KIRIRI WOMEN'S UNIVERSITY OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF BUSINESS ADMINISTRATION
DDS 110 SOCIOLOGY AND COMMUNITY DEVELOPMENT
END OF SEMESTER EXAMS

Date: AUGUST 2024	**Duration:3 Hours**
INSTRUCTIONS: Answer Questions ONE and any other Two Questions	

QUESTION ONE   (30 MARKS)

a) Highlight on the various Agents of socialization which contribute to the criminality among the young children   **(6 Marks)**

b) Examine the social problems commonly found in the slum areas.

(6 Marks)

c) **Discuss the Types of Social Inequalities and their contribution to criminality in the society**   (**6 Marks**)

d) In application of structural functionalism theory explain how societies remain functional **(6 Marks)**

e) Discuss the relevance of this unit to a community development worker or a social worker **(6 Marks)**

QUESTION TWO   (20 MARKS)

a) How does one acquire Kenyan Citizenship   **(4 Marks)**
b) Examine the Principles of community development   **(8 Marks)**
c) Examine the Philosophies of community development   **(8 Marks)**

QUESTION THREE   (20 MARKS)

a) Giving examples distinguish between personal and Social Problems   **(4 Marks)**
b)   Examine four institutions of socialization   **(8 Marks)**
c) Community development is a method as well as a process. Discuss that statement **(8 Marks)**

QUESTION FOUR   (20 MARKS)

a. When a child is born, they usually have knowledge of their environment. By the use of social learning theory elaborate on how this child becomes aware of the social expectations **(8 Marks)**

b. Highlight the role played by any four agents in socializing that child   (**4 Marks)**

c. Examine the reasons as to why such a child requires socialization   **(8 Marks)**

QUESTION FIVE   (20 MARKS)

d. Discuss structural functionalism theory and explain how it helps us to understand society (**8 Marks)**

e. Highlight the role played by any four agents in socializing that child   (**4 Marks)**

f. Examine the reasons as to why such a child requires socialization   **(8 Marks)**

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COURSE OUTLINE

Level: Diploma   **Mode: Day Class**
      Duration: 3

Lecturer: ABRAHAM ESKURI   **Phone: +254727072850**
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Course Objective

This course is intended to equip the trainee with knowledge, Skills and attitudes that will enable her understand and deal with issues related to social problems, community development concepts and social changes in the society.

Learning Outcomes

By the end of this course, the learner will be able to:
1. Recognize the role of sociology and its concepts
2. Demonstrate the importance of sociology in development studies.
3. Identify major social problems in community development
4. Demonstrate the theoretical conception of community development
5. Defend the importance of community mobilization and participation in development activities.

Teaching Methodology

The main method of instruction will be Lecture method. There will be three-hour face to face sessions per week. Other methods will be classroom discussions, case study analysis, campus research, continuous assessment tests and final exams.

Course Content

Topic	Sub-Topics	Total Hours
Introduction to sociology and community development	▪ Meaning of sociology and community development ▪ Historical background of sociology and community development ▪ Sociology and other social sciences ▪ Sociological theories in social work ▪ Objectives and importance of community development	5

	▪ Roles and qualities of a community development worker	
Theoretical conception of community development	▪ Theoretical conception of community development ▪ Philosophies of community development	3
Principles and practice of community development	▪ Principles of community development ▪ community development process ▪ Assumptions of community development	5
The Individual and the society	▪ The meaning of the term s ▪ Characteristics of human Society ▪ Elements of Culture ▪ Cultural continuity and Depletion ▪ Acculturation and assimilation ▪ Functions of Socialization ▪ Stages of Socialization ▪ Agents of socialization ▪ Socialization and living values ▪ Forms of social control ▪ Conformity and deviance	3
Social interactions	▪ Types of Marriages ▪ The constitution of Kenya and the family ▪ The role of the family and in social interactions ▪ Kinship and Language groups in Kenya ▪ Kenyan Citizenship ▪ Group dynamics ▪ Social Institutions and their Functions.	3
CAT ONE (SIT-IN)		1
Social Structure and Organizations	▪ Types of Social Organizations ▪ Functions of Social organizations ▪ Meaning, Types and Functions of Social Stratification ▪ Meaning and Types of Social Mobility	3
Social stratification inequalities	▪ Meaning of Inequalities	3

	▪ Types of Social Inequalities ▪ Causes of Social Inequalities ▪ Effects of Social Inequalities ▪ Meaning of gender and the factors that lead to Gender inequalities.	
Social Problems In Kenya	▪ The Meaning of Social Problems ▪ Difference between personal and Social Problems ▪ The major Social Problems in Kenya	3
Organization of Community Activities for self-Reliance	▪ Meaning of Community Organization ▪ Community activities ▪ Role of Community Organizer ▪ Challenges of Community Organization ▪ Potential strengths and challenges of communities ▪ Activities that promote self-reliance in communities ▪ Intervention measures into community problems.	3
Community entry and Mobilization	▪ The Meaning of Community entry and Community Mobilization ▪ Types of Community entry ▪ Steps in community entry ▪ Importance of community mobilization ▪ Role of community mobilizer ▪ Principles of community mobilization ▪ Strategies for community mobilization ▪ Challenges in community mobilization	3
Emerging Trends and Issues	▪ The Emerging Trends and Issues in Social Research ▪ Ways of Mitigating the Challenges	3
CAT TWO (SIT-IN)		1
	TOTAL NUMBER OF HOURS	**39**

NOTE: Class Attendance is **Not Optional but Mandatory. ONLY** Students who will meet the **75% Class Attendance Threshold** will be Allowed to do End of Semester Exams

COURSE ASSESSMENT

CAT 1	CAT 2	Group Assignment	TOTAL COURSE WORK MARKS	EXAM	TOTAL
10%Marks	10% Marks	10% Marks	30%	70%	100%

CORE RECOMMENDED COURSE TEXTBOOK

Aluko, Y.A. (2013). Gendered Impact of Corruption in Healthcare Service Delivery in Nigeria. The Nigerian Journal of Sociology and Anthropology, 11(1), 41 – 56.

OTHER RECOMMENDED COURSE TEXTBOOKS

Allen, T. and Thomas, A. (1992). Poverty and Development into the 21st Century. Oxford: The Open University.
Amao, O.O. (2008). Corporate Social Responsibility, Multinational Corporations and the Law in Nigeria: Controlling Multinationals in the Host States. Journal of African Law, 52(1), 89–113

Arowolo, D. (2012). Ethics, Motivation, and Performance in Nigeria's Public Service. Journal of Public Policy and Administration Research. Retrieved from: http.www.iiste.org

Baikie, A. (2002). Recurrent Issues in Nigeria Education.Zaria: Tamaza Publishing Company.
Benyin, A. and Ugochukwu, A. (2015). Development and Its Challenges in Nigeria: A Theoretical Discourse. Mediterranean Journal of Social Sciences, 6(6), 275 – 281.

Blessing E.N. Thom-Otuya, (2012). Leadership and Followership: Essential Factors for National Development and Achievement of Organizational Goals. Mediterranean Journal of Social Sciences, 3(1), 12 – 24

JOURNALS AND PERIODICALS
Journal of Marketing
Journal of Marketing Research
Journal of Consumer Research
Journal of marketing and consumer research
E-Books in Marketing Management

QN 1 (a)Agents of socialization

i. Social Group Agents

Social groups often provide the first experiences of socialization. Families, and later peer groups, communicate expectations and reinforce norms. People first learn to use the tangible objects of material culture in these settings, as well as being introduced to the beliefs and values of society.

ii. Family

Family is the first agent of socialization. Mothers and fathers, siblings and grandparents, plus members of an extended family, all teach a child what he or she needs to know. For example, they show the child how to use objects (such as clothes, computers, eating utensils, books, bikes); how to relate to others (some as "family," others as "friends," still others as "strangers" or "teachers" or "neighbours"); and how the world works (what is "real" and what is "imagined"). As you are aware, either from your own experience as a child or your role in helping to raise one, socialization involves teaching and learning about an unending array of objects and ideas.

It is important to keep in mind, however, that families do not socialize children in a vacuum. Many social factors impact how a family raises its children. For example, we can use sociological imagination to recognize that individual behaviours are affected by the historical period in which they take place. Sixty years ago, it would not have been considered especially strict for a father to hit his son with a wooden spoon or a belt if he misbehaved, but today that same action might be considered child abuse.

Sociologists recognize that race, social class, religion, and other societal factors play an important role in socialization. For example, poor families usually emphasize obedience and conformity when raising their children, while wealthy families emphasize judgment and creativity (National Opinion Research Center 2008). This may be because working-class parents have less education and more repetitive-task jobs for which the ability to follow rules and to conform helps. Wealthy parents tend to have better educations and often work in managerial positions or in careers that require creative problem solving, so they teach their children behaviours that would be beneficial in these positions. This means that children are effectively socialized and raised to take the types of jobs that their parents already have, thus reproducing the class system (Kohn 1977). Likewise, children are socialized to abide by gender norms, perceptions of race, and class-related behaviours.

iii.   Peer Groups

A **peer group** is made up of people who are similar in age and social status and who share interests. Peer group socialization begins in the earliest years, such as when kids on a playground teach younger children the norms about taking turns or the rules of a game or how to shoot a basket. As children grow into teenagers, this process continues. Peer groups are important to adolescents in a new way, as they begin to develop an identity separate from their parents and exert independence. Additionally, peer groups provide their own opportunities for socialization since kids usually engage in different types of activities with their peers than they do with their families. Peer groups provide adolescents' first major socialization experience outside the realm of their families. Interestingly, studies have shown that although friendships rank high in adolescents' priorities, this is balanced by parental influence.

iv.   Institutional Agents

The social institutions of our culture also inform our socialization. Formal institutions—like schools, workplaces, and the government—teach people how to behave in and navigate these systems. Other institutions, like the media, contribute to socialization by inundating us with messages about norms and expectations.

v.   School

Most Canadian children spend about seven hours a day, 180 days a year, in school, which makes it hard to deny the importance school has on their socialization. In elementary and junior high, compulsory education amounts to over 8,000 hours in the classroom (OECD 2013). Students are not only in school to study math, reading, science, and other subjects—the manifest function of this system. Schools also serve a latent function in society by socializing children into behaviours like teamwork, following a schedule, and using textbooks.

vi.   The Workplace

Just as children spend much of their day at school, most Canadian adults at some point invest a significant amount of time at a place of employment. Although socialized into their culture since birth, workers require new socialization into a workplace, both in terms of material culture (such as how to operate the copy machine) and nonmaterial culture (such as whether it is okay to speak directly to the boss or how the refrigerator is shared).

Different jobs require different types of socialization. In the past, many people worked a single job until retirement. Today, the trend is to switch jobs at least once a decade. Between the ages of 18 and 44, the average baby boomer of the younger set held 11 different jobs (U.S. Bureau of Labor Statistics 2010). This means that people must become socialized to, and socialized by, a variety of work environments.

vii. Religion

While some religions may tend toward being an informal institution, this section focuses on practices related to formal institutions. Religion is an important avenue of socialization for many people. Canada is full of synagogues, temples, churches, mosques, and similar religious communities where people gather to worship and learn. Like other institutions, these places teach participants how to interact with the religion's material culture (like a mezuzah, a prayer rug, or a communion wafer). For some people, important ceremonies related to family structure—like marriage and birth—are connected to religious celebrations. Many of these institutions uphold gender norms and contribute to their enforcement through socialization. From ceremonial rites of passage that reinforce the family unit, to power dynamics which reinforce gender roles, religion fosters a shared set of socialized values that are passed on through society.

viii. Government

Although we do not think about it, many of the rites of passage people go through today are based on age norms established by the government. To be defined as an "adult" usually means being 18 years old, the age at which a person becomes legally responsible for themselves. And 65 is the start of "old age" since most people become eligible for senior benefits at that point.Each time we embark on one of these new categories—senior, adult, taxpayer—we must be socialized into this new role. Seniors, for example, must learn the ropes of obtaining pension benefits. This government program marks the points at which we require socialization into a new category.

ix. Mass Media

Mass media refers to the distribution of impersonal information to a wide audience, via television, newspapers, radio, and the internet. With the average person spending over four hours a day in front of the TV (and children averaging even more screen time), media greatly influences social norms (Roberts, Foehr, and Rideout 2005). People learn about objects of material culture (like new technology and transportation options), as well as nonmaterial culture—what is true (beliefs), what is important (values), and what is expected (norms).

QN 1 (b)Social problems

i. Corruption
ii. High Cost of Living/Inflation
iii. Lack of Employment
iv. Poor Leadership
v. Poverty/Rich-Poor Gap
vi. Hunger/Drought
vii. Tribalism/Ethnic Tensions
viii. Poor Infrastructure

ix.   Terrorism

x.   Crime

QN 1(c) Types of Social Inequalities and their contribution

i.   Economic inequality
ii.   Educational inequality
iii.   Occupational inequality
iv.   Gender inequality
v.   Racial and ethnic inequality
vi.   Healthcare inequality
vii.   Housing inequalities
viii.   School/class inequality
ix.   Generational inequality
x.   Geographic inequality
xi.   Age based inequality
xii.   Digital inequality