

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA
DEPARTMENT OF SCIENCE EDUCATION
SOCIOLOGY OF EDUCATION, EDU214 (2 Units)
2022/2023 FIRST SEMESTER EXAMINATION.

INSTRUCTION: Attempt question ONE and any other Two. TIME: 1 hour 30 minute

1a. As a student of Sociology of Education, Outline three (3) relationship between sociology and education. (3mark)

1b. There are many social issues confronting Nigerian Tertiary Education students as a result of the recent economic policies. Identify the economic policy and two (2) effect of such policy on students of FUTminna. (3mark)

1c. Explain the social effect of the saying “get rich or die trying” among Nigerian youth. (3mark)

1d. Kayode, Uche and Umar are first year students of FUTMinna, on their arrival to Minna, Uche was taken aback seeing two gbagyi women pounding in one mortar. The three friends proceeded to an apartment at Gidan kwano. Unfortunately, Kayode was not thrilled seeing the cultural behavior of the natives as he believed his tribe is more civilized than the natives. Umar on the other hand was surprised that both men and women board the same tricycle as against the norm in his home town of Daura. After a year the three friends began learning gbagyi language while Uche still feel a sense of superiority of his tribe, Kayode embraced the native cultures regardless of their flaws. Describe the action of these three friends in terms of terminology used to describe cultural diversity. (6mark)

1e. Briefly explain the saying “the beginning of a man does not determine his future” in terms of social mobility with relevant examples. (3mark)

1f. Explain the concept of colorism in Nigeria as a form of social stratification. (3mark)

1g. Outline appropriate Examples of Symbolic and Functional theories using school of Science and technology education. (3mark)

1h. Faith, Kande, Sally and Lizzy are friends. Faith’s father works in FUT Model School, Kande’s parents were entrepreneur while sally and Lizzy parents are civil servants. After graduation from the university, Faith secured a job at CBN, Kande began her own rice production company, Sally became a Teacher while Lizzy was unemployed and had no business skills. Sally later got her master degree and was given appointment as a lecturer. Lizzy on the other hand began selling provision then later changed to tailor accessories. Describe the movement of four ladies above in terms social mobility. (4mark)

1i. Briefly describe how the family can aid social stratification (2mark)

2a. Explain the school of hard knock and its importance. (3mark)

- 2b. List three (3) factors that contributes to peer groups formation in FUTMINNA. (3mark)
- 2c. Differentiate between the anticipatory and resocialization processes. (5mark)
- 2d. Outline two (2) each for primary and secondary agents of socialization. (4mark)
- 3a. Explain the proverb “all fingers are not equal” in terms of social stratification. (4mark)
- 3b. Differentiate between class and status with relevant examples in terms of the views of John B. Watson. (4mark)
- 3c. Explain how the school can aid social stratification especially in the school environment. (3mark)
- 3d. Carefully outline four (4) implication of social stratification. (4mark)
- 4a. With the aid of a diagram, briefly describe the social mobility pyramid. (4mark)
- 4b. Differentiate between open and closed social mobility. (3mark)
- 4c. List Four factors affecting of social mobility. (4mark)
- 4d. Outline four causes of social mobility and two negative effect of social mobility. (4mark)
- 5a. Describe the school as a ‘social institution’. (3mark)
- 5b. Briefly explain the relationship between the;
- i. family and education
 - ii. family and classroom behavior
- (5mark)
- 5c. Highlight any four (4) partnership that can be fostered by an effective school – community partnership (4mark)
- 5d. Outline three (3) ways the community can contribute to the moral behavior of students. (3mark)