

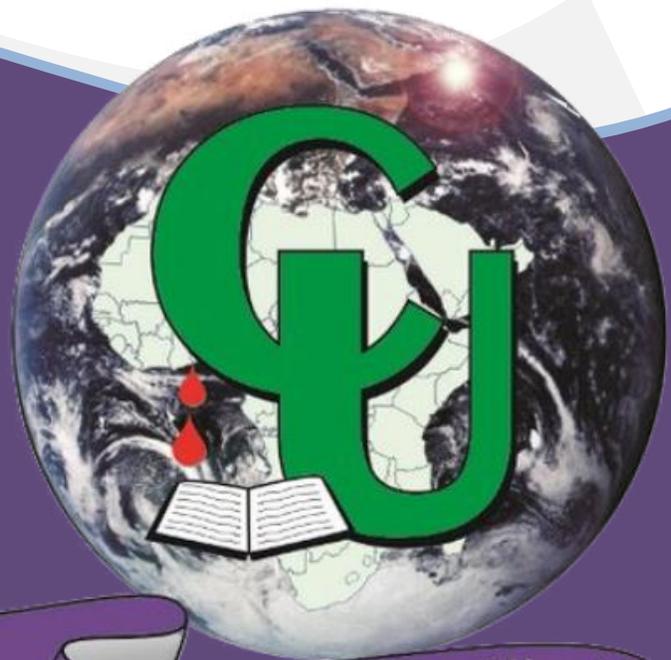
**COVENANT UNIVERSITY**

**TUTORIAL KIT**

**PROGRAMME: DEMO**

**OMEGA SEMESTER**

**300 LEVEL**



*Raising A New Generation Of Leaders*

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# COVENANT UNIVERSITY

CANAANLAND, KM 10, IDIROKO ROAD  
P.M.B 1023, OTA, OGUN STATE, NIGERIA

TITLE OF EXAMINATION: B.SC EXAMINATION

COLLEGE: COLLEGE OF BUSINESS STUDIES

SCHOOL: SCHOOL OF SOCIAL SCIENCE

DEPARTMENT: ECONS & DEV. STUDIES

PROGRAMME: DEMOGRAPHY AND SOCIAL STATISTICS

SESSION: 2015/2016

COURSE CODE: DSS 325

COURSE TITLE: STATISTICAL DATA PROCESSING II

CREDIT UNIT: 2

SEMESTER: OMEGA

DURATION: 2 HOURS

**INSTRUCTION: ANSWER QST 1 AND ANY OTHER TWO**

## SECTION A

The tables below are outputs from a Regression Analysis. Use the information in the tables to answer the following questions.

- 1a.) What type of Regression Analysis outputs are presented below? (2 marks)
- 1b.) What are the dependent and independent variables in the model? (4 marks)
- 1c.) What is the scale of measurement of the dependent variable? (2 mark)
- 1d.) What effect does the model seeks to examine? (3 marks)
- 1e.) Interpret each table and present your regression equation. (19 marks)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.359 <sup>a</sup>	.129	.128	2.545

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26205.055	3	8735.018	1348.561	.000 <sup>b</sup>
	Residual	177678.507	27431	6.477		
	Total	203883.562	27434			

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.845	.100		78.540	.000
	Education in single years	-.119	.003	-.236	-36.146	.000
	Type of place of residence	-.214	.035	-.038	-6.087	.000
	Age of respondent at 1st birth	-.130	.004	-.208	-33.847	.000

a. Dependent Variable: Total children ever born

## SECTION B

2.) Explain (with examples) the nature of dependent and independent variables that are required for analysis using the following techniques.

- a.) Pearson Correlation (4 marks)
- b.) Chi-square Test (4 marks)
- c.) Two-way ANOVA (4 marks)
- d.) Spearman rank order correlation (4 marks)
- e.) Regression Analysis (4 marks)

3.) A researcher carried out a two-way ANOVA technique in order to examine the mean differences in the number of living children of mother's in different categories of education by their place of residence. From the table below;

- a.) How will you describe the interaction and main effects among the variables? (10 marks)
- b.) Explain the mean differences between the children of mothers who have no education and other categories of mother's education? (6 marks)
- c.) Why do we carry out the post-hoc test? (4 marks)

Tests of Between-Subjects Effects					
Dependent Variable: Number of living children					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	35787.675 <sup>a</sup>	7	5112.525	991.857	.000
Intercept	144670.662	1	144670.662	28066.864	.000
V106	31171.877	3	10390.626	2015.836	.000
V025	46.519	1	46.519	9.025	.003
V106 * V025	721.703	3	240.568	46.671	.000
Error	200716.249	38940	5.155		
Total	488895.000	38948			
Corrected Total	236503.924	38947			

Post-hoc test: Multiple Comparisons						
Dependent Variable: Number of living children						
Tukey HSD						
(I) Highest educational level	(J) Highest educational level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
No education	Primary	.09 <sup>*</sup>	.033	.047	.00	.17
	Secondary	1.94 <sup>*</sup>	.027	.000	1.87	2.01
	Higher	1.88 <sup>*</sup>	.042	.000	1.78	1.99
Based on observed means.						
The error term is Mean Square(Error) = 5.155.						
*. The mean difference is significant at the 0.05 level.						

- 4.) As a final year student your proposed research topic states, “Effects of Socioeconomic factors on Fertility level in Ogun state”. Assuming you were advised by your supervisor to use the Nigeria Demographic and Health Survey Dataset (Women recode) to achieve the purpose of this study;
- Identify the dependent and independent variables in this topic. (4 marks)
  - Mention any five variables that you will use as your socioeconomic factors. (5 marks)
  - Mention any variable which you think would serve as an indicator of fertility level in your study. (3 marks)
  - Which technique of analysis will be suitable for your study and why? (5 marks)
  - On what scale should your dependent variable be measured, if you were to use the technique you mentioned in question (4c). (3 marks)

- 5.) Classify the following variables under continuous/categorical and state the reason for your action.
- Education in single years (4 marks)
  - Level of study \_\_\_\_\_ (1.) 100 level (2.) 200 level (3.) 300 level (4 marks)
  - C.G.P.A. \_\_\_\_\_ (4 marks)
  - Type of birth \_\_\_\_\_ 1.) Single 2.) Multiple (4 marks)
  - Age at first birth \_\_\_\_\_ (4 marks)



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PROGRAMME: DEMOGRAPHY AND SOCIAL STATISTICS

SESSION: 2015/2016

CREDIT UNIT: 2

COURSE CODE: DSS 325

SEMESTER: OMEGA

COURSE TITLE: STATISTICAL DATA PROCESSING II

DURATION: 2 HOURS

## MARKING GUIDE

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### SECTION A

1a.) These are outputs from a Multiple Regression Analysis (2 marks)

1b.) The dependent variable is total children ever born and the independent variables are mother's years of education, type of place of residence and age at first birth (1mk each = 4 mks)

1c.) The dependent variable was measured on a ratio scale? (2 mark)

1d.) The objective was to examine the effects of mothers years of education, her place of residence and age at first birth on her fertility level. (3 marks)

1e.) Interpretation

The R-square shows the percentage changes in the dependent variable as explained by the independent variables. In this result, 12.9 percent changes in the fertility level of mothers was explained by her number of years of schooling, place of residence and her age when she had her first birth. (2 marks)

The F-statistic in the ANOVA table, showed that the independent variables used in the analysis have significant joint effects on the fertility level of mother in Ado-odo/Ota ( $P < 0.001$ ). (2 marks)

Coefficients

The beta coefficient for mothers' education in single years showed a negative relationship between mothers' education and her fertility level. That is, the higher the number of years a woman spend in school, the lower her fertility level. Also, the magnitude of the coefficient showed that a unit change in a woman's number of years of schooling will bring about 0.12 unit changes in her fertility level. (2 marks)

Further, the result showed that there was a negative relationship between a woman's place of residence and her fertility level. This means that women who live in more developed areas (urban) will likely have fewer number of children/ low fertility level and vice-versa. A unit change in a woman's place of residence will bring about 0.21 unit changes in her fertility level. (2 marks)

Lastly, there was a negative relationship between the age a woman had her first birth and her fertility level. A unit change in a woman's age at first birth will bring about 0.13 unit changes in her fertility level. (2 marks)

### T-statistic

The rule of thumb for t-statistic is that any absolute value that is equal or greater than 2 is significant, i.e.,  $|t| \geq 2$ . The t-statistic shows the individual effect of each of the independent variable on the outcome variable. From the result, all the independent variables have a value that is above 2 and this indicate that each of the independent variables (mother's education in single years, her place of residence and her age at first birth) have significant individual effect on the fertility level of the woman ( $P < 0.001$ ). (4½ marks)

Regression equation       $y = 7.85 - 0.12X_1 - 0.21X_2 - 0.13X_3$

Where:

y: is the dependent variable representing fertility level

X<sub>1</sub>: Mother's education in single years

X<sub>2</sub>: Her place of residence

X<sub>3</sub>: Her age when she had her first birth

The values before X<sub>1</sub> to X<sub>3</sub> are the coefficient parameters, while the coefficient without an independent variable is an intercept or constant term. (4½ marks)

## SECTION B

### Question 2

- a.) Pearson Correlation is used to test for relationship between a metric or continuous independent variable and a metric dependent variable. For example the relationship between mother's years of schooling and her total number of children ever born. (4 marks)
- b.) Chi-square statistic is used to test for association between two categorical variables. For example, the association between a respondent's wealth status and his/her place of residence. (4 marks)
- c.) Two-way ANOVA is used to test for the effects of two categorical independent variables on a continuous dependent variable, i.e., used to compare means differences in the dependent variable among the categories of the independent variables. The first independent variable must have 3 or more categories e.g. Level of education of a woman- 1.) No education 2.) Primary 3.) Secondary 4.) Higher, while the second categorical independent variable must necessarily have two categories e.g. Place of residence- 1.) Rural 2.) Urban. Example: The effects of mother's level of education on her fertility level by her place of residence. (4 marks)
- d.) Spearman rank order correlation is used to test for relationship between an ordinal or ranked independent and dependent variables. For example, the relationship between punctuality rate of students and their class of result. (4 marks)
- e.) Regression Analysis is used to examine the effects of a metric independent variable on a metric dependent variable. For example, the effects of socioeconomic factors on age at first birth of women in Oyo state. (4 marks)

### Question 3

- a.) The interaction effects in the table was denoted by V106 \*V025. The F-statistic shows that there is a significant relationship between mother's level of education and her place of residence ( $P < 0.001$ ). While, the main effect shows the individual effects of each of the independent variable on the outcome variable. In the table, V106 – A woman's educational attainment had a significant effect on the number of living children she has ( $P < 0.001$ ). Further, her place of residence (V025) also had a significant effect on the number of living a woman has ( $P < 0.001$ ). (10 marks)
- b.) The multiple comparison table shows the mean differences in the number of living women in this study had. The result showed that women who had no education had 0.09 children more than women who had primary education. Also, mothers who had no education had 1.94 and 1.88 children than mothers who had secondary and secondary education. (6 marks)
- c.) The post-hoc test is carried when there is a significant difference among the means of the categories of the independent variables. The post-hoc test show those categories that are actually significantly different and the mean values. (4 marks)

### Question 4

- a.) Dependent variable: Fertility level (2 marks)  
Independent variable: Socioeconomic factors (2 marks)

- b.) Socioeconomic factors:** Religion, Wealth Status, Level of educational attainment, Occupation, Place of residence, Region **(5 marks)**
- c.) The student can use a variable like “Total children ever born or Number of living children” as an indicator of fertility level of the woman. **(3 marks)**
- d.) Since, the researcher is interested in examining the “effects” of the independent variables on the outcome variable, it will be more appropriate to use Multiple Regression Analysis. Also, multiple regression is appropriate because the standard scale of measurement for fertility is ratio, hence a parametric test like regression is relevant. **(5 marks)**
- e.) Ratio scale **(3 marks)**

Question 5

s/n	Continuous Variables	s/n	Categorical Variables
1.	Education in single years is a continuous variable because this is not a group variable. Information on this type of variable are real numbers (4 marks)	4.	Level of study is a categorical variable. This is because, there are options to this question and the options have assigned numbers and not real number. Also the response to this kind of question is non-metric in nature. (4 marks)
2.	C.G.P.A. is continuous because this type of question is open ended with a metric response, i.e., real numbers. (4 marks)	5.	Type of birth is also a categorical variable, because options are provided for the question. (4 marks)
3.	Age at first birth is also considered a continuous variable, because there are no options provided to this question and therefore the answers to it are real numbers and not assigned numbers in the case of categorical variables. (4 marks)		



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**COLLEGE: COLLEGE OF BUSINESS AND SOCIAL SCIENCES (CBSS)**

**DEPARTMENT: ECONOMICS & DEVT STUDIED**

**PROGRAM: DEMOGRAPHY & SOCIAL STATISTICS**

**SESSION: 2015/2016**

**SEMESTER: OMEGA**

**COURSE CODE: DSS 326**

**CREDIT UNIT: 2**

**COURSE TITLE: FAMILY SYSTEMS IN NIGERIA**

**TIME: 2 HOURS**

**INSTRUCTION: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS**

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1. (a) Discuss the functionalism theory of marriage by Lion Greenslade (2009) and the criticisms levied against it. (15 marks)

(b) Briefly discuss any five (5) functions of the family as outlined by Murdock (1940) (10 marks)

(c) List any five (5) factors which you think might have caused or influenced changes in the African family system (5 marks)

2. a. What do you understand by the term 'Sharo' in an African tribe marriage? (3 marks)

b. Comment on the reasons for it and why you think it is no more relevant for our modern society (7marks)

(c) Discuss the process of traditional marriage in an African ethnic group you have studied

(10marks)

3. The days when cultural values and virtues are pursued with vigorous tenacity in matters of marriage and family life are gradually going.

i. Why do you think this is so in contemporary marriage and family life? (5marks)

ii. Discuss any five (5) ways, using examples on how marriage and family life will look like in this 21<sup>st</sup> Century and beyond (15marks)

4. (a) What is Family? (6 marks)

(b) Discuss the role of the family and the youth in national development (10marks)

(c) Citing relevant example(s), differentiate between wedding and home (4marks)

5 (a) Explain in clear terms how women are described in African family system (10marks)

(b) The home or family is the first school of a child. Discuss or explain this statement (10marks)

**DSS 326 MARKING GUIDE 2015-2016 SESSION**

**INSTRUCTION: ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS**

---

1. (a) Discuss the functionalism theory of marriage by Liam Greenslade (2009) and the criticisms levied against it. (15 marks)

**ANSWER**

Functionalism theory stresses the conformity, consensus, preservation and reproduction of the social order. Functionalists believe every institution in the society contributes to the smooth running of society especially the family. To functionalists, the family is at the heart of society. To functionalists, the nuclear family is very important to the society. That is, it is inevitable and universal. The functionalists stress the 'isolated' and 'private' nuclear family. Its views suggest that the nuclear family has become socially isolated from extended kin. It also suggests that the nuclear family is geographically separated from the wider kin. In summary, functionalist places nuclear family as the most important social unit in the society because it is the first school of everybody. However, certain criticisms are levied against this theory some of which are that; it idealizes the nuclear family, ignores conflict and abuse within the family, ignores gender inequality within families, ignores rising divorce rates and ignores growing family diversity (e.g. single parent families).

- (b) Briefly discuss any five (5) functions of the family as outlined by Murdock (1940) (10 marks)

**ANSWER**

Murdock (1940) discuss the functions of family especially nuclear along the following factors; i. Sexuality, ii. Reproductivity, iii. Residentially, iv. Economic Co-operation, v. Primary Socialization vi. Stabilization of Adult Personality. This means that the family gives the adults the emotional support necessary to cope with the stress of everyday life.

- (c) List any five (5) factors which you think might have caused or influenced changes in the African or Nigerian family. (5 marks)

**ANSWER**

Women liberation through feministic ideas or theories, ii. Western education, iii. Low level of cultural ideas, iv. Increase knowledge about sexual and reproductive rights among women. v. Economic empowerment among women

2. a. What do you understand by the term 'Sharo' in an African tribe marriage? (3 marks)

**ANSWER**

Sharo is a system of pre-marriage selection of able men in an African tribe in northern Nigeria. It is a cultural practice among Fulani tribe of northern Nigeria whereby some selected men will flog a man who is ready for marriage for some time. If he cries, he will have to wait till another time, but if he endures he will end up marrying the wife of his choice. This is normally done

to test the endurance level of such a young man understanding the fact only men of endurance can live in the house with a woman.

b. Comment on the reasons for it and why you think it is no more relevant for our modern society

(7marks)

**ANSWER**

It is done to test a man's level of endurance. It is no more seriously relevant in this modern time because a man may not even have what it takes to take care of his wife especially in terms of money even if he escapes crying while being flogged.

(c) Discuss the process of traditional marriage in an African ethnic group you have studied (10marks)

**ANSWER**

Students are to choose any tribe in Africa and discuss the traditional marriage process in it.

3. The days when cultural values and virtues are pursued with vigorous tenacity in matters of marriage and family life are gradually going.

i. Why do you think this is so in contemporary marriage and family life? (5marks)

**ANSWER**

Women liberation through feministic ideas or theories

Western education

Low level of cultural ideas through emigration to other countries or being far from home

Increase knowledge of sexual and reproductive rights among women.

Economic empowerment among women

Discuss any five (5) ways, using examples on how marriage and family life will look like in this 21<sup>st</sup> Century and beyond (15marks)

**ANSWER**

Monogamous Family will be Predominant

There Will Be More of Inter-ethnic, Interreligious and Intercontinental Marriages

Total Fertility Rate (TFR) will continue to drop in Nigeria and in Most Countries in Africa throughout this century

Percentage of aging population in most African countries will continue to grow because of reduced fertility and continuous improvement in health care system in most countries.

Single-Parenting and Divorce may likely increase in Africa because of many factors.

4. (a) What is Family? (6 marks)

### ANSWER

There is no universally acceptable definition for marriage as it is difficult to define the term. One of the reasons for this is that there are various forms of family in many places and with different cultures. Also, what is acceptable as marriage in one place or culture may not be in another. The following are however the common definitions available;

Family is the smallest unit of a community.

It is the basic unit of social organisation

Family means two or more persons living together, related by blood, marriage or adoption (Dictionary of Social Science)

Family is a bio-social group (Otitte & Oginwo, 1985)

Family is a social group characterized by common residence, economic co-operation and reproduction (Oyeneye & Shoremi, 1985)

A more appreciable definition was given by Burgess and Locke thus; The family may be defined as a group of persons united by ties of marriage, blood or adoption constituting a single household, interacting and communicating with each other in their respective social roles of husband and wife, mother and father, brother and sister and creating and maintaining a common culture.

There are two types of family: Nuclear and Extended Family. These two are extensively practiced in Africa.

(b) Discuss the role of the family and the youth in national development (10marks)

### ANSWER

The family is perhaps the smallest unit of societal or national development.

Every leader today emerges from a particular family. So, the character we form today determines what we become tomorrow.

The youth of today are the leaders of tomorrow, hence the need for proper family development.

A well-trained child today may go on to become a good leader tomorrow and vice versa.

Most of the bad leaders in Africa today must have probably started being so in their micro-leadership lifestyle when they were young in their parents' houses or in school.

Everything starts from the family. That is why the Bible says; "Train up a child in the way that he should go. When he grows up, he won't depart from it".

So, the role of family in national development can never be over-emphasized because of the above reasons and other reasons stated below;

The family is where culture is first learned.

That is the beginning of character formation

We tend to imitate our parents-good or bad character traits

The family is our first school

The family is the cradle of socialisation

The family is where we first learn how to relate in the society.

What we grow up with at home hardly leaves us later in life

Family is a training ground of the society.

(c) Citing relevant example(s) differentiate between marriage (wedding) and family (home) (4mks)

Wedding is a day affair but family is a lifetime affair.

Money is the most important factor to have a successful wedding but it is not the most important thing to run a home, though it is important too.

Wedding is a ceremony but family is not

Many people need to gather to do a wedding but you only need yourself and your spouse to start a family

NOTE: Any convincing reason should be marked.

5 (a) Explain in clear terms how women are described in African family system (10marks)

### ANSWER

Women are described by their biological sex and family responsibilities and their beauty is only seen through these myopic lenses (Franklin, 1977). Franklin amongst many writers described the African (west) woman in non - compromising words:

... Beauty where life is marginal, as it is in much of Africa has a special meaning. The most beautiful thing of all is to survive. That which helps to survive is beautiful. Thus a woman may be beautiful because she has a strong back for farm, or the sturdy neck and shoulders which enable her to carry a larger and more profitable load to the market ... or the endurance to fetch water as needed. She is also beautiful if she is skilled in haggling, has relatives who can be hit for a loan if the need arises, or is blessed with the sort of hips that glorify a husband through frequent and easy childbirth.

Thus a woman may be beautiful because she has a strong back for farm, or the sturdy neck and shoulders which enable her to carry a larger and more profitable load to the market ... or the endurance to fetch water as needed.

She is also beautiful if she is skilled in haggling, has relatives who can be hit for a loan if the need arises, or is blessed with the sort of hips that glorify a husband through frequent and easy childbirth.

She is forbidden to call anyone from her husband's side (extended family) by first name. She has to use the afore mentioned prefix or coined names for any family member such as iyale (senior woman), baba oko (father/brother-in-law), idileke (one embodied in beads) etc.; even if she's older than them in age or better than them in monetary and social status.

When it comes to social obligations such as marriages, meetings, naming ceremonies, chieftaincies, funerals, birthdays etc., she is usually the first to get to the venues where these occasions are done, and most times the last to leave. (10 marks)

(b) The home or family is the first school of a child. Discuss or explain this statement (10mks)

### ANSWER

From infancy till a child will grow up, most things he learns are from the home. From learning how to talk, relate, interact and before going to school. Whatever he or she is taught at home he will grow with it and take that into the larger society. For this and other reasons, the family is the first school of a child.



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SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: DSS 328

CREDIT UNIT: 2

COURSE TITLE: POPULATION GEOGRAPHY 11

INSTRUCTION: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

TIME: 2 HOURS

1. (a) What is population density? (5 marks)

(b) According to Population Reference Bureau (PRB, 2015), the population and land areas (km<sup>2</sup>) of the ten (10) most populous countries in the world are presented in the table below. Study the table and answer the questions that follow.

Country	Population(In Million)	Land Area(Km <sup>2</sup> )	Population Density (/sqkm)?
China	1,372	9, 571,300	
India	1,314	3, 165, 596	
USA	321	9, 826, 630	
Indonesia	256	1, 904, 570	
Brazil	205	8, 547, 404	
Pakistan	199	796, 095	
Nigeria	182	927, 768	
Bangladesh	160	147, 570	
Russia	144	17, 075, 200	
Mexico	127	377, 837	

(b) i. Calculate the population density of each of the above countries to the nearest persons per square kilometer and interpret your answer based on global average of 53persons/km<sup>2</sup> (PRB, 2014). (10marks)

ii. What **PERCENTAGE** of the world population is these countries put together? Remember you need a denominator which is the world's present population (2marks)

iii. Calculate the average population density of all the above countries and interpret your result against the global average density provided in b(i) above (2marks)

(c) If the total coverage of THE ENTIRE UNIVERSE is 510, 065, 600 square kilometres, what percentage of the earth's land cover is these countries? (3marks)

(d) Citing relevant examples, discuss four (4) factors affecting population density of any country or administrative area (8 marks)

2. (a) The population of Nigeria is not likely to stabilize soon even if her NRR is one (1) due to population momentum. Discuss. (8marks)

(c) In a chronological order, give an account of the growth of the world population from 1804 till date. (8 marks)

(c) Highlight any four (4) factors that can make a settlement or an area to be sparsely populated. (4 marks)

3. (a) What are population policies? (5 marks)

(b) State any four (4) areas of concern in population policy (2 marks)

(c) Highlight any five (5) reasons why nations draw up population policies (5 marks)

(d) The 2004 Nigeria National Population Policy (NNPP) came on board as a result of the failure of the 1988 NNPP to meet its goals and targets. Discuss. (8marks)

4 (a). Explain the factors affecting the growth of cities in Africa (10marks)

(b) Explain the factors affecting the population distribution and density in Africa (10marks)

5. Citing relevant examples from different parts of the world, discuss the following settlement patterns;

i.) Isolated Settlement (1mark)

ii.) Dispersed Settlement (1mark)

iii.) Linear Settlement (1mark)

iv) Nucleated Settlement (1mark)

b) Three events collectively known as “**Neolithic revolution**” changed man from being mere hunters and gatherers to sedentary agriculturists. What are they? (3 marks)

c) Briefly discuss any five (5) differences between rural and urban areas with examples (10 marks)

d) Defence, good water supply, mineral resources and agriculture are some of the old key factors of consideration for settlement location. How true is this statement? (3marks)

## MARKING GUIDE

**COURSE CODE:** DSS 328

**COURSE TITLE:** POPULATION GEOGRAPHY II

1. (a) What is population density?  
(marks)

(5)

### ANSWER

Population density refers to the number of people per square kilometre (Naggle, 2000). Population density can also be defined as the total number of people inhabiting a square kilometre of land. To ascertain whether a place is densely, moderately or sparsely populated, the concept of population density is employed. The same factors such as climate, soil, water, etc. which affect population distribution also affect population density. Though at global scale, population density is affected mainly by physical advantages and constraints; but at regional and local scales, population density is more likely to be influenced by economic, political and social factors. Population density is obtained by dividing the total population of a country (or an administrative area) by the total land area of that country (or area).

(b) According to Population Reference Bureau (PRB, 2015), the population and land areas (km<sup>2</sup>) of the ten (10) most populous countries in the world are presented in the table below. Study the table and answer the questions that follow.

Country	Population(In Million)	Land Area(Km <sup>2</sup> )	Population Density (/sqkm)?
China	1,372	9, 571,300	143
India	1,314	3, 165, 596	415
USA	321	9, 826, 630	33
Indonesia	256	1, 904, 570	134
Brazil	205	8, 547, 404	24
Pakistan	199	796, 095	250
Nigeria	182	927, 768	196
Bangladesh	160	147, 570	1,084
Russia	144	17, 075, 200	8
Mexico	127	377, 837	336
Total	4,280,000,000	52,339,970	82

(b) i. Calculate the population density of each of the above countries to the nearest persons per square kilometer and interpret your answer based on global average of 53persons/km<sup>2</sup> (PRB, 2014). (10marks)

### ANSWER

i China= 143 persons per km<sup>2</sup>; India = 415 persons per km<sup>2</sup>; USA = 33 persons per km<sup>2</sup>; Indonesia = 134 person per km<sup>2</sup>; Brazil, 205 persons per km<sup>2</sup>; Pakistan= 250 persons per km<sup>2</sup>; Nigeria= 196 persons per km<sup>2</sup>; Bangladesh = 1084 person per km<sup>2</sup>; Russia= 3 persons per km<sup>2</sup>; and Mexico= 336 persons per km<sup>2</sup>.

**INTERPRETATION:** Based on the global average of 53 persons/km<sup>2</sup>; only USA and Russia are sparsely populated. All others are densely or highly populated.

ii. What **PERCENTAGE** of the world population is these countries put together? (2marks)

### ANSWER

$$+\text{study population/world pop} * 100 = 4,280,000,000/7,336,435,000 * 100 = 58.3\%$$

iii. Calculate the average population density of all the above countries and interpret your result against the global average density provided in b(i) above (2marks)

### ANSWER

The population density of all the above country is 82 persons per square kilometer which means they are densely populated if compared to the global average of 53 persons per square kilometer.

(c) If the total coverage of THE ENTIRE UNIVERSE is 510, 065, 600 square kilometres, what percentage of the earth's land cover is these countries? (3marks)

### ANSWER

+study population land area/the universe coverage \* 100 =  $52,339,970/510,065,600 * 100 = 10.3\%$

(d) Citing relevant examples, discuss four (4) factors affecting population density of any country or administrative area (8 marks)

### ANSWER

A country or administrative region may be either densely populated or sparsely populated based on the following factors;

**Topography:** The lay of the land. Rugged or flat? Hilly or mountainous areas with active volcanoes do not support large population e.g. The Andes and Tibet, Himalayas, etc. Flat lowlands are usually attractive for settlement siting e.g. The Netherlands.

**Climate:** Temperature, Rainfall

Temperature too high or low? E.g. hot areas with low, irregular, unreliable rainfall such as Sahel countries, Northern Canada, and the Amazon basin cannot support dense population. Areas with sufficient rainfall, with moderate temperature and sunshine will attract high population e.g. North-west Europe, West Africa and South East Asia.

**Soils:** Areas with good loamy soil with humus and river-deposit silt will encourage dense population because of farming e.g. France, Ganges, Nile Delta, etc. Areas with frozen soils, deforestation and over grazing will be sparsely populated e.g. Sahel, Nepal, The Amazon, Benue trough, Core Northern Nigeria.

**Water Availability:** Places with regular supply of water and adequate rainfall will support teeming population e.g. south-East Asia, California, Northern England, Lagos, south-southern Nigeria. Places with irregular, unreliable and insufficient water supply or places with insufficient money or technology to supply water will have sparse population e.g. Ethiopia, Djibouti.

**Resources:** Areas with high concentration of mineral resources are sure to attract dense concentration of population e.g. Ruhr (Western Germany- which has largest coal field and industrial region in Western Europe), Pittsburgh (in Pennsylvania, USA), Jos, Enugu in Nigeria, etc. Areas which don't have mineral deposits and sources of energy usually don't attract people. E.g. Brussels, Paraguay etc.

**Communication:** Regions having flat terrain where it is easier to construct road, railways, canals and airports normally attract dense population e.g. Western Europe, Lagos (Nigeria), Singapore, etc. On one other hand, deserts, tropical rain forests and hilly or mountainous areas

which make construction of roads and maintenance of transport system difficult are usually sparsely populated e.g. Bolivia, The Amazon, Northern Canada and countries around Sahara desert e.g. Djibouti,

**Economic Factors:** Areas having industries and modern intensive farming can support large number of people in a small area of land and so, are densely populated e.g. The Netherlands. On the other hand places that have no industry and are less developed will normally have large areas of land to relatively few people e.g. Benue-trough, Nigeria.

**Political Factors:** Population distribution and redistribution may also affect population density e.g. creating new cities such as Federal or state capitals or provinces or other religious reasons, e.g. Abuja, Brasilia, Tel-Aviv, Yamoussoukro, etc.

2. (a) The population of Nigeria is not likely to stabilize soon even if her NNR is one (1) due to population momentum. Discuss. (8marks)

**ANSWER**

The concept ‘population momentum’ refers to the fact that a population typically does not stop growing (declining) immediately its fertility reaches replacement or when NRR is 1. Instead, in a closed population, growth or decline gradually slows until a stationary population is attained, in much the same way that a car gradually comes to a complete stop after a driver’s foot is lifted from the accelerator pedal. It means that Nigeria’s population will not immediately stop growing even if every woman gives birth to a daughter each to replace herself. Her population will continue to grow for a foreseeable future because the large number of children on ground will move to the next population cohorts and so on until when the population will start stabilizing before declining.

(c) In a chronological order, give an account of the growth of the world population from 1804 till date. (8marks)

**ANSWER**

In the early stage of agriculture some 12000 years ago, an estimated world population was not more than 5 million. At the beginning of the Christian era, nearly two thousand years ago, world population reached 250 million. Up to the beginning of the Industrial Revolution around 1750, population tripled to 728 million. On and on like that the population of the world continues to grow until the present IT age in the following order: 1804: World population reached 1 billion ;1927: 2 billion (123 years later); 1959: 3 billion (32 years later); 1974: 4 billion (15 years later); 1987: 5 billion (13 years later); 1998: 6 billion (11 years later); 2011: 7 billion (13 years later);2025: 8 billion (14 years later). One striking feature of the world population growth is that the rate of growth in millions declines from each successive century with very few exceptions.

(e) Highlight any four (4) factors that can make a settlement or an area to be sparsely populated.

(2marks)

**ANSWER**

Harsh weather, desertification, hilly or rugged terrain, infertile land, hostile community, conflicts, etc.

3. (a) What are population policies?

(5 marks)

### ANSWER

A policy is a set of government statements and actions that are designed to influence the behavior of the people in order to achieve a desired outcome (Mosley, 2005). Population policies to influence population growth and distribution involve a wide range of decisions and actions by governments, both direct and indirect, which influence individual and family decisions regarding marriage and childbearing, working arrangements, place of residence, etc. (Mosley, 2005). Population policies are deliberately constructed or modified institutional arrangements and/ or specific programs through which governments influence, directly or indirectly, demographic change (Demenis, 2003). Every population policy is to control any of or all of population processes (fertility, mortality and migration). Government concern with population matters can also extend beyond the borders of their own jurisdictions. This means that population policies can be national or international. It is national if the policies concern only the nationals of the country and foreigners living there only. On the other hand, it is international if it concerns such a country and its diplomatic relationships with other countries either in controlling immigration or other measures to control influx and exodus of people. International aspects of population policy have become increasingly salient in the contemporary world.

Population policies may come in any of these two ways;

**Direct or Explicit Population Policies:** Government actions taken for the purpose of directly affecting a demographic outcome, e.g. migration laws. Other examples of direct or explicit population policies include providing free family planning services, enforced TFR in a country, paying taxes for each additional child, restricting immigration, raising the age of marriage, etc.

**Indirect or Implicit Population Policies:** Government actions that only indirectly have some demographic effects, e.g., promoting female education, raise the status of women, compulsory secondary girl education, reduce child labour, provide old age security,

(b) State any four (4) areas of concern in population policy

(2 marks)

### ANSWER

#### **MAJOR AREAS OF CONCERN IN POPULATION POLICIES**

**Fertility:** The government may want to increase or decrease fertility rate based on the prevailing situation in a country

**Mortality:** The government may encourage welfare package for old people to encourage prolong survival, USA, UK

**Migration:** Government may want to restrict emigration and encourage immigration or vice versa based on the prevailing situation and specific need of the country. Government may also want to encourage population redistribution

**Marriage:** The government may want to encourage late marriage to regulate fertility or vice versa

**Education:** The government may want to encourage girl-child education in a country by making education free for all girls in a country.

Living Standard

(c) Highlight any five (5) reasons why nations draw up population policies

(5 marks)

## ANSWER

To change the future prospect of a country, e.g. to enhance economic development, social and individual welfare in a country

To control fertility rate and pattern in a country

To regulate the movements of people in and out of a country (to control migration)

To reduce poverty and increase peoples living standard

To influence or increase life expectancy

(d)The 2004 NNPP came on board as a result of the failure of the 1988 NNPP to meet its goals and targets. Discuss. (8 marks)

## ANSWER

To reduce the proportion of women who get married before age 18 by 50 per cent by 1995 and 80 per cent by the year 2000.

To reduce the proportion of women bearing over 4 children by 50 per cent by 1995 and 80 per cent by the year 2000

To extend the coverage of family planning service to 50 per cent of women of childbearing by 1995 and by 80 per cent by year 2000.

To make all adult male family planning literate by year 2000.

To reduce TFR from 6 to 4 by year 2000 and to reduce population growth from 3.3 per annum to 2.5 by year by 1995 and 2.0 by year 2000.

To reduce IMR to 50 per 1000 live births by year 1990 and 30 per 1000 live births by year 2000. Also to reduce CDR to 100 per 1000 and 80 per 1000 by the year 2000

To make family planning information and family life education available to all adolescent by year 2000 to enable them assume responsible parenthood

To provide 50 per cent of the rural communities with basic social amenities by 1990 and 75 per cent by 2000 in order to stimulate development.

**NOTE:** 1 Mark each for any 5 points correctly written

They are all mere paper tigers. None of the set goals, objectives and targets has been one hundred per cent achieved till date, though a little progress has been made in making contraceptive usage more attractive to people especially in southern Nigeria but the level of acceptance and usage is still nationally low.

4 (a). Explain the factors affecting the growth of cities in Africa (10marks)

## ANSWER

Urbanization, rural-urban migration, job opportunities, unattractiveness of rural life, poverty

(b) Explain the factors affecting the population distribution and density in Africa (10marks)

## ANSWER

Climate, employment, soil fertility, availability of water and other means of subsistence, choice, etc.

5. Citing relevant examples from different parts of the world, discuss the following settlement patterns; (1mark each)

## ANSWER

**ISOLATED SETTLEMENTS:** A settlement is called isolated if it contains one building found in an area where environmental resources are scarce and are insufficient to support many inhabitants. A good example is the Amazon rain forests where tribes live in a communal home called Mallorca. Another good example is also among the Igbo people in eastern Nigeria where land is divided into small squares each with its

own farm building. There are other isolated settlements around Niger-Benue Trough in Nigeria. There are also many other isolated huts in southwestern Nigeria which normally serve as resting place for farmers when the sun is hot in the afternoon when they are in the farm or as temporary store of farm produce.

**DISPERSED SETTLEMENT:** A settlement is described as dispersed when buildings are scattered across an area with individual farms around. Two or three building may be in a place forming a hamlet and may be separated by 2 or 3 km of open space or farm land before one gets to another hamlet or group of buildings. This kind of settlement is very common in northern Nigeria especially among the Fulanis where most of their “**thatched roofed houses**” are sparsely scattered from one another with open spaces in between for farmland and pasture for their cattle.

**NUCLEATED SETTLEMENT:** A settlement is said to be nucleated if the buildings are grouped /packed closely together for social, economic and defensive reasons. It is a common feature of a rural settlement especially for defense either from war or evil beasts. Nucleated settlements are mostly compounded in an unplanned manner and grow mostly around cross roads, along pathways and at “T” junctions. “T” junction nucleated settlements are common in India and many border villages in Britain, hilltop settlements around the Mediterranean Sea and kampongs in Malaysia are nucleated for defensive reasons. Examples in Nigeria are found in Ibadan, Lagos, Abuja, Ilorin, etc.

**LINEAR /RIBBON SETTLEMENT:** A settlement is described as linear where its buildings are erected along major communication lines or along conformed river valley. Examples are settlements where buildings are erected along the main road(s), along canals, railways and waterways. Many street villages (planned linear village) in Britain grew out of this as they were constructed in long, narrow, flood avoidance sites such as on raised beaches or river terrace e.g. London. Many parts of Lagos stand as a very good example of this type of settlement e.g. Lekki, Victoria Island, and Ikoyi. Many towns and villages in Nigeria are built along major roads or railway lines. Examples include Oshogbo, Bali (Taraba State), Ikare Akoko, Akungba Akoko, etc.

- b) Three events collectively known as “**Neolithic revolution**” changed man from being mere hunters and gatherers to sedentary agriculturists. What are they? (3 marks)

#### **ANSWER**

Man’s ability to domesticate animals (e.g. goats, sheep, camel, donkey and cattle).  
Cultivation of cereals such as rice, maize and wheat.  
Man’s ability to create simple tools such as cutlasses, hoes, spears, arrows and a host of other simple tools for their farming and hunting.

- c) Briefly discuss any three (5) differences between rural and urban areas with examples (10 marks)

#### **ANSWER**

**POPULATION SIZE:** There are discrepancies between the developed and the developing countries of the world as to what the minimum population of a settlement should be to be termed a town or a village. The following developed countries consider the following minimum population in a settlement to be termed a town -Denmark (250), Ireland (500), France (2000), USA (2500), Spain (10,000) and Japan (30,000). In Nigeria on the other hand, a rural settlement is defined as one with less than 20,000 people (Oyeleye, 2001). In India, where many so called villages are even larger than British towns, a place is considered a village if about 25% of its

inhabitants engages in agriculture. So, using population to differentiate between a rural and urban settlement may be tricky if we view from global dimension, but it is a general belief that most times, urban settlements have larger population than rural settlements.

**OCCUPATION:** This is almost the most significant point of differentiating between a rural and an urban settlement. Most people in rural settlements engage in agriculture and other primary activities (e.g. mining, forestry, etc.) while most urban dwellers engage in secondary activities such as banking, lecturing, business and other white collar jobs

**SERVICES PROVISIONS:** Provision of services such as schools, hospitals, banking, public transport, fire service, police stations, filling stations, etc. are most times predominant in urban centers, whereas they are mostly absent in rural areas.

**TYPE OF PEOPLE OR CULTURE:** Most rural settlements are inhabited by people of **homogenous lifestyle-** having the same culture, language and similar ways of life but most urban settlements are inhabited by people of **heterogeneous lifestyle-** coming from different cultural backgrounds, languages, dressing styles and general ways of life.

**INTERPERSONAL RELATIONSHIP:** Most rural dwellers are not just related one way or the other but are also closely knitted. They have very good and close interpersonal relationships. But in urban settlements, it is not like that. People do not have much interpersonal relationships and there is no much familiarity

People may be living in the same compound without knowing each other or in greeting terms. Naming ceremony in “block/ flat A and funeral ceremony in “block/ flat B.

**LAND USE:** In rural settlements, there are usually wide open spaces between houses because they are not many whereas in urban settlements, houses are often closely packed. There is always a mixture of land use with the industrial, services and recreational space often mixed with residential land use e.g. Ibadan and Lagos.

**NOTE:** 2 Marks each for any 3 points correctly discussed

d) Defence, good water supply, mineral resources and agriculture are some of the old key factors of consideration for settlement location. How true is this statement? (3marks)

### **ANSWER**

Most of the above reasons are natural. Today, especially in the last few decades, settlements are sited for;

Political Reason/Factors (Abuja, Brasilia, Tel Aviv and other Israeli settlements on the West Bank),

Social Reasons/Factors (Calabar)

Economic Reasons/ Factors (Calabar, Shiroro, Kainji)

**NOTE:** 1 Mark each for any 2 points correctly discussed.



# COVENANT UNIVERSITY

CANAANLAND, KM 10, IDIROKO ROAD  
P.M.B 1023, OTA, OGUN STATE, NIGERIA

TITLE OF EXAMINATION: B.Sc. DEMOGRAPHY & SOCIAL STATISTICS  
COLLEGE: BUSINESS & SOCIAL SCIENCES  
SCHOOL: SOCIAL SCIENCES  
DEPARTMENT: ECONOMICS & DEVELOPMENT STUDIES  
SESSION: 2015/2016 SEMESTER: OMEGA  
COURSE CODE: DSS329 CREDIT UNIT: 2  
COURSE TITLE: RURAL SOCIOLOGY  
INSTRUCTION: ANSWER QUESTION 1 & 2 OTHERS TIME: 2 HOURS

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QUESTION ONE (Compulsory, Total 30 marks)

1a. What are the key arguments presented by Herbert George Mead on interaction theory (the looking glass-self) in rural sociology? (5 marks)

1b. Complete the table below used to summarize and compare the three main theories in understanding rural sociology (10 marks)

Issues	Structural-Functionalalist	Conflict	Interactionism
Social interest			
Social relations			
Social unity			
Conception of society			
Nature of man			
Inequality			
State			
Class			

1c. What are the basic characteristics of rural communities in Nigeria with respect to socio-cultural environment, and land-holdings and use? (8 marks)

1d. List and explain typical demographic characteristics of people in the rural areas of Nigeria? (7 marks)

QUESTION TWO (Total 20 marks)

2a. How would you define social institutions in rural sociology? (2 marks)

2b. What are Talcott Parsons (1951) four main classifications of social institutions? (4 marks)

2c. List and explain three main advantages, and three main disadvantages of a nuclear family (6 marks)

2d. List and explain four main advantages and four main disadvantages of extended family system (8 marks)

### QUESTION THREE (Total 20 marks)

3a. Give a definition of an age grade practiced in a typical community in Nigeria. Illustrate with names of two age grades and their meanings (3 marks)

3b. What are the basic characteristics of members in an age grade? (2 marks)

3c. What are the characteristics of a typical age grade practiced in the eastern regions of Nigeria? (7 marks)

3d. List and explain five main advantages and three main disadvantages of age grade system in Nigeria rural communities (8 marks)

### QUESTION FOUR (Total 20 marks)

4a. Give one non-technical and one technical definitions of religious institutions (2 marks)

4b. List and describe tenets of the three main religions in Nigeria (14 marks)

4c. What are your opinions on the influences of the three main religions on the youthful populations in rural communities of Nigeria? (4 marks)

### QUESTION FIVE (Total 20 marks)

5a. How would you define economic institutions in rural sociology. And what is the basic economic unit in rural communities? (2 marks)

5b. List and briefly describe four key economic institutions in rural communities in Nigeria (4 marks)

5c. List and explain seven key features of rural economic institutions in Nigeria (14 marks)



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## QUESTION ONE-- ANSWER

1a. What are the key arguments presented by Herbert George Mead on interaction theory (the looking glass-self) in rural sociology? (5 marks)

Individual are skilled in reading societal gestures (role-taking vs. role-making)

Each individual presents their own self or self-conceptions (role-taking vs. role-making) to society.

Individuals are therefore, motivated to evaluate and identify the self-presented to others.

Individuals attempt to verify their identities in the eyes of others which also influence their own response.

During role-taking vs. role making, individuals reveals additional usually non-verbal dispositions i.e. emotions, motivational states etc.

1b. Complete the table below used to summarize and compare the three main theories in understanding rural sociology (10 marks)

Issues	Structural-Functionalist	Conflict	Interactionism
Social interest	Unitary	Dividing	Either individual or common
Social relations	Advantageous	Exploitative	Achieving desired goals/objectives
Social unity	By consensus	By coercion	Based on convention
Conception of society	System with needs	Stage for class struggle	for individual or common goals/objectives

Nature of man	Requires restraining institutions	Institution distort the basic nature of man	Institutions may help/not help goals/objectives
Inequality	It is a social necessity	Promotes conflict	Based on conceptions
State	Promote common good of all	Instruments of oppression	May be a tool or hindrance to goals/obj.
Class	Heuristic device in social learning for performance	Involves social groups with different antagonistic interests	Based on individual/ group conceptions

1c. What are the basic characteristics of rural communities in Nigeria with respect to socio-cultural environment, and land holdings and use? (8 marks)

Homogeneity with respect to- language, beliefs, pattern of behavior, activities, face-to-face relationships, strong kinship ties, commonly shared (emotions, grief, sorrow, joy etc.)

#### Land Holdings & Use

Sacred land- dedicated to deities & supernatural forces

Lineage land- jointly owned by all

Communal land- owned by group of people with right of ownership

Individual land- belongs to individuals and can be put to any use

Borrowed land- temporary use by occupant with conditions attached

Pledged land- usually used to secure something i.e. loan, lending of something

1d. List and explain typical demographic characteristics of people in the rural areas of Nigeria? (7 marks)

Rapidly growing population

Fertility- often high (strong attachment to childbearing & human reproduction)

Mortality- death rate falling fast due to inoculation & vaccination, life expectancy at birth increased

Nuptiality- early marriage, age at marriage for girls lowest 15 - 19.

Migration- movement of young able bodied men and women to urban areas

Continuous- brain-drain to urban areas

#### QUESTION TWO-- ANSWER

2a. How would you define social institutions in rural sociology? (2 marks)

Complex systems of roles, values and expectations applied to meet specific human needs, and aspirations of life (Uwakwe, 2003).

They are regular and systematic ways of doing things that have become permanent and rooted in society. (Ezeah, 2005).

2b. List and describe Talcott Parsons (1951) four main classifications of social institutions? (4 marks)

Adaptive (Economic Institutions)- adaption of society to its environment, utilization of available resources in the production of goods and services.

Goal-Attainment (Political Institutions)- type of government preferable, proffers solutions to political problems and challenges.

Integrative (Kinship, Family & Marriage Institutions)- to strengthen integration of society through family ties and relationships.

Latency-Maintenance (Cultural, Religious, Educational Institutions)- transmission of cultural identity through generations.

2c. List and explain three main advantages, and three main disadvantages of a nuclear family (6 marks)

Advantages

financial stability,

easy to reach binding decisions,

stronger bonds,

resilience on challenges and obstacles,

more freedom.

Disadvantages

weak safety net,

problem with children care,

limited social support,

less enforcement of cultural values,

security issues, & loneliness

2d. List and explain four main advantages and four main disadvantages of extended family system (8 marks)

Advantages

strong safety net (unemployment, old age, sickness),

teach & preserve culture,

has people all around, uncles, grand parents etc.,

opportunity for multi-parenting,

learn cooperation and brotherhood,

financial assistance,

shared responsibility.

Disadvantages

little privacy,

monarchical family,

curtailed rights and freewill,

process of reaching joint or binding decisions more difficult,

self-centeredness,

limitation to self-actualization, dreams and desires.

### QUESTION THREE-- ANSWER

3a. Give a definition of an age grade practiced in a typical community in Nigeria. Illustrate with names of two age grades and their meanings (3 marks)

A group of people who grew up together, played together, worked together, schooled together, and shared other aspects of life together (Okodo, 2012).

‘Achagbuna’ - “let lots of sunshine scotch to death”

‘Ogbanaruruagha’ - “survived the war”

‘Otakaagu’ - “this age devours like the lion”

‘Umuoyibo’ - “children of the English Era”

3b. What are the basic characteristics of members in an age grade? (2 marks)

Only males age bracket of 10 years

Males born during a certain event

Women wings of various age grades

Both males and females coming together

3c. What are the characteristics of a typical age grade practiced in the eastern regions of Nigeria? (7 marks)

Members have equal rights irrespective of age

Highly democratic in nature of decisions and actions

Guided by a constitution written or conventional (with responsibilities & punishments)

A younger brother may be in a higher age grade than older brother (no respecter of age but accomplishments)

Covenant making not to harm each other (rituals, idol swearing, using the Bible in some cases etc.)

Masquerading is key feature differentiating age grades in the village

Successful age grades usually introduces more requirements to make it difficult for new members to join

3d. List and explain five main advantages and three main disadvantages of age grade system in Nigeria rural communities (8 marks)

#### *Advantages*

Support each other in ceremonies (marriage, naming, funerals, house warming etc.)

Serve as structural framework for age groups to pass through rights, obligations and privileges.

Serves as pressure group to handle societal problems i.e. developmental projects.

Settles disputes among members and other groups in the community or village.

Provide financial safety nets for members and their families

Younger age grades provide army and vigilante security for the communities

Older age grade serve as administrative and advisory roles to the council of elders, and other age grades and groups

Confers dignity and respect to members and their families as accomplishments and feats in the society increases.

#### *Disadvantages*

Disagreement, quarrels and hatred could mar progress of the group and members.  
Jealousy of successful members could led to acts of wickedness from other members.  
Individual goals and advancement of members may be slowed by other members.  
Divided loyalty among members to other groups may affect progress of the group.

#### QUESTION FOUR—ANSWER

4a. Give one non-technical and one technical definitions of religious institutions (2 marks)

*Non-technical:* belief in a God or group of gods.

*Non-Technical:* An organized system of belief, ceremonies, and rules used to worship.

*Non-Technical Definition:* It is a set of beliefs concerning the cause, nature, & purpose of the universe, especially when considered as the creation of a supernatural agency or agencies, usually involving devotional and ritual observances, and often with moral code of conduct of human life.

*Technical Definition:* It is the institutional systems of beliefs, values, and symbolic practices which provide people with solutions to their question of being i.e. death, suffering, difficulties etc.

4b. List and describe tenets of the three main religions in Nigeria (14 marks)

*Tenets of Christianity:*

The ten commandments

Worship

Holiness

Prayer

Fasting

Helping the poor

*Islamic Tenets:*

Shahads, Salat (daily prayers)

Zakat (almsgiving)

Sawa (fasting)

Hajj (pilgrimage)

*Traditional Religious Tenets:*

Worship of gods through idols

Sacrifice to appease gods through idols

Incantations to gods through idols

Consultations of gods through idols

4c. What are your opinions on the influences of the three main religions on the youthful populations in rural communities of Nigeria? (4 marks)

More acceptance of Christianity, and Islam by younger generation, and less involvement in traditional religion.

Less dependence on idolatry worship among educated sub-groups.

More criminalization of ritual killings and ritualism.

## QUESTION FIVE-- ANSWER

5a. How would you define economic institutions in rural sociology. And what is the basic economic unit in rural communities? (2 marks)

It is the formation, arrangement and sustenance of relationships for the production, distribution, and consumption of goods and services ( Mbiti, 2003).

The family is the basic economic unit for the production and consumption of goods and services in rural communities.

5b. List and briefly describe four key economic institutions in rural communities in Nigeria (4 marks)

Family networks- usually members of extended family (include uncles, aunt, cousins, grandfather and grandmother).

Community networks- usually within and with other communities or villages in the environment.

Cooperatives (formal vs. informal)- usually formed among colleagues with rules and regulations.

LGA support- providing education, pesticides, settle land disputes, improved seeds, fertilizers, chemicals, marketing of products, tractor services

5c. List and explain seven key features of rural economic institutions in Nigeria (14 marks)

Labor supply- family, indigenes, migrants laborers, animals

Economic activities- land clearing, cultivation, planting of crops, maintenance, harvesting, haulage, and marketing of products.

Local Tools- hoes, cutlasses, shovels, diggers, animal support, baskets, bicycles, motorcycles, and lorries or vans.

Input in Production- land (over 75% not put to use for any form of economic activities in Nigeria)

Input in Production- labor (required in all phases of production, mostly under-utilized, many unskilled hands)

Input in Production-traditional capital (i.e. fertilizers, pesticides, herbicides, improved seeds, chemicals, etc.)

Marketing of Farm Products

Individual farmers (mostly retail)

Group of farmers or cooperatives (both wholesale and retail)

Government agencies (retail & wholesale)

storage & transportation (on farms or village compound or by the cooperatives)