**ARD506
ADVANCED RURAL SOCIOLOGY**

Course Team: Dr. A. S. Akenbor. (Course Reviewer) - Department of Agricultural Economics and Extension, Edo State College of Agriculture, Iguoriakhi, Edo State.
Dr. Peter I. Nwandu (Course Internal Editor) – NOUN
Dr. Esheya Samuel Esheya (Course Review Coordinator) – NOUN

NATIONAL OPEN UNIVERSITY OF NIGERIA

CONTENTS

Introduction

In order to reconstruct a rural society on a higher basis, it is quite important to study not only the economic forces, but also their ideological, social as well as other forces that are operating in that society. This is the place of Advanced Rural Sociology which is a major aspect of Sociology. As a discipline, Sociology is regarded as the scientific study of human relationship; hence it focuses on the study of the social interactions among people in the society and the impact made by the subsystems on internalizing the people within the society. Advanced Rural sociology is an off-shoot of General Sociology with a focus on the cultural and social factors directly or indirectly affecting the lives of people in rural areas which is basically an agrarian society. There is a marked distinction between General Sociology and Advanced Rural Sociology. While the former is mainly concerned in generating social theories from basic research findings, the latter focuses on the use of these theories to solve practical problems in rural society. Therefore, Rural Advanced Sociology place more emphasizes on experienced field research than generating social theories, thereby maintaining the social organisation as well as patterns of interaction of the rural people.

This course is titled "Advanced Rural Sociology" and coded "ARD 506". It is a one semester course with 2 units taken in the final year of study which is 500 levels. For the teaching and learning of the course to be effective, the course is shared into five modules of fifteen units.

This Course Guide provides you with guide on the course content, the course materials to be used and how these materials will be used. Furthermore, the course provides a guide on tutor-marked assignments to be carried out at the end of every unit.

The Aims of the Course

The course aims to expose the learners to the knowledge of sociology particularly as it affects the rural populace.

It differentiates between social condition and personal problems. It provides idea about social conflicts, functional and structural aspects of the society which are sociological paradigms

Course Objectives

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

- Understand the concept of rural sociology
- Explain what "Social change" is
- Identify Group dynamics and problems of the rural society
- Explain rural poverty

Working Through the Course

The student is required to spend sufficient time to read and study this course thoroughly, noting the key words while studying. The course has been treated in clear terms for easy understanding of the content. The student is strongly advised to attend tutorial sessions during which knowledge and ideas can be shared and compare with other colleagues. The student is expected to carry out the unit assignment as and when due. The student should consult with the facilitator in case of difficulties.

The Course Material

The major components of the course are:
i.   Course Guide
ii.   Study Units

Study Units

This course is divided into five modules with fifteen units in all. The modules and the units are:

Module 1   General Sociology

Unit 1   General Sociology Theories I
Unit 2   Analysis of Social Structure of Rural Agrarian Society

Module 2   Social Change

Unit 1   Selected Theories of Social Change I
Unit 2   Selected Theories of Social Change II
Unit 3   Social and Attitude Change
Unit 4   Measurement of Social Change

Module 3   Social Change II

Unit 1   Conductive Forces to Change in Rural Societies
Unit 2   Resistance Forces to Change in Rural Societies

Module 4   Group Dynamics and Problems of Rural Society

Unit 1   Concepts and stages of Group Development
Unit 2   Types of Group Structure
Unit 3   Differences between Rural and Urban Settlement
Unit 4   Characteristics of Rural and Urban Settlement
Unit 5   Rural Poverty
Unit 6   Special Topics in Rural Sociology and Selected Case Studies

MAIN COURSE

CONTENTS

MODULE 1   GENERAL SOCIOLOGY

Unit 1   General Sociology Theories
Unit 2   Analysis of Social Structure of Rural Agrarian Society

UNIT 1   GENERAL SOCIOLOGY THOERIES

Unit Structure

1.1   Introduction
1.2   Learning Outcomes
1.3   Main Content
        1.3.1   Meaning and Aims of General Sociology
        1.3.2   Concept and importance of Rural Sociology
        1.3.3   Sociology Theories
1.4   Conclusion
1.5   Summary
1.6   References/Further Readings/Web Resources
1.7   Possible Answers to Self-Assessment Exercises

1.1   Introduction

Sociology centers on man. This is so because man is a social animal who need others to live successfully, hence he cannot live in isolation. For instance, man needs others as companions. He needs people to share his joyful and sorrowful moments with. He needs people to teach him what he needs to know for a successful living. These are some of the reasons why men live together in a society. It therefore follows that for man to live in harmony with others in a society, certain norms, rules and regulations of the society should be in place. This is where general sociology comes into play.

1.2   Learning Outcomes

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

- Explain the meaning and branches of sociology
- Enumerate the objectives of sociology
- Explain the theories in sociology
- Understand the basic concept of rural sociology.

1. 3 Main Content

1.3.1 Meaning and Aims of Sociology

Sociology is the scientific study of human relationship. It is regarded as a science since it requires a definite and systematic way of studying humanity. This means that man is the main focus of sociology. Sociology may also be defined as the study of social culture, social relationships as well as social action. It has been described as a science which studies social interaction in the society. Sociology is the scientific study of society in terms of group behavior, their relationship with each other and the factors ensuing from these relationships (Anjana, 2013). Sociology has a wide range of areas which include general sociology, rural sociology, historical sociology, sociology of education, sociology of language, comparative sociology, industrial sociology, political sociology, sociology of law, sociology of religion, sociology of morals and others. It is therefore clear from this wide range of areas that sociology is concerned and interested in every aspect of man. In the academic discipline, sociology is classified as a behavioural science as it focuses mainly on human behaviour.

The aims of General Sociology include:
1.   Placing the planners, law makers, researchers, educators and all others that are concerned with general welfare of the public in a better position to formulate policies for the general public.
2.   Differentiating between personal problems and social condition
3.   Providing basic idea about the sociological paradigms such as functional and structural aspects of the society as well as social conflicts
4.   Making an individual a successful social being
5.   Helping to find solutions to social problem in the society

1.3.2 Concepts and importance of rural sociology

1.3.2.1 Concepts of Rural Sociology

Rural sociology is defined as that branch of sociology with main focus on the study of the cultural and social factors affecting the lives of those in rural and agrarian society. A rural area is an entity with a small size of population, lack of economic, social and basic life amenities such as industries, recreational facilities etc. Rural dwellers are primarily involved in farming and other related activities that generate income such as wood carving, weaving, carpentry, soap making, pottery as well as hunting. Unlike general sociology which is actually more concerned in generating social theories through carrying out of basic research, rural

sociology on the other hand is more concerned with the use of social knowledge to solve practical problems in rural society. Rural sociology emphasizes more on experienced field research than only theory construction. It is more interested in rural people, their ways of interaction as well as social organization.

1.3.2.2 The importance of rural sociology to developing countries

Rural sociology is important to developing nations of the world including Nigeria in the following ways:
1.   It acquaints the agents of change, who works and interacts with the rural people with adequate sociological knowledge that bothers on issues which include culture, roles, leadership, family organization, power, etc. that he requires to carry out his work effectively.
2.   The main problems and characteristics of rural areas are brought to limelight for proper understanding in dealing fully with issues in rural areas.
3.   It provides necessary information concerning the needs of rural people to the government for effective formulation and execution of rural development programmes.
4.   It provides an opportunity for change agency to get feedback on progress made so far on rural development programmes in order to carry out modifications in areas where necessary.

1.3.3 General Sociology Theory

A theory is regarded as a set of ideas which are able to provide useful explanation for human society (Haralambos et al, 2013). It is theory is defined as an abstract idea which is used in explaining what occurs in the universe. It is basically a set of axioms and assumptions composed of empirically and logically verifiable compositions. It helps to explain what is not clear in the universe. Sociology entails the scientific study of human relationship. Sociology theory therefore is that which explains the nature of the society and the relationships existing among the various actors in the society. All theories in sociology explain the organisation in social life and the ways changes comes into the society. In a bid to explain social change and social order, questions that are similar have been asked by various school of thought but different answers were provided. There are three general sociology theories which include functional, conflict theory and evolutionary theory. Each of these theories explains the society differently.

Self-Assessment Exercise

1: Outline the importance of   sociological theories in our society. 2. State the aims of general sociology.

1.3.3.1 The Functional Perspective

This theory is equally called consensus theory. The scholars of this theory are called functional theorists and they believe that the society is like the human body with many parts. The different parts of human body function together for the survival of the individual. Thus, functional theorist explains that the society like a living organism requires different people to perform and ensures the survival of the system. In other words, each member of the society has a function or functions to perform, hence the name functional theory or functionalism. It should be noted that the society is always working to maintain its equilibrium or stability through constant exchanges using its specialized institutions (structure and sub structure) such as schools, religious centers etc.

The society has four basic problems. These can be categorised into two groups viz; expressive and instrumental functional imperatives. The expressive problems are from internal factors which includes pattern maintenance as well as tension management and integration. The instrumental problems on the other hand are those from external and they include goal attainment and adaptation to the environment. The society is basically a moral entity with statuses and roles, norms and values. The norms and values society which guide and influence individual behaviours are in turn supported and influenced by the general system of values in that particular society.

Merits of Functional Theory
1.   It provides stability and unity in the society
2.   The theory is very important in explaining the internal dynamic of the society as a system
3.   It emphasizes integration and consensus in any society

Demerits of Functional Theory
1.   It overlooks those things or factors that tend to bring conflicts and disagreements in a society.
2.   It assumes a common interest in society whereas even though what is functional to a group in a society, might actually be dysfunctional to another group in the same society
3.   The theory is more concerned and interested with the wider interests of the society while that of the individual is ignored
4.   The theory appears to be conservative, thereby showing less concern over the actual dynamics of a social change.

1.3.3.2   The Conflict Theory

This theory is a direct opposition to the functional theory of the society. Conflict theory is of the view that the society is actually a stage for class struggle. It asserts that the society is full of conflict, tension and disagreement. It is of the opinion that there is a variety of interests in the

society which divide people and groups. The theory holds that there are two major groups in the society whose interests are opposed to each other as social relations involve exploitation and domination of one group by the other. One group dominates the other. The dominate group has influence, power and controls the available scarce resources of the society such as good health, education, housing, occupation etc. while the other group referred to as the subordinate group has no influence, power and control over these resources. Social unity is usually maintained through the use of force. The theory emphasizes that man by nature is good but social institutions has prompted a change in the basic nature of man.

The dominate group also referred to as a distinct social group usually clings to power in order to permanently protect its own interest over the resources of the society. On the hand, the subordinate group struggles to have a share of the resources, hence there is inequality. Conflict theory explains that inequality brings about conflict in a society and is quite unnecessary. Conflict theorists are supporters of Karl Max who has seen the society as being divided into two opposing groups of haves and have not's. Another Conflict theorist named George Simmel explained social order as an offshoot of opposing forces of harmony and disharmony.

The society can only persist according to the proponents as a result of the use of external threats. Furthermore, points of conflict in any society determines to a large extent, the line of cleavage between the opposing groups. The resolution of conflict in a society gives rise to other forms of social relationship.

Conflict theorists are of the view that the struggle for influence, power and control between the two opposing groups is a continuous one. When those in power are overthrown through revolution, there is a change and a new leadership emerges. This brings a temporary calm to the society because the other group would want to come back to power. Therefore, upheavals take place from time to time, disturbing the stability and peace of the society.

1.3.3.3 Evolutionary Theory

This theory emphasises on how societies change over time rather than on how the societies achieve order. Foremost evolutionary theorists include William Summer and Auguste Comte. Others are Vilfredo Pareto and Hebert Spencer. Comte contributed that societies usually develop over three different horizontal stages viz; metaphysical, theological, and scientific. He noted that each of these different stages represents advancement in men's understanding of their world. Contributing further, Comte explained that to sponsor the development of the society can be compared to the evolutionary development of living organisms beginning from simple to complex as earlier propounded by Charles Darwin. In

1858, Charles Darwin propounded that all living organisms are engaged in a struggle for existence and that the organisms that can survive and reproduce in a population are those whose variations give them competitive advantage over others. Comet concluded that just as living organisms are composed of various interdependent organs, the interdependence of which is crucial for the holding together of living organisms as a system, the same way the society is composed of different institutions such as the family, school, economy, polity and religion which are responsible for the discharge of major functions of production, regulation and sustenance. Emile Durkeim viewed societies as emerging from small communities with a division of labour where the members are actually held together by a solidarity based on interdependence and difference.

Evolutionary model was to logically use to explain different classes in the society. Early evolutionists advocated that social change in the society was guide by natural laws and not human intervention. It is worth knowing that, the ideas of the theorists ideas have been overshadowed by western education, globalization, advancement in technology as well as industrialization. They have all work together break class boundaries and caste in most nations of the world.

1.4 Conclusion

Sociology theories are a relatively systematic, abstract, and a general reflection on how social world works. They are mainly concerned and focused with the problems of social changes and social order in the society.

1.5   Summary

This unit dealt with the concept of general sociology, rural sociology as well as sociology theories. Rural sociology aims at bringing the problems of rural areas into limelight, providing necessary information about the rural areas to all tiers of the government and change agents. It is also aimed at intimating change agents on ways and manner to interact with the people in rural areas. Sociology entails the scientific study of human relationship.

Sociology theories include evolution theory, functional model and conflict model and they explains the nature of the society and the relationships existing among the various actors in the society as well as explain the organisation in social life and the ways changes comes into the society. Functional theorist explains that the society like a living organism requires different people to perform and ensures the survival of

the system while evolution theory explain how societies change over the course of time rather than how it advances order. Conflict theory is of the opinion that the society is full of class struggle and a variety of interest which actually divide the people into different groups along their line of interest.

1.6 References/Further Readings/Web Sources

Adomeh, I.O.C. (2008) Sociological theories of education in Aluede, R.O.A. and Omoregie, E.O. (eds): Sociology of education pp 22-36.

Ajana, C. (2013) Rural sociology Wisdom Press, New Delhi, Indian pp 38-39.

Ekong, E.E. (2003) An introduction to rural sociology: Dive Educational Publisher, Uyo, Nigeria pp 1-19.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 96-99.

Ovwigho, B.O and Ifie, P.A. (2009) Principles of youth development in Africa: Ethiope Publishing Corporation, Benin- City, Nigeria pp 148-149.

1.7   Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise

1:   Outline the importance of sociological theories in our society

Answer:

1.   It acquaints the agents of change, who works and interacts with the rural people with adequate sociological knowledge that bothers on issues which include culture, roles, leadership, family organization, power, etc. that he requires to carry out his work effectively.
2.   The main problems and characteristics of rural areas are brought to limelight for proper understanding in dealing fully with issues in rural areas.
3.   It provides necessary information concerning the needs of rural people to the government for effective formulation and execution of rural development programmes.
4.   It provides an opportunity for change agency to get feedback on progress made so far on rural development programmes in order to carry out modifications in areas where necessary.

2.   The aims of General Sociology include:
1.   Placing the planners, law makers, researchers, educators and all others that are concerned with general welfare of the public in a better position to formulate policies for the general public.
2.   Differentiating between personal problems and social condition
3.   Providing basic idea about the sociological paradigms such as functional and structural aspects of the society as well as social conflicts
4.   Making an individual a successful social being
5.   Helping to find solutions to social problem in the society

---

UNIT 2   ANALYSIS OF SOCIAL STRUCTURE OF RURAL AGRARIAN SOCIETY

Unit Structure

2.1 Introduction

Knowing the structure and nature of the society in which one lives or working is essential in order to be conversant with what, when and how things are done as well as the decision making process in such society. These decisions include who are those that matters or can be influential on land allocation, age grouping and other matters of necessity in the society. This unit is of importance so as to avoid a re-occurrence of the mistakes that change agents made in the past through inadequacy of knowledge regarding rural social structure or ignoring its existence.

2.2 Learning Outcomes

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

•   State what the term "social structure" is
•   Enumerate the factors that can cause the division of people into different societies and groups
•   Discuss the systems of inheritance and succession in society.

2.3   Main Content

2.3.1 Social Structure of Rural Agrarian System

An agrarian society is that which relies largely on agricultural economy, hence it determines their social organisation (Anjana, 2013). It is worthy of note that a large proportion (over seventy percent) of the population of

African and Asia continents lives in rural areas where they produced food as well as raw-materials for all to consume. This implies that a large number of people live in rural areas as farmers producing the food being consumed by all. The characteristics of these people are that they live in poverty; hence they are relatively poor as well as have a low living standard. However, despite this poverty and low standard of living, the people are capable of organising their lives and live together in harmony lives. This is only possible as a result of the effective social structure that has been put in place in such a society.

2.3.1.1 Concept of social structure in rural society

The term "Society" has been defined in various ways in different places. Though this is the case, it is important to state that in defining this concept, one must take into account that people, institutions and relationships are all involved. Therefore, a society is defined as a group of people sharing together a distinct culture and institutions which is intentionally passed on from generation to generation through the younger ones. Society is also defined as a unit which consist of culture and institutions that are unique to a particular group of people (Otite and Ogionwo 2003); (Aluede, 2008). It is clear from this definition that much emphasis is on the culture and institutions which are basically the products of a group of people that are living together in a community. Society also refers to the number of people living together within a particular geographic area, sharing a common culture and solidarity which binds them together as a social unit. This definition therefore explains that the Nigerian society is made of everybody living in Nigeria territory as a geographic location. It further explains why there are Ibo society, Hausa society, Yoruba society, Nupe society, Edo society and many others. They are regarded as societies owing to the fact that they share a common heritage, common way of life, common language as well as occupy a specific land area in the world.

The organisation or structure of a society is regarded as the way the society is organized into communities, families, tribes, clans etc. It is important to note here that the social structure of any community contains channels of communication. These channels therefore, should be discovered probably and inferred from previous knowledge of social relationships as well as the expectations that people have certain incumbents. The social structure of a society consists of the relations which exist between men and women who have achieved a certain level of definiteness of form and relative permanence.

There are three basic kinds of social structure found in a society namely cultural, economic and regulative. The cultural structure is concerned with the intrinsic ends values of society which is made up of associations and institutions responsible for religion, recreation, knowledge, art and other important values of the society. The regulative structure is

responsible for controlling or regulating human relations in the society through the use of law, religious and moral codes while the economic structure bothers on means of livelihood, that are legal and acceptable business or economic activities to be done for a living.

2.3.2 Factors responsible for the breakup of people into different groups and societies

1. **Age:** This refers to how old an individual in a society is. The people in any society are of different ages. Age accounts for different levels of wisdom, knowledge as well physical strength in a society. As a matter of fact, age is used in sharing a society into different groups viz; elders, adults and youths. Each of the three age groups or grades has its unique characteristics and interests. It is therefore paramount to be specific when considering a change in such a society.

2. **Sex:** This separates individuals in a society into males or females. According to the tradition of some societies, certain jobs are performed by the males who are the men folk while others are carried out by the females who are the women folk. This is because there are consistent, distinct and a high significant differences which between both sexes. Men has superior strength and can carry out tasks that are strenuous such as land clearing, farming, lumbering, house building and mining. Women on the other hand do not posses such superior strength, hence they can carry out lighter tasks such as harvesting of vegetable products, food preparation, fetching of water (Haralambos et al, 2013). In rural life, each sex has specific roles to carry out. For instance, in farming and general agriculture, the men folk are assigned with the responsibility of producing crops and livestock while the women folk are concerned with the processing and marketing of the crops and livestock produce. For this reason, change agents must put sex factor into consideration when making changes.

3. **Common residence:** Individuals in a society are divided on the basis of common residence. This concerns where individuals live in a society. On this note, the society is grouped into small units, such as families or hamlets comprising of a few number of houses grouped together or a village. In each case, there is always a head such as family head or village head that is responsible for directing the affairs of the family or village. People living together usually live as one by cooperating with each other and unite to solve common problems affecting them. However, they can breakup into fractions leading to new hamlets or villages.

4. **Religion:** In most societies, the members are divided along the line of religion, thereby giving rise to different religious groups with common loyalties and attitudes. In Nigeria, the society is mainly divided into Christian religion, Muslim religion, traditional religion as well as other religion. Haralambos et al (3013)

contributed that social life would have been impossible if there were no moral beliefs and shared values that help to form a collective conscience. In absence of religion, it would have been difficult to have social control, social cooperation as well as social order in the society. In fact, there would have not been any society. Religion is the basis of collective conscience which strengthens moral beliefs and societal values that are essential for social life. The existence of death and strong personal attachments are to a large extent the major sources of religious beliefs in the society. In considering changes in the society, it is imperative to give their religion a consideration.

5.   **Kinship:** In some societies people are grouped according to how they are closely related and are bond together either by blood or marriage**.** The bonds between them make the members of such society to easily conform to the groups' responsibilities, behavior and attitudes. This bond is regarded as kinship ties. Usually, the group head makes decisions which the members are bound to obey. The group heads are well respected and regarded by all the members. In most cases the head has the final decision and authority over most matters concerning the members of the group. It is the responsibility of members to help each other including helping the poor and aged in a bid to alleviate poverty as well as other problems to make them live a better life.

Self-Assessment Exercise

1: What do you understand by kinship?
2. Describe the matrilineal system of inheritance.

2.3.3 Systems of inheritance and succession in agrarian society.

There are two major systems of inheritance and succession in agrarian society namely; patrilineal and matrilineal.

Patrilineal: In some societies inheritance and succession are carried out through the family of the father. In other words, they are passed from father to son who is the male child. This is referred to as patrilineal system. The properties of the man after death are usually shared among the surviving male children. These properties include houses, money, farms, vehicles, land and others. For instance in most parts of Nigeria especially Mid-Western and Western parts, land and other properties of a father is shared among his male children after his death. On rear occasions, the female children may have a share. This means that the children have inherited their father's properties and this has ancestral origin. In addition, a child can also succeed his father. For example, a father holding a chieftaincy title could have this title transferred to his son after the father's death. This is called succession. Patrilineal system is unique in agrarian societies and has kept them together from one generation to the other.

Matrilineal: This is a system where inheritance, succession as well as descent are through the family of the mother. It is the direct opposite of the patrilineal system. In some societies where matrilineal system is practiced, mothers own the land. When a mother dies, the properties including land are shared among her surviving children. An advantage of this system is that it make women to become better farmers since they owns the land while the men may not be, since they will be unwilling to develop their land for fear that they cannot inherit the land. This is the case in Ghana. However, this case is gradually changing in Ghana as some men opposed to it, are now acquiring land through lease or purchase for their individual use, thereby making better farmers as well.

2.4   Conclusion

The fact that social organisation or structure exists in all societies the world over cannot be overemphasised. However, it is worthwhile to note that social structure may differ in form and basis from one society to the other. For this reason it is of paramount importance for an agent assigned to a particular society to be conversant with the organisation or structure of that society so as to be able to discharge his duties effectively.

2.5   Summary

This unit dealt with the organisation structure in the society which is about the way in which a particular society is organized into communities, groups, tribes, clans and families. The major factors responsible for the divisions of people into different groups and societies include age, kinship groups, sex, religions, as well as common residence. Finally, in most rural societies, the system of inheritance is basically through patrilineal or matrilineal.

1.6 References/Further Readings/Web Sources

Ajana, C. (2013) Rural sociology Wisdom Press, New Delhi, Indian pp 38-39.

Aluede, R.O.A. (2008) Society, culture and education in Aluede, R.O.A. and Omoregie, E.O. (eds): Sociology of education pp 86- 93.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 111-113.

Otite and Ogionwo, W. (2003) An introduction to sociological studies: Heinemann Educational Books. Nigeria Ltd. pp 382 – 384.

2.7   Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise

1:   What do you understand by   kinship.

Answer

Kinship: In some societies people are grouped according to how they are closely related and are bond together either by blood or marriage**.** The bonds between them make the members of such society to easily conform to the groups' responsibilities, behavior and attitudes. This bond is regarded as kinship ties. Usually, the group head makes decisions which the members are bound to obey. The group heads are well respected and regarded by all the members.

2. Matrilineal: This is a system where inheritance, succession as well as descent are through the family of the mother. It is the direct opposite of the patrilineal system. In some societies where matrilineal system is practiced, mothers own the land. When a mother dies, the properties including land are shared among her surviving children. An advantage of this system is that it make women to become better farmers since they owns the land while the men may not be, since they will be unwilling to develop their land for fear that they cannot inherit the land. This is the case in Ghana. However, this case is gradually changing in Ghana as some men opposed to it, are now acquiring land through lease or purchase for their individual use, thereby making better farmers as well.

MODULE 2   SOCIAL CHANGE

Unit 1   Selected Theories of Social Change I
Unit 2   Selected Theories of Social Change II
Unit 3   Social and Attitude Change
Unit 4   Measurement of Social Change

UNIT 1: SELECTED THEORIES OF SOCIAL CHANGE I

Unit Structure

1.1 Introduction

Social change is defined as a succession of several events which over a period of time is capable of modifying and replacing a particular unit or pattern by other novel ones in a social system. It is also defined as the process by which changes occurs in the function and structure of a social system. Social change is also taken as any alteration in the mechanisms in a social structure which are usually characterised by changes in rules of behaviour, value system, cultural systems or social organisations. A social system refers to a nation, region, city, community or a group. Social changes without doubts are capable of affecting the society and the individuals. Theories of social change explain the sources of social change, the effect of the change on the changing unit as well as the period of time of the change. Social change can be brought about from different sources including changes in the ecosystem (e.g. natural disaster), making contacts between different societies which bring about diffusion, changes in technology, growth in population and other variables that are demographic in nature. Other sources of social change are ideological, economic as well as political movements. It is interesting to note that theories in rural sociology to a large extent were concerned with two major problems of the society viz; social change and social order. Over the years, different schools of thought have emerged but later grouped into two main camps comprising of consensus and conflict groups. The

consensus group also called equilibrium group comprises of functional and evolutionary theories. Usually, the process of social change is pictured as a "moving equilibrium" (Haralambos, et al 2013).

1.2 Learning Outcomes

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

- Explain what is meant by "social change"
- Differentiate between Behaviourists theory and Psychodynamics theory

1.3 Selected theories of social change

Several theories of societal social change exist. However, for the purpose of this course, four of them shall be discussed. Two of them namely Behaviourists and Psychodynamic theories shall be discussed in this unit while the other two namely diffusionist and conflict theories shall be discussed in the next unit.

1.3.1 The Behaviourist Theory

This theory explains the behaviour of people in a society by analysing the antecedents as well as the consequences which are present in that society. It also   focuses on the learned associations which individuals have acquired over a period of time through previous experience. John Watson (1878-1958), an American Psycholigist is the father of behaviourism within psychologists. Other major proponents of this theory include Homans, Bandura, Eisentadt and Kunkel. They came up with an assumption that individuals in a society responds often to rewards and punishments which the culture of that society imposes on acceptable (desirable) and unacceptable (undesirable) behaviours. Therefore, for individuals to live in peace and unity with each other in the society, they learn over time to practice those acceptable behaviours which guarantees rewards and at the same time learn to reject those that would attract punishments. Without doubt, the use of sanctions in the society is one way that has succeeded in controlling undesirable behaviours thereby ensuring that these undesirable behaviours are changed for the desirable ones.   In this way, social change in any society can be effectively improved. This theory also assumes that giving incentives to those that participated in a programme, is capable of stimulating more individuals in the system into the programme while the non participants are left without any incentives. Thus a successful co-existence among the people in the society is enhanced.

1.3.2   The Psychodynamics Theory

Psychodynamics is the psychology of emotional or mental processes which develops in the early stages of a child as well the effects of these processes on the behaviour and mentality of the child. Sigmund Freud was the founder of Psychological theory. He contributed that personality of a child was essentially made up of three important elements of id, ego and superego. Other proponents of this theory are Vegens and Mc Clelland. The idea of this theory is that the unconscious mind is a reservoir of thoughts, emotions, memories that are actually outside the child's awareness of the conscious mind. Psychodynamics theorists are of the view that early socialization of the child usually predetermines their future behavior. For example, in a society where the young ones are not taught societal values of achievement, the needs of the children for those values will be quite low in the future. Psychodynamics theorists suggested new socialization patterns that would help to ensure that those characteristics which are favourable to change as well as modernization are developed in the society. This leads to psychodynamics of change which describes the process of helping clients to come to terms with unpleasant situations in the society through the development of new ways they can handle such situations. However, this theory has been criticised for assuming that it is possible to effectively and directly study the internal state of man. Again, it was criticised for assuming that it is possible to draw a relationship between the behavior observed in a child and the assumed characteristics of the child's internal state. This theory was also criticised for assuming that a society that needs to develop, can only do this when they imbibe the values of western world which are capitalists. However, suffice it to say here that these criticisms are debatable to a large extent.

Self-Assessment Exercise

1. State the two assumptions of the behaviorists theory.
2. State the Psychodynamics Theory

1.4   Conclusion

Social change is generally geared towards the promotion of the good of the people in a society as well as the promotion of the interest of different groups in such society. However, for a meaningful change to occur and promote common good in the society it is essential to use incentives. It is therefore necessary to consider the various theories of social change in the study of rural areas of such as Nigeria.

1.5   Summary

This unit discussed behaviourist and psychodynamics theories of social change. The Behaviourist theorists hold the assumption that people most often responds to the rewards and punishment which the society imposes on desirable and undesirable behaviours through culture. Psychodynamics theorists assume that early socialization of the child usually predetermines their future behavior in that society.

1.6   References/Further Readings/Web Sources

Ekong E.E. (2003) An introduction to rural sociology, You Done Educational Publishers, pp 259-265.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 957-959.

1.7 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise
1: State the two assumptions of the behaviorists theory

Answer

1. Individuals in a society responds often to rewards and punishments which the culture of that society imposes on acceptable (desirable) and unacceptable (undesirable) behaviours. Therefore, for individuals to live in peace and unity with each other in the society, they learn over time to practice those acceptable behaviours which guarantees rewards and at the same time learn to reject those that would attract punishments. Without doubt, the use of sanctions in the society is one way that has succeeded in controlling undesirable behaviours thereby ensuring that these undesirable behaviours are changed for the desirable ones. In this way, social change in any society can be effectively improved.

2. This theory also assumes that giving incentives to those that participated in a programme, is capable of stimulating more individuals in the system into the programme while the non-participants are left without any incentives. Thus a successful co-existence among the people in the society is enhanced.

2. **The Psychodynamics Theory**

Psychodynamics is the psychology of emotional or mental processes which develops in the early stages of a child as well the effects of these processes on the behaviour and mentality of the child. Sigmund Freud was the founder of Psychological theory. He contributed that personality of a child was essentially made up of three important elements of id, ego and superego. Other proponents of this theory are Vegens and Mc Clelland. The idea of this theory is that the unconscious mind is a reservoir of thoughts, emotions, memories that are actually outside the child's awareness of the conscious mind. Psychodynamics theorists are of the view that early socialization of the child usually predetermines their future behavior. For example, in a society where the young ones are not taught societal values of achievement, the needs of the children for those values will be quite low in the future. Psychodynamics theorists suggested new socialization patterns that would help to ensure that those characteristics which are favourable to change as well as modernization are developed in the society. This leads to psychodynamics of change which describes the process of helping clients to come to terms with unpleasant situations in the society through the development of new ways they can handle such situations. However, this theory has been criticised for assuming that it is possible to effectively and directly study the internal state of man. Again, it was criticised for assuming that it is possible to draw a relationship between the behavior observed in a child and the assumed characteristics of the child's internal state. This theory was also criticised for assuming that a society that needs to develop, can only do this when they imbibe the values of western world which are capitalists. However, suffice it to say here that these criticisms are debatable to a large extent.

UNIT 2   SELECTED THEORIES OF SOCIAL CHANGE II

Unit Structure

2.1 Introduction

It is crucial to mention that social change at individual level bothers on how an individual in the society learns innovation and what actually motivates him to change. Furthermore, it bothers on how an individual adjust to change as well as the personal factors that affects social change in a society. As a matter of fact, these premises prompted the emergence of various theories and schools of thoughts as theories of social change in the society.

2.2 Learning Outcomes

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

- Define and describe social change
- Differentiate between Diffustionist theory and Conflict theory of social change

2.3 Selected Theories of Social Change

There are several theories of societal social change. Behaviourists and Psychodynamic theories were discussed in the previous unit. Diffusionist and conflict theories of social change shall discussed in this unit.

2.3.1 The Diffusionist Theory

Diffusionist theory holds that cultural traits or characteristics are diffused or transmitted from one society to the other. The proponents of this theory is of the view that all cultures found the world over today, originated from

one society and spreads to others overtime. They view social change in the society as an educational process; hence they place less importance on the internal state of individuals. According to these theorists, the whole world society is divided into two camps, based on the relative modernity or primarily of each camp. Thus there are two camps of modern and primitive societies.

Modern societies are those of the developed countries of the world that have advanced technologically while the primitive societies are those of the developing and underdeveloped countries that are technologically backward. This theory holds strongly that, for any change or development to occur in developing and underdeveloped countries, modern technology must be diffused or transmitted from the developed countries to underdeveloped or underdeveloped countries. However, for this transmission or diffusion to be very effective, the proponents of this theory such as Roslow, contributed that adequate communication skills, educational approach as well as democratization must be involved in the process.

Diffusionist theory is criticised for being ethnocentric in nature as the proponents' claims that western culture is the only criterion for measuring development in the society. The assumption of the theory is that social change is unidirectional, that is to say that all societies the world over must go through the same direction if development is to be achieved socially, economically and politically. Unfortunately, this theory has been contradicted today as the advance nations have partially or completely blocked the development of the developing and underdeveloped nations. It is however regrettable that the developed countries took this action after they have attained their development status through the direct and indirect exploitation of the underdeveloped and developing nations of the world.

2.3.2 The Conflict Theory

This theory is of the view that the society as a social life is full of competition. It is mainly concerned with the distribution of power, resources and inequality in the society. Conflict theory promotes social change to a very large extent. The theory takes into cognisance, the causes of change in the arrangements of institutions rather than individual's internal characteristics or state. It should be noted that social conflict is there in the society at all time; hence it is regarded as a fundamental feature of the society. Social conflict is highly rooted in differences of class or status, of material interest as well as of wealth and opportunity where there is unequal sharing of scarce resources.

Social conflict is regarded as the struggle for agency and power in the society. A social conflict is said to have occurred when two or more

individuals oppose one another in social interaction, with each of them exerting social power in a bid to achieve incompatible goals while at the same time preventing others from achieving their own goals. Conflict is an integral and central part of the social system. Conflict theory is quite suitable in explaining situations of conflict in the society. However, it cannot be used in explaining situations where there is harmony and stability and the individuals are working together for the good of the society.

Basic Assumptions of Conflict Theory
There are three basic assumptions of conflict theory viz;
1.   Human beings are self- interested
2.   All societies operates under a situation of perpetual scarce resources
3.   Conflict is unavoidable and pervasive between social groups and within social groups.

Self-Assessment Exercise
1.   Differentiate between the diffusionist and the conflict theories.
2.   State the Basic Assumptions of Conflict Theory.

2.4   Conclusion

In studying the rurality and developmental strategies of a developing nation like Nigeria, it is important to analyse the different structures from the consensus perspective as well as the conflict perspectives. For a balanced objective and realistic analysis to be achieved, it is necessary to consider both consensus and conflict perspectives. They must work together. This eclectic approach of applying arguments and elements from both perspectives will be useful to a large extent in the study of contemporaries of rural areas in Nigeria and other developing countries of the world.

2.5   Summary

Diffusionist and conflict selected theories of social change has been discussed in this unit.

Diffusionist theory holds the view that cultural traits are diffused or transmitted from one society to the other, hence all cultures found the world over today originated from one society and spreads to others overtime. The whole world society is divided into modern and primitive societies. Conflict theory emphasised the causes of change in the arrangements of institutions rather than individual's internal characteristics. Social conflict is highly rooted in differences of class or

status, of material interest as well as of wealth and opportunity where scarce resources are not shared equally.

2.6 References/Further Readings/Web Sources

Ekong E.E. (2003) An introduction to rural sociology, You Done Educational Publishers, pp 259-265.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 957-959.

2.7   Possible Answers to Self-Assessment Exercises

SELF-ASSESSMENT EXERCISE
1: Differentiate between the diffusionist and the conflict theories.

Answer:
The Diffusionist Theory: Diffusionist theory holds that cultural traits or characteristics are diffused or transmitted from one society to the other. The proponents of this theory is of the view that all cultures found the world over today, originated from one society and spreads to others overtime. They view social change in the society as an educational process; hence they place less importance on the internal state of individuals.
The Conflict Theory: This theory is of the view that the society as a social life is full of competition. It is mainly concerned with the distribution of power, resources and inequality in the society. Conflict theory promotes social change to a very large extent. The theory takes into cognisance, the causes of change in the arrangements of institutions rather than individual's internal characteristics or state. It should be noted that social conflict is there in the society at all time; hence it is regarded as a fundamental feature of the society

2. Basic Assumptions of Conflict Theory
There are three basic assumptions of conflict theory viz;
1.   Human beings are self- interested
2.   All societies operates under a situation of perpetual scarce resources
3.   Conflict is unavoidable and pervasive between social groups and within social groups.

UNIT 3   SOCIAL AND ATTITUDE CHANGE

Unit Structure

3.1   Introduction
3.2   Learning Outcomes
3.3   Social and Attitude Change
        3.3.1 Concept of social change
        3.3.2 Social change
        3.3.3 Sources of social change
        3.3.4 Concept of attitude and attitude change
3.4   Conclusion
3.5   Summary
3.6   Reference/Further Readings/Web Resource
3.7   Possible Answers to Self-Assessment Exercises

3.1   Introduction

The society like any other phenomena has been changing from the onset. The society has been changing in areas such as economy, ideology, technology, art and religion, as well as social institutions (Ajana, 2013). Social and attitude change are quite necessary to ensure development in a society socially, economically as well as to maintain stability. Most developments in the society are enhanced through the introduction of extension programmes. Usually, extension programmes are calculated attempts to disseminate practical and useful information to farmers, women and youth in rural areas (Ovwigho and Ifie, 2009). For instance, there are Agricultural extension programmes, rural youth extension programme and others in Nigeria. The main purpose of extension programme is to actually introduce change in the society as this is crucial in achieving developments in a rural nation such as Nigeria. Therefore, it is important that extension workers who are major players in extension programmes should properly understand the actions for a meaningful change to occur. When people do things continuously using same method and there is little or no improvement, then changing that method becomes inevitable. Continuous changes are crucial to continuous developments, hence better societies. Thus only change is permanent in a society, no other thing is permanent.

The main purpose of social and attitude change is to enhance a better society for all to live in happily. However, in order to achieve community development, this social change can be modified or induced through the collective will and effort of all individuals in that community.

3.2 Learning Outcomes

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

- understand by the term "social change"
- discuss the various types of social change in the society
- explain the sources of social change
- differentiate between attitude and attribute change

3.3   Social and Attitude Change

Social change place emphasis on what actually happens to individuals socially and psychologically during their community development efforts to meet their felt needs. However, during this process one form of assistance or the other is given to individuals, through well- organized efforts aimed at acquiring the necessary attitudes, concepts and skills which are required for them to effectively participate in all programmes put in place to promote their well- being in the society.

3.3.1 The Concept of Social Change

Social change is described as the modification in the society as well as their sub-units regarding their structure or functioning for a specified time period. In other words, social change involves a change in the way and manner individuals interact socially, in terms of their structured relationships as well as in the functions which are carried out by these relationships. Suffice it to say that the basis of social change bothers on the fact all societies are changing from time to time. Social change occurs in a social system when there is a significant and noticeable alteration of social structures as embodies in norms, cultural products, values and symbols. Social change in the society may be any of the following forms:
1.   Reformation in major functional and legal systems of a society: For instance, when a law is passed in a society, the people are expected to obey it. This would demand a change in the conduct of the people in a bid to adjust to the new law.
2.   Reformation in human behavior and attitudes through proper enlightenment of the people: For instance when an extension agent educates a farmer on appropriate farming system, he changes from the old system to the new one. Thus a social change occasioned by the training he had received from the extension agent occurs.
3.   Modification in the conditions of a social system necessitated by changes in the policies of a society

4.   A change which occurs in material and non material aspects of culture especially a change in the artifacts and arts of cultures in a social system.

3.3.2 Types of Social Change

Different types of change exist in a society. For extension agents to be able to effect the appropriate changes in a social system, it is crucial that all agents of change should get be acquainted with all types of social change. This will ensure the effective execution of rural development projects. Types of social change include:

a.   Total Change
Total change refers to a complete change in the social system. This type of change is encompassing and comprehensive in nature. It involves a comprehensive change in all aspects of social system such as social, economic, political as well as others. The disadvantage of this change is that it may be difficult to allocate and mobilise resources for a change as well as order priorities.

b.   Segmental Change
Unlike total change, segmental change occurs in bits or segments. It is easier to allocate and mobilise resources to effect a change. It should be noted that in a segmental change, only a small proportion of individuals in a place or an aspect of life of the people is affected at a time. However, this type of change should be sufficient enough in order to make a meaningful impact on the society.

c.   Intended or Planned change.
This change is quite useful when trying to improve rural communities as well as to seek assistance from donors. It involves making deliberate plans to alter existing practice in a social system. The set goals and objectives should be clear and achievable in order to minimize trial and error. As a matter of fact, since this change is planned, it can be used in correcting some of the outcomes of unintended changes.

d.   Unintended or Natural change.
This type of change occurs by nature. In other words it happens naturally and no individual has control over it. It was not planned for; hence there are no set goals and objectives. For instance, natural disasters such as typhoon, volcanic eruptions, earthquake and others are not planned and can make people to change from one location to the other for survival.

e.   Emulative Change
Emulative change occurs mainly in formal organizations as in civil service with a clear cut relationship between the superiors and

subordinates. It is viewed as an influence through emulation and identification. Thus, emulative change could take place through the identification and emulation of superiors by the subordinates in an organisation.

f.   **Coercive Change**

This type of change is achieved through the use of force. Coercive change involves setting of goal by one side of the society for all members; hence it is regarded as non mutual. In this case, goal setting is carried out by the government or change agent without involving the beneficiaries. Coercive change is unlike voluntary change whereby people determine their own goals and make plans for change such as initiating and starting self helped projects within their locality.

3.3.3 Contact Change and Immanent change

Contact change is said to occur when someone who is not part of the people unintentionally introduce a change among the people known as selective contact change or when someone is representing a planned change organization in order to make a change among the people known as direct contact change. On the other hand, immanent change is said to occur when a change takes place internally within the people without any external influence. For instance when a local blacksmith manufactures a new farm implement for use among the people, immanent change has taken place.

a.   **Indoctrination**

Indoctrination refers to a social change effected through deliberate mutual goal setting. Usually, in indoctrination the followers are made to imbibe tenets and injunctions of the doctrine. This type of change is common in Christianity, Islam as well as traditional worshippers.

b.   **Technocratic Change**

Technocratic change is a type of change that occurs among the people when they rely on data which were collected and interpreted by the researchers. This type of change is ideal for technological development in a society.

3.3.4 The Different Sources of Social Change

There are different sources of social change. The major ones include application of science and technology, urbanization, invention and discovery. Others are diffusion, religion, natural physical forces and governmental policies.

1.   **Application of Science and Technology**
It has been observed that the pattern of daily life in most rural communities have changed considerably over the years. This is so because of the developments brought about by water supply scheme, rural electrification scheme as well road construction in rural communities. A lot of foreign food varieties and cash crops have been imported from other countries and introduced into rural areas through research and technology. As a result of this, it is now possible to produce and consume exotic breeds of livestock and crops. This has brought a change in the production and consumption of local varieties of food to include that of exotic varieties in rural communities.

2.   **Urbanization**
This refers to the growth of town and cities. It has led to a situation where able bodied men and women, youths as well as schools leavers leaves rural areas to urban areas for economic prospects. In urban areas such as cities and towns, there are basic infrastructural facilities such as electricity, pipe-borne water, good roads and others. These facilities have made life in urban areas different from that of rural areas. Therefore, rural dwellers leaving rural areas for urban centre will have to make tremendous adjustments in order to live successfully in their new area. This type of change is necessitated by urbanization.

3.   **Invention**
Invention concerns bringing new things into existence. It is the use of existing cultural traits in designing new things in the society. It should be noted that the rate at which invention is carried out is usually directly related to the existing cultural base in the society. Obviously, the new things that have been invented will bring changes in such society.

4.   **Discovery**
This is the process of learning what was not known before. It involves sharing with others, a perception of relationship, fact or object which has been in existence but unknown. This type of change is used in enhancing the society cultural base.

5.   **Diffusion**
Diffusion refers to a situation where cultural traits are transmitted from one society to the other, hence all cultures originated from one society and spreads to others overtime. Diffusion of culture involves material and non material things. However, it is facilitated by using efficient technology communication gadgets, telephoning, interaction facilities as well as specialists that are properly trained for the diffusion of innovation.

6.   Religion
Religious institutions such as churches, mosque and others overtime brought changes into the society through indoctrination, education, preaching and using phrases and metaphors. Through this way, religion is able to change individuals from a particular mode of life to the other.

7.   Natural Physical Forces
These are natural forces which can cause disasters and no individual has control over them. For instance, natural disasters such as flood, typhoon, erosion, volcanic eruptions, earthquake and others are not planned and can make people to change from one location to the other for survival. In some cases, the disaster may be too severe that it can cause an entire population to migrate to another region.

8.   Government Policies and Programmes
The government can also effect changes in the society through their policies and programmes. For instance, Nigerian government has effected many changes in the society through governmental policies and programmes. In doing this, the military government usually promulgate decrees while the civilian government pass legislative bills. The decrees and legislative bills have been used to make major social changes in Nigerian society.

Self-Assessment Exercise
1. Clearly state the difference between discovery and diffusion.
2. What is urbanization?

3.3.1.5 Concept of Attitudes and Attitudes Change

In a simple form, attitude is described as the way an individual thinks and feels about issues. Broadly, attitude is defined as the thought, predisposition and feelings an individual or group of individuals has about into his environment. Usually, the components of attitude include are feelings, knowledge as well as inclinations to act. Attitude is also defined as the evaluative disposition of an individual towards some objects with consequences for how the individual would act. It should be noted that the emphasis on attitude is feelings or emotions. A change in the attitude of an individual is regarded as attitude change.

There is an assumption among some social psychologists that behaviour and other factors influence behavioural intentions. These intentions however, are not influenced by only the attitudes of people.

Attitudes are capable of influencing behavior in a society. In analysing attitudes in any society, a model of behavioural change is usually used. When an change agent wants to persuade people regarded as clients to do

things in a particular way or adopt an innovation, they use a model of behavioural change thus;

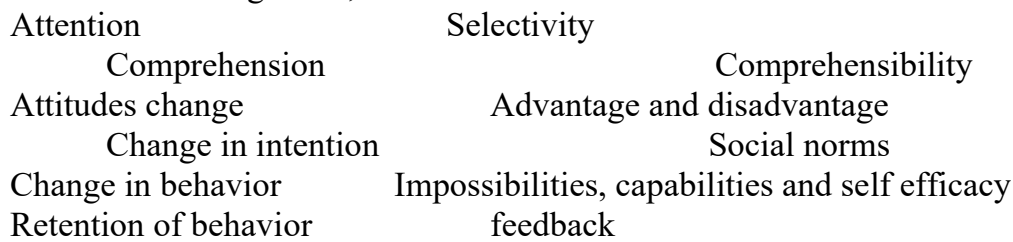|	
Attention	Selectivity
Comprehension	Comprehensibility
Attitudes change	Advantage and disadvantage
Change in intention	Social norms
Change in behavior	Impossibilities, capabilities and self efficacy
Retention of behavior	feedback

Fig. I: Model for change in behavior through change in attitudes (Van den Ban and Hawkins, 1996).

In using this model, change or extension agents would first of all arouse the attention of the people (clients) by delivery their message in a way and manner that the people would understand and select from the messages available to them. The extension agent should help the client to strike a balance between the advantages and disadvantages of the new innovation in behaviour. When an extension agent delivers a message that deviates widely from the present opinion of the client, such a message would definitely be rejected. On the other hand, when the change being initiated by the extension agent is favourable and accepted by the client, then there is a high probability that the clients will actually change their intention in that social environment. It is easier to have a change in behavior if there are better results from the message of extension agent. For instance, if the yield of a crop is increased considerably through the use of fertilizer, the clients would change their behaviour to begin the use of manure and abandon their old way of crop farming without fertiliser. In this way, the goal of the extension agent will be effectively achieved in that environment.

3.4   Conclusion

It is important to emphasise that change is normal, crucial and inevitable in the existence of man. Changes do occur and affect the cultural and social lives of people in rural areas. However, these changes are of different types and sources. The people living in rural communities will indeed be better off if they imbibe the spirit of social and attitudinal change.

3.5   Summary

•   The concepts of social change and attitudes change which to a large extent modifies a social system as well as their sub units as regards their functioning or structures over a period of time has been sufficiently discussed.

- Modifications may take the form of human behavior and attitudes, effecting alterations in social conditions as well as making changes in material culture or reformations in major legal functions in the society.
- The various types of social change including technocratic change, coercive change, planned and unplanned change, immanent change and segmental change has also been discussed.
- Various sources of changes including, diffusion, invention, discovery, urbanisation, government policies, natural physical forces as well as application of science and technology has also been fully discussed.

3.6 References/Further Readings/Web Sources

Ajana, C. (2013) Rural sociology Wisdom Press, New Delhi, Indian pp 131-140.

Ekong, E.E. (2003) An introduction to rural sociology, Uyo, Dove educational Publishers pp 262-266.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 855-856.

Ovwigho, B.O. and Ifie, P.A. (2009) Principles of youth development in Africa, Ethiope Publishing Corporation, Benin-City pp 149-150.

Van den ban, A.W. Hawkins, H.S. (1996) Agricultural Extension, Cambridge Black-well science PP 81-84.

3.7   Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise
1. Clearly state the difference between discovery and diffusion.

 Answer:
   Discovery: This is the process of learning what was not known before. It involves sharing with others, a perception of relationship, fact or object which has been in existence but unknown. This type of change is used in enhancing the society cultural base.
 Diffusion: Diffusion refers to a situation where cultural traits are transmitted from one society to the other, hence all cultures originated from one society and spreads to others overtime. Diffusion of culture involves material and non material things. However, it is facilitated by using efficient technology communication gadgets, telephoning, interaction facilities as well as specialists that are properly trained for the diffusion of innovation.

2. Urbanization
This refers to the growth of town and cities. It has led to a situation where able bodied men and women, youths as well as schools leavers leaves rural areas to urban areas for economic prospects. In urban areas such as cities and towns, there are basic infrastructural facilities such as electricity, pipe-borne water, good roads and others. These facilities have made life in urban areas different from that of rural areas. Therefore, rural dwellers leaving rural areas for urban centre will have to make tremendous adjustments in order to live successfully in their new area. This type of change is necessitated by urbanization.

UNIT 4   MEASUREMENT OF CHANGE IN RURAL SOCIETY

Unit Structure

4.1   Introduction

Social change is defined as a process in which there is a continuous change in human relationship. It has earlier been defined as modifications in a social system as well as their sub-units concerning their functioning structure over a specified period of time. Thus, there is the need to carry out periodic assessment of change so to know what has occurred in a social system from time to time.

4.2 Learning Outcomes

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

- State the characteristics of change process in a social system
- List the various indicators which are used in measuring social change
- Discuss the different methods that are used in collecting data for measuring social change.

4.3 Main Content

4.3.1 Measurement of Change in a Rural Society

Considering the fact that rural development is multi-sectoral in nature and social change is anticipated, it may be difficult to actually carry out a deliberate change effort if adequate mechanism for measuring the change

is not put in place. This is as a result of the fact that the feedback from the efforts to introduce a change in a social system could be an impetus necessary for further development as well as careful planning are concerned in that regard. Therefore, it is paramount to be well acquainted with the different methods of measuring change in a social system.

4.3.2 Characteristics of the Change Process

These include the following:
1. **Change is inevitable:** It should be noted that a change is normal and inevitable. It is an abnormal for a society not to change.
2. In effecting a change in a society, there is usually a resistance towards it as some of the people would want to remain the way they are.
3. **Spatial and time temporal:** This refers to the fact that social change takes place in a particular geographical location and would occur over a period of time in that locality.
4. **Change occurs at different rates:** Usually, social change does not occur in a society at the same rate. The rate of change differs from one part of a society to the other
5. **Assessing change in relation to social structure**:- Usually social change and their significance are usually used in assessing the reaction of the people to the conditions of that society at the time when the change took place.

4.3.3 Measurement of Social Change

Social change can be measured through the use of any of the following ways:
1. **Social indicators:** These are statistics that are directed towards knowing the well -being of people in the society. Social indicators have been found to have a direct normative interest which can facilitate a comprehensive as well as balanced judgment about the actual conditions concerning the crucial aspects of the social system. Social indicators as a matter of fact is not only bothered about the number of persons who are diseased or attends hospitals for health care, but are also bothered about the well- being, state of health and welfare of the people in the society. Furthermore, social indicators are also interested on how much income the people are receiving as well as the satisfaction of their own needs which they derive from that income. Health, employment, education, public safety, income, recreation, housing, population and leisure are the social indicators used in measuring how the people in a particular society are enjoying social provision. This is done on periodic basis to ascertain whether or not there is an improvement in the society at a particular time. Therefore, social indicator is ideal in

predicting future social events, establishing social policies and social goals.

2. **Demographic indicators**: These are indicators that focus on factors like rate of immigration and emigration, birth rate, death rate, fertility rate and expected life span. For example, increase in birth rate and decrease in death rate indicates a change or development in the health sector.

3. **Economic indicators:** These are indicators that points at the economic sector of a society. Usually it considers the national income, per capital income, gross domestic product and gross national product. Others of consideration as far economic indicators are concerned include unemployment rate, how much is spent on the different sectors such as manufacturing, education, and agriculture.

4.3.4 Data Collection for the measurement of Social Change

There are three main forms of collecting data for the measurement of social change namely intelligence, information, enlightenment data.

1. **Intelligence Data**: This is that type of data used for management and administrative purposes. Intelligence data is very useful in determining differences, correlations or relationships between one another.

2. Information data: Information data is quite specific in nature. It cannot give beyond the required information. It is quite exact and mainly used for the purpose of operation. For instance, the number of projects carried out in a particular area through self help or loan, number of students and teachers in schools are information data.

3. **Enlightenment Data**: This is used in evaluating and understanding a problem situation in a society. Thereafter, the formation of good government policies is made easier and effective.

Self-Assessment Exercise

1: What make up the social indicators in the process of social change?
2. What is an economic indicator?

4.4   Conclusion

It is worthy to note that the level of change in a social system can be evaluated objectively and easily. Progress demands an objective evaluation of social change from time to time. The idea of change agent regarding areas of improvement may be different from that of the community members; hence it is necessary to measure change periodically in the community.

4.5 Summary

- In this unit, characteristics of change were fully discussed. In measuring social changes, indicators such as social, economic and demographic indicators can be used.
- Social indicators are used in measuring the welfare of the people in a society.
- Economic indicators shows how good or bad an economy and can be measured through the use of gross national, per capital income and others.
- The methods of collecting data for measuring social change include information, intelligent and enlightenments gathering methods.

4.6 Reference/Further Readings/Web Resources

Aluede, R.O.A. (2008) Society, culture and education in Aluede, R.O.A. and Omoregie, E.O. (eds): Sociology of education pp 101- 107.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 967-968, 986.

4.7   Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise
1: What make up the social indicators in the process of social change?

Answer:
Social indicators are are statistics that are directed towards knowing the well -being of people in the society. Social indicators have been found to have a direct normative interest which can facilitate a comprehensive as well as balanced judgment about the actual conditions concerning the crucial aspects of the social system. Social indicators as a matter of fact is not only bothered about the number of persons who are diseased or attends hospitals for health care, but are also bothered about the well-being, state of health and welfare of the people in the society. Furthermore, social indicators are also interested on how much income the people are receiving as well as the satisfaction of their own needs which they derive from that income. Health, employment, education, public safety, income, recreation, housing, population and leisure are the social indicators used in measuring how the people in a particular society are enjoying social provision. This is done on periodic basis to ascertain whether or not there is an improvement in the society at a particular time. Therefore, social indicator is ideal in predicting future social events, establishing social policies and social goals.

2. **Economic indicators:** These are indicators that points at the economic sector of a society. Usually it considers the national income, per capital income, gross domestic product and gross national product. Others of consideration as far economic indicators are concerned include unemployment rate, how much is spent on the different sectors such as manufacturing, education, and agriculture.

MODULE 3   SOCIAL CHANGE II

Unit 1   Conducive Forces to Change in Rural Societies
Unit 2   Resistance Forces to Change in Rural Societies

UNIT 1   CONDUCIVE FORCES TO CHANGE IN RURAL SOCIETIES

Unit Structure

1.1   Introduction
1.2   Learning Outcomes
1.3   Main Content
       1.3.1 Resistance to Change
       1.3.2 Dimensions to social change
       1.3.3 Factors conducive for changes
1.4   Conclusion
1.5   Summary
1.6   Reference/Further Readings/Web Resources
1.7   Possible Answers to Self-Assessment Exercises

1.1   Introduction

As has been discussed in previous units, social change is of paramount importance if the welfare of the people in rural communities is to be improved upon. Unfortunately, most problems which are associated with people in the society actually get their roots from change process in one way or the other. These problems to a large extent cannot be prevented as any type of change or innovation in any group of people would require them to leave their old ways of life to a new one. This is so because they are already used to that way of life whether positive or negative. Abandoning this old way for a new one would be heavily resisted, thereby posing problems to the expected change, because the people are not aware of the threats as well as the uncertainly of the consequences of such a change. For this reason, no matter how beneficial or positive a change may appear to be in any community, the people would definitely oppose to such efforts geared towards changing them.

1.2   Learning Outcomes

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

•   State and discuss the various factors conducive to social change
•   Explain the different dimensions to social change.

1.3 Main Content

1.3.1 Conducive Social Change

As admirable and desirable as change is, it is not all changes that are wholeheartedly received with open hands by the people that such changes are intended. Attributes such as fatalistic tendencies, low empathy, familism, aversion to risk-taking, traditionalism and immediate gratification make the people to doubt the objectivity and certainty of the changes. The consequence of the exhibition of such rural values as mentioned above make the people show some resistance to the changes, the benefits notwithstanding. It is therefore important to learn the dimensions of social change, factors conducive to change and ways change is being resisted.

1.3.2 Dimensions of Social Change

The dimension of social change can take any form out of the following:
1.   **Economic change:** This is a type of change that occurs in the mode of production, economic relations and statuses of people in the society, for example changes in production of crops for market supply rather than for home consumption, industrialization and mining of natural resources. An example was when Nigeria redirected her focus from agriculture as the source of income to petroleum and natural gas.
2.   **Political change:** This is the change that takes place in the distribution and of operational mechanism of social and political power within the country. Examples can be seen to be evolutionary from the Obas, Emirs and Chiefs as traditional sole authority of the past to the military regime and then to democratically elected representative from ward level to the national level.
3.   **Cultural Change:** Cultural change is used to describe all changes that take place in every part of culture, be it material or non material culture, such as values and beliefs. It involves the alterations in the way people perceive and relate to the environment, for example, taking e.g. pride in the wearing of Nigerian dresses listening to traditional music and eating of indigenous food.
4.   **Technological change:** Is a continuous process of change within technical material and physical practices in a culture. It also entails application of scientific knowledge and inventions to practical problems in the society. Technological change can be observed in almost all aspects of life, in the transportation for instance, through manufacturing of boats/shops, cars, Lorries and aero plane, in health, by developing many types of drugs to cure diseases, in

agriculture through the breeding of improved varieties of plants and animals while, in education it is through the use of ICT for students' instruction and so on.

5. **Behavioural change:** This is the impact of education on the knowledge, attitudes and skills of the individual. Nowadays, people do not kill twins but in the past twins were regarded as evil and were so killed. Youths are migrating from rural areas to urban areas in search for jobs because they are tired of staying in the rural areas where the tempo of life is too low and most required basic amenities for a better living are inadequate.

Self-Assessment Exercise
1. What is political change?

1.3.3 Factors that are Conducive to Change

The following factors within the social systems are conducive for bringing about change and the change agent could exploit these to his advantage and also pays more attention to the ones that can inhibit the change in a social system:

Education: Is liberation from ignorance, poverty and diseases. Education helps to diffuse knowledge, skills and attitudes to people which help them in their adjustment to the new ways. Research findings have shown that people with higher level of education adopt (accept) change earlier than none or less educated people.

Social disorganization: This occurs as a result of rapid and uncoordinated change which may bring about further change for good of the social system. The experiences the people of Nigeria had during the civil war of late 1960's have been a factor that has kept multi-nationalities and multiethnic group together as a nation.

Heterogeneous population: The migration of people from one place to another brings them in contact with new cultural traits. Several studies have been conducted and reported that, societies which compose of people with different ethnic backgrounds who interact freely an diffuse their customs, knowledge, technology and ideology generally experience rapid change.

Contact with other cultures: Contact with other societies is an important force for cultural change. With exposure to other cultures through contact and diffusion, resistance to change can be minimized.

Favourable Political and Economic climate: Change is usually promoted when the political and economic climate is conducive. In a situation of chaos, change is usually impeded. Other factors that are of importance to rural dwellers, are the change that can quickly bring economic returns to them and which will improve their socio-economic

life rather than the ones in which they will have to wait for a long time before they start enjoying the benefits. They are also more likely to be accepted than the ideas which are though good, but do not appear to result in saving greater income for the farmer.

Active Involvement of the People: The involvement of the members of the social system in the planning and execution of the change made them to feel that the activity is partly their own and not one imposed from outside. With such arrangement, the people have a sense of belonging in what goes on to make change happen.

Relative Advantage: Relative advantage of the change being introduced is also factor to be considered. If the newly introduced change is superior to the one it is meant to supersede, it will be easy for a change to take place. For instance, manual processing of oil palm fruits are tedious and inefficient when compared with the use of machine that can process palm fruits in a matter of minutes into oil palm and with less tediousness.

Self-Assessment Exercise

2. Discuss the factors that are conducive to change.

1.4   Conclusion

It is clear from this unit that change is necessary for improving the welfare of people and that some problems are usually associated with every type of change. It is also clear that some factors are resistance to change such as traditionalism, fatalistic tendencies, low empathy, aversion to risk taking and immediate gratification. Dimensions to social change have also been taught in this unit. The factors that are conducive for change as learnt are education, social disorganization, heterogeneous population, relative advantage of the change, contact with other cultures, economic returns and favourable political climates.

1.5   Summary

- In this unit, the dimensions of social change including economic change, technological change, cultural change and behavioural change were discussed.
- The factors that are conducive for changes within the social system were equally discussed.

1.6   References/Further Reading/Web Resources

Ekong, E.E. (2003) An introduction to rural sociology, Uyo, Dive Eductational Publishers.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 967-968, 986.

1.7 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise
1: What is political change?

Answer:

Political change: This is the change that takes place in the distribution and of operational mechanism of social and political power within the country. Examples can be seen to be evolutionary from the Obas, Emirs and Chiefs as traditional sole authority of the past to the military regime and then to democratically elected representative from ward level to the national level.

2. **Factors that are Conducive to Change**
The following factors within the social systems are conducive for bringing about change and the change agent could exploit these to his advantage and also pays more attention to the ones that can inhibit the change in a social system:

Education: Is liberation from ignorance, poverty and diseases. Education helps to diffuse knowledge, skills and attitudes to people which help them in their adjustment to the new ways. Research findings have shown that people with higher level of education adopt (accept) change earlier than none or less educated people.

Social disorganization: This occurs as a result of rapid and uncoordinated change which may bring about further change for good of the social system. The experiences the people of Nigeria had during the civil war of late 1960's have been a factor that has kept multi-nationalities and multiethnic group together as a nation.

Heterogeneous population: The migration of people from one place to another brings them in contact with new cultural traits. Several studies have been conducted and reported that, societies which compose of people with different ethnic backgrounds who interact freely an diffuse their customs, knowledge, technology and ideology generally experience rapid change.

Contact with other cultures: Contact with other societies is an important force for cultural change. With exposure to other cultures through contact and diffusion, resistance to change can be minimized.

Favourable Political and Economic climate: Change is usually promoted when the political and economic climate is conducive. In a situation of chaos, change is usually impeded. Other factors that are of importance to rural dwellers, are the change that can quickly bring economic returns to them and which will improve their socio-economic life rather than the ones in which they will have to wait for a long time before they start enjoying the benefits. They are also more likely to be accepted than the ideas which are though good, but do not appear to result in saving greater income for the farmer.

Active Involvement of the People: The involvement of the members of the social system in the planning and execution of the change made them to feel that the activity is partly their own and not one imposed from outside. With such arrangement, the people have a sense of belonging in what goes on to make change happen.

Relative Advantage: Relative advantage of the change being introduced is also factor to be considered. If the newly introduced change is superior to the one it is meant to supersede, it will be easy for a change to take place. For instance, manual processing of oil palm fruits are tedious and inefficient when compared with the use of machine that can process palm fruits in a matter of minutes into oil palm and with less tediousness.

UNIT 2   RESISTANCE FORCES TO CHANGE

Unit Structure

2.1   Introduction

If rural people accept change, their lives would be transformed in terms of living standard and income. However not all changes are accepted by the people, while some would accept, some others may not. In this unit therefore, the reasons why some changes may be resisted by the rural people will discussed.

2.2 Learning Outcomes

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

- List the forces that may make people resist social changes in rural areas
- Explain why the listed forces in (i) makes resistance to social changes in a system.

2.3 Main Content

Resistance forces to Social Change

No matter how seemingly beneficial a change may be to a society or individuals, such a change must possess the characteristics that would attract the people to want to accept them. The change must therefore, be conscious of this fact and so take every necessary step to make the change

he takes to the people acceptable.   There are various sources of resistance to change by the people for whom such change is intended. These factors could be of assistance to the change agent, as explained below:

2.3.1 Cost

Though a change may be perceived to have greater satisfaction than the one the people are used to, it may not be adopted because of its higher cost. The cost may be considered, in terms of what the adopter is supposed to give up and what he is to gain, in adopting the change/innovation. Therefore the cost of change must be affordable to the people it is meant for.

2.3.2 Fear of Disruption, Suspicions and Anxiety

Most often, some people usually feel satisfied and protected under the old arrangement where they have remained unchallenged. In the face of a change which they do not know the details, they often feel threatened and become suspicious what the outcome would be, particularly as refers to their prestige, influence and present power of positions. They therefore, demonstrate fear and anxiety over the unknown. This results in the imperativeness of resistance to the new change.

2.3.3 Vested interest

Social change meets opposition or resistance whenever it threatens the vested interest of key individuals or groups in the system. In a social system where stratification is strongly entrenched, any change that affects their superior class will be voluntarily opposed; also change that affects the income, prestige or personal ambition of some people would be totally opposed.

2.3.4 Cultural Resistance

This occurs when the proposed change is in conflict with the prevalent social norms and belief of the people. Introduction of pig production, domestication and consumption in a Muslim dominated area for example, would likely be strongly opposed since such a change runs afoul of Islamic injunction which people cherish and defend with all their vigour.

2.3.5 The Degree of Complexity

This occurs when the use of an innovation or some fact in it is beyond the present level of understanding of the people. It also occurs if some training becomes difficult for the people to understand its use. People do not show enthusiasm to accept such change or adopt it. For example, the

use of farm records by the peasant farmers is not in practice because of the difficulty in its operations.

2.3.6 Compatibility

Change meant for the people should be ecologically, socially and economically compatible with the people of the area otherwise, the change may be rejected. The change must conform to the existing values, norms and past experiences of the adopters.

Self-Assessment Exercise
1: Explain how degree of complexity and compatibility influence social change in a society.
2.Write short notes on the resistance to change.

2.4   Conclusion

Changes involve the introduction of new behavior pattern and the integration of this new pattern of behavior into the cognitive and social structure, thereby destabilizing the old system at a higher level. Extension agent who wants to succeed in introducing a change must as much as possible endeavour to reduce forces of resistance and embrace factors that are conducive for change to occur.

2.5   Summary

In this unit, it was discussed that change is necessary to improve the welfare of the people and that the change may be economic, political, cultural, technological or behavioural change.

The factors that are opposing to social change include cost, complexity, fear and suspicions, vested interest, cultural resistance and compatibility.

2.6 References/Further Readings/Web Resources

Ekong, E.E. (2003): An introduction to rural sociology, Uyo, Dive
        Eductational Publishers pp 12-25

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013)
        Sociology themes and   perspectives 8th Ed. HarperCollins
        Publishers, London pp 967-968, 986.

2.7   **Possible Answers to Self-Assessment Exercises**

Self-Assessment Exercise
1: Explain how degree of complexity and compatibility influence social change in a society.

Answer:

The Degree of Complexity: This occurs when the use of an innovation or some fact in it is beyond the present level of understanding of the people. It also occurs if some training becomes difficult for the people to understand its use. People do not show enthusiasm to accept such change or adopt it. For example, the use of farm records by the peasant farmers is not in practice because of the difficulty in its operations.

Compatibility: Change meant for the people should be ecologically, socially and economically compatible with the people of the area otherwise, the change may be rejected. The change must conform to the existing values, norms and past experiences of the adopters.

2. **Resistance forces to Social Change**
No matter how seemingly beneficial a change may be to a society or individuals, such a change must possess the characteristics that would attract the people to want to accept them. The change must therefore, be conscious of this fact and so take every necessary step to make the change he takes to the people acceptable.   There are various sources of resistance to change by the people for whom such change is intended. These factors could be of assistance to the change agent, as explained below:

Cost: Though a change may be perceived to have greater satisfaction than the one the people are used to, it may not be adopted because of its higher cost. The cost may be considered, in terms of what the adopter is supposed to give up and what he is to gain, in adopting the change/innovation.
Therefore the cost of change must be affordable to the people it is meant for.

Fear of Disruption, Suspicions and Anxiety: Most often, some people usually feel satisfied and protected under the old arrangement where they have remained unchallenged. In the face of a change which they do not know the details, they often feel threatened and become suspicious what the outcome would be, particularly as refers to their prestige, influence and present power of positions. They therefore, demonstrate fear and anxiety over the unknown. This results in the imperativeness of resistance to the new change.

Vested interest. Social change meets opposition or resistance whenever it threatens the vested interest of key individuals or groups in the system. In a social system where stratification is strongly entrenched, any change that affects their superior class will be voluntarily opposed; also change that affects the income, prestige or personal ambition of some people would be totally opposed.

Cultural Resistance: This occurs when the proposed change is in conflict with the prevalent social norms and belief of the people. Introduction of pig production, domestication and consumption in a Muslim dominated area for example, would likely be strongly opposed since such a change runs afoul of Islamic injunction which people cherish and defend with all their vigour.

The Degree of Complexity: This occurs when the use of an innovation or some fact in it is beyond the present level of understanding of the people. It also occurs if some training becomes difficult for the people to understand its use. People do not show enthusiasm to accept such change or adopt it. For example, the use of farm records by the peasant farmers is not in practice because of the difficulty in its operations.

Compatibility: Change meant for the people should be ecologically, socially and economically compatible with the people of the area otherwise, the change may be rejected. The change must conform to the existing values, norms and past experiences of the adopters.

MODULE 4   GROUP DYNAMICS AND PROBLEMS OF RURAL SOCIETY

UNIT 1   CONCEPT AND STAGES OF GROUP DEVELOPMENT

Unit Structure

1.1   Introduction

Extension education is concerned with charging the knowledge attitudes and practices of large number of rural people. To do so effectively, it is essential to look at the want, desires and wishes of individuals and how they act and react as a group. Farmers choose whether to accept or reject a change in farming practice. He made a choice and this choice is as a result of interplay of many forces, both within and outside the individual, such as his experience, education, traditions, mental capability and many other internal influences. However, there are some goals he cannot attain alone because such goals need collective action. Example of such goals include building of schools, medical centres and roads, these require group action. The individual is also influenced in his decisions by the attitudes of others in his group or community and he in turn influences them. In traditional societies, this influence is so strong that hardly could anyone oppose the socially accepted standards of the group, so the

extension and other rural development programmes make use of groups to achieve their aims.

1.2   Learning Outcomes

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

*   Define the term group dynamics
*   Explain the theories and stages of group development
*   Describe the internal dynamics of group
*   Explain the external dynamics of group
*   Enumerate the factors affecting dynamics among group
*   Identify the ways of fostering participation in groups.

1.3   Main Content

1.3.1 Concept of group dynamics

A group can be defined as several individuals who come together to accomplish a particular task. Group dynamics can be defined as an interaction of complex intra-and inter-personal forces operating in a group which determines its character, development and long term survival. It refers to the attitudinal and behavioural characteristics of a group. Group dynamics is concerned with how groups are formed, their structure and process and how they function. Group dynamics is relevant in both formal and informal groups of all types.

The social process by which people interact and behave in a group environment is called group dynamics. Group dynamics involves the influence of personality power and behaviour on the group process.

Is the relationship between individuals conducive to achieving the group goals? Is the structure and size of the group an asset in pursuing both task and maintenance functions of the group? How is formal and informal power used to build consensus or reach decisions? Does the combination of individuals produce the right culture? How do individuals, cultures and internal forces interact? All these and others are embedded in group dynamics.

1.3.2 Theories and Stages of group development

As applied to group development, group dynamics is concerned with why and how groups develop. These include classic, social exchange and social identity.

1.3.2.1 Classic Theory

This theory was developed by George Homans and he posited that groups develop based on activities, interactions and sentiments. The theory indicates that, when individuals share common activities, they will have more interaction and will develop attitudes towards each other.

1.3.2.2 Social Exchange Theory

This theory stipulates that individuals form relationship based on the implicit expectation of mutually beneficial exchanges based on trust and felt obligation. Thus, a perception that exchange relationships will be positive is essential if individuals are to be attracted and affiliate with a group.

1.3.2.3 Social Identity Theory

Simply put, this theory suggests that individuals get a sense of identity and self- esteem based upon their membership in salient groups. The group may be demographically based, culturally based or organizational based. Individuals are motivated to belong to and contribute to identity groups because of the sense of belongingness and self worth membership.

1.3.3 Stages of Group Development

According to Tuckmans theory, there are five stages of group development namely: forming, storming, norming, performing and adjourning. Each of these stages presents the members with different challenges that must be overcome before they can move on to the next stage.

a.   Forming - At this stage of development, the members familiarize themselves with the task and with other members of the group. This is the dependent stage as members tend to depend on outside expertise for guidance, job definition and task analysis.

b.   Storming – At this stage, the group encounters conflict as members confront and criticize each other. Issues arising in this stage include identification of roles and responsibilities, operational rules and procedures, and the individual's need for recognition. This stage is also referred to as counter dependent stage where members flex muscles in search for identity. In some cases, the group may have problems getting through this stage as a result of encountered difficulty in clarifying their task, agreeing on their mission or mandate, or deciding how they will proceed. Lack of skills, ability or aptitude can also contribute to their inability to get beyond this stage.

c.   Norming – At this point the members start to resolve the issues that are creating the conflict and begin to develop their social agreements. The members begin to recognize their interdependence, develop cohesion and agree on the group norms that will help them to function effectively in the future.

d.   Performing – Occurs when the group has sorted out its social structure and understands its goals and individual roles. It will move towards accomplishing its task. Mutual assistance and creativity become prominent themes at this stage. The group sensing its growth and maturity becomes independent, relying on its own resources.

e.   Adjourning– At this stage, the group usually resort to some form of closure. Not all groups experience this stage of development because it is characterized by the disbandment of the group. Some groups are relatively permanent.

Self-Assessment Exercise

1: Give three definitions of group dynamics.
2.Describe the stages of group development.

1.4 Conclusion

Group dynamics as regards group development refers to why and how groups develop. The various theories of group development include classic, social exchange and social identity. Several stages are involved in group development each of these stages most often presents the members with different challenges that must be overcome before they can move on to another stage.

1.5 Summary

In this unit group development, group dynamics as well as theories of group development which include classic, social exchange and social identity were discussed. Different stages of group development which include forming, storming, norming, performing and adjourning were also discussed.

1.6   References/Further Readings/Web Sources

Afen-Akpaida, J. E. (2008) Peer group and education in Aluede, R.O.A. and Omoregie, E.O. (eds.) Sociology of education pp 139-147.

Frey, L. R. and Wolf (2004) The symbolic and interpretive perspective on group dynamics. Small group research 35 No 3 pp 277- 316.

Hellrielqel, D. and Slocum, J.W.(2004) Organisation behavior 10th edition. Thomson south Western.

1.7 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise
1: Give three definitions of group dynamics.

Answer:
I.   A group can be defined as several individuals who come together to accomplish a particular task.
II.   Group dynamics can be defined as an interaction of complex intra- and inter-personal forces operating in a group which determines its character, development and long-term survival.
III.   It refers to the attitudinal and behavioural characteristics of a group. Group dynamics is concerned with how groups are formed, their structure and process and how they function.

2.   **Stages of Group Development**
According to Tuckmans theory, there are five stages of group development namely: forming, storming, norming, performing and adjourning. Each of these stages presents the members with different challenges that must be overcome before they can move on to the next stage.

a.   **Forming** - At this stage of development, the members familiarize themselves with the task and with other members of the group. This is the dependent stage as members tend to depend on outside expertise for guidance, job definition and task analysis.

b.   **Storming** – At this stage, the group encounters conflict as members confront and criticize each other. Issues arising in this stage include identification of roles and responsibilities, operational rules and procedures, and the individual's need for recognition. This stage is also referred to as counter dependent stage where members flex muscles in search for identity. In some cases, the group may have problems getting through this stage as a result of encountered difficulty in clarifying their task, agreeing on their mission or mandate, or deciding how they will proceed. Lack of skills, ability or aptitude can also contribute to their inability to get beyond this stage.

c.   **Norming** – At this point the members start to resolve the issues that are creating the conflict and begin to develop their social agreements. The members begin to recognize their interdependence, develop cohesion and agree on the group norms that will help them to function effectively in the future.

d.   **Performing** – Occurs when the group has sorted out its social structure and understands its goals and individual roles. It will move towards accomplishing its task. Mutual assistance and creativity become prominent themes at this stage. The group

sensing its growth and maturity becomes independent, relying on its own resources.

e.   **Adjourning**– At this stage, the group usually resort to some form of closure. Not all groups experience this stage of development because it is characterized by the disbandment of the group. Some groups are relatively permanent.

UNIT 2   TYPES OF GROUP AND GROUP STRUCTURE

Contents

2.1   Introduction

Certain activities that could improve the development of rural communities cannot be done successful by an individual but in groups. Group and group formation therefore have some specific inherent characteristics that enable them to function towards achieving stated goals. Therefore in this unit, many groups will be discussed.

2.2   Learning Outcomes

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

•   Distinguish between types of groups in a social system
•   Explain group structure.

2.3   Main Content

2.3.1 Types of Groups

It is not in all situations that the change agents work with individuals. On some occasions, his work is better appreciated within a group or groups. In this context therefore, the change agent must understand the workings of group, types and structure to enhance his professional competence. Groups may be classified into two namely formal group and informal group:

i.   Formal groups – Groups are structured to pursue a specific task as they are established by an organization to achieve organizational goals. Formal groups may take the form of command groups, tasks groups and functional groups. Command group consists of a supervisor and the subordinates, task groups consist of people who work together to achieve a common task within a specified period of time. Instances of task groups include ad-hoc committees' project groups and standing committees. Functional groups are created by the organization to accomplish specific goals within unspecified time frame. Functional groups remain after the achievement of their current goals and objectives.

ii.   Informal groups – These groups are formed naturally in response to the common interests and shared values of individuals. They are established for the accomplishment of organizational goals and do not have specified time frame. Examples are interests group, friendship groups and reference groups.

2.3.2 Group structure

Group structure is a pattern of relationships among members that hold the group together and help it to assigned goals. Structured group can be described in a variety of ways such as group size, group roles, group norms and group cohesiveness.

i.   Group size – Group size may vary from 2 people to a very large number of people. Small groups are between 2-10 people. It has an advantage of quick decision and is more effective while large groups may waste time by deciding on processes and trying to decide who should participate next, but also have advantages on numbers of people to interact with. It is difficult for members of large groups to identify with one another and experience cohesion.

ii.   Group roles – In formal groups, roles are usually assigned to members. Group roles can be classified into work roles, maintenance roles and blocking roles. Work roles are task oriented activities that involve accomplishing the group goals. They involve a variety of specific roles such as initiator, informer, clarifies, summarizes and reality tester. Maintenance roles are social emotional activities that help members maintain their involvement in the group and raise their personal commitment to the group. Maintenance roles are harmonizer, gatekeeper, consensus tester, encourager and compromiser. Harmonizers reduce tension in the group and reconcile difference and explore opportunities. Gatekeepers keep communication channels open and make suggestions that encourage participation. The consensus tester will task if the group is hearing a decision and test possible conclusion. Encouragers are friendly warm and responsive to other group members while the

compromiser modifies decisions, offers compromises and admitting errors. Blocking roles are activities that disrupt the group. They may take the form of dominating discussions. Verbally a tackling other group members and distracting the group with trivial information or unnecessary humor.

2.3.3 Group Norms

Norms are acceptable standards of behaviour within a group that are shared by members of the group. Norms define the boundaries of acceptable and unacceptable behaviour. They are created in order to facilitate group survival, make behaviour more predictable, avoid embarrassing situations and express the values of the group. Groups exert pressure on members to force them to conform to the group's standard.

2.3.4 Group Cohesiveness

Cohesiveness refers to the bonding of the group members and their desire to remain part of the group. Groups tend to be more cohesive when they are in intense competition with other groups or face a serious external threat to their survival. Smaller groups and those that spend time together also tend to be more cohesive.

The advantages of cohesiveness are workers satisfaction, low turnover and absenteeism as well as higher productivity. However, highly cohesive groups may be detrimental to organizational performance if their goals are misaligned with organizational goals; they are also liable to group think. Group think occurs when members exert pressure on each other to come to a consensus in decision making. Group think usually results to careless judgments, unrealistic appraisal of alternative courses of action and lack of reality thinking.

Self-Assessment Exercise

1.   Explain briefly what you understand by group cohesiveness.
2.   Write short notes on group structure.

2.4   Conclusion

Group structure is regarded as a pattern of relationships among members, holding them together and help to assigned goals. Structured group refers to group size, group roles, group norms and group cohesiveness. Group norms are acceptable standards of behaviour within a group that are shared by members of the group. Norms states clearly the boundaries of acceptable and unacceptable behaviour within a social system.

2.5   Summary

Discussions in this unit includes types of groups namely formed and informal as well as group structure which is made up of group size and group roles. Group norms and group cohesiveness were discussed in details.

2.6 References/Further Readings/Web Resources

Ekong, E.E. (2003) An introduction to rural sociology, Uyo, Dive Eductational Publishers pp 12-25.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 855-856.

2.7   Possible Answers to Self-Assessment Exercises

Self- Assessment Exercise
1: Explain briefly what you understand by group cohesiveness.

Answer:
Cohesiveness refers to the bonding of the group members and their desire to remain part of the group. Groups tend to be more cohesive when they are in intense competition with other groups or face a serious external threat to their survival. Smaller groups and those that spend time together also tend to be more cohesive. The advantages of cohesiveness are workers satisfaction, low turnover and absenteeism as well as higher productivity. However, highly cohesive groups may be detrimental to organizational performance if their goals are misaligned with organizational goals; they are also liable to group think. Group think occurs when members exert pressure on each other to come to a consensus in decision making. Group think usually results to careless judgments, unrealistic appraisal of alternative courses of action and lack of reality thinking.

2. **Group structure**
Group structure is a pattern of relationships among members that hold the group together and help it to assigned goals. Structured group can be described in a variety of ways such as group size, group roles, group norms and group cohesiveness.

Group size – Group size may vary from 2 people to a very large number of people. Small groups are between 2-10 people. It has an advantage of quick decision and is more effective while large groups may waste time by deciding on processes and trying to decide who should participate next, but also have advantages on numbers of people to interact with. It is difficult for members of large groups to identify with one another and experience cohesion.

Group roles – In formal groups, roles are usually assigned to members. Group roles can be classified into work roles, maintenance roles and blocking roles. Work roles are task oriented activities that involve accomplishing the group goals. They involve a variety of specific roles such as initiator, informer, clarifies, summarizes and reality tester. Maintenance roles are social emotional activities that help members maintain their involvement in the group and raise their personal commitment to the group. Maintenance roles are harmonizer, gatekeeper, consensus tester, encourager and compromiser. Harmonizers reduce tension in the group and reconcile difference and explore opportunities. Gatekeepers keep communication channels open and make suggestions

that encourage participation. The consensus tester will task if the group is hearing a decision and test possible conclusion. Encouragers are friendly warm and responsive to other group members while the compromiser modifies decisions, offers compromises and admitting errors. Blocking roles are activities that disrupt the group. They may take the form of dominating discussions. Verbally a tackling other group members and distracting the group with trivial information or unnecessary humor.

Group Norms

Norms are acceptable standards of behaviour within a group that are shared by members of the group. Norms define the boundaries of acceptable and unacceptable behaviour. They are created in order to facilitate group survival, make behaviour more predictable, avoid embarrassing situations and express the values of the group. Groups exert pressure on members to force them to conform to the group's standard.

Group Cohesiveness

Cohesiveness refers to the bonding of the group members and their desire to remain part of the group. Groups tend to be more cohesive when they are in intense competition with other groups or face a serious external threat to their survival. Smaller groups and those that spend time together also tend to be more cohesive.

The advantages of cohesiveness are workers satisfaction, low turnover and absenteeism as well as higher productivity. However, highly cohesive groups may be detrimental to organizational performance if their goals are misaligned with organizational goals; they are also liable to group think. Group think occurs when members exert pressure on each other to come to a consensus in decision making. Group think usually results to careless judgments, unrealistic appraisal of alternative courses of action and lack of reality thinking.

**UNIT 3   DIFFERENCES   BETWEEN   RURAL   AND
            URBAN SETTLEMENT**

Unit Structure

3.1 Introduction

Iwena (2018), described a rural society as a relatively small area with socially homogenous people that know one another very well. He defined urban society as a relatively large densely populated settlement with socially heterogeneous people who do not know each other very well. Rural society refers to a society in which there is a low ratio of inhabitants to open land. The most important economic activities are the production of foodstuffs, fibers, and raw materials. Society is difficult to define with greater precision, for, although in non industrialized nations, the transition from city to countryside is usually abrupt, it is gradual in industrialized societies, making it difficult to pinpoint the boundaries of rural places. In this unit emphasis shall be on the differences between the rural and urban settlements.

3.2 Learning Outcomes

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

*   Identify the differences between rural society and urban society
*   Explain the concepts of rural-urban linkage
*   Identify major problems of rural society
*   Enumerate factors that create rural poverty.

3.3 The Differences between Rural & Urban Settlement

Urban and rural settlements differ in demographics, land area and usage, population density, transportation networks and economic dependencies. These characteristics are the defining differences that geographers and city planners observe between rural and urban centres.

3.3.1 Demographics

Urban settlements contain a heterogeneous population consisting of different ages, cultures and ethnicities, whereas rural areas contain a more homogenous population based on family, similar ethnicities and fewer cultural influences.

3.3.2 Land Area and Usage

Urban settlements are more expansive and contain a wide range of land uses. For instance, major metropolitan areas use density zoning to indicate different levels of development. In contrast, rural settlements are more or less self-contained and may not use zoning controls and they have limited planning and development regulations.

3.3.3 Population Density

Population density is the number of people living per square kilometer of land or per unit area of land (Iwena, 2013). The United States of America (U.S.A) Census Bureau defines urban settlements as areas with more than 50,000 people and at least 1,000 people per square mile; including contiguous census tracts or blocks with at least 500 people per square mile. In contrast, rural settlements contain less than 2,500 people, at a density between one and 999 people per square mile.

3.3.4 Transportation Network

Rural transportation networks consist of local and county roads with limited interconnectivity to rail and bus lines. Urban settlements contain highway infrastructure as well as airports and light or heavy commuter rail.

3.3.5 Economy

Urban areas are dependent on a global economy of import and export, whereas rural economies rely on a local and agricultural-based economy with dependencies on services such as hospitals and educational establishments in nearby urban centers.

Self-Assessment Exercise

1. Describe land area and population density as characteristics differentiating urban and rural settlements.
2. Explain the Differences between Rural & Urban Settlement.

3.4   Conclusion

Rural society is an area with a low ratio of inhabitants to open land where the most important economic activity is farming. Urban and rural settlements differ in demographics, land area and usage, population density, transportation networks and economic dependencies. These characteristics define the differences between rural and urban centres.

3.5   Summary

This unit discussed the meaning of rural and urban settlements. It equally discussed the differences between the urban and rural settlements in terms of the demographic, land area and usage, population density, transportation network and the economy.

3.6 References/Further Readings/Web Resources

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th ed. HarperCollins Publishers, London pp 967-968.

Iwena, O. A. (2018) Essential geography for senior secondary schools, Tonad Publishers Limited, Lagos Nigeria pp 392-402.

United States Census Bureau: Census (2000) Rural and urban Classification.

3.7   Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise
1:   Describe land area and population density as characteristics differentiating urban and rural settlements.

Answer:
Land Area: Urban settlements are more expansive and contain a wide range of land uses. For instance, major metropolitan areas use density zoning to indicate different levels of development. In contrast, rural settlements are more or less self-contained and may not use zoning controls and they have limited planning and development regulations.
Population Density: Population density is the number of people living per square kilometer of land or per unit area of land (Iwena, 2013). The United States of America (U.S.A) Census Bureau defines urban settlements as areas with more than 50,000 people and at least 1,000 people per square mile; including contiguous census tracts or blocks with at least 500 people per square mile. In contrast, rural settlements contain less than 2,500 people, at a density between one and 999 people per square mile.

2. **The Differences between Rural & Urban Settlement**
Urban and rural settlements differ in demographics, land area and usage, population density, transportation networks and economic dependencies. These characteristics are the defining differences that geographers and city planners observe between rural and urban centres.

Demographics
Urban settlements contain a heterogeneous population consisting of different ages, cultures and ethnicities, whereas rural areas contain a more homogenous population based on family, similar ethnicities and fewer cultural influences.

Land Area and Usage
Urban settlements are more expansive and contain a wide range of land uses. For instance, major metropolitan areas use density zoning to indicate different levels of development. In contrast, rural settlements are more or less self-contained and may not use zoning controls and they have limited planning and development regulations.

Population Density
Population density is the number of people living per square kilometer of land or per unit area of land (Iwena, 2013). The United States of America (U.S.A) Census Bureau defines urban settlements as areas with more than 50,000 people and at least 1,000 people per square mile; including

contiguous census tracts or blocks with at least 500 people per square mile. In contrast, rural settlements contain less than 2,500 people, at a density between one and 999 people per square mile.

Transportation Network
Rural transportation networks consist of local and county roads with limited interconnectivity to rail and bus lines. Urban settlements contain highway infrastructure as well as airports and light or heavy commuter rail.

Economy
Urban areas are dependent on a global economy of import and export, whereas rural economies rely on a local and agricultural-based economy with dependencies on services such as hospitals and educational establishments in nearby urban centers.

UNIT 4   CHARACTERISTICS OF RURAL AND URBAN SETTLEMENTS

Unit Structure

4.1 Introduction

The characteristics of rural settlement are quite different from those of urban settlements. Each of the settlements has their unique characteristics.

4.2 Learning Outcomes

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

- Explain the characteristics of rural settlement
- Explain the characteristics of urban settlement.

4.3 Main Content

4.3.1 Characteristics of Rural Settlement

Rural settlements remain common around the world. Each country has its own definition as to what defines a rural settlement, but there are some common characteristics among them. Some of these characteristics include illiteracy, traditionalism, isolationism and an agricultural economy.

4.3.1.1 Illiteracy

Illiteracy is most common in adults in areas of poverty and rural settlements. Most often, illiteracy in rural settlements can be two to three times higher than urban areas. Rural settlements often do not have the tools to give their community a thorough education and consequently, many adults do not know how to read.

4.3.1.2 Traditionalism

Maintaining traditional values is important to rural settlements. People in rural settlements tend to maintain traditionalism as the roles maintained by men, women and children. The people cherish their values and often don't accept assistance to develop their settlement in fear that their traditional values will be at risk.

4.3.1.3 Isolationism

Isolationism is a common characteristic among rural settlements, but it can be for different reasons. One reason is that the settlement is in a hard-to reach location. Another reason why isolationism is a characteristic of rural settlement is because people of the community usually want to protect their traditionalism and fear that people from the outside will try to urbanize their community.

4.3.1.4 Agricultural Economy

Rural settlements usually have to support themselves in every aspect because their communities are often isolated. Therefore, their main source of economic value is their agriculture. Either, they are able to buy and trade their goods within their own settlement or they are able to sell their goods to people outside of their communities.

4.3.2 Characteristics of Urban Settlement

4.3.2.1 Economic and Social Factors:

Urban settlements are differentiated from rural ones by economic, social, and population factors. Most urban settlements derive from a small village. The village, due to certain economic or strategic advantages, receives many newcomers and soon becomes both the social and administrative center for surrounding areas. Urban settlement characteristics, therefore, derive from the changes a village goes through once it begins to acquire economic importance.

4.3.2.2 Diversity

Much of urban settlement has an economic basis. As a result, the first and primary characteristic of urban settlement is the development of a diversity of occupation. Over time, the settlement becomes an industrial, financial or manufacturing center of a certain district or area, which implies that urban settlement, has a close connection with the desire to find work.

4.3.2.3 Administration

The economic content of urban settlement is usually complemented by very different forms of state. Rationalized, more or less centralized, and class based government becomes the norm in urban centers, normally following the pattern of industry or trade. Economic regulation then becomes paramount.

4.3.2.4 Civic Activism

Somewhat more foggy is the existence of a municipal civic culture that serves to encourage civic participation and some form of democratic government. The European experience in the Renaissance strongly bears out this view that the existence of a strong civic culture is characteristic of urban settlement.

4.3.2.5 Social Tension

As a village becomes an urban area, those who live in the village setting often have substantial social tension with newcomers. As a result, a significant characteristic of urban settlement is the influx of newcomers, all seeking some form of economic security and the hostility of those already living there. There may be a connection between this constant feature of integration and the existence of a strong civic life.

Self-Assessment Exercise

1: Explain diversity and administration as important characteristics of urban settlement.

4.3.3 Problem of Rural Society

The causes of rural poverty are complex and multidimensional. They involve among other things culture, climate, gender, markets and public policy. Likewise, the rural poor are quite diverse both in the problems they face and the possible solutions to these problems.

Broad economic stability, competitive markets, and public investment in physical and social infrastructure are widely recognized as important requirements for achieving sustained economic growth and a reduction in rural poverty. In addition, because the rural Poor's links to the economy vary considerably, public policy should focus on issues such as their access to land and credit, education and health care, support services and entitlements to food through well-designed public works programs and other transfer mechanisms.

About one-fifth of the world's population is afflicted by poverty—these people live on less than $1 a day. Poverty is not only a state of existence but also a process with many dimensions and complexities. Poverty can be persistent (chronic) or transient, but transient poverty, if acute, can trap succeeding generations. The poor adopt all kinds of strategies to mitigate and cope with their poverty.

To understand poverty, it is essential to examine the economic and social context, including institutions of the state, markets, communities and households. Poverty differences cut across gender, ethnicity, age, location (rural versus urban) and income source. In households, children and women often suffer more than men. In the community, minority ethnic or religious groups suffer more than majority groups and the rural poor more than the urban poor. Similarly, among the rural poor, landless wage workers suffer more than small landowners or tenants. These differences among the poor reflect highly complex interactions of cultures, markets, and public policies.

Rural poverty accounts for nearly 63 percent of poverty worldwide, reaching 90 percent in some countries like Bangladesh and between 65 and 90 percent in sub-Saharan Africa (exceptions to this pattern are several Latin American countries in which poverty is concentrated in urban areas). In almost all countries, the conditions in terms of personal consumption and access to education, health care, potable water and sanitation, housing, transport, and communications faced by the rural poor are far worse than those faced by the urban poor. Persistently high levels of rural poverty, with or without overall economic growth, have contributed to rapid population growth and migration to urban areas. In fact, much urban poverty is created by the rural Poor's efforts to get out of poverty by moving to cities. Distorted government policies such as penalizing the agriculture sector and neglecting rural infrastructure (social and physical), have been major contributors to both rural and urban poverty.

The links between poverty, economic growth and income distribution have been studied quite extensively in recent literature on economic

development. Absolute poverty can be alleviated if at least two conditions are met viz:

i.   economic growth must occur or means of income must rise on a sustained basis

ii.   economic growth must be neutral with respect to income distribution or reduce income inequality.

Generally, poverty cannot be reduced if economic growth does not occur. In fact, the persistent poverty of a substantial portion of the population can dampen the prospects for economic growth. Also, the initial distribution of income and wealth can greatly affect the prospects for growth and alleviation of mass poverty. Substantial evidence suggests that a highly unequal distribution of income is not conducive to either economic growth or poverty reduction. Experience has shown that if countries put in place incentive structures and complementary investments to ensure that better health and education lead to higher incomes, the poor will benefit doubly through increased current consumption and higher future incomes.

The pattern and stability of economic growth also matter. On one hand, traditional capital-intensive, import-substituting and urban-biased growth, induced by government policies on pricing, trade and public expenditure, has generally not helped alleviate poverty. On the other hand, agricultural growth where there is a low concentration of land ownership and labor-intensive technologies are used has almost always helped reduce poverty. Finally, sharp drops in economic growth resulting from shocks and economic adjustments may increase the incidence of poverty. Even when growth resumes, the incidence of poverty may not improve if inequality has been worsened by the crisis.

SELF-ASSESSMENT EXERCISE

2: Discuss the problems of rural society

4.4   Conclusion

Rural settlement and urban settlement have characteristics which differ from each other. Each of the settlements has their unique characteristics. A highly unequal distribution of income is not conducive to either economic growth or poverty reduction. When countries put in place incentive structures and complementary investments to ensure that better health and education lead to higher incomes, the poor will benefit doubly through increased current consumption and higher future incomes.

4.5   Summary

In this unit, the characteristics of rural settlement were discussed. These include illiteracy, traditionalism, isolationism and an agricultural economy. The characteristics of urban settlement were also discussed and they include economic and social factors, diversity, administration and civic activism.

4.6 References/Further Readings/Web Resources

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 967-968.

Iwena, O. A. (2018) Essential geography for senior secondary schools Tonad Publishers Limited, Lagos Nigeria pp 392-402.

United States Census Bureau: Census (2000) Rural and Urban Classification.

4.7   Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise

1: Explain diversity and administration as important characteristics of urban settlement.

Answer:

Diversity: Much of urban settlement has an economic basis. As a result, the first and primary characteristic of urban settlement is the development of a diversity of occupation. Over time, the settlement becomes an industrial, financial or manufacturing center of a certain district or area, which implies that urban settlement, has a close connection with the desire to find work.

Administration: The economic content of urban settlement is usually complemented by very different forms of state. Rationalized, more or less centralized, and class based government becomes the norm in urban centers, normally following the pattern of industry or trade. Economic regulation then becomes paramount.

2. Problems of Rural Society

The causes of rural poverty are complex and multidimensional. They involve among other things culture, climate, gender, markets and public policy. Likewise, the rural poor are quite diverse both in the problems they face and the possible solutions to these problems.

Broad economic stability, competitive markets, and public investment in physical and social infrastructure are widely recognized as important requirements for achieving sustained economic growth and a reduction in rural poverty. In addition, because the rural Poor's links to the economy vary considerably, public policy should focus on issues such as their access to land and credit, education and health care, support services and entitlements to food through well-designed public works programs and other transfer mechanisms.

About one-fifth of the world's population is afflicted by poverty—these people live on less than $1 a day. Poverty is not only a state of existence but also a process with many dimensions and complexities. Poverty can be persistent (chronic) or transient, but transient poverty, if acute, can trap succeeding generations. The poor adopt all kinds of strategies to mitigate and cope with their poverty.

To understand poverty, it is essential to examine the economic and social context, including institutions of the state, markets, communities and households. Poverty differences cut across gender, ethnicity, age, location (rural versus urban) and income source. In households, children and women often suffer more than men. In the community, minority ethnic or religious groups suffer more than majority groups and the rural poor more than the

urban poor. Similarly, among the rural poor, landless wage workers suffer more than small landowners or tenants. These differences among the poor reflect highly complex interactions of cultures, markets, and public policies.

Rural poverty accounts for nearly 63 percent of poverty worldwide, reaching 90 percent in some countries like Bangladesh and between 65 and 90 percent in sub-Saharan Africa (exceptions to this pattern are several Latin American countries in which poverty is concentrated in urban areas). In almost all countries, the conditions in terms of personal consumption and access to education, health care, potable water and sanitation, housing, transport, and communications faced by the rural poor are far worse than those faced by the urban poor. Persistently high levels of rural poverty, with or without overall economic growth, have contributed to rapid population growth and migration to urban areas. In fact, much urban poverty is created by the rural Poor's efforts to get out of poverty by moving to cities. Distorted government policies such as penalizing the agriculture sector and neglecting rural infrastructure (social and physical), have been major contributors to both rural and urban poverty.

The links between poverty, economic growth and income distribution have been studied quite extensively in recent literature on economic development. Absolute poverty can be alleviated if at least two conditions are met viz:
i.   economic growth must occur or means of income must rise on a sustained basis
ii.   economic growth must be neutral with respect to income distribution or reduce income inequality.

Generally, poverty cannot be reduced if economic growth does not occur. In fact, the persistent poverty of a substantial portion of the population can dampen the prospects for economic growth. Also, the initial distribution of income and wealth can greatly affect the prospects for growth and alleviation of mass poverty. Substantial evidence suggests that a highly unequal distribution of income is not conducive to either economic growth or poverty reduction. Experience has shown that if countries put in place incentive structures and complementary investments to ensure that better health and education lead to higher incomes, the poor will benefit doubly through increased current consumption and higher future incomes.

The pattern and stability of economic growth also matter. On one hand, traditional capital-intensive, import-substituting and urban-biased growth, induced by government policies on pricing, trade and public expenditure, has generally not helped alleviate poverty. On the other hand, agricultural growth where there is a low concentration of land ownership and labor-intensive technologies are used has almost always helped reduce poverty. Finally, sharp drops in economic growth resulting from shocks and economic adjustments may increase the incidence of poverty. Even when growth resumes, the incidence of poverty may not improve if inequality has been worsened by the crisis.

UNIT 5   RURAL POVERTY

Unit Structure

5.1   Introduction
5.2   Learning Outcomes
5.3   Main Content
        5.3.1   How rural poverty is created
        5.3.2   Policies for reducing rural poverty
        5.3.3   Solution to the problem of rural society
5.4   Conclusion
5.5   Summary
5.6   References/Further Readings/Web Sources
5.7   Possible Answers to Self-Assessment Exercises

5.1   Introduction

Poverty is a social problem and people suffering from it need to be helped in order to change their situation (Haralambos et al, 2013). A large proportion of rural population is living in varying states of poverty all over the world. The United States of America that is regarded as the most prosperous nation in the world is not an exemption (Ajana, 2013). It is not a gainsaying to stress that the rural people live in abject poverty. The cause of their poverty is not because they take agriculture as their main occupation but because agriculture is still being practiced in a crude manner and with crude instruments. The result is poor yield and smallness of farm size. Poverty in the rural area is therefore manifested in their ability to satisfy their daily surviving requirements.

5.2   Learning Outcmes

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

•   Explain the factors that influence rural poverty
•   Mention policies for reducing poverty
•   Explain solution strategies for rural poverty.

5.3 Main Content

5.3.1 How Rural Poverty Is Created

Numerous characteristics of a country's economy and society, as well as some external influences, create and perpetuate rural poverty. These include:
1.   Political instability and civil strife;

2.   Systemic discrimination on the basis of gender, race, ethnicity, religion, or caste;
3.   Ill-defined property rights or unfair enforcement of rights to agricultural land and other natural resources;
4.   High concentration of land ownership and asymmetrical tenancy arrangements;
5.   Corrupt politicians and rent-seeking public bureaucracies;
6.   Economic policies that discriminate against or exclude the rural poor from the development process and accentuate the effects of other poverty-creating processes;
7.   Large and rapidly growing families with high dependency ratios;
8.   Market imperfections owing to high concentration of land and other assets and distortionary public policies; and
9.   External shocks owing to changes in the state of nature (e.g climatic changes and conditions in the international economy).

Biases in national economic and social policies can contribute to rural poverty by excluding the rural poor from the benefits of development and accentuating the effects of other poverty-creating processes. Policy biases that generally work against the rural poor include:
1.   Urban bias in public investment for infrastructure and provision of safety nets;
2.   Implicit taxation of agricultural products through so-called support prices and an overvalued exchange rate;
3.   Direct taxation of agricultural exports and import subsidies;
4.   Subsidies for capital-intensive technologies;
5.   Favoring export crops over food crops; and
6.   Bias in favour of large landowners and commercial producers with respect to rights of land ownership and tenancy, publicly provided extension services and access to subsidized credit.

These policies can have both short and long term effects on the rural poor. The effects are particularly significant in the context of the structural adjustment programs that many developing countries have undertaken to restore macroeconomic stability and expand the capacity of the economy to increase production, employment, and incomes.

5.3.2 Policies for Reducing Rural Poverty

To design policies that have a chance of effectively helping the rural poor and hence reduce poverty, the focus of policy should be on four major groups:
1.   small landowners who cultivate their land;
2.   landless tenants who cultivate other people's land;
3.   Landless labourers who depend on casual or long-term employment in the farm or nonfarm sectors; and

4.   Women, who could also be part of any of the three preceding groups.

All of these groups will benefit from good macroeconomic management which helps keep inflation in check and maintains unsubsidized prices, because it facilitates sustained economic growth through private investment and competitive markets. Needless to say, unfair laws or poor enforcement of existing laws, exclusion of the poor from decision making and pervasive corruption in the public sector are no less detrimental to the well-being of the poor than they are to the country's overall economic growth.

Achieving agricultural growth by applying new technologies is one of the most important ways to reduce rural poverty. The impact of such efforts on the rural poor, however, depends on initial conditions, the structure of relevant institutions, and incentives. Research shows that agricultural stagnation has harmed the rural poor in sub-Saharan Africa by creating food shortages and higher prices that have reduced their ability to buy food and find work. Conversely, experience with the Green Revolution showed that rapid agricultural progress made a big difference in reducing rural poverty in parts of South Asia. Researchers have found that higher crop yields reduce both the number of rural poor and the severity of rural poverty. But these effects are strong only if certain conditions are met. These conditions include;

1.   land and capital markets are not distorted by a high concentration of ownership of natural resources (agricultural land), including unfair tenancy contracts and repression in the capital markets (with restricted access to finance).

2.   Public policy on pricing, taxes, and the exchange rate does not penalize agriculture and encourage or subsidize labor displacement;

3.   Public investment in basic education and health care is high and used effectively; farmer literacy and good health have great influence on farm productivity;

4.   Public sector support for agricultural research is strong and resulting improvements are made available to small and medium scale farmers is effective;

5.   Physical capital like irrigation systems, access roads is adequately maintained;

6.   Safety nets and social assistance are available for the very poor, particularly the landless (casual) workers and rural women, in the form of public works programs, microfinance and food subsidies;

7.   The rural poor are directly involved in the identification, design, and implementation of programs to ensure effective use of resources and equitable distribution of benefits.

Since the rural poor are a varied group, we need to understand how macroeconomic changes and policies affect them. The three major ways in which policies affect the rural poor are through ***markets, infrastructure*** (including public services) and ***transfers.***

The **markets** in which the rural poor participate are those for products, inputs (labour and non-labour) as well as finance (from formal and informal sources). Several important features of these markets can affect conditions in rural areas.

The **infrastructure** that directly affects the rural sector's productivity and the rural poor's quality of life includes the economic (transport, communications, extension services, and irrigation) and the social (education, health care, water, and sanitation). Given that most elements of a country's infrastructure are provided through public funding, the level of spending, cost effectiveness, quality of service, and access of the rural poor to infrastructure and public services have important effects on human capital and productivity in rural areas.

Transfers, which are both private and public, provide some insurance against anticipated and unanticipated economic shocks. Most of the rural poor depend on private transfers among households, extended families, and other kinship groups. Public transfers can take the form of redistribution of such assets as land, employment on public works projects and targeted subsidies for inputs and some consumer products. These transfers supplement or displace private transfers, depending on the policy instrument and how it is used. But these channels markets, infrastructure and transfers do not work in the same way for all of the rural poor because each group has quite different links to the economy.

Self-Assessment Exercise

1. To design policies that have a chance of effectively helping the rural poor and hence reduce poverty, the focus of policy should be on four major groups. Outline.

5.3.3 Solution to the problems of Rural Society

The rural poor depend largely on agriculture, fishing, forestry, and related small-scale industries and services. It is important to understand how poverty affects these individuals and households and to delineate the policy options for poverty reduction. The rural poor are not a homogeneous group. One important way to classify the rural poor is according to their access to agricultural land: *cultivators* have access to land as small landowners and tenants, and *non cultivators* are landless, unskilled workers. There is, however, much functional overlap between

these groups, reflecting the poverty mitigating strategies of the poor in response to changes in the economy and society.

1.3.3.1 Key Policy Components to Reduce Problems of Rural Society

So, what are the key elements when crafting a policy to reduce rural poverty? Competitive markets, macroeconomic stability and public investment in the physical and social infrastructure are widely recognized as important requirements for sustained economic growth and reduced poverty. In addition, the first requirement of a strategy to reduce rural poverty is to provide the enabling environment and resources for those in the rural sector who are engaged in the agricultural production and distribution system to gainfully do their business. Other policy components for national strategies involving the government, the private sector (for-profit) and civil society to reduce rural poverty can include.

1.3.3.2 Information gathering

The rural poor face many different problems and are not a homogeneous group. Therefore, a sustained effort must be made to gather information about the particular problems they face so that they can be adequately addressed.

1.3.3.3 Focus on building assets

The government should assess what assets the poor need most to help them to earn more. This could be agricultural land or other resources, access to credit or improvements in health and education. Dependence on raw labour, without a focus on building other assets, is the single most important source of persistent poverty.

1.3.3.4 The right to adequate land and water

A broad-based land reform program including land titling, land redistribution, fair and enforceable tenancy contracts is critical for reducing rural poverty. It can make small (marginal) landowners and tenants more efficient producers and raise their standards of living.

1.3.3.5 Basic health care and literacy

The rural poor need to build and strengthen their human capital so they can get out of poverty and contribute more to the economy and society. Basic health care (immunization, provision of clean water and family planning) as well as education (literacy, schooling and technical training)

particularly for women and children are essential building blocks that should be made accessible to rural poor at reasonable cost.

1.3.3.6 Local involvement

The infrastructure and services associated with health and education can be funded and maintained best if the target groups are involved in making decisions about the design, implementation, monitoring and accountability.

1.3.3.7 Providing infrastructure

The rural poor cannot make the best use of their resources including human capital, if either the quantity or the quality of some of the key parts of the country's physical infrastructure (irrigation, transport, and communications) and support services (research and extension) is inadequate. The social and physical infrastructure and services can be funded and maintained best that is, they will be cost-effective and of reasonable quality, if the target groups are involved in designing, implementing, monitoring them as well as in ensuring accountability of the government officials responsible for them.

1.3.3.8 Targeted Credit

Informal and formal sources of credit often are too costly for or unavailable to the rural poor. Targeted public sector rural credit programs, especially if they are subsidized, benefit the non-poor far more than the poor. The poor want credit that is available on acceptable terms and when they need it. Recent experiments with community-based credit programs, in which the poor actively participate in the making of lending decisions that are subject to peer accountability, have been successful in reaching target groups at reasonable cost.

1.3.3.9 Public Works

A large and increasing proportion of the rural poor depend on wage labor, because they have either no asset other than raw labour or very few assets: limited quantities of land and domestic animals. A flexible public works program can greatly help the near landless and the landless smooth out household consumption and avoid transient poverty. If it is used on a sustained basis, it can also strengthen the bargaining power of the poor in rural areas.

5.3.3.10 Decentralized food programs

Some of the rural poor, both individuals and households, suffer from inadequate nutrition most of the time. They need different kinds of support, depending on their circumstances. These may include food supplement programs; food assistance provided through schools, health care clinics and community centres; and cash transfers. Decentralized and targeted programs seem to work best. This is why the food programme being organised for primary school children in some states of Nigeria is a welcome development. However, this food programme should be extended to other states and schools that are not running the programme now. It shall go a long way to provide solution to the problems of poverty in rural society.

Self-Assessment Exercise

2. Examine the solution to the problems of rural society.

5.4   Conclusion

Rural people in Nigeria and other parts of the world, live in abject poverty. This is caused not because they take agriculture as their main occupation but because agriculture is still being practiced in a crude manner and with crude instruments. Policies for reducing rural poverty should focus on four major groups namely; small landowners who cultivate their land, landless tenants who cultivate other people's land, landless labourers who depend on casual or long-term employment in the farm or nonfarm sectors and women, who could also be part of any of the three preceding groups. Some key policy components to reduce problems of rural society include providing an enabling environment and resources for those in the rural sector, information gathering, focusing on building assets of the rural poor.

5.5   Summary

In this unit, rural poverty and the factors that influences it has been discussed. Reduction of rural poverty through policies and national strategies has also been discussed. Other policy components for national strategies involving the government, the private sector (for-profit) and civil society to reduce rural poverty has been discussed as well.

5.5 References/Further Reading/Web Resources

Ajana, C. (2013) Rural sociology Wisdom Press, New Delhi, Indian pp 38-39.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 231- 235.

Iwena, O.A. (2018) Essential Geography for Senior Secondary Schools Tonad Publishers Limited, Lagos Nigeria pp 392-402.

United States Census Bureau: Census (2000) Rural and Urban Classification.

5.6   Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise
1: To design policies that have a chance of effectively helping the rural poor and hence reduce poverty, the focus of policy should be on four major groups. Outline.
Answer:
1.   small landowners who cultivate their land;
2.   landless tenants who cultivate other people's land;
3.   Landless labourers who depend on casual or long-term employment in the farm or nonfarm sectors; and
4.   Women, who could also be part of any of the three preceding groups.

2.   Solution to the problems of Rural Society
The rural poor depend largely on agriculture, fishing, forestry, and related small-scale industries and services. It is important to understand how poverty affects these individuals and households and to delineate the policy options for poverty reduction. The rural poor are not a homogeneous group. One important way to classify the rural poor is according to their access to agricultural land: *cultivators* have access to land as small landowners and tenants, and *non-cultivators* are landless, unskilled workers. There is, however, much functional overlap between these groups, reflecting the poverty mitigating strategies of the poor in response to changes in the economy and society.

i.   Key Policy Components to Reduce Problems of Rural Society
So, what are the key elements when crafting a policy to reduce rural poverty? Competitive markets, macroeconomic stability and public investment in the physical and social infrastructure are widely recognized as important requirements for sustained economic growth and reduced poverty. In addition, the first requirement of a strategy to reduce rural poverty is to provide the enabling environment and resources for those in the rural sector who are engaged in the agricultural production and distribution system to gainfully do their business. Other policy components for national strategies involving the government, the private sector (for-profit) and civil society to reduce rural poverty can include.

ii.   Information gathering
The rural poor face many different problems and are not a homogeneous group. Therefore, a sustained effort must be made to gather information about the particular problems they face so that they can be adequately addressed.

iii.   Focus on building assets

The government should assess what assets the poor need most to help them to earn more. This could be agricultural land or other resources, access to credit or improvements in health and education. Dependence on raw labour, without a focus on building other assets, is the single most important source of persistent poverty.

iv.   The right to adequate land and water

A broad-based land reform program including land titling, land redistribution, fair and enforceable tenancy contracts is critical for reducing rural poverty. It can make small (marginal) landowners and tenants more efficient producers and raise their standards of living.

v.   Basic health care and literacy

The rural poor need to build and strengthen their human capital so they can get out of poverty and contribute more to the economy and society. Basic health care (immunization, provision of clean water and family planning) as well as education (literacy, schooling and technical training) particularly for women and children are essential building blocks that should be made accessible to rural poor at reasonable cost.

vi.   Local involvement

The infrastructure and services associated with health and education can be funded and maintained best if the target groups are involved in making decisions about the design, implementation, monitoring and accountability.

vii.   Providing infrastructure

The rural poor cannot make the best use of their resources including human capital, if either the quantity or the quality of some of the key parts of the country's physical infrastructure (irrigation, transport, and communications) and support services (research and extension) is inadequate. The social and physical infrastructure and services can be funded and maintained best that is, they will be cost-effective and of reasonable quality, if the target groups are involved in designing, implementing, monitoring them as well as in ensuring accountability of the government officials responsible for them.

viii.   Targeted Credit

Informal and formal sources of credit often are too costly for or unavailable to the rural poor. Targeted public sector rural credit programs, especially if they are subsidized, benefit the non-poor far more than the poor. The poor want credit that is available on acceptable terms and when they need it. Recent experiments with community-based credit programs, in which the poor actively participate in the making of lending decisions

that are subject to peer accountability, have been successful in reaching target groups at reasonable cost.

ix.   Public Works

A large and increasing proportion of the rural poor depend on wage labor, because they have either no asset other than raw labour or very few assets: limited quantities of land and domestic animals. A flexible public works program can greatly help the near landless and the landless smooth out household consumption and avoid transient poverty. If it is used on a sustained basis, it can also strengthen the bargaining power of the poor in rural areas.

x.   Decentralized food programs

 Some of the rural poor, both individuals and households, suffer from inadequate nutrition most of the time. They need different kinds of support, depending on their circumstances. These may include food supplement programs; food assistance provided through schools, health care clinics and community centres; and cash transfers. Decentralized and targeted programs seem to work best. This is why the food programme being organised for primary school children in some states of Nigeria is a welcome development. However, this food programme should be extended to other states and schools that are not running the programme now. It shall go a long way to provide solution to the problems of poverty in rural society.

**UNIT 6   SPECIAL TOPICS IN RURAL SOCIOLOGY
                    AND SELECTED CASE STUDIES**

Unit Structure

6.1   Introduction

A new born child is usually helpless. The child depends physically on the older members of the society and lacks the behaviour pattern which is necessary to live in the society. For the child to survive, it must learn the knowledge, skills and acceptable pattern of behaviour in the society it has been born into. Put in another form, the child must learn the way of life in that society. This way of life is regarded as the culture of that society.

6.2   Learning Outcomes

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

- Explain what culture is
- List the different types of culture
- Explain the importance of culture in the society

6.3   Main Content

6.3.1 Meaning of culture

Culture refers to the total way of life of people in a society. It is regarded as the complex whole of human's acquisitions of belief, knowledge, art, custom, morals, technology as well as the tools with which they live together and are shared from one generation to the other (Aluede, 2008). Culture is the totality of learned, socially transmitted material objects, customs, knowledge and behaviour (Richard, 2016). When a set of people

live together in the same area and are relatively independent of people outside their area as well as take part in common culture, then such people constitute a society. Culture bothers on the whole way of life of people found in a particular location or society. Therefore, the culture of a particular society refers to laws, morals, customs and others which are acquired by man and structured in a manner that it can be shared or transmitted from generation to generation in order to ensure survival and continuity. Furthermore, culture considers the way of life of the people living in a particular society and the tools with which they live such as arts. From this definition of culture as a way of life, it means conduct of the people is implied. Culture also include the way a group of people controls other members of the group in terms of moral conduct, political as well as religious activities and the way they obey the laws made for them by the society.

In a particular society, certain cultural attributes can be noticed from different segments. For instance, in a society the youth are usually different from other segments. Youth have certain attributes such as smoking and drinking, dressing culture, imitation and grouping habits (Ovwigho, 2009). Let us let look at these attributes of youth in most societiesSmoking and drinking: It is noticed in most societies that the boys usually form the habit of smoking and drinking at the youth stage of life through the influence of peer group. This habit may be dropped at adulthood. The habit of smoking and drinking often lead to frail nerves which usually make youth to fight at any slight provocation.

Dressing culture: It is true that most youth in a society like dressing in styles that are fashionable to them and often very different from what the society approved. For instance, it is no longer strange seeing majority of the female youth in their indecent dressing where some parts of their woman-hood are either partially or completely exposed. The boys on their part put on jeans trousers that are almost falling off their waist, thereby exposing parts of their buttocks. These dressing styles are alien to African culture.

Imitation: Studies has revealed that youth learn very fast through imitation. For this reason, it is important for parents and teachers to behave and do things in a way and manner acceptable in the society so as to serve as role models to the young ones especially youth.

Grouping habit: In every society, youths usually like to belong to one group or the other through which they show love to one another. Such groupings include age group, street gangs and area boys as well as rival cult groups. This is an impetus for the parents, teachers and government at all levels to organise good leadership and citizenship training for the youth in the society.

6.3.2 Types of Culture

Sociologist has identified various types of culture. These include high culture, folk culture and mass culture. Others are popular culture, subculture and global culture (Haralambos, 2013).

1.   **High Culture:** This is that type of culture with cultural creations which have high status and are regarded as an epitome of the highest levels of man's creativity. For instance, the products of long-established art forms are of high culture. The work of Shakespeare and Milton which is an acclaimed work of literature is an example of high culture.

2.   **Folk Culture**: This bothers on the culture of the ordinary people. It is culture which originated from grass roots, autonomous, self-created and reflects the experiences and lives of the people in the society. For instance, traditional stories and traditional folk songs handed down from one generation to the other are folk culture. The critics of folk culture see it as a characteristic of pre-industrial and pre-modern societies.

3.   **Mass Culture:** Unlike the folk culture, mass culture is seen as a product of the industrial societies. Mass culture is regarded as a product of mass media. Examples of mass culture are recorded pop music as well as popular feature films. Some critics sees mass culture as a debasing for individuals and very destructive to the fabric of the society. As a matter of fact, the ordinary people actually created folk culture, but they are made to consume mass culture not created by them.

4.   **Popular Culture:** These are cultural products which are appreciated by a large number of the ordinary people. Examples of popular culture include pop music, television programmes, mass-market films which include Harry Potter and Star Wars. Some critics argue that popular culture is shallow and harmful; others argue that it is as worthwhile and valid as high culture.

5.   **Subculture:** This refers to groups of people having something in common with one another. In other words, subculture refers to groups of people that share an interest, problem and practice which significantly distinguish them from other social group. Examples of subculture include ethnic groups, same gang members, youth groups which share common musical taste as well as people who share same religious beliefs.

6.   **Global Culture:** This refers to the whole world becoming part of one all embracing culture. Actually, there is no global culture as the whole world has not accepted one singular culture. However, the world is working towards globalisation of culture which involves the process through which some aspects of culture are able to cross over state

boundaries and eventually become well spread across most part of the world.

6.3.3 A Case Study of Badagry

Location: Badagry is one of the settlements and headquarters of Badagry local Government Area of Lagos State of Nigeria in Africa Continent. It is located between Latitude 6^0 22ʼ N and 6^0 42ʼN of the equator and between 2^0 42ʼE and 3^0 42ʼE of the Greenwich Meridian. Badagry is situated between Lagos City and it's border with the Republic of Benin at Seme. It is a riverine area with part of the Atlantic Ocean and a beach. Badagry was a big market for the sales and transportation of slave during slave trade.

Area Size: Badagry has a total area size of 445.6 km^2.
Climate: Badagry is located in Equatorial climate belt of Nigeria. Its temperature is between 27^0C and 35^0C with a low annual range of temperature. The rainfall is quite high with a double maximum in June/July and September/October. It records a short break in August hence it is commonly referred to as August break. The humidity is very high as a result of its closeness to the sea.

People and Population: The largest tribe in Badagry is the Yoruba. However, as part of Lagos State where the former Federal Capital was, Badagry inhabits almost all the tribes in Nigeria and foreign countries including the Egun or Ogu people. The population is 327,400 with a population density of 734.8km^2 (Population Census 2006). Though the major language in Badagry is Yoruba, other minor local languages include Seto, Thevi, Toli, Xwela and Gun. Common native foods in Badagry include azori bokun, pap and stew, peanut sauce and vegetable soup. Others are amala, eba, fufu and semo.

Culture: The traditional religion of Badagry consists of various festivals and dances such as Avonumide, Zanghefo, Olukun.Hunga, Kabito, Oro, Igunnuko, Ggange, Agbara, Akogun and others. As part of their culture they are involved in boat regatta, fishing competition, swimming, music and African magic show during their yearly festival. This yearly festival is a forum to mark the International Day for the remembrance of Trans-Atlantic Slave Trade and Its Abolition. In their leadership style, Akran is the monarchical head along with seven white cap chiefs. The seven white cap chiefs head the seven quarters that make up Badagry. These quarters include Awhanigo, Asago, Ahovikoh, Boekoh, Ganho, Jegba and Whaleko. Their major religions are Christianity, Islamic and Vodun. They also serve a masquerade called Zangbeto.

Occupation: The people of Badagry are involved in several economic activities which include fishing, farming, coconut processing, transportation, salt production, commercial, industrial and tourism. Fishing is the major occupation in Badagry as it is located in coastal, lagoons and creeks. Fishing in Badagry involves the use of fishing nets, traps, hook and line and trawlers. The trawlers are used in catching large quantities of fish. The types of fish usually caught include tilapia, crayfish, carps, prawns, claries, mud fish, herrings as well as lady fish. Fishing is important to the people of Badagry in that it provides them with employment, food and income. Other importance of fishing to them is that it provides raw materials to the fishery industries and fishes are major commodity for domestic and international trade.

References/Further Readings/Web Sources

Iwena, O.A. (2018) Essential Geography for Senior Secondary Schools Tonad Publishers Limited, Lagos Nigeria pp 55-56.

Google scholar: https://muzzammilwrites.wordpress.com/2017/10/25/tribes-and-culture-the badagry-people-of-lagos/

Google scholar: https://www.pulse.ng/lifestyle/food-travel/about-badagry- the-indigenous-people-of-lagos/rx4ey9q

Google scholar; https://www.premiumtimesng.com/entertainment/naija-fashion/492724-badagry-festival-foundation-tasks-fg-lagos-on-cultural-tourism.html.

Self-Assessment Exercise

1: Write short notes on the different types of culture.
2. What do you understand by culture?

6.4   Conclusion

Culture concerns the way a group of people controls other members of the group in terms of moral conduct, political as well as religious activities and the way they obey the laws made for them by the society. In a particular society, certain cultural attributes can be noticed from different segments. For instance, in a society the youth are usually different from other segments. Youth have certain attributes such as smoking and drinking, dressing culture, imitation and grouping habits.

6.5   Summary

In this unit, the concept of culture including the cultural attributes of the youth has been well discussed in detail. Furthermore, the various types of culture such as high culture, folk culture, mass culture, popular culture, subculture and global culture have equally been discussed.

6.6 References/ Further Reading/Web Resources

Aluede, R.O.A. (2008) Society, culture and education in Aluede, R.O.A. and Omoregie, E.O. (eds.) Sociology of education pp 91-94.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) Sociology themes and perspectives 8th Ed. HarperCollins Publishers, London pp 727- 728.

Ovwigho, B.O. and Ifie, P.A. (2009) Principles of youth development in Africa, Ethiope Publishing Corporation, Benin-City pp 170-174.

Richard, T.S. (2016) Sociology in modules 3rd Ed. McGraw-Hill Education, New York, USA pp 55.

6.7 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise
1: Write short notes on the different types of culture.

Answer:
a.   High Culture: This is that type of culture with cultural creations which have high status and are regarded as an epitome of the highest levels of man's creativity. For instance, the products of long established art forms are of high culture. The work of Shakespeare and Milton which is an acclaimed work of literature is an example of high culture.

b.   Folk Culture: This bothers on the culture of the ordinary people. It is culture which originated from grass roots, autonomous, self created and reflects the experiences and lives of the people in the society. For instance, traditional stories and traditional folk songs handed down from one generation to the other are folk culture. The critics of folk culture see it as a characteristic of pre-industrial and pre-modern societies.

c.   Mass Culture: Unlike the folk culture, mass culture is seen as a product of the industrial societies. Mass culture is regarded as a product of mass media. Examples of mass culture are recorded pop music as well as popular feature films. Some critics sees mass culture as a debasing for individuals and very destructive to the fabric of the society. As a matter of fact, the ordinary people actually created folk culture, but they are made to consume mass culture not created by them.

d.   Popular Culture: These are cultural products which are appreciated by a large number of the ordinary people. Examples of popular culture include pop music, television programmes, mass-market films which include Harry Potter and Star Wars. Some critics argue that popular culture is shallow and harmful; others argue that it is as worthwhile and valid as high culture.

e.   Subculture: This refers to groups of people having something in common with one another. In other words, subculture refers to groups of people that share an interest, problem and practice which significantly distinguish them from other social group. Examples of subculture include ethnic groups, same gang members, youth groups which share common musical taste as well as people who share same religious beliefs.

f.   Global Culture: This refers to the whole world becoming part of one all embracing culture. Actually, there is no global culture as the whole world has not accepted one singular culture. However, the world is working towards globalisation of culture which involves the process

through which some aspects of culture are able to cross over state boundaries and eventually become well spread across most part of the world.

Answer:
2.   Meaning of culture
Culture refers to the total way of life of people in a society. It is regarded as the complex whole of human's acquisitions of belief, knowledge, art, custom, morals, technology as well as the tools with which they live together and are shared from one generation to the other (Aluede, 2008). Culture is the totality of learned, socially transmitted material objects, customs, knowledge and behaviour (Richard, 2016). When a set of people live together in the same area and are relatively independent of people outside their area as well as take part in common culture, then such people constitute a society. Culture bothers on the whole way of life of people found in a particular location or society. Therefore, the culture of a particular society refers to laws, morals, customs and others which are acquired by man and structured in a manner that it can be shared or transmitted from generation to generation in order to ensure survival and continuity. Furthermore, culture considers the way of life of the people living in a particular society and the tools with which they live such as arts. From this definition of culture as a way of life, it means conduct of the people is implied. Culture also include the way a group of people controls other members of the group in terms of moral conduct, political as well as religious activities and the way they obey the laws made for them by the society.

In a particular society, certain cultural attributes can be noticed from different segments. For instance, in a society the youth are usually different from other segments. Youth have certain attributes such as smoking and drinking, dressing culture, imitation and grouping habits (Ovwigho, 2009). Let us let look at these attributes of youth in most societiesSmoking and drinking: It is noticed in most societies that the boys usually form the habit of smoking and drinking at the youth stage of life through the influence of peer group. This habit may be dropped at adulthood. The habit of smoking and drinking often lead to frail nerves which usually make youth to fight at any slight provocation.

Dressing culture: It is true that most youth in a society like dressing in styles that are fashionable to them and often very different from what the society approved. For instance, it is no longer strange seeing majority of the female youth in their indecent dressing where some parts of their woman-hood are either partially or completely exposed. The boys on their part put on jeans trousers that are almost falling off their waist, thereby exposing parts of their buttocks. These dressing styles are alien to African culture.

Imitation: Studies has revealed that youth learn very fast through imitation. For this reason, it is important for parents and teachers to behave and do things in a way and manner acceptable in the society so as to serve as role models to the young ones especially youth.

Grouping habit: In every society, youths usually like to belong to one group or the other through which they show love to one another. Such groupings include age group, street gangs and area boys as well as rival cult groups. This is an impetus for the parents, teachers and government at all levels to organise good leadership and citizenship training for the youth in the society.