welfare. Criticisms of the Welfare State in later years, however, were to concentrate increasingly on the problem of poverty, and debates in the UK are increasingly residual in tone (Lyman, 1995).

### **SELF-ASSESSMENT EXERCISE**

1. Describe the social system of the Welfare State in Britain.
2. What are the lessons learnt in the social system of the Welfare State in Britain that you could apply in effecting social change in your locality?

## **4.0 CONCLUSION**

Every society has its own social system which is established for the welfare of the people. The social system in the Welfare State in Britain has also been established with peculiar characteristics to provide for the welfare of its people.

## 5.0 SUMMARY

In this unit, we have explained the social system in the Welfare State in Britain. In the next unit, focus will be on some social systems in Nigeria.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Identify and discuss the characteristic elements in the social system of the Welfare State in Britain and explain why they are of interest to you.
2. Given the operations of the social system in the Welfare State in Britain, is it enough to call it a welfare state? Justify.

## 7.0 REFERENCES/FURTHER READINGS

Habermas, J. (1981). *New Social Movements*. New York: McGraw Hill.

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Lyman, S. (ed.) (1995). *Social movements: critiques, concepts, case-studies*. Macmillan (chapters 1,2,14 and 15).

Offe, C (1985): "New Social Movements." *Social Research* 52, 817 - 68.

Richard, T.S. (2006). *Sociology*. 6<sup>th</sup> Ed. New York: McGraw Hill.

## **UNIT 5 SOME SOCIAL SYSTEMS IN NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Early childhood development activities
  - 3.2 National Programme on Immunization (NPI)
  - 3.3 Social Protection activities for age 6-14
  - 3.4 Universal Basic Education (UBE)
  - 3.5 National Health Insurance scheme (NHIS)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

### **1.0 INTRODUCTION**

This is the fifth unit in module 3 of course CRD 422. The unit will discuss early childhood development activities, National Programme on Immunization (NPI), Social Protection activities for age 6-14, Universal Basic Education (UBE) and National Health Insurance Scheme (NHIS).

### **2.0 OBJECTIVES**

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

- describe the workings of early childhood development activities
- describe the workings of national programme on immunization (NPI)
- describe the workings of social protection activities for age 6-14
- describe the workings of universal basic education (UBE)
- describe the workings of national health insurance scheme (NHIS).

### **3.0 MAIN CONTENT**

#### **3.1 Early Childhood Development Activities**

Nigeria has a young population structure and 19.6 percent of the Nigerian population (31.1 million persons) falls between 0 - 5 years old. The main risk faced by this group is early childhood development with the leading risk indicators being the prevalence of malnutrition, arid low pre-school educational level. Incidentally, within this age group, 67.8 percent are poor with 30.1 percent as core poor and 37.7 percent as

moderate poor. It is in this vein that this group represents a priority group for targeted social protection interventions. Efficiency and effectiveness of programmes at this level determines the short run development and also longer run chances of children moving out of poverty.

In terms of malnutrition, utilize four (4) main indicators, viz. Vitamin A deficiency, stunting (low height for age), wasting (low weight for height) and underweight (low weight for age) of the children in Nigeria. The 1999 multiple indicator cluster survey provides us the information on the prevalence level of these risks. For example 9.2 percent of all children are deficient in vitamin A consumption while 33.5 percent, 15.6 percent and 30.7 percent of children aged 0-5 years are stunted, wasted, and underweight respectively. These show that a large proportion of children are presently at risk of malnutrition.

Some public intervention programmes currently on ground to help vitamin supplementation Programme efforts at controlling Vitamin A Deficiency (VAD) started in 1996 in response to high infant and under-five mortality rates. The Federal Ministry of Health (FMOH), the National Primary health Care Development Agency (NPHCDA) and UNICEF jointly developed a work plan for the virtual elimination of VAD in 1996. In 1999, a broader framework ensuring the linkage of Vitamin A distribution to Polio Eradication was developed by UNICEF, WHO, DFID, USAID, the National Programme on Immunization Agency (NPJA) and FMOH. The National immunization Days (NID5) and its State variants, sub-National immunization Days (SNIDs), which are used for eradication of poliomyelitis has been a major vehicle for the distribution of Vitamin A capsules to eligible children.

It should be noted that other agencies also assist government in the distribution of Vitamin A through Community-Directed Treatment with Ivermectin (CDTI) and Child Health Week in some States. In terms of Coverage, a recent Study by UNICEF indicates that the average coverage of Vitamin A distribution in the country is 70 percent of children aged 6-59 months. In terms of targeting, the programme is targeted at all children with no allowance made for the poor and vulnerable.

One of the major strengths of the programme is currently becoming a gap. Many children were reached through the combination of vitamin A supplementation with polio vaccine through the NIDs and SNIDs, however, the NIDs will soon be phased out and this might reduce the coverage of vitamin A supplementation except new distribution channels are explored. Another gap is that the programme is virtually

dependent on donors who supply all the vitamin A capsules that are distributed within the country.

### **3.2 National Programme on Immunization (NPI)**

The National Programme on Immunization started in Nigeria in 1975. The aim is to achieve universal child immunization in Nigeria. It is implemented mainly through the National Immunization (NIDs) and its State variants, sub-National immunization ID (SNIDs). The NID is implemented in all the 774 Local Government Areas of the 36 States of the federation including the Federal Capital Territory. The NID is implemented once in a year with the purpose of reaching eligible children with polio vaccine and Vitamin A capsule supplement through the door-to-door visits to homes, religious houses and market places by trained vaccinators. While the NID is national, the SNID is only carried out in States where polio is endemic therefore the target states vary in number and distribution from time-to-time. Nonetheless, the SNID is also used to administer oral polio vaccine and distribution of Vitamin A supplement.

As in the 'Vitamin A programme, the NPI is also largely donor driven especially with regards to the vaccine. The distribution and administration of the vaccines are done under the auspices of the NPI, which is under the Ministry of Health. In terms of average, 68 percent of children were covered in 2002 by the oral polio vaccine. However, there are arguments that the coverage has reduced significantly due to the refusal of some State governments to accept the vaccine for distribution in their States. Some of the gaps of this programme include the fact that the success of the programme is largely dependent on the donors. The institutional framework in which the NH operates as a vertical programme with all the resources controlled at the centre is not efficiently and effectively worthwhile. This creates ownership problem in which the programme is seen as the programme of the federal government.

### **3.3 Social Protection Activities for Age 6-14**

The proportion of population of Nigeria in the age group 6-14 years is 25.3 percent and 66.7 percent of them are poor with 30.1 percent being core poor and 36.3 percent being moderate poor. The key risks of this age group include poor human capital development risk, gender and health risks.

The constitution of Nigeria prescribes that education should be provided to all children compulsorily and free as and when practicable. Incidentally, the nation is far from achieving universal education even in



primary schools. The net primary school enrolment rate is 58.2 percent while for the primary school age, 34.1 percent has never been to formal primary school. This can be traced to the prevalence of delayed school enrolment in the country. Averagely, the MICS data reveal that the average years of delay before being enrolled in formal school is 4.7 years and 2.5 years for rural and urban households respectively. The enrolment rate varies by the status of the child. While the net primary school enrolment rate is 46.9 percent for the poor, it is 77.0 percent for the non-poor (Olaniyan, 2004). This reveals serious coverage problems in primary schools. The performance of these enrolment rates even show larger disparities among different states and regions of the country.

In addition to education risks, individuals within this age group also encounter gender risks. These include prevalence of early marriages and pregnancy. The effect of this is to reduce human capital development of the child and also poses health risks and those involved in early marriage. The health risks often manifests in the form of Vesico-vaginal Fistula (VVF).

### **3.4 Universal Basic Education**

The Universal Basic Education (UBE) was established in 1999 in order to increase access of Nigerians to basic education. The main objectives of the UBE among others include:

- a. To prescribe minimum standard of basic education throughout Nigeria.
- b. To monitor, supervise and coordinate the implementation of specific programme for the attainment of UBE objectives.

The aim of the UBE is also to help the children acquire adequate cognitive skills that help increase security later in life. The approach is to make basic education compulsory and universal up to the junior secondary level. The funding is mainly by the government with some soft credit facilities from the World Bank. Incidentally, it is difficult to find the actual annual expenditure on basic education. The target of the UBE is children whether poor or non-poor. In other words, UBE supposed to provide education for all the 31 million citizens of the country that fall within this age category. However, the Nigeria has not been able to achieve this universal education nor is she close to it due to a number of gaps in the operational modalities of the educational programmes. These gaps borders on inadequate teacher pupil ratio and fostering out of children.

As at 2001, the teacher-pupil ratio according to UBE (2001) figures show that a teacher each in, the primary and secondary schools in

Nigeria is servicing an average of 56 pupils and 40 pupils respectively. This is rated low in terms of UNESCO recommended standard of 40 pupils to a teacher in primary school and 30 pupils to a teacher in secondary schools. Going by the standard, about 29 percent and 25 percent of Primary and secondary school pupil respectively in Nigeria are not effectively covered in terms of teacher pupil ratio adequacy. Another major gap identified in the educational sector of Nigeria is the problem of out-fostering of children and withdrawing some from the schools by their parents or guardians.

### **3.5 National Health Insurance Scheme (NHIS)**

Life expectancy especially in sub-Sahara Africa has dropped due to inappropriate diet, lack of exercise and mostly stress. Health care quality, quantity and costs have equally deteriorated that the World Health Organization (WHO) and other humanitarian organizations have been ringing the alarm bells of imminent danger to citizenry in developing countries like Nigeria. To meet this challenge, the Government of Nigeria constituted various panels whose recommendations culminated in the enactment of the National Health Insurance Scheme Act, 1999 (NHIS Law).

According to the Government of Nigeria, some of the reasons for establishing the NHIS include: -

1. The poor state of the nation's health care delivery systems.
2. Excessive dependence and pressure on the Federal Government to finance the entire health care delivery system in Nigeria.
3. Rising costs and under-funding of health care delivery.
4. Poor integration of health facilities in the health care delivery system.

National Health Insurance Scheme, as the name implies, is a kind of insurance scheme where many individuals or "Insured" pool their resources i.e. financial contributions together for the protection of anyone in the group who might fall ill within the period of the insurance. The drivers of the scheme are called Health Management Organisations (HMO). The providers of the actual medical services are professionals called Health Care Providers.

#### **The objectives of NHIS**

The objectives of NHIS include:

- i) Ensuring that every Nigerian has access to good health care and health care delivery services.

- ii) Protecting Nigerians from the financial hardship of huge medical bills whenever they visit our hospitals.
- iii) Managing the rising cost of health care services in Nigeria.
- iv) Ensuring equitable distribution of health care costs among different income groups.
- v) Ensuring adequate distribution of health facilities all over Nigeria.
- vi) Ensuring efficiency in health care services both in the public and private sectors.
- vii) Improving and harnessing private sector participation in the provision of health care services.
- viii) Maintaining high standard of health care delivery services within the scheme.
- ix) Ensuring equitable patronage of all levels of health care.
- x) Ensuring the availability of funds to the health sector for improved services.

### **The workings of NHIS**

HMOs are required by the NHIS Law to collect contributions from patrons to the scheme and maintain an efficient pool of Health Care Providers (Hospitals, Clinics, Dental and Optical Clinics, etc). Contributors to NHIS, on regular payment of their contributions, are entitled to visit the appointed Health Care Providers, appointed by their HMO, whenever they are ill or require medical advice or attention. Note that the HMOs are required by Law to ensure that the highest quality and quantity of health care services are provided by their appointed Health Care Providers.

To guarantee financial adequacy of the scheme, the NHIS Law requires all HMOs to have approved, a comprehensive insurance cover to the tune of N100,000,000 (One hundred million) naira. From this insurance cover, the HMO is indemnified against incidents of defaults in settlement of claims by Health Care Providers or by patrons of the scheme.

### **Registration and contributions of employers and employees**

All employers having ten or more than ten employees are required to register their companies and their employees with a HMO and to pay to the designated HMO contributions at such time and manner as provided in the guidelines issued by the NHIS Council or as agreed to with the HMO where there is no guideline from the NHIS Council. Employers are forbidden by the NHIS Law from deducting their share of NHIS contributions from their employees' wages and or emoluments.

Self employed people or others who are described as "Voluntary Contributors" under the NHIS Law and who want to enjoy the benefits of the scheme are permitted to register and participate in the scheme by choosing a HMO of their choice.

### **Benefits under NHIS**

Persons registered under the various NHIS schemes are entitled to enjoy insured benefits based on the contract that they have entered into with their appointed HMO. Common services envisaged and enumerated under the NHIS Law include:

- a. Defined elements of curative care.
- b. Prescribed drugs and diagnostic tests.
- c. Maternity care for up to four live births for every insured person.
- d. Preventive care including immune station, family planning, ante natal and post natal care.
- e. Consulting with defined range of specialist.
- f. Hospital care in a private or public Hospital in a standard ward.
- g. Eye examination and care, excluding test and actual provision of spectacles.
- h. A range of prosthesis and dental care as defined by the Council.

### **SELF-ASSESSMENT EXERCISE**

- i. Identify and discuss any three social systems in Nigeria.
- ii. What are the limitations in some of Nigeria's social systems that you would want to modify?

## **4.0 CONCLUSION**

Nigeria, as a developing country, has its own social system which is established for the welfare of its citizens. The social systems are varied in kind and meant for different categories of people. Some have made significant impact while some have not.

## **5.0 SUMMARY**

In this unit, we have explained some social systems in Nigeria. The social systems discussed include early childhood development activities, National Programme on Immunization (NPI), Social Protection activities for age 6-14, Universal Basic Education (UBE) and National Health Insurance Scheme (NHIS).

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the activities of National Programme on Immunization (NPI) and its achievements in your community.
2. Describe National Health Insurance Scheme (NHIS) in terms of its objectives, functions and immediate challenges.

## 7.0 REFERENCES/FURTHER READINGS

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