



**COURSE
GUIDE**

**AEM 741
RURAL SOCIOLOGY**

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Introduction

Rural Sociology could be defined as that branch of sociology which is mainly concerned with the study of the social and cultural factors affecting the lives of those in rural or agrarian Communities. Sociology in general, as a discipline, refers to the systematic or scientific study of human society and social behaviour.

Rural Sociology is one of the fundamental courses for Postgraduate Diploma (PGD) in Agricultural Extension and Management Programme in any University in the world at large. This course will also be suitable as an elective course for anyone who intends to study sociology and social science related professional programmes since it deals with the fundamental principles focusing on scientific study of human society and social behaviour.

There are many sociological courses you will encounter while studying for your PGD Programme. There are five modules consisting of 23 units overall. The first module starts with a discussion on introduction. This is to give insight into the meaning and importance of rural sociology that will enable you to have the basic fundamental knowledge of Rural Sociology.

The second module focuses on rural social organization which will enable you to become acquainted to how the society and Nigerian villages are organized and structured.

The third module examines the social institutions in the rural Nigeria and that is intended to enable you have an insight into the contributions of the institutions into the survival and perpetuity of the rural society.

In the fourth module, the concepts of leadership in the rural setting are discussed. Different leadership styles and functions of leadership are equally well elucidated.

In addition, module five highlights the concepts of social change, sources of social change, factors affecting social change and strategies of rural development.

What You will Learn in this Course

You will learn about the concept of rural sociology, degree of rurality, sociological concepts and social institutions in the rural communities. The course is introductory as future related courses will be undertaken at higher levels.

Course Aims

The aim of this course is to create in-depth awareness of the interaction of the group relationship between the inhabitants of the rural settings and how the relationship between the inhabitants and with the environment has been used to aid the survival of the people and their livelihoods.

Thus, the aim of the Rural Sociology course is to:

- Discuss the concept and importance of rural sociology
- Explain the sociological concepts common among the rural communities
- Discuss the roles of the social institutions in the survival of the society
- Explain the leadership styles identifiable among the people.
- Discuss the sources, types and factors affecting social change.

Course Objectives

In order to achieve the course aims, there are some overall objectives set for the course. Besides, each module and each unit has their respective objectives which you and your course facilitator must constantly refer to, so that no objective is skipped or unachieved.

All the module and unit objectives are specificities of the course objectives. The course objectives are stated as follows:

- acquaint yourself with the meaning of rural sociology
- state the importance of rural sociology to a nation
- identify the social institutions in the communities
- explain the functions of the social institutions to the rural people
- describe the type of leadership style found in the rural setting
- identify methods of choosing leaders
- explain sources of social change
- discuss diffusion and adoption process
- examine the strategies of rural development

Working through this Course

This course contains some packages that you will be given at the beginning of the semester. One of them is the course material. Your full participation in both the continuous assessment and the final written examination are two areas expected of you to fulfill at the end of the

course. The 23 units of the course packaged for you in Modules are as shown below.

Study Units

Module 1 Introduction

Unit 1	Meaning and Importance of Rural Sociology
Unit 2	The Rural and the Urban Settings
Unit 3	The Rural Population
Unit 4	Rural Migration

Module 2 Rural Social Organization

Unit 1	Social Group
Unit 2	Sociological Concepts
Unit 3	Pattern of Settlements
Unit 4	System of Agriculture

Module 3 Rural Social Institutions

Unit 1	The Family
Unit 2	Educational Institution
Unit 3	The Religious Institution
Unit 4	The Economic Institution
Unit 5	The Political Institution

Module 4 Leadership in Rural Communities

Unit 1	Theories and Types of Leadership
Unit 2	Emergence and Characteristics of Leadership
Unit 3	Functions and Patterns of Leadership
Unit 4	Identification and Traditional Functions of Leaders

Module 5 Social Change and Rural Development

Unit 1	Concept and Sources of Social Change
Unit 2	Factors Affecting Social Change
Unit 3	Diffusion and Adoption of Innovations
Unit 4	Objectives and Strategies of Rural Development

Details of the study units have earlier been presented. It is spelt out in modules with corresponding units and titles. You will be expected to spend 2 – 3 hours in studying a unit.

By and large you should be able to complete this two-credit unit about 22 weeks in a semester. Well spread out in each unit are introduction to the unit, specific objectives, reading material on sub-topics, self assessment questions (SAQs), some exercises, conclusion, summary, tutor-marked assignments (TMAs) and references.

Course Materials

Major course materials of the course are as follows:

1. **Course Guide:** This looks like a blue print that spells out what constitutes the course itself.
2. **Study Units:** Each of these provides an overview of the content and number of units that will be covered in this course.
3. **Assignment Files:** These files contain challenging tutorial questions termed self assessment questions (SAQs) and Tutor-Marked Assignments (TMAs) that will enable you to assess yourself at the end of every assignment that will be handed out by your tutor.
4. **Presentation Schedule:** Certainly, the modus operandis (e.g. time table, hours expected on each unit/module, assignment submission procedure on how it will be self tutored with the monitoring techniques by NOUN will be in the information package of this schedule.

Textbooks and References

Apart from this study unit, some reference materials are provided as additional reading material to support your study. You may come across them in NOU Library or elsewhere.

Instructional Media

As an open and distance learning university, several and relevant multimedia that can make learning effective are available.

Assignment File

This has been discussed earlier. It is mandatory to always turn in your assignments to any tutor assigned.

Assessment

You will be expected to complete at least ten assignments by the end of the course. Some of these will be in form of a project, continuous assessment, you will be expected to write a final examination in the course. The overall score in the course will be a sum of 30% of CA and 70% of written examination. You will be expected to have 50% in the CA and 50% in the written examination; anything short of this will count as failure.

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COURSE**

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MODULE 1 INTRODUCTION

Unit 1	Meaning and Importance of Rural Sociology
Unit 2	The Rural and the Urban Settings
Unit 3	The Rural Population
Unit 4	Rural Migration

UNIT 1 MEANING AND IMPORTANCE OF RURAL SOCIOLOGY

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3.2	Definitions of Rural Sociology
3.3	What is “Rural”
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1.0 INTRODUCTION

In your day to day interaction with the world around you, you would have learnt that the society is made up the urban and rural settings. The rural settings or the agrarian communities are made up of people who relate with one another guided by certain values and norms. In this unit we shall examine the field of knowledge that studies these relationships.

2.0 OBJECTIVES

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

- define rural sociology
- state the importance of rural sociology to a nation
- explain the methodological approach to rural sociology
- define the word ‘rural’.

3.0 MAIN CONTENT

3.1 Meaning and Importance of Rural Sociology

3.2 Definitions of Rural Sociology

Rural sociology is the scientific study of rural life. It is the systematic body of knowledge which had resulted from the application of the scientific method to the study of the rural society, its organization, structure, social processes, basic social system, institutions and dynamics (Jibowo, 2000).

Rural sociology is the scientific study of social interaction of rural people in the group relationship. Ekong (1988) defined Rural Sociology as the branch of sociology which is mainly concerned with the study of the social and cultural factors affecting the lives of those in rural or agrarian communities.

Rural sociology is simply a basic kind of scientific study of how people relate in their groups. It is a specialised branch of sociology and it will be studied from this perspective. Therefore rural sociology is concerned with the social processes and the entire system of interpersonal and group relationships entailed in rural life.

Rural sociology is interested in the participation of farmers and their families in the broader systems of social relationships such as the church, community, local government, state and the nation. It is interested in investigating those factors which influence farmers' decisions and actions, the effect of culture on their acceptance or rejection of innovations, their reactions to social and political changes in the society and the methods by which they adapt to these changes.

3.3 What is "Rural?"

Although the term "rural" is often used glibly or loosely, the average student will find it difficult to give a satisfactory definition of the concept even though the rural and urban segments of the population have great contrast. To the unsophisticated Nigerian, the difference between the village and the town or city is only too obvious to warrant any very serious debate. The city is simply where bright electricity lights are found, where the tempo of life is fast and where all the good things of life prevail in abundance and the village is the area with opposite attributes.

While such mode of differentiation may be regarded as simplistic, the fact remains that the common man in Nigeria today does not define a

rural or an urban area in terms of the number of people as such but by the presence or absence of basic infrastructure, and social amenities and the various trappings of modernization.

The difficulties in making clear decision between the two population groups, arise at least, from two major problems.

- i. the impossibility of utilizing simple statistical categories in delineating rural and urban settings.
- ii. the difficulty in determining whether a given border-line characteristics should be classified as rural or urban.

Despite these difficulties, fairly satisfactory definition of rural and urban population has been devised.

Rural is any settlement which has less than 20,000 population as for Nigeria. The definition varies from place to place and from time to time.

3.3.1 Degree of Rurality

Degree of Rurality is determined by

1. the proportion of the population engaged in agricultural production or absence and quality of infrastructural production as their primary sources of income.
2. the presence or absence and quality of infrastructural facilities such as portable water, lights etc.
3. perception of the population itself, that is, what the people perceive themselves to be; that is seeing themselves as living in the rural area.
4. population density in terms of the number of persons per unit of area expressed as persons per square kilometer. Population density is high in urban areas and low in rural areas.

3.4 Importance of Rural Sociology

In Nigeria where the proportion of rural dwellers is estimated at about 80 percent of the total population and more than half of the population of gainfully employed persons are engaged in agricultural occupations, the study and relevance of rural sociology cannot therefore be over-emphasised (Jibowo, 2000).

The importance of rural sociology in Nigeria is therefore seen in the following:

1. It brings to light the main characteristics and problems of rural areas the understanding of which is invaluable in dealing fairly with ruralites.
2. it provides direct change programmes (e.g. government rural development programmes) with relevant information about rural people's needs so that such programmes can be properly designed.
3. In the same vein, it provides feedback to the change agency as to the progress made and the modifications needed in their change programmes.
4. it arms any change agent who has to interact with rural people with sociological knowledge on such issues as leadership, power roles, mores, culture, family organization and others which he needs for the effective performance of his work.

3.5 Methodological Approach to Rural Sociology

Sociology studies rural man as he functions in rural group situations and in so doing draws upon and contributes to various other disciplines and policies. Sociologists are interested in the explanation of the way societies and social groups behave. It is a science to the extent that it develops a body of organized verifiable knowledge which is based on scientific investigations. It is also a science to the extent that it uses the scientific methods in its investigation.

The scientific method involves four major steps as follows:

1. Identification of Problems Worthy of Investigation

It needs not be a problem in the pathological sense; rather it is a goal, the attainment of which will represent progress of some sort. Problems can be definitely identified only after a thorough review of the literature and an exhaustive study in the work of others.

2. The Formulation of Hypotheses

Hypothesis is a statement that expresses the belief that one condition or thing is related in a specific way to another condition or thing. A working hypothesis is one that can be tested for its truth. An example of hypothesis that is testable is "studying the relationship between farmers' readiness to adopt improved seeds and their personal characteristics."

3. The Empirical Testing of the Relationship Hypothesized

Two major kinds of mental activities are involved in the testing of the relationship, observations and inference. Observation may include bare

observation of phenomena that cannot be controlled such as the family life of a tribal group, or control observation such as possible under experimented conditions in a laboratory. Inference on the other hand is defined as a process of logical reasoning from known facts to the unknown factors. Two types of inferences may be employed.

- i. Deduction – This is defined as reasoning from the general to the particular. For example, all men are mortal, Gowon is a man, therefore, Gowon is mortal.
- ii. Induction – This involves reasoning from the particular to the general. For example, every bird that has ever been observed has feathers, therefore all birds have feathers.

4. Classification and Description

This step is after the collection of the data and it is that of classifying the data. This involves the arrangement of the data into manageable categories to facilitate analysis. Analysis of data involves using basic statistical techniques to quantify the data from which a meaningful conclusion could be drawn. This is done with reference to the stated objectives and hypotheses of the study.

4.0 CONCLUSION

In the study of the meaning and importance of rural sociology, we have been able to state its various definitions and importance to the nation. Rural sociology has also been seen as a science because it uses scientific approach to arrive at its goals.

5.0 SUMMARY

At the end of unit, you have learned that:

- Rural sociology focuses on social interaction of rural people in the group relationship.
- Rural area is a setting that has less than 20,000 in population.
- Rural sociology brings to light the main characteristics and problems of rural areas the understanding of which is invaluable in dealing fairly with ruralites.
- Rural sociology uses scientific method to arrive at its conclusion.

6.0 TUTOR-MARKED ASSIGNMENT

1. Give three definitions of Rural Sociology
2. Mention Four importance of Rural Sociology to Nigeria
3. Rural Sociology is a science. Justify.

7.0 REFERENCES/FURTHER READINGS

E.E. Ekong (1988): *An Introduction to Rural Sociology*. Jumak Printers, Ibadan, Nigeria.

Gboyega Jibowo (2000). *Essentials of Rural Sociology*, Gbemi Sodipo Press Ltd., Abeokuta, Nigeria.

UNIT 2 THE RURAL AND THE URBAN SETTINGS

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- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Rural and the Urban Settings
 - 3.2 Occupation
 - 3.3 Recreation
 - 3.4 Size and Population Density
 - 3.5 Social Differentiation
 - 3.6 Social Stratification
 - 3.7 Social Mobility
 - 3.8 Social Interaction
 - 3.9 Social Solidarity
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit you would be able to decipher between an urban setting from a rural setting. Size alone or census number is not an enough evidence for urban-rural dichotomy as you would have insight into other distinguishing factors.

2.0 OBJECTIVES

It is expected that in this unit you would be able to;

- state the predominant occupations in urban and rural settings
- identify the nature of recreation in both of the settings
- compare the size of urban and rural settings
- state the characteristics of the composition in terms of the population of both urban and rural settings
- identify the social classes in the settings
- explain the factors of social mobility
- discuss the pattern of relationship among the inhabitants of urban and rural settings
- explain the degree of togetherness among the people.

3.0 MAIN CONTENT

3.1 Rural and Urban Settings

3.2 Occupation

Occupation among the rural settings is predominantly farming. While the men engage in the actual production of farm crops, the women engage in the processing and sales of the produce.

For instance, in Nigeria rearing of livestock is a major occupation in the northern states, while the men drive the animals from place to the other, their women counterparts process the livestock milk.

The fishermen in the Nigeria's riverine areas are largely males, although some females also take part. In most places, the function of the females in this occupation is to sell the fish and process it for market when occasions demand.

While the livelihood activities in the rural areas are crop farming, livestock rearing and fishing, in the urban areas they are vehicle driving, repairing, tailoring of clothes, construction of roads, setting of hardwares, and similar jobs.

3.3 Recreation

Rural and urban dwellers engage in different types of recreation activities during their leisures. Most farmers work on the farms in the early hours of the morning and retire home or farm house when the sun is hot to engage in "Ayo" game, drinking of palm wine or "burukutu" and smoking. They later return to the farm toward evening if the distance is not far. After the farmers have returned to the village to take their dinner, they recreational activities such as wrestling or "hide and seek" games by youth and children.

In the urban area, the morning scare spent at work place while in the evenings, watching of home video, football, wrestling, dancing and social outings particularly at weekends, are the recreational the people participate in.

3.4 Community Size and Population Density

The rural community is invariably small in size, while the urban community is frequently larger. So also, the population density of rural area is lower than that of the urban area. High density of population in urban area results in problems such as space congestion, noise,

pollution, high rent, exposure to disease and difficulty in getting a parking space for vehicles. However, it has its advantages such as opportunity for making varied social contacts, advanced educational opportunities, availability of modern infra-structural facilities and greater varieties of diets in the developing countries such as Nigeria.

In the rural area, the advantages from low population density such as opportunity to live a quiet life, breathing of clean air which is free from vehicular air pollution and presence of natural resources like flowers, birds and bush animals. The negative effects are geographical isolation, prevalence of gossips, lack of adequate school teachers and absence of economic, social and political institutions (Jibowo, 2000).

3.5 Social Differentiation

Social differentiation is more complex in the urban than in rural areas. Cities consist of groups of people from all parts of the world. Nigerian cities consist largely of the indigenous ethnic groups and other smaller Nigerian groups and foreigners. Also cities comprise of all forms of professionals with a high degree of integration and interdependence through a network of specialization and division of labour. The taxi driver, the university lecturer, the market women and the salesmen, the motor mechanic and tailor are all interdependent in a complex system of relationship in the city. The rural area consists of many relatively independent families, neighbourhoods and communities. The rural dwellers deals with people of identifiable characteristics such as other farmers of the same religious, economic and educational level.

3.6 Social Stratification

This has to do with division of people into various social classes. The difference between the social classes in urban from the rural areas are;

- social classes are fewer in rural area: while in the rural areas, the social classes are limited to lower and middle classes, the urban area stretches to upper class: The gap between a relatively richer farmer in the rural area is smaller than as obtained between a level 16 officer and level one officer in the civil service for instance.
- The lowest and highest social classes in the rural area are closer than in the urban area: The gap between a relatively richer farmer in the rural area is smaller than as obtained between a level 16 officer and level one officer in the civil service for instance.

- There is more rigid close system in the rural area than the urban area: The opportunities to diversify to improve one's social class are more open in the urban area than in the rural area.

3.7 Social Mobility

This is defined as the movement of an individual from one social class or group to another. The opportunities for vertical movement such as higher educational attainment, job creation, improvement in social infrastructure, political change, marriages abound more in the urban areas than in the rural areas. In other words, motivation for greater challenges provides the competitive spirits in the urban area than it does in the rural areas.

3.8 Social Interaction

This is a patterned relationship of one person with another through expressions of concrete thoughts, ideas and actions aimed at attaining concrete goals. Social contacts are greater in quantity, quality and variety in urban than in rural areas. The urban dweller, in the course of performing his duties comes in contact with so many people so also during recreational activities.

In the rural area, interaction takes place at water points, market days, weekly religious worships, occasional cultural ceremonies and naming ceremonies. It is therefore more informal and personal.

The quality and variety of interaction among the urban dweller is greater than that of rural dweller. However, both the urban and rural dweller are interdependent in the area of farm produce purchase at the farm gate, religious worship and traditional services.

3.9 Social Solidarity

As the urban population is highly heterogeneous in attributes, solidarity, which is the degree of togetherness among the people, is based on specialization and contractual relationship and so it is not easy to obtain ready solidarity as with homogenous rural dwellers.

The solidarity among the rural dwellers is stronger because the rural dwellers are made up of kiths and kins largely of the same ethnic group, similar occupation, education, income and other attributes.

4.0 CONCLUSION

In this unit you have learned in several ways, how urban areas differ from the rural areas. You have therefore gotten the knowledge the differences that exist in occupation, recreation, size and population density, social stratification, social differentiation, social mobility and social solidarity.

5.0 SUMMARY

At the end of the unit you have learned that

- varieties of occupations exist more in urban area than rural area
- opportunities for recreation are more in urban area
- The urban area is larger in size and in population density
- More social classes are in urban areas than rural areas
- Opportunities for vertical movement are more prevalent in the urban areas than rural areas.

6.0 TUTOR-MARKED ASSIGNMENT

1. Mention the common recreation among rural Nigerians
2. Mention the factors that enhance social mobility
3. Explain why social solidarity is stronger in the rural area than in the urban area

7.0 REFERENCES/FURTHER READINGS

Gboyega Jibowo (2000) and Ekong E.E. (1988).

UNIT 3 THE RURAL POPULATION

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- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Rural Population
 - 3.2 Characteristics of Rural Population
 - 3.3 Population Composition
 - 3.3.1 Age Composition
 - 3.3.2 Sex Ratio
 - 3.3.3 Household Size
 - 3.4 Occupational Status
 - 3.4.1 Agriculture
 - 3.4.2 Livestock Rearing
 - 3.4.3 Fishing
 - 3.4.4 Processing of Farm Produce
 - 3.4.5 Marketing of Farm Produce
 - 3.4.6 Hunting
 - 3.4.7 Small Scale Industries
 - 3.5 Fertility
 - 3.6 Mortality
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit you would learn about the characteristics of the population, composition of the rural population, occupational status of rural population. You would also become abreast of the rates of birth and death rate in the population.

2.0 OBJECTIVES

By the end of this unit, it is expected that you would be in the position to:

- identify the characteristics of rural population
- explain what rural population is composed of
- discuss the occupational status of rural population
- explain fertility and mortality rates in rural population.

3.0 MAIN CONTENT

3.1 The Rural Population

3.2 Characteristics of Rural Population

The rural population is more conservative, tradition bound and fatalistic. Rural people have less access to opportunities for improvement and increase in production and where the opportunities are available the difficulty in accessibility to the opportunities abound. Rural people are more resistant to change than the urban dwellers. Rural populace are less adventurous and has low level of education. Aged people outnumber other categories of the population because of the tendency of the younger ones migrating to the urban area to seek better living standard.

3.3 Rural Population Composition

The composition of the rural population could be described in forms of age, sex, marital status, level of education, religious affiliation and other characteristics.

3.3.1 Age Composition

The rural population is different from the urban population in relation to age in that

- the proportion of children in the rural population is larger than that of the urban population,
- the age category of 15-44 is lower in the rural area than the urban area due to migration,
- there is higher proportion of rural population that is above 45 than the urban area,
- the proportion of the rural population in the productive years (15 – 64) is less than that of the urban area.

The predominance of persons in less economically productive ages in the rural areas has a bleak implication for the future growth of agriculture in Nigeria. More energetic persons in their economically productive years will have to be retained to continue agricultural production.

3.3.2 Sex Ratio

Sex ratio refers to the number of males per 1000 females in the population. Studies in the rural areas of western Nigeria have shown that there are more males of active productive age in the rural areas than females (Ekong, 1988). The populations of male and female in any society influence the socio-cultural and economic conditions of that society such as marriage, birth rate, death rate, availability and type of labour and even social movements of people. Rural and urban populations differ in the proportion of males and females. Males outnumber females in the rural area, while females are more numerous than males in the cities.

3.3.3 Household Size

Household has been defined as all the people who “eat from the same pot”, that is who take at least one principal meal together daily. Household size is larger in the rural area than the urban area. This may be as a result of the need for farm helps by the ruralites for which they go polygamous to have large families. However, large families ensure manpower for farm work as well as anticipating the effects of infant mortality.

3.4 Occupational Status

Rural population engage in livelihood activities such as the following; Agriculture, livestock rearing, fishing, processing of farm produce, marketing of farm products, hunting and small-scale industries.

3.4.1 Agriculture

Agricultural practices among the rural population is based mainly on crop production which include annual crops such as yam, cassava, maize, sorghum, cocoyam, rice and millet while the tree crops include cocoa, kola, coffee, cashew and oil palm and fruit crops. Fruit crops grown by the rural population are banana, plantain, guava, orange and pawpaw. The distribution of the crops grown is premised on the varied ecological zones.

3.4.2 Livestock Rearing

The practice is more predominant in the Northern part of Nigeria. The men move the animals (cattle, sheep and goats) from one place to another in search of food and water while their women process the milk for sale.

3.4.3 Fishing

Fishing is carried out in the riverine area mostly. While the men do the catching of the fish, the women process the fish for markets. Fish farming involves marine fishing, fresh water fishing and aquaculture.

3.4.4 Processing of Farm Produce

Processing of farm produce is basically female occupation. The female process farm produce such as cassava into “garri”, flour, yam into flour oil palm seeds into palm oil and palm kernel.

3.4.5 Marketing of Farm Produce

Women mainly do the marketing of farm produce on behalf of the family. Some farm produce are sold processed while some are sold unprocessed. The purpose of processing before marketing is for additional value to the product.

3.4.6 Hunting

Hunting is largely undertaken by men. Few urban men go on hunting expeditions. Hunting atimes is done at off seasons which means that, a farmer may combine hunting with crop farming. In this circumstance, he devotes time to crop farming during the rainy season and concentrate more on hunting at off season.

3.4.7 Small Scale Industries

Several small scale industries are based in the rural areas. Examples of such industries are blacksmithing, gold-smiting, watch repairing, bicycle repairing, basket weaving, barbing, palm wine tapping, cloth weaving, dyeing, food selling, carpentry and pot making.

3.5 Fertility

Fertility rate deals with birth. Fertility ratio is used to measure the level of fertility of the rural populations. Fertility rate refers to the number of births per year per 1000 women in the population of a place. The fertility rate is higher among the rural dwellers than the urban dwellers in Nigeria.

The reasons why the rural people reproduce at higher rate than the urban people are:

- Some religions favour, for instance Islam, large number of children and having up to four wives.
- The cost of taking care of children is higher in the urban area than in the rural area
- The need for more hands on the farm work necessitates larger number of children among ruralites
- Limited availability of recreational facilities had made the rural people to engage more in pro-creation than the urban dwellers who can direct their energies elsewhere.

3.6 Mortality Rate

Mortality rate refers to the number of deaths per 1000 persons in the population. More rural women than men die between the ages of 10 and 40 years, which is also the active child-bearing period for women. The average life expectancy in rural Nigeria is 37 years (37.2 years for males and 36.7 years for females).

Mortality is higher in the rural area than urban area. This may be attributed to:

- less of modern medical facilities in the rural than urban areas
- rural dwellers are less hygienic and therefore more disposed to infectious diseases
- fear of the belief in witchcraft and other supernatural powers

4.0 CONCLUSION

You have in this unit been exposed to the characteristics and composition of rural population, in terms of age, sex, household size, occupational status, fertility and mortality rates. By this study, you have understood that certain features differentiate rural population from urban population.

5.0 SUMMARY

By what you have learned in this unit, you have been exposed to the knowledge of:

- the characteristics of rural population
- the composition of rural population
- the livelihood activities of the rural population which are hinged on their occupational status
- fertility and mortality in rural population

6.0 TUTOR-MARKED ASSIGNMENT

1. State the reasons why rural population differs from that of urban in relation to age.
2. Mention the occupations the rural population are engage in
3. Why is mortality higher in the rural area than urban area

7.0 REFERENCES/FURTHER READINGS

Gboyega Jibowo (2000) and Ekong E.E. (1988). See previous references.

UNIT 4 RURAL MIGRATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Rural Migration
 - 3.2 Why People Move
 - 3.3 Rural Urban Migration
 - 3.4 Rural-Rural Migration
 - 3.5 Urban-Rural Migration
 - 3.6 Region-Region Migration
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit, you will get to know why the rural population, despite the high rate of fertility, diminishes. Why people move and the forms of movement will also be brought to your knowledge.

2.0 OBJECTIVES

It is expected that, at the end of the unit, you will be able to:

- explain why people move from one place to the other
- indicate who moves
- state the forms of movement people make.

3.0 MAIN CONTENT

3.1 Rural Migration

Migration refers to the movement of people from one geographical location to another either on a temporary or permanent basis. The movement, in case of migration, is within the country as distinguished from emigration, which is departure of a person from his country to take up permanent residence in another country and immigration which is the entering of a person into a country other than his own.

3.2 Reasons Why People Move

People move from one place to another for the following reasons:

- People move primarily for economic reasons. The greater the difference in economic opportunities between the urban and rural regions, the greater the flow of movement.
- Some farmers move from their home base to other places in search of land for farming
- To advance educational attainment
- To acquire skills or certain trades through apprenticeship
- The need to escape from violence pruned area
- Adverse physical and climatic condition.

3.3 Rural-Urban Migration

The most common form of migration in Nigeria and in other developing countries is that of rural to urban area. The youth constitute the largest proportion of the rural-urban migrants. Absence of jobs such as clerks and house maids, educational opportunities, big companies in the rural areas are some of the reasons why people move to urban areas.

3.4 Rural-Rural Migration

This refers to the movement from one rural area to another rural area. People move from rural to rural location for the following reasons:

- Landless members of the community move to other areas where land is available for farming;
- Less economically endowed members of the community more to serve as hired labourers;
- Sharecroppers also move from one rural community to another in search of better arrangement with crop owners;
- Rancour, bitterness and suspicion among families or community make some people or individuals to move from their place of origin to seek for relief elsewhere;

3.5 Urban-Rural Migration

Migration from urban to rural areas is becoming more pronounced today in Nigeria. Apart from the seasonal movements for the celebration of festivals, such as new yam festivals, Christmas, Easter, festivals for the Muslims, marriages and burials, which are temporary, urban-rural migration is taking the form of some retired civil servants relocating to the villages to augment their living with farming. Findings from surveys

have also shown that, the retired civil servants, teachers, etc. and those who loose their jobs and suddenly become jobless make the return to the village as the alternative just as how some widows who in an attempt to make provision for their children, after the demise of their husbands, go back to the village where assistance could be received from relatives.

3.6 Region-Region Migration

People move from one region to another in search of satisfaction of their aspirations. For instance, people move from the drought affected Sahelian areas of Northern Nigeria to seek for safety in the southern part of the country. Also, many Hausa and Fulani ethnic group members have moved from dried areas of the North to the wetter south in search of water and feed for their animals and to be engaged as hired labour in some trades. So also, the Igbos from the south East of Nigeria constitutes the largest number of traders in the Northern Nigeria.

4.0 CONCLUSION

In this unit, we have defined what migration is as distinct from emigration and immigration and have also learned the reasons why people move and the forms of movement they make.

5.0 SUMMARY

To this extent, you have learned in this unit that;

- migration is the movement of people from the place of origin to other place
- economic reasons is the major reason why people move;
- people move from rural to rural areas;
- people also move from urban to rural area particularly after retirement from service; and
- region to region is another form of movement that people make.

6.0 TUTOR-MARKED ASSIGNMENT

1. Differentiate between Migration, emigration and immigration.
2. Give five reasons why people move from rural area to urban area and three reasons why people move from rural to rural area.

7.0 REFERENCES/FURTHER READINGS

James, J.A. (1976): World Population; Basic Documents. Ocean Publication, New York p. 331.

Ajaegbu, H.I. (1975). "*Migrants and the Rural Economy in Nigeria*" in Adepaju, A. (ed.) *Internal Migration in Nigeria*. Proceeding of the Seminar on Internal Migration in Nigeria, University of Ife. P.

Jibowo, (2000), Ekong, (1988). See previous references.

MODULE 2 RURAL SOCIAL ORGANISATION

Unit 1	Social Group
Unit 2	Sociological Concepts
Unit 3	Pattern of Settlements
Unit 4	System of Agriculture

UNIT 1 SOCIAL GROUP

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Social Group
3.2	What are Social Groups
3.3	Primary and Secondary Groups
3.3.1	Primary Group
3.3.2	Secondary Group
3.3.3	Differences between Primary and Secondary Groups
3.4	Locality Groups
3.4.1	Neighbourhood
3.4.2	The Community
3.5	Voluntary Associations
3.5.1	Characteristics of Associations
3.5.2	Importance of Voluntary Associations
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Readings

1.0 INTRODUCTION

In the last unit we learnt the reasons why people move from this place of origin to other places and the forms of movement they make. In this unit we are going to be acquainted with how the individuals interact with one another consciously and how these interactions result to social groups.

2.0 OBJECTIVES

It behoves that this unit will enable you to be able to:

- explain what social group is
- identify the types of social groups
- state the characteristics of social groups
- mention voluntary associations in the local communities.

3.0 MAIN CONTENT

3.1 Social Group

3.2 What are Social Groups?

A social group is a number of persons likened together in a network or system of social relationships, its members interact with one another in a more or less standardized version, that is, according to the norms or standards accepted by the group. Their relationship and interaction are largely based on a set of inter-related roles and services. They are united and held together to a greater or lesser extent by a sense of common identity or similarity of interest which enables them to differentiate members from non-members. Social group is concerned with when a number of people come together to share certain values and interests and thereby identify closely with each other.

3.3 Primary and Secondary Groups

3.3.1 Primary Group

Primary group is the predominant type of group interaction because they know each other very well, for example, childhood intimacy brings people to have strong loyalty to one another over a long period of time. Members of social groups care for each other's welfare.

3.3.2 Secondary Group

Secondary group are more likely to be found in heterogeneous communities or large areas. They form associations and unions, for example students union, Community Development Association, Farmers' Cooperatives, Cocoa Farms Association and Farmers Congress.

3.3.3 Differences between Primary and Secondary Groups

Table 3.2.3: Differences between Primary and Secondary Groups

<i>Feature</i>	<i>Primary Group</i>	<i>Secondary Group</i>
* Size	They are generally small size	Large size
* Relationship	Intimately and personal	Largely
* Communication	Much face to face	Little face to face
* Membership	More or less involuntary	Voluntary
* Commitment	Strong feeling of group loyalty	Not well acquainted
* Group conduct	Informality is most common	Formality prevails
* Group Decisions	More traditional, personal and non-rational	More rational
* Goals	Interaction between groups is an end in itself	Interaction is a means to an end

3.4 Locality Groups (Informal Groups)

They are two locality groups. These are the neighbourhood and the community. These two locality groups are distinguishable by their geographical identities. A combination of neighbourhoods will constitute a community, while a combination of communities will constitute a state or nation. The family is however, the smallest part of the community within the locality groups. Besides, there are other informal groups within the locality, which are, cliques and friends, peer groups, reference groups and special interest groups.

3.4.1 Neighbourhood

These are made up of a group of families. Neighbourliness is more pronounced in rural areas than urban setting. The basis of membership is proximity of domicile. Membership of neighbourhood is sustained through:

- visiting of one another by the families who live close to themselves
- mutual aid among themselves
- common market place, common religion, common ancestry, and
- by pulling efforts together to get done some projects of joint benefit

3.4.2 The Community

A community is a locality group but it is larger than the neighbourhood. The term community refers to a group of people living together in a place, also have a sense of belonging together and who through their organized relationships, share and carry on activities in pursuit of their common interests.

3.5 Voluntary Associations

Voluntary associations are organizations that people belong to, part time and without pay such as clubs, social work agencies and the like. Voluntary associations are therefore a non-profit group which a person joins by choice.

Most of the associations in the rural areas of Nigeria can be classified as expressive association because they are formed to satisfy the individuals' interests of members. Examples of such associations existing among the Yoruba of South-Western Nigeria are the thrift society ("Egbe Esusu"), the mutual aid societies ("Egbe Aaro", "Egbe Owe"), men's club, young ladies club, religious societies for Christians, Muslims and traditional religious practitioners and secret societies or cults.

3.5.1 Characteristics of Associations

Associations have the following characteristics;

- They have names by which they could be identified
- They have no written constitution
- They often elect officers through nominations and show of hands
- They have regular meeting places
- They write down the minutes of their meetings
- Members are obliged to attend meetings or face sanctions
- Membership continues for as long as a member desires

3.5.2 Importance of Voluntary Associations

The importance of voluntary associations is seen in the following;

- They sustain the traditions and cultures of the predominant ethnic groups in rural areas where they are located.
- They give moral and financial support to members
- They provide specific services to members such as clearing of farm and building of houses

- They provide social services to members such as naming ceremony, burial, dedication of new houses by religious associations
- They are avenues through which members derive auxiliary benefits such as securing jobs for their friends and relatives, securing marriage partners and personal assistance.

4.0 CONCLUSION

From this unit we have learned what social group is, the types of social groups and the differences between them. We have also learned about the locality groups and voluntary associations.

5.0 SUMMARY

In this unit we have learned that

- Social group is a group of people likened together in a network of relationships,
- There are primary and secondary social groups,
- The locality groups include the family, neighbourhood and the community,
- That voluntary associations are organizations people belong to by choice, and
- Voluntary associations are of importance to members

6.0 TUTOR-MARKED ASSIGNMENT

1. State five differences between primary and secondary groups
2. In what ways is the membership of neighbourhood sustained?
3. Mention five importance of voluntary associations

7.0 REFERENCES/FURTHER READINGS

Lowry, N. (1955). *Rural Sociology*. American Book Company, New York.

Smith, C. and Freedman, A. (1972). *Voluntary Associations Perspectives on the Literature*. Harvard University Press Cambridge, Massachusetts.

Jibowo, G. (2000) and Ekong, E. (1988) op cit.

UNIT 2 SOCIOLOGICAL CONCEPTS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Sociological Concepts
 - 3.2 Social Status
 - 3.2.1 Ascribed Status
 - 3.2.2 Achieved Status
 - 3.3 Social Norms
 - 3.4 Social Beliefs
 - 3.5 Social Values
 - 3.6 Social Stratification
 - 3.7 Social Transmission
 - 3.8 Social Control
 - 3.9 Social Role
 - 3.10 Culture
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

This unit is intended to explain some sociological concepts and how they function in the rural settings.

2.0 OBJECTIVES

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

- define the studied concepts
- state the characteristics of each concept
- relate each concept to the sustenance of the rural communities.

3.0 Main Content

3.1 Sociological Concepts

3.2 Social Status

Social status is the social position of an individual in relation to others. The meaning of the term is to be distinguished from the popular use of

the term to mean “a great amount of prestige”. Status should not be thought as synonymous with individual who occupies position to which it is attached. It is simply the collection of obligations responsibilities and sights associated with a certain position in a given society that each individual occupies.

Social status is occupied into ways.

3.2.1 Ascribed Status

This is acquired at birth without effort on the part of individual through sex, race, kinship, ancestry and the like. In this regard, the individual has the position thrown at them by the society without individual's efforts. An example of such positions is heirship to the throne.

3.2.2 Achieved Status

In this regard, the position is thrown open to competition and it comes to the individual after an effort on his part, for example, positions occupied by lecturers, doctors, lawyers, governors and such like.

3.3 Social Norms

Social norms are defined as required or acceptable behaviour in a given situation. Social norms is one of the elements of culture. Social norms help us on how to behave in a particular situation for example, the church, at social gathering or similar circumstances. Different norms have varying degree of importance to the society. Some norms are of crucial importance to the welfare and even the survival of the society and therefore they are strictly enforced and are referred to as Mores. Others that are not very important to the society though they are accepted as correct mode of behaviour are known as folkways. Some important social norms in Nigeria are dressing norm, eating habit, entertainment, burial practices and marriage norms.

3.4 Social Beliefs

Social belief is the shared idea regarding what is true. It is a proposition accepted as being true by an individual or group. Social beliefs help one to believe in what is true. When you believe in one person, it therefore means that you have to reject other persons views. Social belief gives a social background of what is true.

3.5 Social Values

Social values are principles, standards, or beliefs which are considered desirable and are therefore highly cherished. It is the shared ideas regarding what is good or important in a society. Social values help us to make the right choice, socially acceptable choice.

Some social values in the rural areas of Nigeria are;

- respect for age – seniority by virtue of age in the family is highly valued.
- preservation of virginity – premarital virginity of ladies is highly valued. Men are not also expected to have sexual experience before marriage.
- Regard for traditional authorities.
- Claim of township as home, rural residents claim the nearby towns to their villages as homes.
- Complete dressing: Such as wearing a cap when putting on traditional dress.
- Honesty: One shuns falsehood and deceit and acts truthfully.
- Hardwork – this is highly cherished in many rural communities all over the world. Among the Yorubas, indolent person is frequently denied the opportunity of getting a wife.

3.6 Social Stratification

Social stratification is the division of people into various social classes. Stratification is the arrangement of a whole entity into layers on top of one another. In human population, we talk of the division of the population into social strata which are relating distinct from one another according to one or more criteria. Social stratification exists in all societies, though the things that differentiate one stratum from another may not be very important, for instance in the rural area, the community leader may not be having as much possessions as some of his subjects.

The indicators of inequalities in the society are age grades, sex, race, economic indicator, socio-political indicator, occupation, marriage and ancestry.

3.7 Social Transmission (Socialisation)

Things are socially transmitted from one person to another in a society through the process of socialisation. Socialisation is the process of handing what is socially acquired to other people and other groups. Socialisation is the process of passing on the culture. The process of

socialization is a life long process, we continue learning everyday about life. Socialisation process takes place through social interactions and communication. Agents of socialization are:

1. the immediate family members: members of the family comprising the father, mother, brothers, sisters and other relations, contribute to the upbringing of every member by rewarding good and acceptable actions while punishing the unruly and unacceptable ones.
2. other people in the neighbourhood: neighbours assist one another in instilling discipline in their children through giving of instructions that will make them grow to become responsible adults.
3. teachers and peer groups: beyond the family circle, the teachers and the peer groups that the child is associated with, contribute to the moulding of the child's character, sometimes positively and sometimes negatively. Can you state how a child may be influenced negatively?

3.8 Social Control

The society must ensure a certain degree of conformity to the social norms, values and beliefs. Socialisation helps to ensure that people know what is right or what is socially acceptable, but at the same time the society must reinforce that socialization process with a social control.

Social control consists of those mechanisms by which a society exercises dominance over individual and enforces conformity to its norms and values. It is a process by which deviancy is kept to minimum level. The conforming individual is rewarded while the non-conforming is punished.

There are two types social control. These are formal social control and informal social control. Formal social control refers to the use police, the prison to ensure conformity with society's norms. Informal social control refers to the use of mechanisms which are inherent in the society whereby people's misdeeds are known and good deeds are rewarded. For example, people passing good comment about one's deeds or gossips or ridicule. This is not effective in the large or heterogeneous society.

3.9 Social Role

Social role is the pattern of behaviour expected of those who occupy certain statuses. Social roles are prescribed for every status and

interaction becomes predictable to the extent that individual behaves in accordance with the norms of their roles. An individual may have several roles at the same time for example one who is a father, is a husband, is a club member, an agronomist or organist in the church.

3.10 Culture

Culture is the total way of life which is learned, shared or transmitted from one generation to another. It is a set of shared ideas concerning the achievement of human beings which are socially acquired and socially transmitted. Ideas in culture include feeding, dressing, good manners and the like.

4.0 CONCLUSION

This unit has afforded us the opportunity to have the knowledge of some sociological concepts, their characteristics and the roles they play in the communal life of the rural people.

5.0 SUMMARY

You have learned about the sociological concepts and so exposed to the knowledge on:

- the sociological concepts
- the characteristics of each sociological concept vis-à-vis the perpetuity and continuity of the rural populace.

6.0 TUTOR-MARKED ASSIGNMENT

1. List the sociological concepts you know
2. Mention the indicators of inequality in rural Nigeria
3. Mention three agents of socialization
4. Discuss social control

7.0 REFERENCES/FURTHER READINGS

Williams S.K.T. (1984). *Agricultural Extension Manual*. Sherad Publishers Ltd., Ibadan.

Jibowo G. (200) op.cit.

UNIT 3 PATTERNS OF RURAL SETTLEMENT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Patterns of Rural Settlement
 - 3.2 Nucleated Pattern of Settlement
 - 3.3 Advantages and Disadvantages of Nucleated Pattern of Settlement
 - 3.4 Dispersed Pattern of Settlement
 - 3.5 Advantages and Disadvantages of Dispersed Pattern of Settlement
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 Preferences/Further Readings

1.0 INTRODUCTION

In this unit, we will learn how the rural people pattern their settlements and the merits and demerits of the patterns of arrangement.

2.0 OBJECTIVES

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

- state the factors that govern the type of settlement in a community
- explain the types of settlement pattern
- discuss the advantages and disadvantages of each of the settlement pattern.

3.0 MAIN CONTENT

3.1 Settlement Patterns

Settlements pattern refers to the way a population is arranged. Settlement pattern of a population is governed by certain factors which include;

- the need for defence against expected invasion.

- the physical condition of the geographical space in terms of topography or land forms, soil type, availability of water and type of vegetation.
- the nature of farm practice, that is, whether it is crop farming, tree crop farming or livestock rearing.

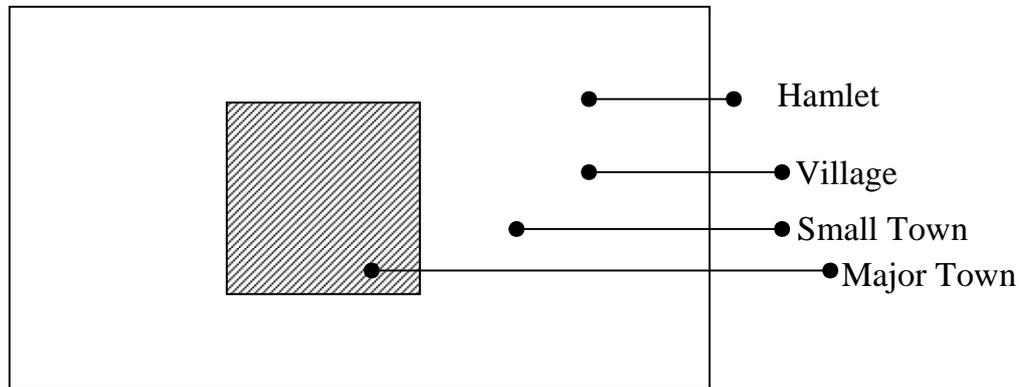


Fig. The Okun Settlement Pattern

3.2 Nucleated Settlement Pattern

This consists of clusters on contiguously located compounds each of which may be separated by mud walls or reed fences. Cluster or nucleated settlements have their origin from the people's need in the past, for self defence against hostile neighbours. In some instances, the entire village may be surrounded with a high mud wall like in old Anchau in the Northern part of Zaria district, or the village may be located within high rocks like in old Abeokuta or within a natural valley surrounded by high hills as in Okeigbo and Idanre in Ondo.

3.3 Advantages and Disadvantages of Nucleated Pattern

Advantages of nucleated pattern include

- security from attack either by external aggressive or wild beast.
- easier transmission of information on innovations to a large number of people within a short time.
- efficient use of social facilities.
- closer social interaction affords individuals some psychological security

Disadvantages of nucleated pattern are:

- Destruction is more intensive in case of fire outbreak.
- Time and energy is wasted shuttling between the farmer and place of domicile..
- It encourages absenteeism from the farm.
- Does not allow for proper town planning.
- Encourages gossips and undue interference in the neighbours private life.
- Compounds the problem of sanitation.

3.4 Dispersed Settlement

This settlement pattern refers to a number of dwellings located in scattered compounds dispersed over the entire village territory with each compound having a considerable area of farmland around the compounds. This type of settlement pattern is found in the Ibo, Ibibio, Tiv and other smaller ethnic group areas in Nigeria. In the Tiv area of Benue and parts of Plateau States, the round thatched huts are set within trees in the otherwise open grassy landscape in a scattered fashion. Each contains a family and some relatives and is maintained until the surrounding farmlands have become infertile whereupon the family moves to another area.

3.5 Advantages and Disadvantages of Dispersed Settlement

Advantages of dispersed settlement include;

- Farmers do not have to waste time and money traveling long distances since they are settled in their farm.
 - Farmers can raise livestock along with crop farming
 - Allows for proper town planning and expansion
 - Affords each individual families some measure of privacy.
- The disadvantages of dispersed settlement are;
- It is usually difficult for strangers to delineate the village boundaries for service purposes
 - Information on innovation diffuses much slowly
 - Social services cannot be economically provided
 - Encourages psychological isolation due to the privacy
 - People are more prone to robberies and animal attacks

4.0 CONCLUSION

We have learned in this unit that, the way a people is arranged is governed by certain factors which could be naturally physical or psychological. We have also been disposed to learn that settlement pattern could either be nucleated or dispersed.

5.0 SUMMARY

In this unit you have learned that

- the need for defence, physical conditions of the space determine the settlement patterns
- there is nucleated or dispersed settlement pattern
- there are advantages and disadvantages of each settlement pattern

6.0 TUTOR-MARKED ASSIGNMENT

1. Mention three factors that determine settlement pattern
2. Discuss the type of settlement patterns in Nigeria
3. Mention three advantages and three disadvantages of the settlement patterns

7.0 REFERENCES/FURTHER READINGS

Ekong, E. E. (1988); Jibowo, G. (2000). Op. cit.

UNIT 4 SYSTEMS OF AGRICULTURE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Systems of Agriculture
 - 3.2 River Bank System
 - 3.3 Fire Agriculture
 - 3.4 Hoe Agriculture
 - 3.5 Rudimentary Plough Culture
 - 3.6 Advanced Plough Culture
 - 3.7 Mechanized Farming
 - 3.8 Farming Systems
 - 3.8.1 Shifting Cultivation
 - 3.8.2 Tree Crop Farming
 - 3.8.3 Sedentary Cultivation
 - 3.8.4 Livestock Farming
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit, you will be disposed to understand the concept of agricultural systems, to identify the systems of agriculture and their characteristics. You will also learn about these characteristics. You will also learn about the farming systems in Nigeria.

2.0 OBJECTIVES

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

- explain agricultural systems
- discuss farming systems in Nigeria.

3.0 MAIN CONTENT

3.1 Agricultural Systems

Agricultural system refers to the prevailing social pattern of farming in an area and include the different methods, skills, scientific knowledge and practices of people about agriculture. A large variety of farming systems can be found in a single country due to such factors as the

climate, soil, vegetation, level of technological development of the people, to the economic objectives underlying farming in the area (Ekong, 1988).

3.2 River Bank System

This system of farming involves no organized technology but by mainly planting of seeds to produce food supply by simply pressing the seeds into the fertile soil of a river-bank with no attempt at seed bed preparation. The system has been regarded as the most primitive.

Today this system persists in many parts of the developing world where dry season planting is largely at the river banks. Water is then led to the crop farms through shallow channels, or watered with buckets. In Nigeria, farmers crop in the Niger River and Benue River delta and banks. In recent time, Fadama farming has began to gain prominence particularly, with the aid from the donor organizations such as the World Bank.

3.3 Fire Agriculture

By this system, there is the burning of bush in order to clear the land for planting, where they are big trees, they are cut and allowed to dry before they are burnt. At the inception of the rains, after the burning, machet or hoe is used to open the ground for planting of the seeds or if the ground could be made into heaps or moulds before planting.

The system has the advantage of reducing labour, micro-nutrients release and the killing of harmful pests and disease organisms. It however, has the disadvantage of the destruction of surface organic matter, nutrient fixing micro-organisms and macro-organisms and the quick release of volatile soil nutrients.

3.4 Hoe Culture

Farm technology begins to manifest some complexity under this system. The system is however energy sapping and drudgery is prevalent. In most hoe cultures, the sickle is the principal tool in harvesting grain crops. Transportation, under this system, is frequently by foot or boat in the riverine areas and agricultural production is also low. Most developing countries belong to the economies where hoe is the most used implement of farming.

3.5 Rudimentary Plough Culture

Next in the order of complexity after the hoe system is rudimentary plough culture. It involves the use of some sort of plough pulled by animals for rooting and turning the soil. The motive power comes from the animals rather than the farmer. Usually oxen and water buffalo rather than horse are used for power.

In societies which use the rudimentary plough system, crop harvesting is by hand using sickles, grain threshing is by beating on the floor and by walking animals over them. Transportation under this system, is also by animal pull.

3.6 Advanced Animal Plough Culture

This is an advanced stage above the rudimentary plough culture. This system is characterized by a better source of farm power than the ox, improvement in the hitching equipment through the perfection of a collar that made the use of horses possible as draft animals was achieved and the invention and perfection of a farming plough; first with the wheels attached to be pulled by the horse, then that which resembled a wooden mold board.

3.7 Mechanised Farming

Mechanised farming involves the use of machines for carrying out farm operations with minimum human labour. Mechanised farming also involves the application of insecticides on crops, the use of fertilizers, use of milking machines and the use of technologically advanced storage facilities. Mechanised farming could also be regarded as the application of science and technology to providing solution to agricultural problems. Mechanised farming has been the practice in the United States, Canada and some other countries since 1950.

3.8 Farming Systems

Farming system refers to the social patterns of farming in an area including the distinctive methods of combining inputs, the sequence followed, timing on the general goals and rationale underlying the practice. Farming systems have been classified on the basis of land use into four major categories. These are shifting cultivation, tree crop farming, sedentary cultivation and livestock farming.

3.8.1 Shifting Cultivation

Shifting cultivation refers to a system of farming whereby the farmer alternates between cropping and fallow periods. After cultivating a land for a number of years and it is observed that the fertility of the soil has declined, such a land is allowed to rest a while for some few years until when the fertility is believed to have improved. Shifting cultivation involves slashing, burning and cultivation. The period of fallow depends on the population pressure on land as well as the nature of the soil itself.

3.8.2 Tree Crop Farming

Tree crop farming can be in form of the traditional permanent tree cropping, plantation tree cropping, or Taungya farming. The traditional permanent crops are often associated with arable cropping under intensive cultivation in Southern Nigeria. Crops grown in this category include cocoa, kola, oil palm and rubber often intercropped with food crops. In the case of plantation tree cropping or estate farming, only a single tree crop is grown over an extensive area of land. This could be either rubber or oil palm often established by government or private firms.

Taungya farming, which is the third category of tree crop farming, involves raising forest trees in combination with agricultural crops directly by government. Planting of crops within the trees, however, terminates as soon as the canopies of the trees are formed. The practice ensures an integrated land use and is commonly practiced in Ondo, Edo and Oyo States.

3.8.3 Sedentary Cultivation

This type of farming is almost the opposite of shifting cultivation and it is practiced in Nigeria as irrigated farming, terrace farming, intensive continuous cropping or as continuous cultivation of cereals and grain legumes.

3.8.4 Livestock Farming

Livestock farming is broadly classified into nomadic livestock raising and mixed farming. Nomadic livestock raising involves herding the cattle across the grasslands of the North during the rainy season and migrating southward during the dry season in search of water and pasture.

In mixed farming, arable cropping is done using bullocks, ploughs and cattle manure. The raising of livestock is combined with the cultivation of arable crops with symbiotic benefits.

4.0 CONCLUSION

This unit has afforded us the opportunity to understand the types of agricultural systems in practice. The characteristics of each system has been made explicit. In the unit also, farming systems has been understood shifting cultivation, tree crop farming sedentary cultivation and livestock farming.

5.0 SUMMARY

In this unit you have learned that:

- Agricultural system refers to the social pattern of farming prevailing in an area
- In river bank farming, seeds are pressed into the soil of a river bank
- Burning of bush is the characteristics of fire agriculture
- The use of hoe in hoe culture is energy sapping
- Advanced plough culture is the advanced stage or rudimentary plough culture
- Mechanized farming involves the use of machines and chemicals to aid crop production
- Farming systems are classified into shifting cultivation, tree cropping sedentary cultivation and livestock rearing.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define Agricultural Systems.
2. Discuss the characteristics of Mechanised farming.
3. Mention three disadvantages of shifting cultivation.

7.0 REFERENCES/FURTHER READINGS

Obi, J.C. (1976). "Farming Systems in Nigeria as a development planning tool" paper presented at the National Seminar on Manpower Planning for Agricultural Development in Nigeria, Ibadan.

Jibowo C. (2000). *op. cit.* and Ekong E.E. (1988). *Op. cit.*

MODULE 3 RURAL SOCIAL INSTITUTIONS

Unit 1	The Family
Unit 2	Educational Institution
Unit 3	The Religious Institution
Unit 4	The Economic Institution
Unit 5	The Political Institution

UNIT 1 THE FAMILY

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	The Family
3.2	Forms of Marriage
3.3	Rules of Descent, Residence and Authority
3.3.1	Rules of Descent
3.3.2	Rules of Residence
3.3.3	Rules of Authority
3.4	Functions of the Family
3.5	Changes in the Nigerian Family
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
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1.0 INTRODUCTION

We intend to learn about the family institution in this unit. To achieve this, we shall be acquainted with the forms of marriage in Nigeria, the functions of the family, the residence and authority of the family and we shall identify the changes that have taken place in today's marriages compared with what they were in the past.

2.0 OBJECTIVES

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

- explain the forms of marriage in Nigeria
- mention the functions of the family
- give reasons while people go into polygamy
- mention the changes that have taken place in today's marriages.

3.0 MAIN CONTENT

3.1 The Family

The family is the basic social and economic unit of the society. The family has a great influence on the personality of the individual. The family represents a relatively permanent and socially approved group consisting of parents and children. The institution of family is created through marriage. By way of definition, the family is a kinship group linked by blood and marriage and occupying a common household.

3.2 Forms of Marriage

Marriage involves choosing a spouse. When choice of a partner is done within the blood relations, as it is famous with the Fulani and Hausa, it is known as endogamy, but if it is outside the clan, tribe, village or religious grouping; it is referred as exogamy. Marriage can also be classified based on the number of partners involved in the union. Based on this classification, we have the following forms of marriages;

1. Monogamy: This is the form of marriage where one man and one woman are involved.
2. Polygamy: This is the one in which more than two people are involved. Polygamy can assume three main forms. These are;
 - (i) Polygyny: This is where one is married to two or more women. This is most common for Muslims and villagers.
 - (ii) Polyandry: This is one involving the woman and two or more men. This has been identified with the Todas in Southern India.
 - (iii) Group Marriage: This involves several men and women in marriage relationship with one another with no sense of exclusive ownership.

Reasons why people go into polygamous marriages in Nigeria include:

1. Religious Beliefs: Islamic religion allows its adherents who are able, to take as many as four wives.
2. Economic Reasons: Since most farming activities are still being done manually, the need for more hands on the farm necessitates, the marrying of more than one wife with the aim of having several numbers of children.
3. Need for Children: Where the first marriage is unfruitful in terms of child bearing the man may decide to take other wives. In some cases, the need for a male child who would inherit the property of the family also represents reason why men take on additional wives.

4. Gratification of Sexual Needs: Men naturally have stronger sexual urge than the women, and in attempt to have socially approved sexual outlets when their wives are nursing babies or menstruating or sick take on additional wives.
5. Social or Cultural Obligation: A successful businessman or traditional ruler may be given a girl on gratis by someone who seeks to be an inlaw with him.

3.3 Rules of Descent Residence and Authority

3.3.1 Rules of Descent

A child born into the family has a lineage from both the father and the mother, where the descent of the sibling is traceable through the father, it is known as patrilineal descent system but where traceable to the mother it is referred to as matrilineal descent system and bilateral when to both.

3.3.2 Rules of Residence

Where the wife move from her family orientation to join her husband in his own family of orientation it is known as patrilocal residence and where it is the husband that join his wife in her family orientation. It is known as matrilocal residence.

3.3.3 Rules of Authority

The term 'authority' refers to the social circumstance that rest authority and dominance in the family on either the man or the woman. Where the man is dominant, the family is described as patriarchal or patricentric. Authority in this regard, entails family decision making on important issues. Where the mother is dominant, the family is said to be matriarchal or matricentric and described as egalitarian if authority in the family is equally shared between the man and the woman.

3.4 Functions of the Family

The family performs many societal functions to ensure the welfare and progress of its members. The functions naturally performed by the family are as follows:

1. Procreation which ensures sustained grant of life – This helps to fulfill the common saying of “increase and multiple” which ensures the continuity of life.

2. Ensures social identity or reference – Individuals can be traced to a particular ancestry through the name or families they are identified with.
3. Provides support and sustenance through the long period of dependency – Makes provision for younger members until they can fend for themselves.
4. Provides socialization by which members imbibe the acceptable ways of living – Members imbibe the culture, norms and values of the society through their respective families.
5. Provision of opportunities for recreation – the family provides for some recreational tasks for members to enjoy at leisure times.
6. Production and consumption of goods and services – Opportunities for the members to express themselves in the economies of the society is offered by the family.
7. Care of the aged and disabled members of the family – Younger family members take care of the aged as a responsibility till death.

3.5 Changes in the Nigerian Family

As a result of changes in the society today, the institution of the family is not an exception. Compared with what marriage used to be, as a result of cultural contact, a number of modifications and changes have taken place. These changes are as follows:

- Most youths today choose their own partner contrary to when they used to be compelled to marry someone of parents' desire.
- The bride price is high in Igbo land but in some places it is refunded to the groom.
- There are less of polygamous marriages today.
- Virginity was one of the most cherished thing as much respect was accorded the family of the bride and the bride herself but today it is no more.
- In the olden days, engagement validates marriage but today it is church or mosque.
- Before, when husband dies, his properties are completely removed from the wife by his relations but not as much pronounced today.
- In the past, when a man dies, the wife becomes a property (a leviate family).
- Today, servants or house maids are those who provide much of early socialization to the children rather than the parents especially among the career spouses in the urban areas.
- Dissolution of marriages are more difficult under modern system than the former traditional systems.

- Many, don't wait for the legalisation of the marriage today before assuming marital obligations.

4.0 CONCLUSION

In this unit we have studied the form of marriage that, marriage can be in the form of monogamy or polygamy and we have learned the reasons why people go into polygamy. We have also learned the functions of the family and the changes that have taken place in today's marriage in Nigeria compared with what it used to be.

5.0 SUMMARY

In this unit we have learnt that:

- Monogamy, polygamy with further classification into polygamy, polygamy and group marriage
- The descent of either the wife or husband is traceable to either the father or mother of either of the two
- Authority can be rested on either the man or woman or both
- Procreation, socialization, provision and social identity are some of the functions of the family
- Some changes have taken place in some aspect of marriage today.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the forms of marriage in Nigeria
2. Give five functions of the family
3. Mention ten changes that have taken place from what marriage used to be.

7.0 REFERENCES/FURTHER READINGS

Jibowo G. (2000) op. cit.

Ekong E.E. (1988) op. cit.

UNIT 2 EDUCATIONAL INSTITUTION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Educational Institution
 - 3.2 Types of Education
 - 3.2.1 Formal Education
 - 3.2.2 Informal Education
 - 3.2.3 Non-Formal Education
 - 3.3 Adult Education
 - 3.4 Rural Educational Needs
 - 3.4.1 General Education
 - 3.4.2 Family Improvement Education
 - 3.4.3 Community Development Education
 - 3.4.4 Occupation Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Education is as important in the rural area as it is in the urban area. Thus, in this unit, we shall consider the types of education prevailing in the rural area and the educational needs of the people. Furthermore, the functions of education generally and as applicable to the rural population will equally be discussed.

2.0 OBJECTIVES

It is hoped that, at the end of this unit, you should be able to:

- explain the types of education from the sociological point of view
- discuss the type of educational needs of the rural people
- state the functions of education
- explain adult education.

3.0 MAIN CONTENT

3.1 Educational Institution

Education is an important institution in all societies. It is the process of transmitting the socially approved cultural heritage of any society from one generation to another and an important instrument of socialization. It is also the process by which knowledge is diffused among members of a society. The school, the media such as magazines, newspapers, radio, voluntary and formal associations and agencies in addition to the church and the mosque are medium for educating the society.

3.2 Types of Education

From sociological point of view, education is classified into three which are:

- (i) Formal Education
- (ii) Informal Education, and
- (iii) Non-Formal Education

3.2.1 Formal Education

It is a structured hierarchically organized educational activity. It is formalized by agencies such as Ministry of Education. Formal education is offered at the primary and secondary levels to rural children and adolescents. At the primary level, two main types of education can be identified in Nigeria. These are the western type of education and the Koranic type of education. Until the 1960s, most parts of rural northern Nigeria had only koranic schools whereas western type schools have always been predominant in the south (Ekong, 1988).

Formal education in the rural area comprises of the primary school and the secondary school. As earlier alluded, the primary school is of western-type and koranic schools. Primary education consists of a graded system of education which starts with the teaching of basic literacy at the lower primary levels (1 – 2) to the teaching of specialized subjects such as social studies, integrated science, religious studies and Arithmetics at the upper primary levels (3 – 6). Presently, the primary school system prepares the pupils for entry into secondary schools.

3.2.2 Informal Education

Informal education is a life-long learning process which individuals go through everyday of their life through interaction with physical and social environment (crops, soils, rivers etc). Informal education can also

be regarded as the education that is passed from generation to generation, consciously or unconsciously, for instance, methods of farming practices passed from parents to children is a form of informal education.

3.2.3 Non-Formal Education

This is the activity designed to give a specified group of people a particular skill which has been shown to be necessary to improve their productivity or efficiency, such as spraying of cocoa with insecticides. Non-formal education is often directed to rural people with the aim of upgrading their competence of skills in specific areas such as agriculture, health and home management.

Non-formal education is involved when a community development agent make a continuing effort to help the people to grow aware of needs, perhaps not felt, and then assist them to acquire the skill and the organization needed to satisfy their needs. So also, it is informal education when an extension agent directs the wife of a subsistence farmer to acquire the skill of preserving fruit produced from her farm, or when a local technician demonstrates to a group of farmers an improved technique of ploughing the soil, he is performing the work of an educator, non-formally.

3.3 Adult Education

Adult education or adult literacy programme directed to the rural population to enable them read and write. In Nigeria adult literacy classes are located in many rural areas, where farmers and other rural dwellers who are illiterate are expected to learn how to read and write. Adult literacy is being organized by the Adult Education Department of the Ministry of Education of each state. The short comings of the programme are shortage of literacy books and writing materials for the participants, shortage of teachers who are trained in andragogical principles, timing of the programme not being convenient for a large proportion of the participants and delayed payment of allowances to the teachers did not encourage adequate commitment on the part of the teachers. It was also observed that the programme attracts very negligible proportion of the rural population generally.

3.4 Rural Educational Needs

Types of educational needs for rural areas are

- General Education
- Family improvement Education

- Community improvement Education
- Occupation Education

3.4.1 General Education

This is the basic literacy usually conducted by agencies outside Ministry of Education. An example of this is Adult Education. For the rural people to be made to be interested in the programme, the organizers must be flexible about timing because other roles do compare with time of instruction.

3.4.2 Family Improvement Education

This type of education is given to rural women in the area of processing, hygiene, family planning, cooking and other family centred improvement activities. This programme may be organized by government in non-governmental organizations (NGOs).

3.4.3 Community Development Education

As an educational organ; community development is employed as a means of educating the people of a community to help themselves both as individuals and as a group. In this way it becomes an organ of socialization for the induction of social change for better living in the community. In this process, it helps people to keep abreast of the times, and to develop the urge to learn to modify old ways of doing things. The process of education inherent in the practice of community development has the potency of helping people to understand the social situation of their community. From such awareness, they can analyse the forces for or against desirable change; and they can accept or reject such forces, attributable to what specific knowledge and skills they may have acquired for performing specific jobs.

3.4.4 Occupation Education

This is the type of education that imparts skills and knowledge necessary for a particular occupational group of people which make them more productive, more efficient and proficient in their occupation. Such groups of occupations are farmers, blacksmiths, millers, processors and such like.

4.0 CONCLUSION

In this unit, we have learned about the types of education which are informal education, formal education and non-formal education. We have also learned about adult education and the educational needs of the rural people.

5.0 SUMMARY

In this unit, you have learned that

- The types of education, from the sociological point of view are formal, informal and non-formal education.
- Adult education also known as adult-literacy is given to adults to enable them to read and write
- Rural people need general education, family education, community development education and occupational education.

6.0 TUTOR-MARKET ASSIGNMENT

1. Explain Formal Education
2. Discuss the relevance of adult education in the rural area
3. What are the areas the rural people require education?

7.0 REFERENCES/FURTHER READINGS

Anyanwu, C.N. (1992). *Community Development: The Nigerian Perspective*. Gabesther Educational Publishers, Ibadan.

Jibowo, G. (2000). op. cit.

Ekong, E.E. (1988). op. cit.

UNIT 3 THE RELIGIOUS INSTITUTION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Religious Institution
 - 3.2 Religious Beliefs
 - 3.3 Magical Beliefs
 - 3.4 Biomedical Beliefs
 - 3.5 Fatalistic Beliefs
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit we shall be learning about the religious beliefs in the rural area. We will also learn about religious beliefs and superstitions as manifested in biomedical, magical and fatalistic beliefs.

2.0 OBJECTIVES

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

- explain the kinds of religious beliefs in the rural area
- discuss very clearly magical, biomedical and fatalistic beliefs.

3.0 MAIN CONTENT

3.1 Religion Institution

Religion refers to a system of belief or faith and practices associated with such belief or faith which gives it its own expression. Religion is the belief in spiritual beings. Beliefs refer to those propositions, perceptions, creeds, tenets which an individual or a group holds to be true. The issue of supernatural or spiritual element is involved in religion which pre-supposes that religion is a moral issue which involves sacredness or secularity. Religion is a universal human institutions. It entails a set of basic beliefs and ritualistic practices. These beliefs and practices vary from one religious organization to another and accounts for the multiplication of religious organizations in society.

3.2 Religious Beliefs

In every community we have a set of beliefs regarding the supernatural and religious norms which establish behaviour that are acceptable. Beliefs provide the necessary channel by which people orient themselves to their environments in ways they find satisfying. In other words, through holding certain beliefs people find meanings to their lives, explain their frustration and justify their actions and inactions.

Religious beliefs and practices in Nigeria is divided into two large categories, that is, the indigenous religious beliefs and the foreign religious beliefs. The foreign religious beliefs comprise of the Christian and Islamic religious beliefs and practices.

Various Christian denominations have been introduced from Europe while several ones are indigenous. So also, the rural Muslims belong to many denominations which have small buildings used as mosques.

3.3 Magical Beliefs

Magical beliefs stem from the belief that man can manipulate the forces of nature for his own ends. Thus among rural Nigerians, there is a strong belief in the ability of certain individual to make or stop rain, obtain good harvest, attract more customers, excel in competitions, overcome enemies or even control their destiny. This belief often hinder technological advancement. For instance, a farmer who believes in obtaining good harvest through magical means would not care to adopt innovations like fertilizers or improved variety of crops.

3.4 Bio-Medical Beliefs

This refers to those sets of beliefs which have to do with rural people's conception of the nature of the human body and the causes of physical ailments. They believe that roots, herbs and such like can be used to treat ailments. Among rural Nigerians, nobody dies without some cause and there is nothing like death by natural causes. Death, like other misfortunes, is attributed to direct evil machination of the enemy. The holding of this kind of belief can therefore prevent the adoption of innovations in medical care.

3.5 Fatalistic Beliefs

This is the belief in the inevitability of doom, ill-fortune or catastrophe. It is usually based on the attempt to rationalize a lack of effort to upturn a threatened bad happening. It engenders people's apathetic disposition towards their progress. Among the Yorubas in the Southwest of

Nigeria, the term “Ori” is used to describe one’s destiny. It is believed that whatever happens to someone is as it has been written concerning him of which he has no power to change. According to Ifa oracle, only a few people have good thing written concerning them from heaven. So also, the Ibibio of South-western Nigeria, who hold similar beliefs. They believe that before one is born, his fortunes and failures in life are already determined by the covenant the person made with his maker.

People who hold such beliefs rarely make effort to assist themselves to come out of some predicaments as they hold that nothing can happen to them outside what has been written concerning them.

4.0 CONCLUSION

We have learned in this unit that religion is an institution established to have a relationship between the man and the supernatured, between the mundane and the sacred. In this unit also we have learned that, in addition to the foreign religious beliefs, Christianity and Islam, other beliefs exist indigenously which are said to be magical biomedical and fatalistic.

5.0 SUMMARY

At the end of unit, you have learned that:

- religion entails a set of basic beliefs and ritualistic practices
- the foreign religious beliefs are Christian and Islamic religious beliefs
- the indigenous religious beliefs are magical, biomedical and fatalistic religious beliefs.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define religion.
2. Explain religious beliefs in Nigeria.
3. Discuss the implication of biomedical and fatalistic beliefs on individuals progress in life.

7.0 REFERENCES/FURTHER READINGS

Ekong E.E. (1988). op. cit.

Jibowo, G (2000). op. cit.

Mbiti J.S. (1975). *African Religions and Philosophy*, London: Heinemann.

UNIT 4 THE ECONOMIC INSTITUTION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Economic Institution
 - 3.2 Factors of Economic Institutions
 - 3.3 Resources of Rural Economies
 - 3.4 Rural Economies
 - 3.4.1 Hunting Communities
 - 3.4.2 Lumbering Communities
 - 3.4.3 Pastoral Communities
 - 3.4.4 Collecting Communities
 - 3.4.5 Fishing Communities
 - 3.4.6 Craft Communities
 - 3.4.7 Farming Communities
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In the life of the rural people, livelihood activities are given prominence. These activities culminate into the production and consumption of goods and services for the survival of the rural population. In this unit we shall learn about the factors of rural production, the resources of rural economies and about the activities that constitute the rural economies in Nigeria.

2.0 OBJECTIVES

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

- explain the factors affecting rural production
- mention the resources of rural economies
- discuss rural economies in Nigeria.

3.0 MAIN CONTENT

3.1 The Economic Institution

Economy is concerned with man's activities in relation to the production, distribution and consumption of goods and services. The economic institution is one of the most significant dimensions of rural life and in any culture, it is often concerned with the arrangement of relationships between people for the sustained production, distribution and consumption of goods and services within the culture and or between it and another culture.

3.2 Factors of Economic Institution

There are basic factors of the economic institution and they are:

1. Production
2. Distribution
3. Exchange
4. Consumption

3.2.1 Production

Production refers to the process of changing raw materials or inputs into consumable goods. Production is influenced by land, capital, labour and management. For instance, the extent to which production can be achieved, to a large extent, depends on the availability and fertility of the land and to what extent the problem of land tenureship is solved.

Capital is also required for production, in the areas of recurrent, fixed and social services. The extent of opportunities to obtain credit facilities and the rural people able to pull their resources together as a savings group, the less the problem of capital acquisition.

Labour is equally important in production and it comes in form of family labour, hired labour or cooperative labour also known as mutual aid labour. Hired labour is however becoming more expensive and unavailable.

Also an important factor in production, is management or entrepreneurship. The farmer in this case is the decision maker for his farm's activities and so regarded as the farm manager.

3.2.2 Distribution and Exchange

Distribution and exchange refers to the activities that make goods and services find their way from the producer to the consumer. The constraints to this are poor transportation, lack of capital and processing infrastructure. Also, the inability to identify the appropriate market for the goods and inappropriate pricing and grading are also hindrances to effective goods' distribution and exchange.

3.2.3 Consumption

Members of the society consume goods and services for their survival. The distribution and exchange system will determine the type and amount of consumable goods and services available for members of the society.

3.3 Resources of Rural Economies

The resources employed in integrated rural enterprise skills are generally of two classes. These are;

1. Resources that are basically for rural sectors. These include:
 - (i) land and the nature of soils. It determines the type and structure of utilization, ownership and inheritance including tenureship.
 - (ii) Abundance human labour resources
 - (iii) Certain natural resources such as fishery, fauna (all animals of an area) and water
 - (iv) A category of insects and pests of crops and livestock which though are considered as a menace to Agricultural production, they constitute an essential constituent of the ecosystem.
2. Resources which may be renewable on non-renewable: These are used largely in the non-rural sector of the economy, for example, petroleum, natural gases, coal, rocks, water power, metallic and non-metallic minerals.

3.4 Rural Economies

Rural economy is usually typified by the prevailing activity that a larger proportion of the people are engaged. Rural dwellers are principally occupied in farming, hunting, lumbering, pastoral farming, fishing and crafts.

3.4.1 The Hunting Communities

Hunting was about one of the earlier general activity in the world. Hunting remains one of the important occupations in rural areas for example, the Bushmen of Namibia. In Africa today, there are exclusive hunting groups such as the Massai of East Africa. Some hunting communities supplement hunting with crop production and craft making.

Weapons used for hunting include bows and arrows, dane guns, traps, cutlasses ad dogs while the modern weapons now include rifles, double barreled guns and pistols.

3.4.2 The Lumbering Communities

In Nigeria, about 360,000 square kilometers are forests and most of these are prolific areas for lumber as in Delta, Edo, Ogun, Ondo, Oyo states (Jibowo, 2000).

The operations in lumbering include harvesting the trees in the forest (felling), cutting them into logs (buckling), hauling of logs (skidding), assembling points (landings) and from this points they are sawn into lumber by the use of highly mechanised saws in saw mill.

3.4.3 The Pastoral Communities

Pastoral communities consist of nomadic stock raising people, some are semi-nomadic and the third category and the completely sedentary ranchers. The semi-nomadic pastoral communities divide their pastoral year into seasons to which are related their major occupation and their supplementary activities as well as their resulting forms of habitation. The completely nomadic communities practise trans-humane, that is, moving their stock in seasonal rhythms in search of pasture and water all year round. The sedentary groups usually develop their stock raising activities into ranching. The Fulani's, Kanuris and Shua Arabs are the most important ethnic groups who are skilled pastoralists in Nigeria.

3.4.4 The Collecting Communities

This is different from the fruit gathering communities that existed in the early days. In peasant economies, the occupants deliberating gather various crops and their products including rubber and palm kernels.

3.4.5 The Fishing Communities

Close-to-the-Coasts dwellers are fishermen usually due to availability of water. One of the primitive ways of fishing involves the use of nets and various harmful practices, damming the river to trap fishes. After harvest, the fishermen usually prepare their catch for sale using crude methods of processing and preservation. Today's fishing involves the use of modern technology such as raising the fishes in ponds.

3.4.6 The Craft Communities

Rural Crafts include dyeing, Smithery, Pottery, calabash making, mat making, basketry, brass metal casting. In Nigeria, the Egbas of Abeokuta are noted for dyeing. The Nupes for brass work, the leather work of Sokoto and Kano, Calabash work and cloth weaving of the Oyo, the mat making of Ijesha especially, Ipetu, Ikeji and also the wood carving in Benin and the pot making of Isheagu area.

3.4.7 The Farming Communities

Farming communities are found almost everywhere in the world. The use of crude implements, such as hoes and cutlasses is most common. They also grow various types of crops depending in the prating ecological and soil factors.

Land clearing usually involves the slash and burn pattern after which planting is done on ridges, heaps or mounds. Some of the farmers engage in some other income generating activities at off seasons.

4.0 CONCLUSION

This has afforded us to learn that economic institution is very important for the livelihood of the rural people and that factors of rural economies are production, distribution and exchange and consumption. We also learned that rural economies typified the activity engaged by the people predominantly and in that regard seven community economies were discussed.

5.0 SUMMARY

In this unit you have been disposed to learn that

- economic institution is concerned with the arrangement of relationship between people for the sustained production, distribution of goods and services.
- Labour, land, capital and entrepreneurship are the factors of production
- Rural economies are the fishing communities, farming communities, pastoral communities, hunting communities, craft communities, collecting communities and lumbering communities.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the factors of economic institution.
2. Explain the resources of rural economies.
3. Briefly discuss three rural economies.

7.0 REFERENCES/FURTHER READINGS

Ekong E.E. (1988) op. cit.

Jibowo G. (2000) op. cit.

UNIT 5 THE POLITICAL INSTITUTION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Political Institution
 - 3.2 Levels of Political Power
 - 3.3 Types of Power
 - 3.4 The Local Government in Community Development
 - 3.5 Local Government and Rural Social Change
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

We intend, in this unit, to learn about political institution in the rural areas. We are set to be informed on the levels of political power from the family level to the local government level and on types of power at the varying levels. We will also learn about the roles of local government in community development and social change.

2.0 OBJECTIVES

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

- explain the levels of political powers
- discuss types of power
- explain the role of local government in community development and social change.

3.0 MAIN CONTENT

3.1 Political Institution

Politics is the exercise of power in any relationship. All social relationships are political from the sociological point of view. The political institution serves the people of a nation in form of governments in their traditional and modern forms which exist at the local, state, provincial and national levels. Thus, a sociological approach to politics entails the analysis of the power relationships existing in any social situation and its consequences for social action and order. The sociologist is therefore, interested in the pattern of the distribution of

power in the society and the consequences of such patterns on the life of the people.

3.2 Levels of Political Power

Power is defined as the ability to control the behaviour of others. In the rural areas, three levels of power have been identified. These are at the family level, at the community level and at the local government area level.

1. **The Family Level:** At the family level, the man, as the household head, makes decisions or jointly with his wife (wives). In the absence of the husband the wife could make decisions.
2. **The Village Level:** Each village has a village head known as the “Baale” but over some communities are the “Obas” “Obis” “Emirs” or “Ezes”. Historically, there were ruling families such as the Jaja of Opobo, Pebble of Bonny and Kosoko of Lagos who later transformed the economic success, as European partners in trade, into political power. The reflection of this today, is that, wealthy individuals now buy chieftaincy titles which make them have some influence.
3. **The Local Government Area Level:** In the democratic setting, the executive chairman and councilors are elected by the people to administer the local government area.

3.3 Types of Power

The mode of administration of a people varies from one place to the other and from individual elected to make decision to the other. There are three types of power identifiable from the sociological point of view. These are;

1. **Authority:** This type of power is derived voluntarily from the consensus of the people to be governed. It does not rest on the individual who holds that position but on the position itself.
2. **Coercion:** This is based upon threat or use of violence. Through coercion people are forced to rest on the consent of the people but on the dictator.
3. **Influence:** This type of power does not rest only on the position the individual holds rather on the individual. It is usually associated with certain kind of character that the individual possesses. People can influence the behaviour of others simply because of the respect others have for them.

3.4 The Local Government in Community Development

Consequence of the local government reforms in Nigeria, the local government council becomes an important center of the socio-political life of the country. In that regard, government has been brought to the level of the grassroots as a necessary instrument for democratization and regeneration of the national administration. The local government system has to be utilized as a springboard for local development. The emphasis of effort is on;

- (i) **Community Development:** The local government community development becomes the agency for the initiation of progressive plans for specific arms of community development, whether these bear upon the education of the community, the primary health care of the people, their political and cultural advancement, or their general economic well being.
- (ii) **Economic Development:** In the general area of economic development, the local government has to face the economic conditions which determine the life of the people in its area, as well as define the potential for their further development.
- (iii) **Field of Health:** The local government may introduce programmes to safeguard the health of the people. The necessity for this role arises from the fact that problems of elementary sanitation, the abuse of drugs, alcoholism and the like are still posing a threat to the health of people in Nigerian communities.
- (iv) **Field of Civic and Political Development.** The role of the local government extends to helping the masses to satisfy the great need to boost civic education and public enlightenment in their communities. Civic education is an important form of adult education and helps the populace to understand the responsibilities of the national, state and local governments, civic awareness promotes programmes about government, community betterment, voting and political affairs.

3.5 Local Government and Rural Social Change.

The rural community presents an ideal situation in which community development enhances social change. In this regard, relationships among the people to face. Such close personal relationships gets citizens the opportunity to get more involved in the day-to-day activities of their community's to this process of the local government helping to reduce desirable change in the local communities. The local government encourages its citizens to recognize local initiative as a virtue, and to organize themselves for planning and action. In this way they acquire the education to enable them define their common and individual plans to meet their needs and follow their problems and to solve them.

The implication of all these is that, as the local government is pursuing any programme for social change in the rural areas, it has to ensure that any change for better living in the rural areas must have the potential of helping the people to help themselves

4.0 CONCLUSION

In this unit we have seen the political institution as an instrument of community development and social change. We have also learned about the levels of political power ranging from the family through the local government and also learned about the types of power the individual power holder can exhibit

5.0 SUMMARY

In this unit you have learned that:

- politics is the exercise of power in any relationship
- levels of political power are at the family levels, community level and local government level.
- The types of power are authority, coercion and influence
- The local government plays a role in the development of the communities
- The local government's policies are importance in the rural social change.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the levels of power in the rural area.
2. Discuss types of power you have studied.

7.0 REFERENCES/FURTHER READINGS

Anyanwu C.C. (1992): Op. Cit.

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MODULE 4 LEADERSHIP IN RURAL COMMUNITIES

Unit 1	Theories and Types of Leadership
Unit 2	Emergence and Characteristics of Leadership
Unit 3	Functions and Patterns of Leadership
Unit 4	Identification and Traditional Functions of Leaders

UNIT 1 THEORIES AND TYPES OF LEADERSHIP

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Theories and Types of Leadership
3.2	Concept of Leadership
3.3	Theories of Leadership
3.3.1	Situational Leader
3.3.2	Dictatorial Leader
3.3.3	Traditional or Heretic Leader
3.3.4	Charismatic Leader
3.3.5	Professional Leader
3.3.6	The Fruit Theory
3.3.7	The Functional Theory
3.3.8	The Situational Theory
3.4	Types of Leaders
4.0	Summary
5.0	Conclusion
6.0	Tutor-Marked Assignment
7.0	References/Further Readings

1.0 INTRODUCTION

Community development, community participation in the activities that lead to improvement and community adoption of innovation depend very much in local leadership to elicit the people's interest. In this unit therefore, we shall learn about the theories and types of leadership in the rural area.

2.0 OBJECTIVES

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

- explain the theories of leadership
- discuss the characteristics and types of leadership
- identify local leaders.

3.0 MAIN CONTENT

3.1 Theories and types of Leadership

3.2 Concept of Leadership

Leadership has been defined as the activity of influencing people to cooperate toward some goal which they come to find desirable. A leader is a person initiating interaction more frequently with other group members of a group or with any one else in a group or moves the group towards group goals. To be referred to as a leader, one must be performing a leadership role consistently at various times.

A leader as an individual, in any social situation in which his ideas and actions influence the thoughts and behaviour of others. A leader has followers and commands followership. He commands followership by arming himself with power and authority through which actions of others are controlled.

3.3 Theories of Leadership

Leadership has been divided from three theoretical conceptions. There are mainly:

1. the trait theory,
2. the functional theory, and
3. the situational theory of leadership

3.3.1 The Trait Theory

The trait theory presupposes that leaders are born and not made. Some social psychologists have posited that certain potentials in man are innate and instinctive, which means that at both, those qualities are already present in an individual and are only waiting to be promoted to action. Leadership has therefore been classified along such qualities that are inherent in an individual.

Such inherited quality is believed to be residing in some families in most of develop world, particularly, in Africa. That was what gave rise to ruling families, ruling houses and as such.

The trait theory has however being attacked by some other psychologists who argued that most of so-called trait or instructive qualities are not innate but are learnt by children soon after birth. Again, it has been brought forward evidence suggesting that some behaviour regarded as instructive can be accounted for by the influence of the customs and values of the group in which the child is reared.

Leadership quality can be stimulated in an individual who gives himself for instance, to listening to stories on past great leaders or watching leaders as they perform.

3.3.2 The Functional Theory

The functional theory conceives leadership as a function of the group since leadership, has been seen as the performance of those acts which assist the group to achieve its goals. The theory is of the opinion that, if individuals are placed where they are best suited, they will perform better than an individual who is limited in the knowledge and skills of what is expected of him. Good performance of an individual in a particular position, has the policy of commanding respect and thus, followership.

3.3.3 The Situational Theory

Situational theory opines that leadership is specific to particular situations. The situational theorists suggest that leadership is a relationship that exists between persons in a social situation, and that persons who are leaders in one situation, may not necessarily be leaders in another situations. A political leader at ward or community level in the rural area may not be a successful leader as a contact farmer or as an effective discussant at farmers or community meeting.

3.3 Types of Leader

Five types of leaders have been identified. Those are situational leader, dictatorial leader, practitioner or hereditary leader, charismatic leader and professional leader.

3.3.1 Situational Leader

A situational leader may also be seen in an individual who comes to the scene to the lead his people at a particular situation and as soon as the

situation is brought leader control he uses to function as a leader. In this category are the then Biafran Leader and Col. Odumegu Ojukwu and the military – civilian government transition leader General Abdulsalam Abubakar, Tfa Adeoye of the Agbekoya fame in the old Western Region and Lisabi of the Egba-Oyo war fame..

3.3.2 Dictatorial Leader

This refers to a leader, who those was brought to power by situation or from an institution, feels that he has the obligation to remain at the head to watch over the interest of that group perpetually irrespective of the wishes of the group. The individual uses his initial advantage to suppress every form of initiative amongst his followers and subdue all manner of opposition. A typical example of a dictatorial leaders, are the military officers who take over power through coup d'etat and refuse to go back to the barracks.

3.3.3 Traditional or Hereditary Leaders

This type of leadership is conferred on the individual by custom and tradition. This makes the individual's leadership to be ascribed rather than being achieved. His authority is by the virtue of the tradition. Tradition therefore plays a vital role in some people becoming leaders. Such individuals quality and personality notwithstanding, for instance where ruling families prevail, the their apparent is usually already known and he takes power as soon as the incumbent is demised

3.3.4 Charismatic Leader

A charismatic leader is the type of a person who has such personality qualities like good books, high level of intelligence, ability to speak oratorily and fearlessly and is committed to certain ideals which when taken together makes people follow him within any reparation. His personal character or quality enables him to influence his fellowmen. Men like Chief Obafemi Awolowo of Nigeria, Kwame Nkrumah of Ghana and Julius Nyerere of Tanzania are typical examples of charismatic leaders who were able to lead their people through inspirational qualities.

3.3.5 Professional Leader

Professional leaders are made through their expertise or training or technical complete. Examples of professional leaders are the community development worker, the Agricultural Extension Officer, Medical Officer, the main maker, Doctor, diviner and he Pastor at the local level. The group the professional leader leads therefore looks up to

him for his proficiency in his field of specialization, and substantiated with good personal characteristics, his acceptability can be enhanced.

4.0 CONCLUSION

In this unit we have defined leadership and discussed the theories of leadership and types of leaders.

5.0 SUMMARY

We have learned in this unit that

- leadership involves the ability to influence direct or control others
- the theories of leadership are trait, functional and situational theories
- the type of leaders are situational leaders, dictatorial leaders, traditional leaders, professional leaders and charismatic leaders.

6.0 TUTOR-MARKED ASSIGNMENT

1. Who is a leader?
2. Discuss functional theory of leadership.
3. Explain two types of leaders.

7.0 REFERENCES/FURTHER READINGS

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Jibowu G. (2000) Op. cit.

UNIT 2 EMERGENCE AND CHARACTERISTICS OF LEADERSHIP

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Emergence and Characteristics of Leadership
 - 3.2 Emergence of Leadership
 - 3.2.1 By Appointment
 - 3.2.2 By promotion
 - 3.2.3 By Election
 - 3.2.4 By Selection
 - 3.2.5 Self-Imposition
 - 3.3 Factors Influencing Emergence of Leaders
 - 3.3.1 Group size
 - 3.3.2 Nature of Task to be Performed
 - 3.3.3 The Urgency with which Decision should be taken
 - 3.3.4 Chance
 - 3.3.5 Rate of Participation in the Group
 - 3.3.6 Characteristics of Individuals
 - 3.4 Characteristics of Leadership
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit we shall learn about how leaders assume leadership responsibilities and what characteristics or qualities a leader must possess in order to lead his group successfully.

2.0 OBJECTIVES

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

- state how leaders emerge
- mention the qualities of a good leader
- explain the factors influencing the emergence of a leader.

3.0 MAIN CONTENT

3.1 Emergence and Characteristics of Leadership

3.2 Emergence of Leaders

In social situations, there must be one who would assume responsibility of providing initiative of moving the group towards the preferred goals. There are several ways by which leaders assumed such responsibilities, way by which the leaders assumed responsibilities are as follows:

3.2.1 By Appointment

This is achieved through consideration of the interviews received through the advertisement for the position. The best qualified is chosen after the interview of the shortlisted applicants. The conditions of service which they are expected to observe are specified before leader assumes duty.

3.2.2 By Promotion

One who has been in the list of staff of a social institution may be promoted from lower status to higher status from rank where he takes over the leadership of the affairs of the group.

3.2.3 By Election

As at it is obtained in both formal and informal organizations, the members of the organization may decide their leaders through election by votes. From the membership, certain individuals are democratically leader, and the person wish the highest votes emerge as the leader.

3.2.4 By Selection

This method entails choosing a leader from a number of candidates. Group selected leaders are most democratic and very much likely to enjoy the cooperation of members.

3.2.5 Self Imposition

This is where an individual imposes himself as leaders on others in the group situation. However because, his leadership may not be majority acknowledged he faces difficulty in enjoying the cooperation of members.

3.3 Factors influencing Emergence of Leaders

The factors which influence the emergence of leaders are many and inter-related. Some of these are group size, nature of the task to be performed, the urgency of which the decision should be taken, chance, rate of participation in the group and characteristics of individuals

3.3.1 Group Size

Where the group size is small, the individual who participates in the group discussion, particularly at the early stage of the group formation is more likely to emerge as a leader than when the group size is large

3.3.2 Nature of Task to be performed

An individual who is seen to be in the best position to lead the group to achieve its goal, based on the nature of task to be performed, as a result of his training, expertise or characteristics may be made a leader a head of others.

3.3.3 The urgency with which group decisions should be made when it is obvious that a decision to be taken is with urgency, the choice of a leader is influenced to act authoritatively. Therefore, in an emergency situation, the urgency for decisive and effective actions gives powers to individuals who emerge as leaders to decide and act on behalf of the group..

3.3.4 Chance

A person who by accident makes very useful suggestions and participates constructively in the group activities in the early stages of group formation has a high tendency to emerge as a leader.

3.3.5 Rate of Participation the Group

Closely related to emergence of an individual as a leader by chance is the rate of the individual's participation in the group activities. Visible participation in group activities is a measure of individual's contribution to group goals

3.3.6 Characteristics of individuals

The personal characteristics of an individual such as age, physical size, looks, dressing, sex and education and others are strong determinants of the person's level of participation hence emergence as a leader.

3.4 Characteristic of Leadership

For a leader to be effective and for the followership to respond favourable to his leading acts, he possess certain qualities. Among these are empathy, emotional stability, competence, consistency, self confidence and ability to delegate authority.

- (i) Empathy: The leader should be able share the feelings of other and have consideration for others;
- (ii) Emotional stability: A leader must be well adjusted and coordinated, courageous and smoothly during quiet and stirring occasions.
- (iii) Consistency: A leader must be know to be the “Master of his own words” that is he says and does what he says. He must not be known to change his mind and policies frequently. In the attempt to be flexible, he must still be trustworthy through his words.
- (iv) Self confidence: A leader must not be a man that is jittery when faced with group problems, his confidence can equally instill courage in the group to achieve their goal.
- (v) Ability to share leadership roles: A leader should be able to share leadership roles to prevent overtasking. When a leader has competent and trusted subordinates, it becomes important that he should share leadership role.

4.0 CONCLUSION

This unit has helped us to know how leaders emerge and also the qualities of a good leader in the society. Factors influencing the emergence of a leader were also highlighted.

5.0 SUMMARY

- This unit has revealed that in social situations, there must be someone who would assume the responsibility or duty of providing initiative of mobilizing the group towards the desired goals.
- There are factors which influence the emergence of leaders which are many and interrelated.
- For a leader to be effective and for the followership to respond positively to his leading acts, he must possess certain desirable qualities such as empathy, competence, self confidence amongst others.

6.0 TUTOR-MARKED ASSIGNMENT

1. Identify 6 factors which affect the emergence of leaders in the community and discuss five of them.
2. List and explain 3 qualities of a leader.

7.0 REFERENCES/FURTHER READINGS

Jibowo, G. (2000). *Essential of Rural Sociology*. Gbemi Sodipo Press Ltd, Abeokuta

UNIT 3 FUNCTIONS AND PATTERNS OF LEADERSHIP

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Functions and patterns of Leadership
 - 3.1.1 Functions of a Leader
 - 3.1.1.1 Goal Setting
 - 3.1.1.2 Goal Achievement
 - 3.1.1.3 Group Maintenance
 - 3.1.1.4 Group Evaluation and Feed back
 - 3.2 Patterns of Leadership
 - 3.2.1 Traditional Leaders
 - 3.2.2 Professional or Occupational Leaders
 - 3.2.3 Organizational Leaders
 - 3.2.4 Social Leaders
 - 3.2.5 Political Leaders
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In the last unit, we learned about the characteristic of a leader, in this unit, we are going to learn about the functions of a leader and patterns of leadership

2.0 OBJECTIVES

At the end of this unit you will be able

- explain four major functions of a leader
- discuss the patterns of community leadership.

3.0 Main Content

3.1 Functions and Patterns of Leadership

3.1.1 Functions of a Leader

To keep the group moving towards its preferred goals, the leader have to perform some functions. Four fundamental leadership functions, namely, goal setting, goal achievement, group maintenance and group evaluation and feed back in any social situation are very important.

3.1.1.1 Goal Setting

The leader is a guide to his group members. He leads in so far as he is ahead of his group in seeing to their needs and making them to see the needs as felt needs and planning for finding means to achieve group goals. He devotes to helping the group more in the direction if chooses to move based on expert knowledge.

3.1.1.2 Goal Achievement

The ultimate goal of any social group is goal achievement and any group will want to pay any price to make it realizable. To this extent, the leader must be instrumental to this ambition. People submit to him because he is capable of bringing them roses the solution to their problems. As an expert, he provides research data, technical experience, resource material, advises on methods and assists in evaluation.

3.1.1.3 Group Maintenance

The leader is a group harmonized by keeping the interpersonal relations pleasant, arbitrates disputes, provinces encouragement and increases interdependence among members. He emphasis common objectives.

3.1.1.4 Group Evaluation and Feedback

The leader is supposed to know the aspirations and vital concerns of the group he leads. He therefore carries out evaluation of the peoples feeling of the conduct of the group members on relation to the set goals. He identifies the weaknesses of the strategies employed towards goal achievement. A leader allows also, interactive communications and prints group members to their views over the ongoing of the group activities.

3.2 Patterns of Leadership

In Nigeria, five basic leadership patterns have been identified. These are the traditional leaders, occupational or professional leaders, organizational leaders, political leaders and social leaders.

3.2.1 Traditional Leaders

At the community level, the traditional leaders are as represented by the Obas, bales, obis, the emirs the village heads and the kings, who assist them in the running of community affairs. Such leaders ensure peace, harmony, welfare among the residents and collect faxes on behalf of the local government.

3.2.2 The Occupational or Professional Leaders

Occupational or professional leaders assume the leadership position by the virtue of their experience or technical competence. The community worker, the Agricultural extension officer, the Medical Officer, the Rain Maker, the Herbalist, the Pastor, the Chemist, Successful farmers are examples of a professional leaders in the communities.

3.2.3 Organizational Leaders

These are officers of Voluntary Organizations such as the cooperative societies, the mutual aid groups, religious organizations, youth organizations, and recreational organizations.

3.2.4 The Social Leaders

The social leaders are accepted as such by the nature of their peculiar social relationship with the community members. Religions leaders such as the pastors, the chief Imam, Officers of age group and ethnic societies.

3.2.5 The Political Leaders

The political leaders are the elected or appointed representatives of the community. Political leaders exercise their influence by their being accepted as the “political light” of the people and who bring development from the “above” to the community.

4.0 CONCLUSION

We have learned in this unit that the leaders perform certain functions among the communities and there are patterns of leadership which are have learned to include traditional leaders, occupational leaders, organizational leaders, social and political leaders.

5.0 SUMMARY

You have learned that

- The functions of leadership include goal setting, goal achievement, group maintenance and group evaluation.
- The patterns of leadership are traditional, occupational, organizational, social and political leaders.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain four functions of leadership.
2. Discuss patterns of leadership in Nigeria.

7.0 REFERENCES/FURTHER READINGS

Jibowo G. (2000). *Essentials of Rural Sociology*. Gbemi Sodipo Press Ltd., Abeokuta.

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UNIT 4 IDENTIFICATION AND TRADITIONAL FUNCTIONS OF COMMUNITY LEADERS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Identification of Community Leaders
 - 3.1.1 By Election
 - 3.1.2 By Appointment
 - 3.1.3 By Asking for Volunteers
 - 3.1.4 The Positional Approach
 - 3.1.5 The Social participation
 - 3.1.6 The Opinion Leadership Approach
 - 3.2 Traditional Functions of Community Leaders
 - 3.2.1 Legitimation of Community Programmes
 - 3.2.2 Project Execution
 - 3.2.3 Administration of Justice
 - 3.2.4 Maintenance of Peace
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

We learned in the last unit that leaders perform certain functions in the communities and there are patterns of leadership. In this unit we will zero in on the approaches of identifying a leader and the traditional functions of a leader to his people.

2.0 OBJECTIVES

It is expected that, at the end of this unit you will be able to:

- explain the approaches for identifying leaders
- discuss the traditional functions of a leaders.

3.0 MAIN CONTENT

3.1 Identification and Traditional Functions of Leaders

3.2 Identification of Community Leaders

A change agent or an agricultural extension worker, in order to effectively perform his duties in the communities, requires the assistance of the leaders in the communities. It therefore, becomes imperative to select the leaders he can work with. He can therefore use any of the following approaches to select the leaders. These approaches are by election, appointment, asking for volunteers, the positional approach, the reputational approach, event-analysis approach and opinion leadership approach.

3.2.1 By Election

An elected leaders is popularly acceptable, although, the most popular might not necessarily be the most competent, the people, bear responsibility for the actions and inactions of such leaders.

3.2.2 By Appointment

In appointment, the change agent may select those he thinks are fit to lead the group based on his knowledge of the people. He may also use a small committee within the community and ask them to appoint a leader among them or he may charge the village head to do the selection.

3.2.3 By Asking for Volunteer

A Volunteer may be asked for from among the people. However, some volunteers might be people who are ambitious to lead in order to lord it over others or might be those who readily accepts to lead when approached by some responsible individuals.

3.2.4 The Positional Approach

It is assumed by this approach, that people who are occupying formal positions, such as, presidents, heads, directors, chairman or managers of some establishments are regarded as leaders.

3.2.5 The Social Participation Approach

This approach assumes that one who actively participates voluntarily in community activities and voluntary associations has leadership potentials, particularly, when it is observed that his activities in the association considerably promote community welfare.

3.2.6 The Opinion Leadership Approach

The assumption in the use of this approach is that the extent to which a person's opinion and action influence the opinion of others in the community is equated with leadership. The procedure for the use of this approach is by asking the respondents to name the persons from whom they obtained information on same new practices. The people that are named as a result are regarded as opinion leaders.

3.3 Traditional Functions of Community Leaders

Community leaders perform a number of functions within the traditional setting. Some of these functions are subsumed under four major functions which are; legitimation of community programmes, project execution, administration of justice and maintenance of peace

3.3.1 Legitimation of Community Programmes

The community leaders offer legitimation of externally generated community change programmes, one obvious way of charging community values is to get the community's leaders' cooperation in granting the new programmes into some social institutional framework which already exists in the life of the community. This easily paves way for collectively involving the entire community in the programme.

3.3.2 Project Execution

Another usefulness of local community leaders apart from legitimation is bordered on project execution and continuation. The leader in this regard mobilized the community for human and material resources for project execution..

3.3.3 Administration of Justice

The function of the community leader as it concerns the administration of justice has to do with taking critical decisions of peace and war and the power to grant pardon. As a leader, he contributes to administering of penalties for offences and making of decisions on disputes.

3.3.4 Maintenance of Peace

The community leader is involved in the maintenance of peace, order, discipline and human relations. He settles disputes between husbands and wives or any other group of people in the village when the dispute could not be amicably resolved by them or at the family level.

4.0 CONCLUSION

This unit has made us to know the methods of identifying a leader and also the traditional functions of a community leader.

5.0 SUMMARY

This unit has afforded you to be able to identify the methods of identifying leaders such as by election, appointment, asking for volunteers positional approach, opinion leadership approach and social participation approach.

- To state the traditional functions of leader which are legitimation of projects, project execution, administration of justice and maintenance of peace.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the methods of identifying a leader.
2. What are the traditional functions of a leader?

7.0 REFERENCES/FURTHER READINGS

Jibowo A. (2000) Op. cit.

Ekong E.E. (1988) Op. cit

MODULE 5 SOCIAL CHANGE AND RURAL DEVELOPMENT

Unit 1	Concept and Sources of Social Change
Unit 2	Factors Affecting Social Change
Unit 3	Diffusion and Adoption of Innovations
Unit 4	Objectives and Strategies of Rural Development

UNIT 1 THE CONCEPT SOURCES OF SOCIAL CHANGE

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	The Content
3.1	Concept of Change
3.2	Types of Change
3.2.1	Economic Change
3.2.2	Political Change
3.2.3	Technological Change
3.2.4	Cultural Change
3.2.5	Behavioural Change
3.2.6	Recreational Change
3.3	Types of Change
3.3.1	Political Change
3.3.2	Political Change
3.3.3	Technological Change
3.3.4	Cultural Change
3.3.5	Behavioural Change
3.3.6	Recreational Change
3.4	Nature of Change
3.4.1	Planned or Unplanned Change
3.4.2	Coercive or Voluntary Change
3.4.3	Immanent or Contact Change
3.4.4	Selective Contact or Direct Contact Change
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Readings

1.0 INTRODUCTION

In this unit we will learn about what is meant by social change. We can also learn about the sources and nature of change.

2.0 OBJECTIVES

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

- define social change
- explain the types of change
- identify and discuss the nature of change.

3.0 MAIN CONTENT

3.1 The Concept and the Nature of Social change

3.2 The Concept of Social Change

Social change has been defined as the process by which alterations occur in the structure and function of a social system. By social system, it means a social group; a community, a city or a nation. Social change refers to a change in ideas, norms, values, roles and social habits of a people.

Social change, for instance, may be modifications in human attitudes and behaviour pattern as a result of education, for example when farmers come to develop a more favourable attitude toward a specific innovation as a result of extension activities and therefore decide to change their farming system by adopting that innovation.

3.3 Types of Social Change

3.3.1 Economic Change

This occurs in the mode of production, economic relations and statuses in the society such as industrialization, production of crops for market rather than for home consumption only, the discovery of important minerals in commercial quantities which results in increased income and employment opportunities

3.3.2 Political Change

This refers to the change in traditional mode of warship, as typified by the Obas, Obis and Emirs, who rule their people on the basis of lineage, to that of democratic governance with subsequent reduction of erstwhile powerful traditional ruler in status, political change may also refers to a change in the military government to democratic government.

3.3.3 Technological Change

This refers to a change in the use of traditional technology, such as the use of hoes, cutlasses and other crude implement to the use of tractors and other mechanized implement of operations. Technological change is

3.3.4 Cultural Change

This refers to changes in the non-material aspects of culture. An example is the change from the traditional way of worship which entailed the recognition of several gods to Christianity and Islam.

3.3.5 Behavioural Change

This includes favourable change in the knowledge, skill and attitude of people as a result of their exposures to educational experience. People in the rural areas are often exposed to information which had led to acquisition of better knowledge, skills and attitudes in the economic and social spheres. Agriculture is the mainstay of the rural economy, but which has been practiced with old and crude methods. Therefore a change from the old method of farm practice with the characteristic of the adoption of improved varieties of seeds, use of agro-chemicals, better spacing, weeding and harvesting process is an example of behavioural change.

3.3.6 Recreational Change

This refers to a change in the use of leisure. For instance, getting engaged in visits to zoological gardens, parks, flower gardens, swimming pools, watching of home videos, being spectators at football games has replaced the old hide and seek game during the full moon, competitive wrestling and some village band sets in the rural areas

3.4 Nature of Change

3.4.1 Planned or Unplanned Change

Planned change entails the direct human intervention in the shaping of direction of change toward some predefined goals such as the introduction of free education, agricultural revolution or land reforms.

Unplanned or accidental change is that which happens suddenly. Unplanned change can be naturally caused, examples are earthquake,

flood, locust infestation which do not give man the opportunity to plan to prepare for avoid it.

3.4.2 Coercive or Voluntary Change

Coercive change is that forced on members of the society. A military coup d'état forces a non-democratic government on the people. A community that decides to embark upon self-help projects plans for voluntary and democratic change. Democratic government emerging from military one also another form of voluntary or democratic change.

3.4.3 Immanent or Contract Change

Immanent change refers to internally generated change. For instance, an invention of a new type of hoe or farming implement by the local blacksmith, while contact change is the change introduced into the system from sources external to the system.

3.4.4 Selective Contact or Direct Contact Change

Selective contact change occurs when an outsider unintentionally communicates or introduces an innovation into a social system such as a hairdo, new fashion of dressing or dancing. Direct contact change refers to a situation whereby an outsider on his own deliberately introduces a new idea into the social system. With the aim of bringing about change in specific aspect of the system's activities.

4.0 CONCLUSION

We have learned in this unit that social change is an alteration in the structure and functions of a social system and that economic change, political change, technological change, cultural and behavioural change are types of social change. We also learned that change can be planned or unplanned, coercive or voluntary, immanent or contact selective contact or direct contact.

5.0 SUMMARY

You have learned that:

- Social change is alteration in structure and function of a social system.
- Social change can be economic, political, technological, cultural, behavioural or recreational

- Social change can by nature be planned or unplanned, coercive or voluntary, immanent or contact, selection contact or direct contact.

6.0 TUTOR-MARKED ASSIGNMENT

1. What do you understand by social change?
2. Explain five types of social change.
3. Discuss the nature of social change.

7.0 REFERENCES/FURTHER READINGS

Ekong E.E. (2988) Op. cit.

Jibowo G. (2000) Op. cit.

UNIT 2 SOURCES AND FACTORS AFFECTING SOCIAL CHANGE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Sources of Social Change
 - 3.1.1 Discovery
 - 3.1.2 Diffusion
 - 3.1.3 Religious Institutions
 - 3.1.4 Urbanization
 - 3.1.5 Government Policies
 - 3.1.6 Application of Sciences and Technology
 - 3.1.7 Natural Physical Forces
 - 3.2 Factors affecting the Rate of Change
 - 3.2.1 Physical and Environmental Factors
 - 3.2.2 Migration and Population Change
 - 3.2.3 The Culture and Structure of Society
 - 3.2.4 Occurrence of Great Man
 - 3.2.5 Prevailing Attitude and Values
 - 3.2.6 Perceived Needs
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit we will learn about the sources of social change and the factors affecting the rate of social change

2.0 OBJECTIVES

It is hoped that at the end of this unit, you will be able to:

- explain the sources of social change
- discuss the factors affecting rate of social change.

3.0 MAIN CONTENT

3.1 Sources and Factors Affecting Social Change

3.2 Sources of Social Change

Social change may have its source from discovery diffusion and religious institutions, urbanization, other sources of social change are government policies, application of source and technology and natural physical forces.

3.2.1 Discovery

This refers to the sharing with others of a perception of a fact, object or relationship which has always existed but was not known.

3.2.2 Diffusion

This involves the spread of cultural traits from one group to another. This has been enhanced today by more efficient communication facilities, the speed with which people can travel and the existence of organs for the diffusion of innovation, for example a trained extension personnel.

3.2.3 Religious Institutions

This is brought about by the formal preaching and indoctrination to convert people from one mode of life to another.

3.2.4 Urbanization

This refers to the migration of the rural people to urban areas for education, jobs, trading and such like, through which adjustment on the part of both the migrants and the urban dwellers becomes imperative.

3.2.5 Government Policies

Changes have been brought about in the Nigerian Society through government policies, for instance, the introduction of free education in the past has enabled so many people to have access to education thus affecting their living standard.

3.2.6 Application of Science and Technology

The pattern of daily life in most rural settlements have changed considerably as a result of rural electrification and water supply schemes, communication and transportation facilities.

3.2.7 Natural Physical Forces

Natural forces like wind, flood, erosion, insect and pest infestation and other physical, biological and environmental factors have affected the lives of some rural occupants making them to migrate to some other areas

3.3 Factors Affecting the Rate of Change

Change occurs with varied rate and magnitude from one society to the other depending on the number of certain factors;

3.3.1 Physical and Environmental Factors

These are climatic, biological, edaphic and topographical factors. Examples of such factors, which may drastically change the way of life of a people or cause tremendous reduction in their population, are wind, soil erosion, floods, land slides and earthquakes.

3.3.2 Migration and Population Changes

Change may be caused by the movement of people from one place to another, which in the process, brings them in contact with new cultural traits and other urbanization processes which prevails in the new areas.

3.3.3 The Culture and Structure of Society

When some specific cultural traits become tightly inter-woven with others in a mutually inter-dependant manner, change in that direction becomes almost impossible. Take for example, programmes that are focused on rural women may not achieve the intended purpose for muslim women in the purdah since they may not be available to accept the programmes.

3.3.4 Occurrence of Great Men

Where great men emerge in some societies with mission and vision, along with strong devising to lead the society to great attainments, a great deal of change within the society may be caused.

3.3.5 Prevailing Attitude and Values

A society that is forward looking, progressive and having positive disposition towards new ideas changes more rapidly than the one that is not

3.3.6 Perceived Needs

The types of changes which a society desires come by the need of perceives. If for instance, the perceived need is food shortage, the society will emphasise on agricultural improvement. The implication of the influence of these factors is that, in planning for a programme among the rural people, efforts must be made to give consideration to them for the purpose of execution and evaluation of such programmes.

4.0 CONCLUSION

In this unit we have discussed the sources of change and have also outlined and explained the factors that are affecting the rate and magnitude of change.

5.0 SUMMARY

You have learned in this unit that

- The sources of change are discovery, diffusion, religions institutions, urbanization, government policies, application of science and technology and natural physical forces.
- The factors affecting change are physical and environmental factors, migration and population change, the culture and structure of society, occurrence of great men, prevailing attitude and values and perceived needs.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain five sources of change.
2. Discuss five factors affecting change.

7.0 REFERENCES/FURTHER READINGS

Ekong E.E. (1988). *An Introduction to Rural Sociology*. Jumak Printers, Ibadan.

UNIT 3 DIFFUSION AND ADOPTION OF AGRICULTURAL INNOVATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Diffusion and Adoption
 - 3.2 The Adoption Process
 - 3.2.1 Awareness
 - 3.2.2 Interest
 - 3.2.3 Evaluation
 - 3.2.4 Trial
 - 3.2.5 Adoption
 - 3.3 Adopter Categories
 - 3.3.1 The Innovators
 - 3.3.2 The Early Adopter
 - 3.3.3 The Early Majority
 - 3.3.4 The Late Majority
 - 3.3.5 The Laggards
 - 3.4 Factors Affecting Adoption
 - 3.4.1 Innovation Related Factors
 - 3.4.2 Farmer Related Factors
 - 3.4.3 Change Agent Related Factors
 - 3.4.4 Community Related Factors
 - 3.4.5 Institutional Factors
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit we shall learn about diffusion and adoption process, the adopter categories and factors affecting adoption.

2.0 OBJECTIVES

It is hoped that, you will be able, at the end of the study:

- differentiate between diffusion and adoption
- explain the adoption process
- discuss the factors affecting adoption.

3.0 MAIN CONTENT

3.1 Diffusion and Adoption of Innovation

3.2 Diffusion and Adoption

No matter how seemingly beneficial an innovation is to the farmers if the farmers are not aware of it so that they can adopt it, it is as useless as in the innovation had never been invented at all. The process by which farmers become aware of innovation with eventual continued use is referred to as diffusion and adoption respectively.

Diffusion is therefore the process by which an innovation spreads from its source of invention to its ultimate users, while adoption refers to a decision to continue full use of an innovation.

3.3 The Adoption Process

Adoption process is the mental process through which an individual passes from first hearing about an innovation to the final adoption. A number of stages in the adoption process are awareness, interest, evaluation, trial and adoption.

3.3.1 Awareness

This is the stage at which the individual becomes aware that an innovation exists. He may come to learn about the innovation for the first time through family members, friends, neighbours, the mass media or change agents.



Figure 3.1: A Graphic on the Adoption Process

3.3.2 Interest

This is the second stage during which the individual seeks more information about the innovation for the purpose of considering the general merits of the innovation. All the agents and agencies of information dissemination could be of a great assistance at this point.

3.3.3 Evaluation

This is the stage at which the interest arousal of the innovation stimulates the individual to begin to consider the strengths and weakness of the innovation and how applicable, affordable, visible and divisible the innovation?

3.3.4 Trial

This is the stage during which the individual actually applies or practices the innovation on a small scale.

3.3.5 Adoption

This is the stage during which the individual continue the use of the innovation if he feels satisfied by the trial.

3.4 Adopter Categories

Individuals adopt innovations at different rates. It is on this basis that the individuals are classified according to their innovativeness. These are as follows:

3.4.1 The Innovators

These are the individuals who are the first to experiment and adopt an innovation. These categories are therefore venturesome and rash risk takers. They are usually more highly educated, younger, more widely traveled and generally of higher social status.

3.4.2 The Early Adopters

These are the individuals who are among the first to use new practices. Though, they are not as venturesome as the innovators, they are among the first to adopt tried practices.

3.4.3 The Early Majority

These are those that adopt new practices just before the average member of the community does. They take some time to deliberate before adopting an innovation.

3.4.4 The Late Majority

These are individuals who are usually skeptical about innovations and only adopt when the average members of the society have adopted. They want to be absolutely sure that the innovation works and are convinced of the utility and efficacy of the innovation before they adopt.

3.4.5 The Laggards

These are the very last to adopt an innovation. They are traditional and very conservative in outlook, are poorly educated, are not widely traveled, are very poor and are very old. They may adopt after a larger percentage of the society might have adopted.

3.5 Factors Affecting Adoption

The factors that affect adoption are either innovation related, farmer related, community related, change agent related or institutional related.

3.5.1 Innovation Related Factors

These are the factors associated with the innovation itself. Such issues as regarding the relative advantage of the innovation over the old, practice, the cost of the innovation, that is, whether affordable to the farmers or not, the complexity of the practice, and the visibility or the observability of the new practice can either enhance or hamper the adoption of an innovation. More also, the divisibility of the innovation, the compatibility of the innovation to the beliefs and values of the community and the utility of the innovation are other innovation related factors that affect adoption or innovations.

3.5.2 Farmer Related Factors

The farmers age, level of education, innovation process, income, and his farm size affect his degree of adoption of innovation. Other farmer related factors that affect adoption are the farmers access to credit, his level of participation in organizations and the use of mass.

3.5.3 Change Agent Related Factors

These are the factors that are associated with the change agent himself. These factors are the frequency of contact to the farmers, his professional competence, his human relation skills, his positive attitude towards extension, his motivation for the work and his commitment.

3.5.4 Community Related Factors

The community an individual belongs to influence on the individual's level of adoption of innovation. Therefore the community one belongs to influence adoption through following factors, the history of cooperation or conflict, availability of natural resources which favour the innovation, such as weather, vegetation, soil fertility status, presence of perennial streams, political homogeneity and presence of essential Infrastructural facilities.

3.5.5 Institutional Factors

Institutional factors such as discernible decision-making process availability of credit facilities, cooperative organization, favourable land tenure will facilitate adoption.

4.0 CONCLUSION

This unit has afforded us the opportunity to know the diffusion and adoption process, the adopter categories and the factors affecting adoption.

5.0 SUMMARY

In this unit you have learned that

- the adoption process entails awareness, interest, evaluation, trial and adoption
- the adopter categories make up of the innovators, early adopters, early majority, late majority and the Laggards
- That the factors affecting adoption are either innovation related, change agent related, community related, farmer related or institutional factors.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the adoption process.
2. Discuss five factors affecting adoption process.

7.0 REFERENCES/FURTHER READINGS

Jibowo, G. (2000). *Essentials of Rural Sociology*, Ghemi Shodipo Press, Abeokuta, 25p.

Ekong, E.E. (1988). *An Introduction to Rural Sociology*. Jumak Press, Ibadan, p. 318.333.

UNIT 4 OBJECTIVES AND STRATEGIES OF RURAL DEVELOPMENT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Concept of Rural Development
 - 3.2 The Objectives of Rural Development
 - 3.3 Strategies of Rural Development
 - 3.3.1 Directive Approach
 - 3.3.2 Non-Directive Approach
 - 3.3.3 Sectoral Approach
 - 3.3.4 The Holistic Approach
 - 3.3.5 Multiple Approach
 - 3.3.6 Community Development
 - 3.3.7 Integrated Rural Development
 - 3.3.8 Agricultural Extension
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit we shall be considering rural development. Our focus will be on the concept and objectives of rural development and also on the strategies for carrying out rural development.

2.0 OBJECTIVES

At the end of this unit, it is expected that you will be able to

- define the term “rural development”
- state the objectives of rural development
- explain the strategies of rural development.

3.0 MAIN CONTENT

3.1 Objectives and Strategies of Rural Development

3.2 The Concept of Rural Development

Rural Development involves the transformation of the rural community into a socially, economically, politically, educationally, orderly and materially desirable condition with the purpose of improving the quality of life in the rural population (Anyanwu, 1991).

Rural Development can also be defined as a conscious and deliberate effort aimed at helping communities recognize their needs and to assume increasing responsibilities for solving their problems thereby increasing their capacities to participate fully in the life of the nation. Rural or community development also refers to the preparation of citizens for effective participation in the social, economic and political advancement of their communities, both as individuals and as collectivities.

3.3 The Objectives of Rural Development

Rural development has as its goals the achievement of the same objectives in the rural community. Some of these are:

- spreading the benefits of development more equitably throughout the society
- educating and motivating the people for self-help
- developing responsible leadership among the people
- inculcating among the members of a community a sense of citizenship and a spirit of civic consciousness
- introducing and strengthening democracy at the grassroots level, through the creation and/or revitalization of institutions designed to serve as instruments of local participation
- initiating a self-generative, self-sustaining and enduring process of growth
- enabling people to establish and maintain cooperative and harmonious relationships in their community
- bringing about gradual and self-chosen changes in the life of a community, with a minimum stress and disruption.

3.4 Strategies of Rural Development

Rural development varies from one community to the other. The peculiarity of the developmental problems prevalent in a community is

therefore very vital in selecting a strategy to be adopted. The strategy that is most appropriate for a particular community must therefore be selected. The strategies that could be used in Nigeria are: directive approach, non-directive approach, sectoral approach, holistic approach and the multiple approach. Other strategies include; community development, approach integrated rural approach and agricultural extension.

3.4.1 Directive Approach

The approach refers to that in which the government or some other outside agency involved in the programme sets in to provide what is needed for its implementation. The people's involvement in the planning and execution of the programme is minimal. Examples include borehole and electricity supplies.

3.4.2 Non-Directive

In this approach, the people decide for themselves the extent of their need, the degree of their willingness to do something to meet their needs, and how best they can organize; plan and act to carry their project through. Such projects may include establishing community markets, construction of community roads and general sanitation.

3.4.3 Sectoral Approach

In this approach, different agencies, professionals or government ministries may undertake various development programmes within the same community, such may include programmes on health, agriculture, housing, education, recreation or cooperatives.

3.4.4 Holistic Approach

The holistic approach attempts to develop all the sectors in a given area about the same time. The agricultural, health, education and Infrastructural sectors are developed simultaneously.

3.4.5 Multiple Approach

This refers to the strategy by which a team of experts may seek to provide a variety of services such as education, recreation, medical or any other services to deal with the totality of community problems.

3.4.6 Community Development

This approach aims at utilizing the rural people to develop themselves through self-initiative and motivation with minimum assistance from government. It involves community members in planning and implementing programmes for their own development.

3.4.7 Integrated Rural Approach

With this approach, a comprehensive programme for community development should include provisions for the socio-economic, cultural and political development of the people. The approach calls for the effective coordination of all the human and materials resources available in any community for the achievement of its maximum improvement.

3.4.8 Agricultural Extension Approach

The approach aims at assisting the rural farmers to bring about agricultural development. It does this by facilitating education of farmers to improve their skills, knowledge and attitude as related to agricultural development. It transmits the result of research on how to solve problems of agriculture to farmers and encourages the application of these as well as other improved technical knowledge in agriculture, by farmers.

4.0 CONCLUSION

This unit has afforded us to understand the concept of rural development, the objectives of rural development and also the strategies for rural development.

5.0 SUMMARY

You have learned in this unit that:

- The concept of rural development refers to the transformation of the community into a desirable condition.
- One of the objectives of rural development is educating and motivating the people for self-help projects
- Strategies to be selected for rural development depends on the circumstance of the intended development project.

6.0 TUTOR-MARKED ASSIGNMENT

1. What do you understand by the term Rural Development
2. State five Objectives of Rural Development
3. Explain five Strategies of Rural Development

7.0 REFERENCES/FURTHER READINGS

Anywanu C.N. (1992). *Community Development: The Nigerian Perspective*. Gabsther Educational Publishers, Ibadan.

Williams S.K.T. (1978). *Rural Development in Nigeria*. University of Ife Press, Nigeria.