
Community Development

SOW103



**University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development**

Copyright ©2008, 2015 by Distance Learning Centre, University of Ibadan, Ibadan.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN: 978-021-342-2

General Editor: Prof. Bayo Okunnade

University of Ibadan Distance Learning Centre
University of Ibadan,
Nigeria

Telex: 31128NG

Tel: +234 (80775935727)

E-mail: ssu@dlc.ui.edu.ng

Website: www.dlc.ui.edu.n

Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka

Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

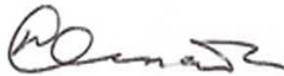
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre’s provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

A handwritten signature in black ink, appearing to read 'Bayo Okunade', with a stylized flourish at the end.

Professor Bayo Okunade

Director

Course Development Team

Course Writer

Olaleye, Yemisi Lydia Ph.D.

Content Editor

Prof. Remi Raji-Oyelade

Production Editor

Dr. Gloria O. Adedaja

Learning Design & Technologist

FolajimiOlamboFakoya

Managing Editor

OgunmefunOladeleAbiodun

General Editor

Prof.BayoOkunade

Contents

About this course manual	1
How this course manual is structured	1
Course Overview	3
Welcome to Community Development SOW103.....	3
Course outcomes	3
Timeframe	4
Need help?.....	4
Academic Support.....	5
Activities	5
Assessments	5
Bibliography.....	6
Getting around this course manual	8
Margin icons.....	8
Study Session 1	9
Citizenship and Civic Responsibilities	9
Introduction	9
1.1 Citizenship.....	9
1.1.1 The Concept of Citizenship	9
1.1.2 Acquisition of Citizenship	10
1.1.3 Deprivation of Citizenship.....	10
1.2 Responsibilities and Rights	10
1.2.1 Moral, Legal and Civic Duties of an Individual.....	11
Duties of Citizens.....	12
1.2.2 Characteristics of Rights.....	13
Economic and Social Rights	14
Environmental, Cultural and Developmental Rights	14
Basic Rights of an individual.....	14
Rights of a Citizen	14

Study Session Summary.....	17
Assessment.....	18
Bibliography.....	18
Study Session 2	19
<hr/>	
Citizenship in a Democratic Society.....	20
Introduction.....	20
2.1 Concept of Democratic Society in Relation to Citizenship.....	20
2.1.1 The Family.....	20
2.1.2 The Church/Mosque.....	21
2.1.3 The Home.....	21
2.1.4 The School.....	22
2.1.5 The Village.....	22
2.1.6 The Community.....	22
Study Session Summary.....	23
Assessment.....	23
Bibliography.....	23
Study Session 3	24
<hr/>	
The State and Her Government.....	24
Introduction.....	24
3.1 The Concept of State.....	24
3.1.1 Features of a State.....	25
3.2 The Meaning of Government.....	25
3.2.1 Government as an Institution or Agent of the State.....	25
3.2.2 Structures of Government.....	26
3.2.3 Functions of Government.....	27
3.3 Relationship between State and Government.....	27
Study Session Summary.....	28
Assessment.....	28
Bibliography.....	28
Study Session 4	29
<hr/>	
Types and Systems of Governments.....	29
Introduction.....	29
4.1 Types of Government.....	29
4.1.1 Monarch.....	29
Absolute Monarch.....	29
Constitutional Monarch.....	29
4.1.2 Democracy.....	30
4.1.3 Totalitarianism.....	30
4.2 Systems of Government.....	31

4.2.1 The Unitary Government.....	31
4.2.2 The Federal System of Government.....	31
4.2.3 The Confederal System of Government.....	32
Study Session Summary.....	32
Assessment.....	32
Bibliography.....	33

Study Session 5 **33**

Constitution.....	34
Introduction.....	34
5.1 Features of Constitution.....	34
5.2 Need for Constitution.....	35
5.3 Types of Constitution.....	35
5.3.1 The Written Constitution.....	35
5.3.2 Unwritten Constitution.....	35
5.3.3 Rigid Constitution.....	35
5.3.4 Flexible Constitution.....	35
5.3.5 Unitary Constitution.....	36
5.3.6 Federal Constitution.....	36
5.3.7 Confederal Constitution.....	36
5.4 Sources of Law.....	36
5.4.1 Convention of the Constitution.....	36
5.4.2 Legislative Decisions.....	36
5.4.3 The Rules of Laws.....	37
Study Session Summary.....	37
Assessment.....	38
Bibliography.....	38

Study Session 6 **38**

Reasons for Making and Breaking Laws.....	39
Introduction.....	39
6.1 Reasons for Making Law.....	39
6.2 Reasons for Breaking Laws.....	40
6.2.1 Idleness.....	40
6.2.2 Ignorance.....	40
6.2.3 Greed.....	41
6.2.4 Lack of Self Discipline.....	41
6.2.5 Selfishness.....	41
6.2.6 Envy and Hatred.....	41
6.2.7 Dishonesty.....	41

Study Session Summary.....	41
Assessment.....	42
Bibliography.....	42
Study Session 7	42
Misunderstanding and Disputes	43
Introduction	43
7.1 What is Misunderstanding?	43
7.2 Causes of Misunderstanding / Disputes	43
7.2.1 Competition for Scarce Resources (Economic Reasons)	43
7.2.2 Divergence of Values, Aims and Goals (Personality Dispute) .	44
7.2.3 Labour and Management Polarization.....	44
7.2.4 Differences in Work Characteristics.....	44
7.2.5 Ambiguity of Responsibilities	44
7.3 Effects of Misunderstandings and Disputes	44
7.4 Resolution to Misunderstanding / Dispute	46
7.4.1 Domination, Compromise and Integration.....	46
7.4.2 Constructing and Expanding Boundaries	46
7.4.3 Super-ordinate Goals	46
Study Session Summary.....	47
Assessment.....	47
Bibliography.....	47
Study Session 8	48
Leadership and Followership	48
Introduction	48
8.1 Who is a Leader?	48
8.2 Types of Leadership	49
8.2.1 Traditional Leadership.....	49
8.2.2 Personal Qualities	49
8.2.3 Leadership Based on Legality	49
8.3 Features of a Leader	49
8.4 Functions of the Leader	49
8.5 Leadership Styles	50
8.5.1 Democratic Leadership Style.....	50
8.5.2 Autocratic Leadership Style	50
8.5.3 Laissez Faire Leadership Style	50
8.6 Implication of a Leadership and Followership Roles in a Society.....	50
8.6.1 Factors Responsible for Bad Leadership and Followership in a Nigeria	51

Study Session Summary.....	51
Assessment.....	51
Bibliography.....	52

References	52
-------------------	-----------

About this course manual

Community DevelopmentSOW103 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centre are structured in the same way, as outlined below.

How this course manual is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Activity icons.
- Study Sessions.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.

- A Study Session summary.
- Assignments and/or assessments, as applicable.
- Bibliography

Your comments

After completing Community Development we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Course Overview

Welcome to Community DevelopmentSOW103

Community education is a process of commitment to the education and the leisure of all ages through local participation in setting priorities, sharing resources and the study of circumstances. This course will expose students to the new trend in community education, which indicates that citizens need to be the foremost priority. Also, citizens must take charge of their live, they must develop, improve their level of responsibilities and responsiveness and the qualities of life in their countries. Learners will see how community development projects can be sustained through community education by basing it on the needs, peculiarities and aspirations of the community and relying on the involvement of community members in the educational process and in the planning and implementation.

Course outcomes

Community education will arouse the consciousness of the communities by empowering them politically and restore their freedom and right to self-determination.

Upon completion ofCommunity DevelopmentSOW103you will be able to:



Outcomes

- *point out* civic responsibilities, duties and rights of a citizen.
- *highlight* causes of misunderstandings/disputes to communities/organizations, state and country.
- *discuss* the concept of leadership in a democratic society.

Timeframe



How long?

This is a 15 weeks course. It requires a formal study time of 45 hours. The formal study times are scheduled around online discussions / chats with your course facilitator / academic advisor to facilitate your learning. Kindly see course calendar on your course website for scheduled dates. You will still require independent/personal study time particularly in studying your course materials.

Need help?



Help

As earlier noted, this course manual complements and supplements SOW103at UI Mobile Class as an online course.

You may contact any of the following units for information, learning resources and library services.

Distance Learning Centre (DLC)

University of Ibadan, Nigeria
Tel: (+234) 08077593551 – 55
(Student Support Officers)
Email: ssu@dlc.ui.edu.ng

Head Office

Morohundiya Complex,
Ibadan-Ilorin Expressway,
Idi-Ose, Ibadan.

Information Centre

20 Awolowo Road, Bodija,
Ibadan.

For technical issues (computer problems, web access, and etcetera), please send mail to webmaster@dlc.ui.edu.ng

Academic Support



A course facilitator is commissioned for this course. You have also been assigned an academic advisor to provide learning support. The contacts of your course facilitator and academic advisor for this course are available at onlineacademicsupport@dlc.ui.edu.g

Activities



This manual features “Activities,” which may present material that is NOT extensively covered in the Study Sessions. When completing these activities, you will demonstrate your understanding of basic material (by answering questions) before you learn more advanced concepts. You will be provided with answers to every activity question. Therefore, your emphasis when working the activities should be on understanding your answers. It is more important that you understand why every answer is correct.

Assessments



There are two basic forms of assessment in this course: in-text questions (ITQs) and self assessment questions (SAQs), and tutor marked assessment (TMAs). This manual is essentially filled with ITQs and SAQs. Feedbacks to the ITQs are placed immediately after the questions, while the feedbacks to SAQs are at the back of manual. You will receive your TMAs as part of online class activities at the UI Mobile Class. Feedbacks to TMAs will be provided by your tutor in not more than 2-week expected duration.

Schedule dates for submitting assignments and engaging in course / class activities is available on the course website. Kindly visit your course website often for updates.

Bibliography

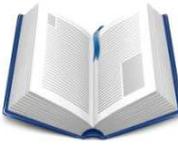
For those interested in learning more on this subject, we provide you with a list of additional resources at the end of each study session; these may be books, articles or web sites.

Getting around this course manual

Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

			
Activity	Assessment	Assignment	Case study
			
Discussion	Group Activity	Help	Outcomes
			
Note	Reflection	Reading	Study skills
			
Summary	Terminology	Time	Tip

Study Session 1

Citizenship and Civic Responsibilities

Introduction

In this Study Session, we will examine the meaning and types of citizenship. In doing so, we will explore how people acquire membership of a country. We will also explore civic responsibilities, rights, moral, legal and civic duties.



Learning Outcomes

After you have studied this Study Session, you should be able to:

1.1 *define* and use correctly the terms in bold:

- citizenship
- rights
- responsibilities

1.2 *outline* how citizenship is acquired.

1.3 *enumerate* the responsibilities of individuals in a society.

1.4 *highlight* different types of rights you have as a citizen of

1.1 Citizenship

1.1.1 The Concept of Citizenship

Citizenship means membership of a country. People who are born into a country by parents who are themselves a citizens of that country are called it citizens (Alebiosu , 1996). It also refers to the term by which we express the status of individual who possess full political rights in a given country. The concept of citizenship implies exchange. The parties involved in the exchange are the state and the individuals in the state. A person who holds the legal positions of citizenship are called a ‘citizen’ certain duties and obligations are expected from them. According to (Ikime, 1984), “Not all people living in a country are citizens”. Person who are not a citizen are called

Aliens or non- citizens. Aliens are persons from other countries who have not become citizens of their country of residence. They lack political rights, which are being enjoyed by citizens

1.1.2 Acquisition of Citizenship

A person becomes a citizen of a country by birth, naturalization and registration of marriage. Acquisition of what we call rule of “Just soil” i.e. place of birth. Here anybody born within a country’s boundaries is a citizen of that country, regardless of the nationality of his parents. The other rule is what is called “jus sanguinis” i.e. blood relationship. Amnesty International (1998) states that ‘a person’s citizenship is determined by his parent’s nationality regardless of his place of birth. What operates in a country is determined by the constitution of each country’.

Citizenship by naturalization is conferred on alien, who has met certain requirements. An alien who qualifies for naturalization must renounce all allegiances to the acquisition by application to be registered as a citizen of the country of his residence after fulfilling certain requirements. Married people can also apply to be registered as citizens of their spouse country.

1.1.3 Deprivation of Citizenship

Under the Nigeria constitution, the president of a country may deprive a person, other than Nigerian citizen by birth of his citizenship. If the president is satisfied that such a person as:-

1. Within a period of seven years after becoming a citizen of Nigeria, has been sentenced to imprisonment for a term of not less than five years.
2. Or the person has shown himself by act or speech to be disloyal towards the government and people of Nigeria.

Or the person has, during any war in which Nigeria is engaged, unlawfully enjoyed to the detriment of or with intent to cause damage to the interest of the country.

1.2 Responsibilities and Rights

Rights Actions that are socially expected of us but not legally binding.

Rights and Responsibilities are like the two sides of a coin. This is because for the rights to be guaranteed by others or by the society, the individual must as well perform some duties.

Responsibilities Duties or obligations to perform

It is my right to protect the community so that the community as well may protect me (Aderibigbe, 2002). I am duty bound to perform my civic responsibilities. The right of an individual may however be limited during emergency period e.g. during the civil war, all fundamental human rights were suspended such as right to free movement, freedom of expression, freedom of assembly and so on.

1.2.1 Moral, Legal and Civic Duties of an Individual

Moral duties Actions that are socially expected of us but not legally bounding.

Moral duties are those of our actions that are socially expected of us. It is morally expected of a younger person to respect older people in the society. It is also moral to submit ourselves to leadership in our society. However, our **civic responsibility** is what the government expects of its citizens. It is when we perform our civic responsibilities that we can expect the government to provide us with social amenities and protection of our lives and properties, for example, pay taxes and rates. Our **legal duties** include obeying all the rules and regulations as spelt out in the constitutions of any community we find ourselves.

Civic responsibility The social force that binds us to courses of actions demanded by that force.

We know the citizens have rights, but before they can enjoy these rights, they must perform some duties. There is no government that can survive when its citizens refuse to perform their duties. The cooperation of the citizens is an essential ingredient to the success of any government. At all times, government needs the financial, human, moral and political supports of her citizens to be able to promote welfare (Aderibigbe, 2002). It is therefore compulsory that the citizens must discharge their imposed duties and responsibilities

Legal duties Actions that are required by law. It is a legal obligation that entails mandatory performance / conduct

Sense of Patriotism

- ✓ To stand at attention when the National Anthem of our country is played and when the national flag is unfurled or raised; Learn and recite the national pledge.
- ✓ To be honest and just in all their dealings.
- ✓ Pay our taxes and rates.
- ✓ Conduct ourselves properly in a presence of the leaders.
- ✓ Make our opinion known in an orderly manner. Constructive criticism of government activities should be made not destructive ones.
- ✓ Exercise political right by voting to elect members of government.
- ✓ To assist the government for the welfare of the community.

- ✓ To serve the Nation via national youth service scheme as graduates from higher institutions.
- ✓ To love Nigeria and promote international peace.
- ✓ Any breach of the law in any form should be reported to the law enforcement agencies promptly. This will help the police.
- ✓ A citizen must be prepared to appear in the law courts when he is required to do so and treat the law with respect.

Duties of Citizens

Duties are always used to connote all what the citizens must do to effect peaceful co-existence, national stability and overall development of the country. It is also what citizens give back to the state for the right they enjoyed (Husain, 1994). These duties are:

- a. Obedience of law, rules and regulations.
- b. Loyalty to the state and order when a citizen carries out the above duties the government on her part will be able to maintain peace and orderliness.
- c. The payment of taxes and rates. This will enable the government to provide essential facilities and infrastructure for the citizens.
- d. Responding to national call or services and respect of the national symbols i.e. Anthem and pledge.

Duties of a Good Citizen in the Classroom

- a. A good citizen in the class should join others in keeping the classroom clean.
- b. He should arrange the class in good order.
- c. He should be loyal to the class, the teacher and other officers.
- d. He must obey and help to maintain order.
- e. He must attend the class regularly and punctually
- f. He must learn to take part in all the school activities.
- g. He must aim high.
- h. He must always be neat.
- i. He must always play fair games at sports.
- j. He must learn his lessons and work diligently as a good member of the team in the class.
- k. His character should be one that can be copied by others.

1. He must be brave and never be discouraged, polite, respectful and forbearing.
- m. He must “do unto others as he wants others to do unto him” (Amnesty International, 1998).

Duties of Citizens to his Local Government

- i. He should take a great interest in his local affairs.
- ii. He should learn to know what his council does for him.
- iii. As the local government meeting is always opened to the public, he should try to attend and listen to their discussion or talks.
- iv. He should read regularly the newspaper in which the reports of committees and councils meetings are written.
- v. He should move and be free with the local government council.

1.2.2 Characteristics of Rights

Citizenship means membership of a country and they have rights and duties as a citizen. For example, what the individual owes the state is his duty or obligation while those things the state is to do for the individuals are the rights of the individuals. Some of the characteristics of right are the following:

1. Right are inherent - Rights do not have to be given, bought, earned or inherited, they are human. Human rights are inherent because we are born with them.
2. Right are universal - Human rights are the same for all human beings regardless of race, sex, religion, ethnicity, national or social origin; we are all born free and equal in dignity and rights. They are universal because they apply to everyone in the world (Husain, 1994).
3. Rights are inalienable - Rights cannot be taken away. No one has the right to deprive another person of these rights for any reason (Amnesty International, 1998) People still have rights even when the law of their countries do not recognize them, or when they violate them. For example, when slavery is practiced, slave still have rights even though these rights are being violated.
4. Rights are indivisible - To live in dignity, all human beings are entitled to freedom, security and decent standard of living concurrently.
5. Rights are law/state protected - Any freedom to be

enjoyed by people must have the backing of the law of the country and must be protected by the state/government.

6. **Civil and Political Rights:-** These are liberty- oriented rights to life, liberty and security of the individual, freedom from torture and slavery, political participation, freedom of opinion expression, thought, conscience and religion freedom of association and assembly.

Economic and Social Rights

These are security-oriented rights. For example, the rights to work, education, a reasonable standard of living, food, shelter and health care.

Environmental, Cultural and Developmental Rights

These include the right to cultural, political and economic development.

Basic Rights of an individual

The basic rights of an individual include the following:

1. Right to life, security of the person, the protection of law and unimpeded, access to the courts of law. This could be done through provisions of essential amenities.
2. Right to freedom of association- An individual is entitled to his own religious beliefs.
3. Right to freedom of association- The law of Nigeria allows freedom of association.
4. Freedom of expression- individuals or groups is allowed to express their opinions on important issues that affect the state or nation. This in essence implies that no man should be above the law and adequate justice should be denied to no man.
5. Right to privacy and freedom of speech.
6. Freedom of movement and right to personal liberty.
7. Right to own property and right to be voted for.

Each individual is supposed to obey rules and regulations and fulfils their social obligation. Social obligation will result in making our country strong. Secondly, it is also necessary so that there might be peace and understanding among us (Watchtower, 2000).

Rights of a Citizen

As earlier noted, a citizen is a member of many societies or

communities. He lives in such societies in order to enjoy his rights and do his rights and duties successfully. Rights can be defined as those basic standards without which people cannot live in dignity as human beings. Rights are the foundation of freedom, justice and peace (Amnesty International, 1998)

The notion of individual's freedom and liberty simply connotes the rights a person has to do. Whatever he is capable of doing, or realize and actualize, his full potentials within the society; to speak his mind and follow his chosen path without compulsion or interference from anyone (Husain, 1994). However, in the modern times, rights of citizens include the following:

Right to life

Every person has a right to life and no one shall be deprived intentionally of his life, save in execution of the sentence of a court in respect of a criminal offence of which he has been found guilty in Nigeria (Husain, 1994). The state protects this right by passing law against murder and at the same time prohibits suicide.

However, a person shall not be regarded as having been deprived of his life, if he dies as a result of any of the following:-

- i. For the defense of any person from unlawful violence or for the defense of property.
- ii. In order to affect a lawful arrest or to prevent the escape of a person lawfully detained.
- iii. For the purpose of suppressing a riot, insurrection or mutiny.

Right to Dignity of Human Being

Every individual is entitled to respect for the dignity of his person and accordingly, no person shall be subjected to torture or to inhuman or degrading treatment, no person shall be held in slavery and no person shall be required to perform forced or compulsory labour required in consequence of the sentence or order of a court or any labour required which is reasonably necessary in the event of any emergence or calamity threatening the life or well being of the community does not fall under the category of forced labour.

Right to Personal Liberty

Every person shall be entitled to his personal liberty and no person shall be deprived of such liberty save in the execution of the sentence or order of a court in respect of a criminal

offence of which he has been found guilty or reason of his failure to comply with the order of a court in order to secure the fulfilment of any obligation imposed upon him by law. Any person who is unlawfully arrested or detained shall be entitled to compensation and public apology from the appropriate authority or person.

Right to Fair Hearing

A person shall be entitled to fair hearing within a reasonable time by a court or other tribunal established by law and constituted in such manner as to secure its independence and impartiality.

Whenever any person is charged with a criminal offence, he shall, unless the case is withdrawn to be entitled to a fair hearing in public within a reasonable time by a court or tribunal.

Every person who is charged with a criminal offence shall be presumed to be innocent until he is proved guilty. He should be given adequate time and facilities for the preparation of his defence either by himself in person or legal practitioners of his own choice.

Right to Private and Family Life

The privacy of citizens, their homes, correspondence, telegraphic communication, and telephone conversation are hereby protected and guaranteed.

Constitutionally, it is an illegal act to use such other forms of devices to intrude into people's privacy.

Right to Freedom of Thought, Conscience and Religion

Every person shall be entitled to freedom of thought, conscience (either alone or in community with others and in public or private) to manifest and propagate his religion or belief in worship, teaching, practice and observance.

No person attending any place of education shall be required to receive religious instruction or attend any religious ceremony or observance if such instruction, ceremony or observance relates to a religion, other than his own or a religion not approved by his parent or guardian.

Right to Freedom of Expression and the Press

Every person shall be entitled to freedom of expression, including freedom to hold opinions and to receive and impart ideas and information without interference (Amnesty International, 1998).

Every person shall be entitled to own, establish and operate any medium for the dissemination of information, ideas and opinions provided such a person fulfils the conditions laid down by an act of the National Assembly, for the establishment or operation of such media.

Right to Peaceful Assembly and Association

Every person shall be entitled to assembly freely and association with other persons and in particular he may form or belong to any political party, trade for the protection of his interests.

This right does not cover any assembly or association that is against public peace such as illegal demonstration, mob action, unregistered societies, and cult activities e.t.c.

Right to Freedom of Movement

Every citizen of Nigeria is entitled to move freely throughout Nigeria to reside in any part thereof, and no citizen of Nigeria shall be expelled from Nigeria or refused entry thereto or exit there from. However, any person who has committed or is reasonably suspected to offence may be restricted from leaving Nigeria.

Study Session Summary



Summary

In this Study Session, we discussed that citizenship means membership of a country. People who are born into a country by parents who are themselves citizens of that country are called it citizens. Anybody born within a country's boundaries is a citizen of that country, regardless of the nationality of his parents. Citizenship by naturalization is conferred on alien, who have met certain requirements. We went further to note that the duties of a citizen are to be responding to national call or services and to respect national symbols. The duties of a good citizen in the classroom and his local government includes: attending the class regularly and punctually; and knowing what his council does for him respectively. Also, we noted that rights and responsibilities are like the two sides of a coin. This is because for the rights to be guaranteed by others or by the society, the individual must as well perform some duties. We identified the characteristics of rights and discussed the basic rights in Nigeria.

Assessment



Assignment

1. What type of right do you have as a member to your family?
2. What type of duty do you normally do in your house every morning?
3. What is the difference between the right you have in your father house and in your school?
4. What makes you belong to the family you came from?
5. What is citizenship?
6. Identify 3 ways to acquire a citizen of a country.
7. In what ways can a person be deprived to become a citizen of a country?
8. Briefly define the term “citizenship”.
9. Identify 3 characteristics of rights.
10. Explain 2 categories of rights.
11. Briefly define the term “citizenship”.
12. List 4 characteristics of rights.
13. Identify 2 categories of rights.
14. Enumerate 4 basic rights in Nigeria constitution.

Bibliography



Resources

Aderibigbe, S.A (2002) *Reassessing History as a For Political Development in Nigeria*. A Paper Presented at “HITSANCE” Annual Conference Held at Oyo State College of Education, Oyo 26-50.

Amnesty International (1998) *Siniko Towards a Human Rights Culture in Africa*.U.K. :Amnesty international Publications. 4: 6, 35-48.

Husain, I. and Faruquee, R.(1994) *Adjustment in Africa. Lessons from Country Case Studies*. Washington, D.C.: The World Bank. 67-75.

Watchtower, B.(2000) “Morality Value in the decline”. *The watchtower*, Benin: City. November 1, 6-11

<http://learningtogive.org/papers/paper11.html> retrieved July, 2013

<http://www.publicwork.org/pdf/workingpapers/renewing.pdf> retrieved July, 2013

Study Session2

Citizenship in a Democratic Society

Introduction

This Study Session will look at citizenship in a democratic society and where they are nurtured. In general sense, a citizen should have the ability to analyze the political and ethnical implication of any human situation



Learning Outcomes

After you have studied this Study Session, you should be able to:
2.1 *identify* societies or communities where citizens could belong

2.1 Concept of Democratic Society in Relation to Citizenship

Within the school, the extent that courses on citizenship and social studies contribute to the student's political knowledge, value and social skills are part of civic education. In the schools setting, citizenship behaviours are taught and observed in a narrow, measurable and achievable perspective, based on the school setting of the students and their ages (Adeboyeje, 1991).

A citizenship is a member of many societies or communities. He lives in such societies in order to enjoy his rights and do his duties successfully. Such societies are: the home or family, class, school, town, or village, country, commonwealth and the world.

2.1.1 The Family

It is an accepted fact that the family unit is a small group of the wide world of citizenship in general. It is an ideal starting point in citizenship. There are strong ties of blood, kinship and togetherness among happy families. The general respect live and let live" pride in the achievement of any members of the family and the spirit of co-operation start from a good

family (Oyekan, 1997). To a new born baby, his first point of call in the world is the family where the father is the head especially in most ethnic group in Nigeria. To the child, the constituted authorities are: - the father, who in most cases is the head of the family, the mother who is the second in command at home and his elder brother and sisters.

Family loyalty and the willingness of the individual to submerge his own interests into that of the family group are part of the values embodied in the major religions. Therefore, it is the home that the child spends much of his time among the other members of his family until he is old enough to take an interest and join in the activities of his peer groups.

2.1.2 The Church/Mosque

All important religions such as:- Christianity, Islam, Hindus, Buddhism, Taoism, Judaism and African traditional religion taught their followers the difference between schools education and religion education, but in every case, the rules are made for the common good with the ultimate rationalization behind them for the benefit of their members.

These religions preach; love, peace, tolerance, almsgiving e.t.c. In short, living in harmony with one another and obeying the religious injunctions or face the sanctions. You cannot disobey and disrespect the constituted authority of your church or mosque or shrine and be at peace with yourself and with that religious organization. To be at peace, you have to conform.

2.1.3 The Home

The child is like a strange man in a strange country, who does not understand the language or know the doings and the movements of the strange people with whom he has to live. He requires somebody to guide him, to look after him, and to show him how to move, act and where to go. The most important one to do this should be someone who can explain the speech, feelings and actions of the strange people to the child and that one is the home (Adeboyeje, 1991)

Home is the first station where the child enters the world. Its influence is very strong in the training of the child. The child takes his model of everything from his home. Anything he sees, the mother, father, brother even the sister do. The same thing he copies. It is in the home that the child is taught obedience, politeness and kindness to others. There lies the

great importance of the home (Oyekan, 1997). It either spoils or makes the child's life a success. If the home does all its duties well, the child is sure to meet the success. But If the home fails in its duties to the child; the future of the child is entirely damaged.

In the home, as in the world outside, every member of the family has certain rights and duties. The parents have special duties to perform for children; the children also owe the parents certain duties. Both the parents and the children have their own special right too.

2.1.4 The School

The school is the second society to which a child belongs. It is the place for learning as well as for character forming. It is a close partner of the home. Therefore, both the school and the home should try to work together in the interest of the child.

2.1.5 The Village

The village has its own particular influence upon the child. The child is sure to copy other children and also the customs, habits and outlook of life in that village as he/she plays with his/her playmates. If the moral habit of the village is bad, the child will copy it and finally be a bad child. On the other hand, If the moral habit of the village is good the child will be good.

Children brought up in large town enjoy the advantages of the radio, newspapers, cinema, and television services (Anyanwu, 1992). All these help in the education and moral training of the child's character and education if they are not allowed to watch unsuitable pictures at the cinema, or read unsuitable news from the newspaper. Here comes the work of the elders in directing the child along the right way.

2.1.6 The Community

The community, as a social system, is an area of common life and the focus of social living. It refers to a group of people living in a geographical local and share common interests. In a community, people continue to see themselves a belonging to the locality bearing their place name. (Anyanwu, 1992).

They are associated with each other and interact accordingly. Their children play together and they maintain relationship of sociality, such as visiting, borrow and doing things together. A good degree of interdependence is often manifested through

mutual and in times of planning and harvesting in the building of barns and other preservations structures

Study Session Summary



Summary

This study session examined and describes different ways each society nurture citizen into the live of their citizenship. We discussed citizenship in a democratic society and when nurtured, it contributes to children political knowledge, values and social skills. They are part of civic education. Citizenship behaviours are taught and observed in a narrow, measurable and on the school setting while moral behaviours are taught in church/mosque setting.

Assessment



Assignment

1. What are your duties to your country?
2. What are the rights of a good citizen?

Bibliography



Resources

Adeboyeje, R.A. and Afolabi, F.O. (1991) *Classroom Management* Ondo: J.A. Ifeoluwa Enterprises (Nig) Limited 43-50

Anyanwu, C.N. (1992) *Community Development's: The Nigeria Perspectives*.Ibadan: Gabesther Educational Publishers 18-22

Oyekan, S.O. (1997) *Groundwork of Curriculum and Instruction*. Ibadan: Alafas Nigeria Co. 14-19

Study Session3

The State and Her Government

Introduction

In this Study Session, you will explore two related concepts: state and government. In the course of the session, we will discuss the features of state, the structure and functions of government.



Learning Outcomes

After you have studied this Study Session, you should be able to:

3.1 *define* and use the terms in bold correctly:

- State
- Government

3.2 *point out* the features of State.

3.3 *outline* the structure of government.

3.4 *enumerate* the functions of government.

3.5 *analyse* the relationships between State and government.

3.1 The Concept of State

The **State** in this definition is different from the word government. A State is sovereign association of men and women who live within a defined territory and are administered by a government. A State therefore has the following attributes

- i. defined territory
- ii. population
- iii. sovereignty
- iv. territory
- v. people
- vi. government

State as a nation:

- i. territory
- ii. people

- iii. sovereignty
- iv. government
- v. rules and regulations.

A state is different from government. A state is different from permanent entity while a government is a temporal body. Government changes but a state remains. For example, Nigeria has remained a permanent entity since gaining independence in 1960 but she has witnessed so many changes in government. State consists of all the inhabitants while government is just a fraction of the state (Tamuno, 1984). For example, Nigeria has a population of over 100 million people, the people in the government are about 10, 000.

3.1.1 Features of a State

1. **Defined Territory:** There must be an area which people can claim for their communities- specific boundary.
2. **Population:** Within the geographical area known as a state, there must be a number of people living in a state.
3. **Sovereignty:** In a state, there must be a supreme power, authorities and political independence.
4. **Government:** This is the institution of the state, on which organs of the state are built.

3.2 The Meaning of Government

Government is derived from a Greek word meaning to pilot a ship. It is a fitting derivation, since in metaphorical terms, to steer the ship of state. “Government has been a part of human history for thousands of years. It is a process or art of governing”. Government deals with a wide range of issues. It extends to the rules and regulations by which a group of people govern themselves, the traditional and customary practices upon which those rules are based, the institutions and political structures and organizations set up to implement those rules, the culture and behaviour patterns of the people (Aderibigbe, 2002).

3.2.1 Government as an Institution or Agent of the State

Government is a body of person and institutions that administers affairs of the state. These institutions are:-

Legislativemake laws

Executive.....executes law

Judiciary.....interprets law

3.2.2 Structures of Government

According to Aderibigbe, (2002) political system is when a body of people is administered and regulated. Different levels of government typically have different responsibilities. The level closest to those governed is local government, regional government comprises a group of individual communities, national government nominally control all the territory within international recognized borders and have responsibilities not shared by their sub-national counterparts. Most governments exercise executive, legislature and judiciary.

In the modern State, a legislature consisting of the elected representatives of the people has become a vital part of the machinery of governments. Legislatures are called different names in different states. For example; in Nigeria, the legislature is called National Assembly, in Great Britain, is called parliament while in the United State, it is known as the congress.

The primary function of the legislature is law making and it does this through the legislative process. In addition, legislatures perform other vital functions of their respective system. The composition of the legislature varies from country to country.

An important feature of the parliamentary system of government is the close relationship between the executive and the legislative branch. The leader of the majority party in parliament is appointed prime minister. This is necessary so that he is nominally assured of majority support for the implementation of his programmes. In the parliamentary system, the key decision making organ of government is the cabinet.

The third structure of government is the judiciary. The structure stands apart from both the legislature, executive and adjudicates in disputes both between these two branches and between government and citizens or in disputes among citizens. In the process of law making, the legislature may infringe on the rights of citizens or on the powers of other levels of government (Dorothy, 1970)

Judges are appointed by the executive on the advice of the judicial service commission but once appointed can only be removed on the grounds of proven misconduct and after due process of enquiry (Aderibigbe, 2002). The judiciary is divided into magistrate court, courts of appeal and Supreme Court in ascending order. Thus, appeals go from magistrate courts dealing with minor offences while the high court's deal with more serious and complicated cases, including murder cases.

3.2.3 Functions of Government

1. The most important function is to guarantee and safeguard the cultural liberty of the diverse people within the country.
2. Government looks after the welfare of the people by providing social amenities or services for the people e.g. roads, hospitals, water e.t.c.
3. It maintains peace, law and order e.g. police.
4. Government protects and defends the state government against external attack by making use of the armed forces.
5. It provides employment for a large number of the citizen in the various ministries and parastatals.
6. It maintains external relations with other countries in such areas like economic, political and cultural e.t.c.
7. Government through its agencies, formulate government policy or states policies and it also makes law to give legal backing to its activities.

3.3 Relationship between State and Government

State and government relationship is vested in government as the main agent consisting of three main organs i.e. legislative, executive and judiciary. Therefore, state is the main institutions and such functions as required of the state (Aderibigbe, 2002).

However, state and government have their areas of differences. First, the state has a definite territory on the hand, government can easily change. Also, government serves as the main agent of the state that makes it possible for the state to

achieve its desired goals. This is so because state is a sovereign political community.

Study Session Summary



Summary

In this Study Session, we discussed Government as a political system by which a body of people is administered and regulated. We also looked at the relationship between the government and state; the features of State and the functions of government.

Assessment



Assignment

1. Briefly define Government
2. What are the functions of government?
3. Identify and discuss 3 features of state.
4. Briefly explain the relationship between government and the state.

Bibliography



Resources

Aderibigbe, S.A. (2002) *Reassessing History as a Tool for Political Development in Nigeria*. A Paper Presented at “HITSANCE” Annual Conference held at Oyo State College of Education, Oyo 15-19.

Federal Republic of Nigeria (1999); *The Constitution of the Federal Republic of Nigeria*, Abuja: Federal Government of Nigeria.37-51.

Study Session 4

Types and Systems of Governments

Introduction

We will concern ourselves with how a group of individuals rule themselves and how power is shared among the members of the community. Specifically, we will examine division of power which is usually set out in a written constitution.



Learning Outcomes

After you have studied this Study Session, you should be able to:

- 8.1 *highlight* the forms of government.
- 8.2 *explain* different types of governments

4.1 Types of Government

There are different types of government. They are as follows:

4.1.1 Monarch

We have the absolute monarch and constitutional monarch.

Absolute Monarch

Under the absolute monarchy, power is placed in the hands of a single person who exercises such powers without the need to consult with anyone. The monarch is the head of the state both in name and fact. He reigns and rule at the same time. He does not need to run government in accordance with any necessary laid down principle of law.

Constitutional Monarch

Under the constitutional monarch, the basic of government is the basic fundamental laws which spell out the power structure and relationship in the state and also how such powers are to be exercised. By contrast, the constitutional monarch reigns but does not rule. He or she is the head only in name. The power of the constitutional monarch is regulated by the constitution. The monarch is bound not only to respect the letters of the constitution but also the laws of the State.

4.1.2 Democracy

Democracy is a system of government in which government is under the control of citizens as a whole. The Ancient Greeks defined Democracy as ‘a government of the people by the people and for the people’. It was one in which every adult male citizen participated in government; and took part in holding public office for limited periods of time. (Leonard, 1972) It is no longer possible to run modern government along the same line of the Ancient Greeks.

Modern democracy is a system, which gives the citizens maximum personal freedom and also periodical opportunities to choose the leaders and select governmental programmes from available alternative.

The major feature of democracy is that there is more than one political party or individual competition. The election is open, free and fair, there are no attempts to victimize anybody.

4.1.3 Totalitarianism

Totalitarianism is a system of government in which all aspects of life is controlled by the government. The totality of citizen’s existence is subject to government determination and regulation. In the totalitarianism state, there is no area called the private life of the citizen, which the state cannot control or legislate upon.

The features of totalitarian are:

- i. The government monopolies the media of mass.
- ii. There is an official ideology to which all citizens are expected to subscribe. This is usually communism.
- iii. There is a single mass party, which monopolizes appointments to public office

Branches of Government Study in Political Science

Branches of government are areas or specialization in political science. These are:

A. Public Administration

This is an area which specializes in the formulation and implementation of public policy or policies of government by civil servants.

B. Local Government

This deals with the study of government at the local level or grass-root.

C. Political Thought

A field which specializes in ideas about state and government by political thinkers such as John Stuart Mills, Edmund Burke.

D. Comparative Government

Specializes in the comparative study of the major governments such as unitary and Federal government.

E. Political and Constitutional Development

This is a field of specialization which deals with major changes, politically and constitutionally in the life of the state

4.2 Systems of Government

4.2.1 The Unitary Government

The unitary government is organized under a single central control. This means that all the legislative powers and authorities for the exercise of the functions of running a state are concentrated in the hands of a single central government (Tamuno, 1984). Examples of such government are in Great Britain, France, Italy and Ghana e.t.c.

4.2.2 The Federal System of Government

Under the Federal system of government, the central government hands over some of its powers to the component regions of the states. This division of power is usually set out in a written constitution. Under this system of government, the central government relinquishes some of its powers and cannot take them back. Some powers are reserved for the Federal government and some others are reserved for the regions. Both the centred and component units cannot go beyond the powers, which they hold respectively under the constitution.

Although Federal constitution can be amended, they are usually made rigid and amendments are often difficult. Examples of Federal system of government are those of the USA, Canada, Australia and Nigeria.

4.2.3 The Confederal System of Government

When some states confer on a common course such as resistance to a common enemy; they are bound together by treaty of alliance. When they go a step further and set up a more or less permanent body of delegates or ambassadors to make detailed that is, commendations for carrying out the treaty or implementing the alliance, their association together is called a confederation (Aderibigbe, 2002).

The confederation has no meaningful power over the separate states. The common authority of a confederation deals only with the government of a constituent unit. A confederation is less stable than a federation because the formed is more loose association than the latter. A confederation can be described as a league of friendship from which states have the right to withdraw.

Study Session Summary



Summary

In this Study Session, we explored types of government such as monarchy, democracy and totalitarianism. We also discussed the structures of government: legislative, executive, and judiciary.

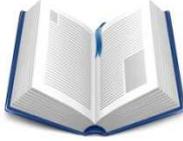
Assessment



Assignment

1. Briefly define the term “government”.
2. Identify and discuss the 2 features of state.
3. Explain 3 functions of governments
4. Briefly explain the term ‘government’.
5. Identify 3 types of governments.
6. What are the functions of government?
7. Identify and discuss two characteristics of government

Bibliography



Resources

Aderibigbe, S.A. (2002) *Reassessing History as a Tool for Political Development in Nigeria*. A Paper Presented at “HITSANCE” Annual Conference held at Oyo State College of Education, Oyo 24-45.

Federal Republic of Nigeria (1999); *The Constitution of the Federal Republic of Nigeria* Abuja: Federal Government of Nigeria.62-78

Study Session 5

Constitution

Introduction

In this Study Session, we will explore how the relationship between the rulers and subjects of the state is established via the constitution. We will examine how the constitution determines the nature of the state, that is whether the state is to be federal or unitary; and how it informs the power structures in the state, that is the structural balance of power between the centre and the component divisions. We will also discuss the purpose and sources of law.



Learning Outcomes

After you have studied this Study Session, you should be able to:

- 5.1 *define* the term constitution.
- 5.2 *present* reasons for the inclusion of a new constitution.
- 5.3 *identify* at least five types of constitution.
- 5.4 *highlight* at least two sources of law.

5.1 Features of Constitution

The term constitution refers to a document which has a special legal sanctity and which spells out the purpose or framework of government and the division of power between the various organs of government such as the legislature, judiciary and executive. Every new state has a constitutional code because it is method by which a country is governed. (Gbaiye, 1994).

The constitution is the fundamental law of a state:

1. It defines the composition and also distributes power between the various organs in political institutions exist in the state.
2. It protects the rights of citizens from arbitrary violation. The types of rights it protected are such as right to life, liberty, property, assembly and pursuit of happiness e.t.c.

3. It guarantees the power of governmental in the state and how these powers are to be established.
4. It establishes the relationship between the rulers and subjects of the state. It determines the nature of the state that is whether the state is to be federal, unitary, republican or monarchical one.
5. It tells the aspiration and political of the people.

5.2 Need for Constitution

- 1) It is the constitutions that limit the arbitrary action of the government. The constitution serves as a guarantee of the rights of government to rule.
- 2) It expresses the power structures in the state i.e. the structural balance of power between the centre and the component state or territorial divisions.
- 3) It states the major objectives of government. It protects individual rights of the members of the society (Oyewole, 1985)

5.3 Types of Constitution

5.3.1 The Written Constitution

The fundamental laws and principles concerning the organization of government are written in the constitution. Power of government agencies and rights of the citizens are written down.

5.3.2 Unwritten Constitution

Fundamental principles of rules and regulations, powers and functions of government are not codified in one single document.

5.3.3 Rigid Constitution

The rigid constitution is the constitution which is very difficult to amend or change.

5.3.4 Flexible Constitution

The flexible constitution is the type of constitution that is relatively easy to amend or change. The flexibility of the constitution depends on the ease of the process of amendment or change.

5.3.5 Unitary Constitution

The unitary constitution grants all constitutional powers in the hands of a single central government.

5.3.6 Federal Constitution

Constitutional powers are shared between the centre and the component states

5.3.7 Confederal Constitution

The confederal constitution expresses the relation between sovereign states that are autonomous.

5.4 Sources of Law

5.4.1 Convention of the Constitution

These are the set of rules and customs outside the law and which can be stated with much precision as the rules of law. The conventions are created by those in authority and those who put the law into operation. Their precedents are followed by offices and when they become old enough, they become tradition which are respected and followed (Oyewole, 1985). A large part of the British constitution depends on conventions.

Constitutional conventions enable the constitutions to bend without breaking and to adjust it to changing needs without a complete overhauling. It also helps the constitution to work smoothly.

5.4.2 Legislative Decisions

A source of law is bias prescribed by legislation. Legislative decisions can include Acts of parliament, status of great antiquities and enactments of subordinate law making bodies such as bye- law passed by local authorities and orders made by Ministries statues or Acts of Parliament are the most important sources of British constitution. The Nigerian defunct National Assembly passed some laws between 1979 and 1983. Legislative decisions are called statute laws.

These are the previous decisions of courts of law. These are often laws and customs of the people's, which have received the judicial recognition in the reason given by judges for their decisions in particulars cases. They are also known as the laws made by judges through their interpretations.

A source of rules of law is the opinions and writings of renowned academicians. But these opinions do not become laws until they are accepted as such by the courts. Just like judicial decision, academic writing can be evidence of customary law and can also play subsidiary roles in developing new rules of law.

5.4.3 The Rules of Laws

The rules of laws give every citizen certain freedom and rights to enjoy in order seeing to that justice is practiced (Aderibigbe, 2002). That is where a democratic government is different from a dictatorship in which people are forced without any regard for their rights, to obey laws which come directly from a dictator. Some of the rules of laws are:

1. All citizens are equal before the law. The rich or the poor, the great or the humble, have to obey the law. A state minister must not break the laws without a punishment
2. If and when necessary the court of law tries to defend the rights of an ordinary man even against the government in order to see that justice is done.
3. Every citizen is given his right by the law. No police can search the house of any citizen or arrest him without a search warrant signed by the magistrate.
4. No one can be punished except for the break of law and must be established by a court of law.
5. All offences or crimes must be tried in a court of law and the criminal or offender must be allowed to defend himself.

Sometimes a criminal of a serious crime is allowed to be tried by a jury of twelve ordinary men or women who should not be partial.

Study Session Summary



Summary

In this Study Session, we discussed Constitution as a document which spells out the purpose or framework of government and the division of power between the various organs of government. The features of the constitution were also discussed. We noted that constitution serves as a guarantee of the rights of government to rule. Types of

constitutions are also discussed in this study session. Finally, we examined the sources of law, which includes: convention of the constitution as a source of law; and legislative decisions.

Assessment



Assignment

1. Describe the features of democracy
2. Briefly explain the term “legislature”.
3. Identify 2 main sources of law
4. Discuss the identified sources of law
5. Enumerate 3 rules of the law

Bibliography



Resources

Gbaiye, D. (1994) *Understanding Terms in Government* Oshogbo: Dee Educational Services, 10-25.

Aderibigbe, S.A. (2002) *Reassessing History as a Tool for Processing Development in Nigeria*. A Paper Presented at “HITSANCE” Annual Conference Held at Oyo State College of Education, Oyo. 62-69.

Study Session 6

Reasons for Making and Breaking Laws

Introduction

“Man is a social being”. Man hates living alone and when men live together, many troubles like quarrels, theft e.t.c. arise. In the early days, it was the duty of a chief to settle or stop such troubles. When any citizen goes beyond the limit of his right, he needs to be put right by some means. In this Study Session, we will therefore examine the rationale behind making laws, and the reasons why some people break it.



Learning Outcomes

After you have studied this Study Session, you should be able to:

- 6.1 *discuss* the reasons for making law.
- 6.2 *explain* the reasons for breaking law.

6.1 Reasons for Making Law

1. The laws are made to regulate the citizen’s conduct or behaviour in relation to their fellow citizen or to the government.
2. Check the wrong use of a citizen’s right against his fellow citizens or country.
3. Maintain peace and order.
4. Encourage good citizenship.
5. Ensure the liberty and freedom of the citizens.
6. Make all the members of a society work sincerely and diligently for the progress of the society.
7. Help everything in the state to run smoothly and to defend the interest of every citizen.
8. Save the good citizens from the bad ones.

6.2 Reasons for Breaking Laws

Each citizen owes certain duties to the other citizens with whom he lives and also to the community to which he belongs. In addition, he must learn to live in peace with others and obey the laws of the state. But some bad citizens fail to do their civic duties, either to the state, or to their fellow citizens. They do not obey the rules laid down by the government. The laws are broken by them because of the following:

6.2.1 Idleness

Bad citizens are idle to work whereas they must eat and clothe themselves. They must get these necessary needs by any means. Hence, they break the law to steal.

6.2.2 Ignorance

Ignorant people do not know their civic duties either to the state or to other citizens. Some of the rules of laws are:

- All citizens are equal before the law- the rich or poor, the great or the humble, have to obey the law. A state minister must not break the laws without a punishment.
- If and when necessary the court of law tries to defend the rights of an ordinary man even against the government in order to see that justice is done.
- Every citizen is given his right by the law. No police can search the house of any citizen or arrest him without a search warrant signed by the magistrate.
- No one can be punished except for the break of law and must be established by a court of law.
- All offences or crimes must be tried in a court of law and the criminal or offender must be allowed to defend himself.
- Sometimes a criminal of a serious crime is allowed to be tried by a jury of 12 ordinary men or women who should not be partial.
- They fight and even cause riots. They do not know why taxes or rates should be thereby, the law has to take its course.

6.2.3 Greed

This is a bad desire to have more than one's share or right. This bad wish leads a citizen to steal another citizen's goods and thereby break the laws.

6.2.4 Lack of Self Discipline

Some citizens lack self control. When they are annoyed or their feelings are hurt, they become wild and act like wild animals. They are lawless, they talk, shout, fight and cause riot. They thereby steal (loot) or disturb the peace of the town and sometimes damage valuable properties.

6.2.5 Selfishness

Some citizens are selfish. They fail to do their civic duties because of their selfish minds. A selfish rich man may not pay taxes or rates or may even fail to obey the necessary licenses for his bicycles, motor-cars or lorries and also for his radio. All these are against the law.

6.2.6 Envy and Hatred

A bad citizen always envies the success, progress or wealth of his fellow citizens. They therefore hate him. This hatred, may grow and lead some day, to cruelty and finally, to murder.

6.2.7 Dishonesty

"Honesty is the best policy." Not many citizens are honest. The dishonest ones always cheat, forge accounts, take or give bribe and indulge themselves in all forms of corruptions. In the school, spying and cheating in examinations also grow into bribery and corruption.

Study Session Summary



Summary

In this Study Session, we explained the reasons for making law as well as the reasons for breaking it. We noted that all citizens are equal before the law- the rich or poor, the great or the humble, have to obey the law. A state minister must not break the laws without a punishment. Every citizen is given his right by the law. No police can search the house of any citizen or arrest him without a search warrant signed by the magistrate. No one can be punished except for breaking the

law and must be established by a court of law.

Assessment



Assignment

1. List 2 sources of law.
2. Explain the reason why laws are broken
3. Identify and discuss reasons for making laws.
4. Explain the duties of citizens to his/her local government.

Bibliography



Resources

Oyewole, A. (1985) *Advance Level Government Textbook for West Africa*, Ibadan: Onibonje Press and Book Industries (Nigeria) Limited. 47-58.

Aderibigbe, S.A. (2002) *Reassessing History as a Tool for Processing Development Nigeria*. A Paper Presented at “HITSANCE” Annual Conference Held at Oyo State College of Education, Oyo. 87-93.

Study Session 7

Misunderstanding and Disputes

Introduction

In this Study Session, we will explore the meaning of misunderstanding within social systems. We will also examine how competition for scarce resources and divergence of values, aims and goals can cause misunderstanding.



Learning Outcomes

After you have studied this Study Session, you should be able to:

7.1 *define* the term “misunderstanding”.

7.2 *identify* the causes of misunderstandings.

7.3 *enumerate* the resolutions of misunderstandings.

7.1 What is Misunderstanding?

Misunderstanding is a natural and inevitable phenomenon in the social systems. It occurs between husband and wife, boss and subordinates. It is the form of social interaction in which the actions seek to obtain scarce rewards by eliminating or rewarding other contenders. This may take the form of argument, fight, threats, legislation or total destruction completely (Oyewole, 1985). Misunderstanding arises when people or communities pursue goals which others have interest.

7.2 Causes of Misunderstanding/Disputes

7.2.1 Competition for Scarce Resources (Economic Reasons)

Over the years, competition for scarce resources had been identified as one of the major causes of misunderstanding or disputes in organization, individuals, groups, department and even governmental ministries annually or from time to time. Compete over equipment, personnel, supplies and other

resources. The total of such requests from all parts of the organization usually exceeds the quantity of resources available and consequent result is struggling, a lot of action and reaction throughout the organization.

7.2.2 Divergence of Values, Aims and Goals (Personality Dispute)

Divergent values lead to inter-group misunderstanding especially when each group holds strong different views about an issue when goals are established, beliefs and aims rather than reflecting common values, beliefs and aims thus constituting agreement.

7.2.3 Labour and Management Polarization

This is one of misunderstanding or dispute. The implications have far reaching effects on organization. This is simply because of differences in perception and requests of both parties. The resultant effect usually is strike.

7.2.4 Differences in Work Characteristics

The growth of highly specialized, creative and well-educated staff poses unique problems in organization. Misunderstandings in most organizations persist between line and staff because it is responsibility and authority relationships between the two. Each type of work in organization has its own optimum technology; vigorous pursuit of specially may make-work more difficult for people in related activities thus causing misunderstanding or dispute.

7.2.5 Ambiguity of Responsibilities

Since organizations change in response to controlling factors, it is impossible to establish a well-defined job design once and for all. When changes are made, there is overlapping, which converts more responsibilities on one and less on the other without a well-defined boundary. As a result of uncertainty surrounding certain functions, staff steps on each other's toe thus, the stage is set for misunderstanding or dispute (Gbaiye, 1994).

7.3 Effects of Misunderstandings and Disputes

Misunderstandings/disputes in organization may be constructive or destructive. Usually, destructive misunderstanding captures more attention; the positive effects can be substantial misunderstanding, either constructive or destructive if it is carried too far. When a misunderstanding is allowed to get out of control, a variety of behaviours are likely to emerge. Those involved suspect each other's motives and read different intents into almost any action. When this type of situation arises, each party makes stronger demands on the other. The consequent effect is that failure to achieve established results is blamed on the other party and one's own behaviour or position is defended often in an emotional and non-rational manner (Aderibigbe, 2002).

At this level, information is withheld, distorted and manipulated just to serve individual advantage. To win each party is much more important than to accomplish any organizational goal. It must be clearly stated that misunderstanding or dispute is an important aspect of organizational life in order to use them positively, it is also important that managers must be able to differentiate misunderstanding and capable of knowing what effects they have on behaviour.

The negative effect of misunderstanding or dispute is obvious. Both the individuals involved and the organizations they work for are usually hurt by it. In recent years, organization theorists have discovered the following as positive outcomes of misunderstanding or dispute:

- i. Production of better ideas.
- ii. Search for new approaches.
- iii. Tension stimulates interest and creativity.
- iv. Long-standing problems surfaced and solved.
- v. Opportunities for people to clear their views.
- vi. Opportunities to test one's capacities.

Misunderstanding or dispute within organizations may serve as an energizer, just as an electric shock stimulates life into organization but the manner of its handling makes a lot of difference.

7.4 Resolution to Misunderstanding/Dispute

One of the manager's primary concerns is how to build cooperation and coordination among the employees who are endowed with different behaviours (Alebiosu, 1996). Therefore, misunderstanding resolution becomes a practical aspect of his duty. Misunderstanding or dispute can be resolved in the following ways:

7.4.1 Domination, Compromise and Integration

The choice can be determined by the types of misunderstandings usually when parties have power over the other parties or enjoy some special privileges, it might force or impose a resolution in its favour on the other domination by exerting authority over the disputing groups and requiring a settlement. When domination is used as a method of resolving misunderstandings, it results in a win-lose situation.

Compromise method encourages both sides to give up something so that both remain somewhat either satisfied or unsatisfied. This might be called the win-win or lose-lose situation.

Integration is when a new way is discovered so that either side becomes very satisfied. Usually, this method is the win-win situation because the method introduces expansion, innovation, or new discovery.

7.4.2 Constructing and Expanding Boundaries

One method of misunderstanding or dispute resolution has suggested constricting the boundaries between groups and individuals. This method allows parties to accept the challenges of their jurisdiction and work together as individuals to achieve group goals. It must be added however that neither solution will solve all problems sometimes, constriction merely aggravated the problem while there is no assurance that expansion will automatically result in inter-group harmony.

7.4.3 Super-ordinate Goals

This method imposes objectives that can only be achieved through inter-group cooperation and goals that are mutually attractive to each group. The assumption of this proposition is that when groups or individuals are faced with the necessity of

cooperating in order to obtain a mutually established objective. Misunderstanding or dispute is replaced by cooperation.

Study Session Summary



Summary

In this Study Session, we explained the term misunderstanding as a natural and inevitable phenomenon in the social systems. Misunderstandings/disputes in organization may be constructive or destructive. Usually, destructive misunderstanding captures more attention; the positive effects can be substantial misunderstanding, either constructive or destructive if it is carried too far. The negative effect of misunderstanding or dispute is obvious. Both the individuals involved and the organizations they work for are usually hurt by it. Integrations when new way is discovered so that either side becomes very satisfied. Usually this method is the win-win situation because the method introduces expansion, innovation, or new discovery.

Assessment



Assignment

1. What are the causes of strike?
2. What causes argument within two or more people?
3. Identify two types of misunderstanding you know.

Bibliography



Resources

Aderibigbe, S.A. (2002) *Reassessing History as a Tool for Processing Development in Nigeria*. A Paper Presented at “HITSANCE” Annual Conference Held at Oyo State College of Education, Oyo. 58-73.

Alebiosu, A et al (eds) (1996) *General Studies for Tertiary Institutions*, Ilorin: Outer Circle Publishers 52-63.

Study Session 8

Leadership and Followership

Introduction

In this Study Session, we will examine the concept of and types of leadership. We will also discuss the characteristics of good leadership; and how leaders and followers should work together to ensure that there is progress and development in the society.



Learning Outcomes

After you have studied this Study Session, you should be able to:

8.1 *define* and *use* the term in bold correctly:

- leadership
- followership

8.2 *point out* types of leaders.

8.3 *highlight* the features of leaders.

8.4 *discuss* the functions of leaders.

8.5 *point out* at least three patterns of leadership.

8.6 *outline* the roles of leaders and followers in system.

8.1 Who is a Leader?

Leadership means the act of leading a group of people according to the laws of the land. Followership means a body of people who are led by someone or ability to follow or obey a leader according to the law. Both leaders and followers must work together in order to achieve the societal goals (Adewale, 1991). A leader is one who shows the way, direct and guides another person or group of persons to achieve a goal. He is the head of a group. He takes the first place in the group.

A person may not be a leader all the time in every field of activity and all spheres of leadership. A leader in one situation may not be a leader in another. There are different aspects of the society. Each leader and each aspect is equally important.

8.2 Types of Leadership

8.2.1 Traditional Leadership

This is based on people's custom e.g. traditional rulers, Obas, Obi's, Emir's e.t.c.

8.2.2 Personal Qualities

Leadership based on personal qualities. This kind of leaders believes they have rare qualities, divine appeal and talents. They are believed to have some outstanding personality and appeal (Amadike, 1989).

8.2.3 Leadership Based on Legality

This is leadership which is derived from law and the constitution e.g. president, governor of a state, chairman of the local government.

8.3 Features of a Leader

- i. A leader must have good initiative and creativity; hence, he must be a good initiator and executor.
- ii. He must be scholarship i.e. intelligent
- iii. He must be appropriate, admirable and sympathetic
- iv. He must be honest, faithful, loving and accountable.
- v. He must be patriotic and nationalistic.
- vi. He must follow the rule of law and justice.

8.4 Functions of the Leader

1. The leader has manifold functions to perform. The most important is the coordination of the activities of the various members. The leader serves as arbitrator when there is dispute within the group. He is the official representative of the group and the ambassador in its external relation. He also functions as the gate keeper since all incoming and outgoing communications pass through him (Gege, 2000).
2. He supervises the activities of the group and so he has power to apply rewards and punishment to members and he also controls them either promotion or demotion.

8.5 Leadership Styles

Leadership style refers to the kind of leadership pattern peculiar to and used by the constituted authority. The most common leadership styles are:-

- a. Autocratic
- b. Democratic
- c. Laissez – faire
- d. Transactional
- e. Pseudo-democratic

8.5.1 Democratic Leadership Style

People are given the opportunity to participate in the running of the affairs of the group. The leaders are the choice of the consent of the people.

8.5.2 Autocratic Leadership Style

This is often referred to as dictatorial leadership style. The leader wields absolute power and he is egotistic, self centre and greedy. He is vision less purpose less, and depends on the use of force to enforce his will.

8.5.3 Laissez Faire Leadership Style

It operates an interdependent policy as he believes that all men are born equal, but are not equally endowed. He involves all members in decision-making and implementation. In a nutshell, laissez faire leader cares very little about goals achievement, seek responsibility but eventually avoid them.

8.6 Implication of a Leadership and Followership Roles in a Society

In any social group, there is the need for leadership and followership position to be clearly stated. However, the implication is that both the leader and followers must cooperate with each other this is the only way through which the goals of that group can be attained. Hence, leaders and followers should work together to ensure that there is progress and development in the society. Leaders should be ready to lead by example while followers should be ready to cooperate with their leaders and follow the example being laid by their leader.

8.6.1 Factors Responsible for Bad Leadership and Followership in a Nigeria

- a. High-level corruption and embezzlement among the populace.
- b. Political and social insecurity.
- c. Disregard for constitutional provisions in rulership.
- d. Tribalism, nepotism, favouritism, sectionalism e.t.c.
- e. Injustice and violation of people's fundamental human rights.
- f. Sit-tight syndrome in rulership i.e. perpetuating "one self" in power at all cost.

Study Session Summary



Summary

In this Study Session, we defined the term leadership as an act of leading a group of people according to the laws of the land. Followership means a body of people who are led by someone or ability to follow or obey a leader according to the law. We enumerated different types of leaders as traditional, personal qualities and leadership based on legality. A leader must have good initiative and creativity; hence, he must be a good initiator and executor.

We also discussed that a leader must have good initiative and creativity; hence, he must be a good initiator and executor. Democratic leaders give people the opportunity to participate in the running of the affairs of the group. In any social group, leader and followers position are normally created, the implication is that both the leader and followers must cooperate with each other this is the only way through which the goals of that group can be attained. Leaders should be ready to lead by example while followers should be ready to cooperate with their leaders.

Assessment



1. Who is the president of Nigeria?
2. What are the responsibilities of the president to his people?
3. What are the duties of your class representative to you as a member of his class?

Assignment

4. Briefly define the term “leadership”.
5. Identify 3 functions of a leader.
6. Explain 2 features of a leader.

Bibliography

**Resources**

Anyanwu, C.N. (1992) *Community Development: The Nigeria Perspective*, Ibadan: Gabesther Educational Publishers 56-74

Gege, D. (2000) *People- Centered Democracy in Nigeria*. Ibadan: Heinemann Educational Books (Nigeria) Plc. 31-43

References

- Adeboyeje, R.A. and Afolabi, F.O. (1991) *Classroom Management* Ondo: J.A. Ifeoluwa Enterprises (Nig) Limited 43-50
- Aderibigbe, S.A. (2002) *Reassessing History as a Tool for Processing Development in Nigeria*. A Paper Presented at “HITSANCE” Annual Conference Held at Oyo State College of Education, Oyo. 72-85.
- Adewale, L. and Nwangwu, R. (1991) “ Local Institutions and Socio-Economic Development in Oyo State” in Olowu, C.A.B., Ayo, S.b. and Akande, B.E. (eds) (1991) *Local and National Development in Nigeria*, Obafemi Awolowo University Press, Ile-Ife, 37-61
- Alebiosu, A et al (eds) (1996) *General Studies for Tertiary Institutions* Ilorin: Outer Circle Publishers 37-42.
- Amadike, P.C. (1989) *Community Development; A Strategy for National Development*. National Seminar on Community Development Programmes, University of Ibadan. 62-78.
- Amnesty International (1998); *Amnesty International Report* U.K. Amnesty International Publications 4: 6, 49-62.
- Anyanwu, C.N. (1992) *Community Development's: The Nigeria Perspectives*. Ibadan: Gabesther Educational Publishers 18-22
- Federal Military Government of Nigeria (1978) *The Constitution of the Federal Republic of Nigeria*, Lagos; Federal Ministry of Information, Printing Division. 27-36.
- Federal Republic of Nigeria (1999); *The Constitution of the Federal Republic of Nigeria*, Abuja: Federal Government of Nigeria. 37-51.
- Gbaiye, D. (1994) *Understanding Terms in Government* Oshogbo: Dee Educational Services, 28-39
- Gege, D. (2000) *People- Centered Democracy in Nigeria*. Ibadan: Heinemann Educational Books (Nigeria) Plc. 31-43
- Ikime, O. (1984) *Groundwork of Nigeria History*. Ibadan: Heinemann; For Historical Society of Nigeria. 53-58.
- Oyekan, S.O. (1997) *Groundwork of Curriculum and Instruction*. Ibadan: Alafas Nigeria Co. 14-19.
- Oyewole, A. (1985) *Advance Level Government Textbook for West Africa*,

Ibadan: Onibonje Press and Book Industries (Nigeria) Limited. 31-45

Tamuno, (1984): *British Colonial Administration in Nigeria in ObaroIkume's Groundwork on Nigerian History*, Ibadan: Heinemann 32-58.

Watchtower, B. (2000) "Morality Value in the decline". *The watchtower*, Benin: City. November 1, 6-11.