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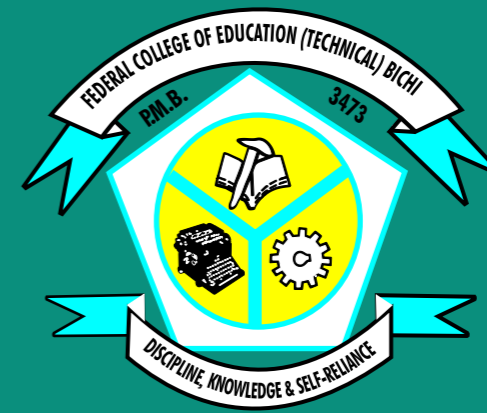


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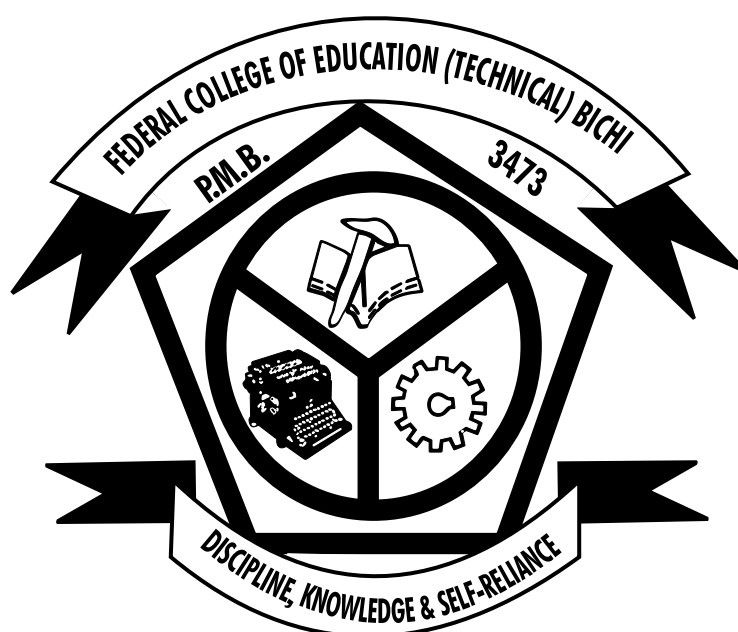
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## **EDITORIAL**

Bichi Journal of Education (BIJE) offers another opportunity for readers in its Volume 16, Number 1, June 2022 in print and online. BIJE is an indexed journal which is supported by Tertiary Education Trust Fund (TETFund), Nigeria for the purpose of providing researchers and teacher educators with the opportunity to disseminate knowledge for the development of education worldwide.

This edition contains scholarly articles in Teaching and Learning, Translingualism, Information Communication Technology, National Security, Post Covid 19, Counselling and Women Education. The Journal affords to widen readers scope of knowledge on issues raised by the scholars. I therefore recommend the Journal to researchers, professionals, trainee teachers, academics, libraries and the general public.

I thank the authors for their quality contributions and call on them to continue to patronize the Journal and recommend same to their colleagues. The comprehensive peer review effort of the Editorial Board Members is commendable. The TETFund is duly acknowledged and appreciated for both the print and online volumes. The College is ever grateful for the TETFund's Academic Research Journal (ARJ) Intervention.

**Professor Bashir Muhammad Fagge, mni, FCASN, FSAN**  
**Editor-in-Chief**

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## **BOOSTING ACADEMIC SELF-EFFICACY THROUGH SCHOOL CULTURE**

**BY**

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### **ABSTRACT**

Several studies have revealed the low level of mathematics self- efficacy displayed by students in schools. Studies from some other climes showed that school culture is one of the predictors of self-efficacy in mathematics. Available studies used self-efficacy to predict achievement in mathematics. There seems to be dearth of study on how school culture predicts self-efficacy in mathematics. This study, therefore, examined the extent to which school culture determined students' self-efficacy in public secondary schools. Survey design was used while simple random sampling technique was adopted. Five local government areas (LGA) were randomly selected from Oyo state public secondary. 4 schools were randomly selected from each LGA. Also, 30 students and 4 teachers of mathematics were randomly and purposively selected respectively from each school. In all, 20 schools, 600 students and 80 teachers participated. The instruments were validated using 30 students and 20 teachers. They were the School Culture Scale ( $\alpha = 0.81$ ) and the Mathematics Self-Efficacy Scale ( $\alpha = 0.78$ ). Mean, standard deviation and multiple regression were used to analyse the data at  $p < 0.05$ . There was .578 degree of relationship between Mathematics self-efficacy and the six elements of school culture and the relationship was positive. The study also revealed that Collegial support ( $\beta = .271$ ,  $t = 2.761$ ,  $P < 0.05$ ), and learning partnership ( $\beta = .338$ ,  $t = 3.334$ ,  $P < 0.05$ ) are the most influential predictors of Mathematics self-efficacy in public secondary schools. School culture ( $\beta = .330$ ) significantly predicted self-efficacy in public secondary schools. Students in public secondary schools are efficacious and have school culture. It was recommended that good school culture should be encouraged in schools. Enlightenment programmes should be organised on what should constitute the school culture to improve mathematics self-efficacy.

**Keywords:** Self-efficacy in mathematics, School management, Low and high performing schools.

### **Introduction**

Belief in one's efficacy is a key personal resource to self-development and successful adaptation to change. Self-efficacy operates through its impact on the domains of learning. Efficacy shows whether individuals think optimistically or pessimistically, in

self-enhancing or self-debilitating ways. It affects people's goals and aspirations, self-motivation and perseverance. According to Bandura (2001), people ought to believe they can produce desired effects by their actions so that they can persevere in the face of difficulties. He further states that whatever other factors serve as guides and motivators to performance, they are rooted in the core belief that one has the ability to effect changes by one's actions.

Ormrod (2006) refers to self-efficacy as the belief that one is capable of performing tasks in certain ways to attain certain goals. Furthermore, Bandura (2001) affirms that self-efficacy is one's belief in one's ability to succeed in specific situations. Self-efficacy is a construct that deals with one's perception that one is capable of doing what is necessary to reach set goals in terms of knowing what to do and being emotionally capable of doing it (Pajares & Schunk, 2001). Self-efficacy shapes people's expectations, whether or not they expect their efforts to produce favourable outcomes or adverse ones. It also determines how environmental opportunities and impediments are viewed.

People of low self- efficacy are easily convinced of the futility of their effort in the face of difficulties and quickly give up trying while those of high self-efficacy view impediments as surmountable by self-development and perseverance, and they stay on course in the face of difficulties and remain resilient to adversity. Self-efficacy affects the quality of emotional life and the level of vulnerability to stress and depression. Lastly, it determines the choices people make at important decisional points (Pajares, 2002). Marshall (2005) believes that self-efficacy will be enhanced if learning experiences ascend in difficulty and sequence. They further state that if students collaborate and they are given opportunities to participate in small group activities, it will also boost their self-efficacy. Also, if teachers are provided with professional development, their self-efficacy increases. According to Bandura (2001), self-efficacy in human behaviour can be made by exploring these four sources: mastery experience, vicarious experience, social persuasions, and physiological states.

Mastery Experience is the interpreted result of purposive performance. As students perceive their progress in acquiring skills and gaining knowledge, their academic efficacy for further learning is enhanced. Simply put, individuals gauge the effects of their actions, and their interpretations of these effects help create self-efficacy. Success raises self-efficacy while failure lowers it. For instance, students who perform well in Mathematics tests and earn high grades in Mathematics classes are likely to develop a strong sense of confidence in their Mathematics capabilities. This strong sense of self-efficacy helps ensure that such students enroll in subsequent Mathematics related classes, approach Mathematics tasks with serenity, and increase their efforts when a difficulty arises. On the other hand, low test results and poor grades generally weaken students' confidence in their capabilities. As a result, students with low Mathematics test result will more likely avoid future Mathematics classes and tasks, and they may

approach the area of Mathematics with apprehension thus lowering their self-efficacy.

Another source of self-efficacy is the vicarious experience of the effects produced by the actions of others. Most achievements (school grades) are judged relatively, and one's own capability is inferred by comparing one's attainment to those of one's peers. Again, individuals may infer their self-efficacy by observing the successes and failures of others. Thus, the successes of others raise one's own efficacy, whereas their failures lower it. Schunk and Pajares, (2004) assert that the effects of role models are particularly relevant in this context. A significant role model in one's life can help instill self-beliefs that will influence the course and direction that life will take. Students are likely to develop the belief: "I can do that" when a highly regarded teacher models excellence in an academic activity.

Individuals also create and develop self-efficacy as a result of the social messages they receive from others. Schunk and Pajares, (2004) corroborate that teachers' social interaction increases self-efficacy. They also, ascertain that social persuasions can involve exposure and this can play an important part in the development of an individual's self-beliefs. Most adults can recall something that was said to or done for them during their childhood that has had a profound effect on their confidence in their lifetime.

Physiological states such as anxiety, stress, arousal, fatigue and mood swings provide information about self-efficacy, while self-efficacy in turn, also powerfully influences the physiological states. Schunk and Pajares, (2004) assert that people live within psychic environments that are primarily of their own making. Individuals have the capability to alter their own thinking. It is often said that people can "read" themselves, and so this reading comes to be a realisation of the thoughts and emotional states that individuals have themselves created. Often, they can gauge their confidence by the emotions they experience as they contemplate an action. People with high self-efficacy set higher goals, invests more efforts, show more resilience and persist longer than those with low self-efficacy

In view of the foregoing, it can be deduced that academic self-efficacy involves judgments of one's capabilities to perform tasks in specific academic domains. Therefore, academic efficacy refers to personal judgments of one's capabilities to organise and execute courses of action to attain designated types of educational performance (Pajares, 2002). Accordingly, within a classroom learning environment, measures of academic self-efficacy must be adopted to assess students' perception of their competence to do specific activities. However, most academic self-efficacy researches focus on specific areas of the school curriculum and factors that could enhance students' academic achievement. For instance, Adeoye and Emeke (2010) carried out a study which investigated emotional intelligence and self-efficacy as determinants of academic achievement in English while Pajares, (2002) investigated academic efficacy at Mathematics-related tasks. Furthermore, other research studies

have provided consistent and convincing evidence that academic efficacy is positively related to academic performance (Odedele, 2000), academic motivation (Margolis & MacCabe, 2006), persistence (Matsushima & Shiomi, 2003), but other variables such as school culture, structure and school practices that could likely boost students' self-efficacy and aid achievement were rarely researched.

School culture can affect how problems are solved, the ways new ideas are implemented and how people will work together. Mitchell (2008) identifies three types of school cultures which are located on a continuum, ranging from bureaucratic, toxic to collegial culture. According to him, in bureaucratic culture, the school administrator is at the helm of affairs while teachers are followers of the dictating regime. There are laid down rules and regulations that must be strictly followed, as strong emphasis is laid on following official rules which may seem unnecessary.

Toxic culture is culture that value tradition and it is evident in a negative setting where dissatisfaction is highly palpable. It engenders feelings of hostility and hopelessness, the focus is on failure of programmes and new ideas. Energy is spent on maintaining the negative values causing high levels of stress for those unfortunate enough to be part of that culture. Toxic cultures value traditionalism, teachers fear being different and those who suggest new ideas are often criticized (Sookradge, 2010).

Collegial school culture is referred to as positive school culture and is characterised by: Collegiality, Experimentation, High expectations, Trust and confidence, Tangible support, Reaching out to the knowledge bases (i.e. "going to the source of information"), developing information networks rather than trying to solve problems in isolation, appreciation and recognition, care, celebration and humor, involvement in decision making, protection of what is important, traditions (i.e. the rituals, ceremonies and symbols that strengthen the school), honest and open communication (Peterson, 2002). Collegial cultures engender a sense of cohesiveness and collaboration. Teachers are encouraged to grow. Community is treasured and sharing of resources and ideas is a common thing. Teachers simply cannot work in isolation to improve student achievement and meet the demands of high stakes accountability. Student achievement increases when teachers work together in teams (DuFour, Eaker & DuFour, 2005).

Collegial culture also value involvement of parents, teachers, administrators, and even students in problem solving, which is considered, not as an individual challenge but a social challenge. Literature reveals six elements of positive school culture which include Collaborative leadership, Teacher collaboration, Professional development, collegial support, Unity of purpose, and learning partnership (Georgia Department of Education, 2006a). "In a collegial school culture, a team of highly skilled individuals comprises the teaching staff, working continuously with their colleagues to improve their teaching strategies and better manage their classrooms" Collaboration is the thread woven through all six school culture elements.

DuFour et al. (2005) define collaboration as 'a process in which teams worked together interdependently in order to impact their classroom practice in ways that would lead to better results for their students, for their team and for their school. This study focused on the six elements of a positive school culture (collegial culture) which are: Collaborative Leadership, Teacher Collaboration, Professional Development, Collegial Support, Unity of Purpose and Learning Partnership.

Collaborative leadership stresses the importance of the shared decision making process. Teacher collaboration is a process by which teachers work together interdependently in order to impact their classroom practice in ways that would lead to better results for their students. Constructive dialogue, hard work, and determination that no child will slip through the cracks are elements of teacher collaboration (Reeves, 2004).

Professional development provides opportunities for teachers and communities to learn and discuss best practices (DuFour et al., 2005), Unity of purpose requires the efforts of the stakeholders coming together to work towards achieving the common vision and mission of the school (Brown, 2005). Collegial support encourages colleagues to share their personal professional development experiences (Brosnan, 2003), while learning partnership is the bond the school has with the community and the sharing of the same high expectations for students' achievement (Lamb, 2007 & Glickman, 2002).

Marcoulides, Heck, and Papanastasiou's (2005) studied how students' perceptions of the school culture affects students' achievement. The results indicated that achievement scores can be explained by students' perceptions of the school culture. Mitchell (2008) in his study used the School Culture Survey and students' achievement on Criterion Referenced Competency test. The analysis of the survey results revealed that a moderately strong correlation exists between the six elements and students' achievement, but this correlation was found not to be statistically significant.

Other studies in their review of the literature on effective schools found a close correlation between positive school culture and academic quality: The literature indicates that a student's chance of success in learning cognitive skills is heavily influenced by the culture of the school (Marcoulides, Heck, and Papanastasiou, 2005). Apart from the school culture, other factors within the school that may affect achievement and influence academic self-efficacy are the school structure and practices.

### **Statement of the problem**

Many prospective students of higher institutions instead of being admitted studying their preferred courses, they are compelled to opt for courses which they were not originally interested in because of their below average performance in mathematics which is one of the compulsory subjects. Observation shown that quite a lot of parents prefer sending their wards to some public schools because their students appear to have proven to be self-efficacious in mathematics.



However, there appears to be a dearth of literature on factors that can influence self-efficacy and on how school culture affects self-efficacy in Mathematics. Therefore, this study investigated the extent to which the culture of schools determines students' Mathematics self-efficacy in public secondary schools.

### **Purpose of the Study**

The purpose of the study is to find out how school culture influences student academic self-efficacy in secondary schools

### **Research questions**

Three research questions were answered during the study.

1. Does the obtained regression equation resulting from a set of the predictor variables allow reliable prediction of students' Mathematics self-efficacy in public secondary schools?
2. Which of the predictor variables is most influential in predicting students' Mathematics self- efficacy in public secondary schools?
3. Are there any of these predictor variables not contributing significantly to the prediction model?

### **Research Design**

This study used a survey design. Survey design is a systematic empirical inquiry in which the researcher does not have direct control on the independent variables because their manifestations have already occurred.

### **Independent Variables;**

School Culture (Collegial Culture) variables are: Collaborative Leadership, Teacher Collaboration, Professional Development, Collegial Support, Unity of Purpose , Learning Partnership. Dependent Variables are Mathematics Self- Efficacy

### **Population and Sampling**

The target population for this study comprised all public Senior Secondary School II (SS2) students and their teachers in Oyo state, Nigeria. Multistage sampling technique was employed in selecting the sample for this study as follows: Simple random sampling technique was used to select 5 Local Government Areas in Oyo state. From each LGA, 4 schools were randomly selected. In all twenty (20) schools were selected. Simple random sampling was also adopted in selecting thirty (30) SSS II students from each of the twenty (20) schools. Altogether, six hundred (600) students were involved in the research. Purposive sampling method was used to select four (4) teachers of Mathematics from each school. This was done to select the teachers that had taught and are teaching the students in the senior secondary classes who are used to the school culture. Thus, a total of eighty (80) teachers of Mathematics were selected for the study.

### **Instrumentation**

Two instruments were used in the study namely: School Culture Scale (SCS) and Mathematics Self- Efficacy Scale (MASES)

#### **School Culture Scale (SCS):**

The School Culture Scale was adapted from Mitchell (2008). The questionnaire has two sections, the bio-data section which contained questions about the participants' demographics and the question section which had 35- items. These items allowed teachers to record their perceptions of their school's culture. The instrument has five (5) sub-scales (See Appendix 11), with Likert description questionnaire. The Likert scale ranged from 1 (not at all) to 5 (always). The highest obtainable score on the scale is 175 while the lowest obtainable score is 35. It was pilot tested on thirty (15) randomly selected secondary school teachers so as to validate it and eliminate difficulties in understanding the questionnaire items. Cronbach alpha was used to determine the reliability coefficient and the value obtained was 0.81. Lawshe method was also used to establish the content validity and the value obtained was .74.

The content validity of the instrument was established using Lawshe formula:

$$CVR = \frac{N_g - N/2}{N/2}$$

The average value of these coefficients was found and used as the coefficient of the instrument. The content validity coefficient was 0.74.

CVR=Content Validity Ratio, Ne=No of panels rating the item good, N=Total number of panels

#### **Mathematics Self- Efficacy Scale (MASES)**

The Scale (MASES) was developed by the researcher. It has two sections: the biodata and item section which consisted of 40 items. The response format was 1= not true of me, 2=fairly true of me, 3= true of me, 4= always true of me. The highest obtainable score was 160 while the minimum score on the scale was 40 (see Appendix IV). The instrument was validated using 20 students from schools like that of the sample population. Factor analysis was used to determine the internal consistency of the instrument. The reliability and content validity of the instrument was established using Cronbach alpha and Lawshe method respectively. The coefficients obtained were .78 and .82 respectively.

### **Data collection procedure**

The researcher engaged two (2) trained research assistants to assist in carrying out the study data. The researcher and the trained research assistants administered the instruments to the students and teachers. Collection of data lasted for three weeks. Names of schools used in this study are not included to ensure confidentiality

### Data analysis

The data were analysed using Pearson Product Moment Correlation Coefficients and Multiple Regression Analysis.

### Results and discussion

Research Question 1. Does the obtained regression equation resulting from a set of three predictor variables allow reliable prediction of students' Mathematics self-efficacy public secondary schools?

Table 1. Correlations of Mathematics self-efficacy and school culture of public secondary Schools

	Mathematics self-efficacy	Collaborative Leadership	Teacher Collaboration	Professional Development	Unity of Purpose	Collegial Support	Learning Partnership
Mathematics self-efficacy	1.000						
Collaborative Leadership	.306	1.000					
Teacher Collaboration	.158	.198	1.000				
Professional Development	.219	.222	.237	1.000			
Unity of Purpose	.255	.124	.131	.117	1.000		
Collegial Support	.328	.039	.085	.192	.142	1.000	
Learning Partnership	.416	.322	.044	.055	.130	.030	1.000
Mean	98.19	24.96	13.14	10.69	12.53	9.19	9.20
StdDev	11.65	2.79	1.77	1.63	1.26	.99	1.28

Table 2. Model Summary of School Culture and Self- Efficacy of Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Public sec schools	.578 <sup>a</sup>	.335	.280	9.88731

Table 3. ANOVA<sup>b</sup> of School Culture and Self- Efficacy of public secondary Schools

Type of School	Sources of variation	Sum of Squares	Df	Mean Square	F	Sig.
Public Sec Schools	Regression	3587.441	6	597.907	6.116	.000 <sup>a</sup>
	Residual	7136.396	73	97.759		
	Total	10723.837	79			

The models revealed the strength of the association or magnitude of the relationship between the elements of school culture and Mathematics self-efficacy in schools. (R), for culture is .578. This means that there was .578 degree of relationship between Mathematics self-efficacy and the six elements of school culture. The relationship was positive and considered moderate since it is greater than 0.

The coefficient of determination ( $R^2$ ) of school culture was .335. This shows that 33.5% of the proportion of the total variance of Mathematics self-efficacy was shared with the linear combination of the six elements of school culture.

The adjusted coefficient of multiple determination (Adjusted  $R^2$ ) was .280 for culture. This mean that 28.0% of school culture were the predicted amounts of shared variances between the variables but were adjusted mathematically to estimate this value for the population. It is a maximum likelihood estimate of what would have been obtained if the whole population had been involved instead of the sample population. This shows that 28.0% of the variance observed in public secondary schools' Mathematics self-efficacy is accounted for by all the predictors and these variances/observations are statistically significant not statistically significant in schools' culture.  $F(6,73)=6.116 P<0.05$

This shows that 28.0% of culture of the variance observed in schools in Mathematics self-efficacy is accounted for by all the predictors and these variances/observations were statistically significant in public secondary school culture.  $F(6,73)=6.116 P<0.05$

The observation of variance in public secondary school culture  $F=6.116$  was statistically significant. It shows that in public secondary schools' culture there was a significant portion of explained variance. Therefore, the obtained regression equation allows reliable prediction of Mathematics self-efficacy.

Research question 2: Which of the predictors is the most influential in predicting students' Mathematics self-efficacy?

Table 4. Coefficients of School Culture and Self- Efficacy of Public Secondary Schools

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	S.E	Beta	T	Sig.	Tolerance	VIF
(Constant)	-1.031	17.809		-.058	.954		
Collaborative Leadership	.580	.437	.139	1.327	.189	.832	1.201
Teacher Collaboration	.350	.655	.053	.533	.595	.912	1.096
Professional Development	.631	.725	.089	.871	.387	.881	1.136
Unity of Purpose	1.268	.907	.137	1.398	.166	.944	1.059
Collegial support	3.172	1.149	.271	2.761	.007*	.947	1.056
Learning Partnership	3.085	.925	.338	3.334	.001*	.887	1.128

\* $P<.05$

partnership ( $\beta=.338$ ,  $t=3.334$ ,  $P<0.05$ ) are the most influential predictors of Mathematics self-efficacy in public secondary schools.

Research Question 3; Are there any predictor variables not contributing significantly to the prediction model?

#### **Contribution of the independent variables to Mathematics self-efficacy.**

Table 4 shows that in public secondary schools, collaborative leaders, teacher collaboration, unity of purpose and professional development did not contribute significantly to the model.

#### **Discussion**

The result shows that school culture in public secondary schools statistically predicted self-efficacy in senior secondary schools in Oyo State agreed with the findings of James et al (2002) who indicated that teachers' social interactions or networking increases self-efficacy and also support Chinn et al (2000) who believed that if given the opportunity for collaboration, self-efficacy is enhanced. It negated that of Felsen (1984) who postulated that self-efficacy was not related to culture.

However, it is remarkable to note that if there is collegial support and learning partnership, the teacher would be pro-active in demonstrating acceptance, understanding, warmth, closeness, trust, respect, care and cooperation towards his or her students' works and at initiating positive teacher-student relationships as well as increasing the likelihood of building strong relationships that will endure over time. It is noteworthy that learning partnership does engender self-efficacy in the student. It is not a gainsay that teacher who established a personal, close, friendly, warm, and supportive relationship with their students create an enabling environment which enable them to learn in a relaxed and tension free atmosphere. It is evident that when students experience a sense of belonging at school and supportive relationships with teachers and classmates, they are motivated to participate actively and appropriately during the teaching/learning process and in other activities in the classroom as well as the school.

Furthermore, self-efficacy is enhanced if learning experiences ascend in difficulty and sequence. If students collaborate and they are given opportunities for small group activities, it will boost their self-efficacy. Students should be encouraged to see successful people as role models to boost their self-efficacy. In summary, the type of culture that a school operates can raise students' self-efficacy. and the study has generated baseline data about school culture of schools.

### Recommendations

1. Enlightenment programmes should be organised on what should constitute the school culture to improve mathematics self-efficacy.
2. There should be regular training and re-training programmes for teachers in schools so as to provide a basis for their own personal improvement with regards to knowledge in their areas of study and, by extension, improvement on the performances of their pupils.
3. Investigation of teachers' level of professionalism from time to time is encouraged as it will help to determine where they need to be strengthened (Needs Assessment) and thus identify ways of improving teachers' training and capacity building programmes.
4. It is recommended that funds should be made available in schools for easy execution of school plans.
5. Orientation programmes should be organised for school managers on the types of school culture that exist.
6. Teachers should be encouraged to be innovative.
7. Conducive environment should be made available to sustain any educational programmes in the country.
8. Consequent upon this result, efforts should be made by school administrators/managers to be operating a positive culture. This will help their students attain greater heights and boost their self-efficacy.

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## **UTILIZATION OF DIGITAL TECHNOLOGIES IN TEACHING AND LEARNING OF LITERATURE AND ENGLISH LANGUAGE IN NIGERIA SCHOOLS: APPROACHES, CONSTRAINTS AND THE WAY FORWARD**

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### **ABSTRACT**

In this era of ICT-driven technology-based teaching and learning, it has become imperative for teachers of English language and literary studies to develop more digitized learner-centered instructional approaches. Realizing the potential role of modern technologies in enhancing learning and teaching, this paper examines the digital or technological equipment, tools and resources in English language and literature teaching and learning activities. Secondly, the paper explores the approaches and development of strategies for digital teaching and learning by providing specific guidelines of how digital technologies can be applied in English language and literature teaching and learning in schools. Thirdly, the paper identifies the constraints that impede the successful application of digital technologies in teaching and learning of English language and literature in schools in Nigeria. The paper concludes that training and support for teachers to use digital tools and resources will not only equip them to use digital technology but also empower them to use different learner-centered approaches in literature and English language classrooms. It was recommended among others that; the federal government and stakeholders in education should invest in digital technologies infrastructure at all levels of education for effective acquisition of digital literacy and skills; and that Technology experts should provide extra assistance for teachers who use digital tools in teaching literature and English language courses

**Keywords:** English language, literature, digital technologies, teaching and learning

### **Introduction**

In this age of digital technology, the access to digital equipment, tools and resources as well as a reasonable level of digital literacy or competence of educators seems to be the critical factor that underpins the effective digitization of the teaching and learning process. This indicative assertion lends support to the UNESCO world education report (2000) that “new technologies challenge traditional conceptions of both teaching and learning”. In responding to the emerging challenges posed by the digital era, the traditional view of the teaching and learning process must change by understanding how



digital technology can create new learning environment. To achieve this, teachers must develop the required digital proficiencies and be able to identify suitable applications for teaching and assessment and integrate them into specific lessons and curriculum; and be able to adapt their pedagogical approaches or strategies for classroom teaching, guided learning (homework) and formative assessment.

Presently, schools in Nigeria are grappling with adaptation problems arising from changes brought to the educational system by the advent of digital technologies. Within the context of English language and literary studies, the role of digital technology has been recognized. The most obvious and profound advantage of using technological medium for language instructions is the ease and timeliness of access. It is widely accepted that advances in information and new developments in learning science provide opportunities to create well-designed learner-centered, interactive, affordable, efficient, flexible e-learning environments (Khan, 2005 quoted in Eisa, 2012). The use of digital libraries as well as dictionaries and thesauri has facilitated quicker learning and has substantially improved learners' vocabularies. Exploring the use of digital technologies in the teaching and learning of English language and literature is necessary as doing such can help not only to unravel new perspectives of organizing language teaching and learning but also provide learners with skills in interactivity and collaboration, critical thinking and leadership for functioning effectively in this modern, dynamic, information-rich and ever changing global age (Salmah, 2016).

### **Models Used in Literature and Languages Teaching before the Digital Era**

According to Carter and Long (1991) quoted in Mustakim, Mustapha and Lebar (2017), there are three models in the teaching of literature:

*The Cultural Model* which views literature as a teacher-centered and source of facts where teacher transmits knowledge and information to students.

*The Language Model* which allows teacher to employ strategies used in language teaching to deconstruct literary texts in order to serve specific linguistic goals

*The Personal Growth Model* where the focus is on a particular use of language in a text and in a specific cultural context.

These aforementioned scholars and researchers point out that these models have been incorporated in various approaches in the teaching of literature. There are six approaches in the teaching of literature: the Language-Based Approach, Paraphrastic Approach, Information-Based Approach, Personal-Response Approach, Moral-Philosophical Based Approach and Stylistic Approach (ibid). These approaches, as Manoliu (2012) states, must be considered in connection with the type of literature being studied in the class i.e. Poetry, Prose or Drama. Sometimes the same approach might be used with two or maybe all the three literary genres, but it is also true that some approaches are appropriate only to one genre (Manoliu, 2012).

### **Approaches and their Requisite Activities in Literature Teaching Before the Digital Era**

Mustakim, Mustapha and Lebar (2017) identify the requisite activities associated with different approaches to the teaching of literature. They include the following:

Information-Based Approach requires the language teacher to provide students with background information about a text, explain the contents of the text to the class to expand their understanding of the subject matter and ask comprehension questions to check students' knowledge based on the text they have read.

Language-Based Approach requires the teacher to generate language activities or practices in literature lesson either through cloze, jigsaw puzzle, debate or performance activities such as drama, role play, poetry recital and group work.

Paraphrastic Approach requires the teacher to re-tell story or explain the text to students using simple terms to help them understand the literature component of the text studied.

Personal-Response Approach requires the teacher to elicit students' response or feelings towards the issues in a text via brainstorming sessions, small group discussion and journal writing.

Moral-Philosophical Approach requires the teacher to raise students awareness of values learnt from the text.

Stylistic Approach requires the teacher to guide the students to interpret a text by identifying the language (hidden/ surface meaning) and linguistic features (vocabulary, tenses) in a text.

### **Approaches used in English Language Teaching before the Digital Era**

With regards to methods used in English language teaching before the digital era, Azimova (2019) reveals that the audio-lingual method and grammar translation method were the previous two methods used for the teaching of English as a second/foreign languages in the late 1960s and early 1970s. However, a communicative approach which is a worldwide approach has prevailed in English language teaching over the past 50 years, and it is still used currently worldwide. The communicative approach is the product of some linguists and educators who had grown dissatisfied with the previous two methods. Azimova (2019) states that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language and combines these into a more fully communicative view. While using the Communicative Language (CLT) approach in teaching language, the teacher is required to deploy language activities that integrate all language skills; listening, speaking, reading and writing (e.g. dramas, role-plays, games and interviews) that help students engage in realistic and meaningful communication in the target language.

### **Need for Digital Equipment, Tools and Resources in Literature and Language Teaching**

Issues and concerns relevant to the approaches used in literature and English language learning and teaching have been explored by some scholars, experts and researchers. In the aspect of teachers' approaches in teaching literature and English Language, Mustakim, Mustapha and Lebar (2017) and Manoliu (2012) argue that teachers do not conduct any interesting and creative activities in their lessons. They reveal that teachers expect their students to be the passive listeners during the teaching so that they (learners) could make full use of understanding of the literary texts before activities starts. Again, these researchers assert that teachers focus more on students' understanding of the literary text than developing creative and interesting activities in the lesson.

Kaba (2017) affirms these aforementioned assertions by pointing out the mindset of students in the current generation (digital generation or digital era), who are always in the habit of asking teachers to undertake new roles. The students also request teachers to introduce new materials in a new format, using more communicative and direct strategy so that the materials can be accessible and exchanged mutually. Given that most of the students were born in the digital era, they can accomplish many things at the same time, such as: studying, sending messages, chatting with others, playing digital games and music; everything at the same time and in a very astonishing way. This trend implies that literature and language teaching and learning approaches and activities must not be boring but highly motivating and full of fun (Manoliu, 2012).

Technology has, therefore, become an integral part of students' life, which is why they (students) seek to find it in the teaching processes as well. As Kaba (2017) posits, teaching of literature and English language in the digital era requires the adoption of technological approach using various digital equipment, tools and resources.

### **Digital Equipment, Tools and Resources in Language and Literature**

For the purpose of concept clarification, digital learning is defined as any process in which the teacher or learner uses digital equipment such as a computer (or a smart/android phone, tablet, MP3 player or a console) to access digital tools such as learning platforms and virtual learning environments (VLES), and/or digital learning resources (such as lessons, tests, learning aids and games) to improve their knowledge and skills (Scottish Government, 2015). For teachers, this can be to improve their pedagogical approaches and their assessment of learning (Scottish Government, 2015). According to Warschauer (2000), digital learning is any type of learning that uses technology. Digital technologies are electronic tools, systems, devices and resources that generate, store or process data (ibid). Digital era on the other hand means the period characterized by the existence of digital technology (ibid).

In this digital age characterized by information explosion and globalization, Ahmadi (2018) posits that English language and literary studies educators must strive to develop the skills of identifying digital equipment, tools and resources, understanding their uses

and discovering when and how the different digital equipment, tools and resources can be effectively used to deliver learning content and manage and track learner progress, as well as learner-to-learner and learner-to-instructor interaction or communication. Below is the table showing the most common digital learning equipment, tools and resources used in English language and literature learning and teaching.

<b>Digital Learning Equipment</b>	<b>Digital Learning Tools</b>	<b>Digital Learning Resources</b>
Computers (desktop, tablet, I-pads)	Video conferencing tools(zoom, Skype)	Quizzes
Smartphone, MP3 (storyboard )	Website (internet)	Simulations
Consoles	Virtual learning environment	Graphics
Digital television	Learning platforms (interactive whiteboard, multimedia, hypermedia)	Audio
Video streaming	Web-based learning tools (instant messenger, e-mails)	Video
Audio cassette	Podcasts and audio files	Diagrams
Storage devices (flash drives)	Collaborative learning environment, blogs	Maps
Overhead projector	Social media (Facebook, twitter)	Images
Microphone	Socrative	picture/photo
Digital camera	Audible spark video	Models
Buzzer and lights	Google classroom	Animations
USB or WIFI access		Flowchart
Presentation clicker		Maps
e-readers Recording hardware (vizualizer)		Texts (e -book, e -notes) Games

From literature, these digital technologies have provided new opportunities to address new learning needs in pedagogical practices not only in language and literary studies but also in education in general. In this part of the article, the author provides brief explanation of the uses of some of the common digital equipment, tools and resources in a technology enhanced language learning environment or classroom. The list of digital technology equipment, tools and resources provided in this article is far from being exhaustive.

From literature evidence, using a range of digital equipment, tools and resources will only enhance the English language and literature teaching and learning when the language educator effectively uses or implements the digital teaching and learning approaches and strategies appropriate for English language and literary studies. (Scottish Government, 2015).

### **Digital Tools and Resources for Teaching and Learning Literature**

Among the key events that characterize the development of digital technologies in language and literature is the development of multimedia featuring Hypertext and E-books. Multimedia is the term used to describe text, including graphics, animation, video, sound and hypertext links. Multimedia has enormous potential in the classroom, especially at elementary level, with a number of advantages for experiencing literary texts, as it calls on all the language skills (listening, reading, speaking, and writing) as well as viewing skills. The study of literature through multimedia represents a new technique, which is more attractive compared to traditional books where verbal comprehension is predominant. It creates interactive activities and provides students with the opportunities to study authors and textbooks using a variety of media and sources of information. It offers students the opportunity to access biographies, images, audio and video recordings, information about authors, web links, and the full texts of poems, plays and fiction. It involves collaborative work and turns out to be a powerful catalyst for cooperative learning. It enables students and their lecturers to share sources of information. It allows teachers to create ideas in a new format, using visual language, in addition to spoken and written language. Students learn more effectively and more efficiently when teaching methods match their learning styles. They apply a wide range of strategies to experience, comprehend, interpret and evaluate texts. They are most highly motivated by a variety of integrated teaching materials, methods and contexts.

### **Multimedia-enhanced tools for literature teaching and learning**

Discussed below are some of the multimedia- enhanced tools for the teaching and learning of literature.

#### *The hypertext*

Hypertext is a set of linked documents between them through the key words-links. In essence, it is a word(s) that contain a link to a website. Literature instructors use hypertext to enhance their teaching in a broad variety of ways that include putting course materials on the www; creating online tutorials; using annotated hypertext in addition to or in lieu of print texts; having students write hypertext; examining the medium of hypertext as a literary and cultural theme; and studying hypertext fiction in the context of traditional literature classes (Katz, 1996). In a hyper-textual program, besides the material and exercises created by the lecturer, there can also be materials that require students' engagement, such as electronic discussions, various assignments, book reviews or hypertext creation with study material or translations drafted by students themselves. Hypertext can be used in poetry to access verse with links to references, definitions, interactive pictures, reader responses and tracking of readers. It is possible that inside a hypertext you read all documents that relate to the selected keywords. Choosing different keywords results in the opening of different documents. Inside of a hypertext, it is possible to access practically an infinite number of reading nodes.

*E-books (electronic books)*

The electronic book is an electronic version of a traditional printed book that can be read using a personal computer or an E-book reader. This type of book apart from the images may contain sounds, chips, video or mobile graphics.

Pedagogically, Woodlief (1997) cited in Kaba (2017) explains that e-books is used to help create more dynamic communities of readers and literary translators. It is a digital tool or resource used to help develop such class lesson that allows each student to feel involved in intensive reading/thinking/writing activities. Kaba (2017) points out a number of developed applications to help students and teachers not only access a number of texts in different formats free of charge but also obtain information on how to understand the textbooks. Thus it helps in developing their desire for reading and literature. The applications for different literary genres as mentioned by Kaba include:

**Spark Notes:** Through this application, students can read book reviews, character reviews and general analysis of literary works. If a copy of a current book is not available, the application helps students in the best sense of a reading or finding information to include in their literary theses.

**Literary Analysis Guide:** An application to assist in the preparation of literary analysis theses or any other related activity. It is equipped with three mechanisms that contain information about poetry, prose and rhetoric. Using these mechanisms, students can access summaries and examples of more general literary terms that help them further in performing their literary assignment.

**Literary Review:** Educators in literature who are increasingly looking for the latest developments in the world of literature can use this application. Although full access requires subscription in the literary review, the cost is personal, nominative and gives access to the latest publications in many genres and critical literary discussions. The application also provides the ability to search previous publications to find teaching-related articles.

**Kindle:** An app that gives users the ability to download e-books from amazon directly to a smart phone or tablet. To read e-books the app is also equipped with a vocabulary and offers the ability to read and transfer to PDF format.

**Audible:** It is quite valuable, especially for those students who have difficulty concentrating. Through the application, the user can hear hundreds of thousands of audio books, enabling labeling of different parts while reading. This application gives students the opportunity to earn different badges as well as motivates them to read/listen.

**Approaches for Implementing Digital Teaching and Learning in English Language and Literature**

An approach is a way of teaching and learning. An approach gives rise to methods, the way of teaching something, which uses activities or techniques to help learners learn. In English language and literature teaching and learning, teachers draw from a variety of

approaches in what has been labeled an “eclectic approach” perhaps according to the different needs of their learners. If teaching is about using various activities to help learners gain the skills and understanding they need for a particular reason (e.g. qualification/performance of a job), then, learning is about gaining and using new knowledge to demonstrate a change (e.g. a change in behaviour and attitudes, demonstration of understanding or performance of a skill (Eady and Lockyer, 2013). For digital technologies to aid English language and literature teaching and learning, educators in language and literary studies have to adapt to a variety of technology-based teaching and learning approaches. Warschauer (2000) describes two different theoretical and methodological approaches to utilizing technology in English language and literature teaching and learning.

First, is the cognitive approach while the second is the social approach. In addition, Azimova (2019) identifies two approaches to technology-based teaching including communicative approach, together with its associated task-based teaching. Pareja-Lora, Calle-Martinez and Rodriguez-Arancon (2016) reveal some other approaches such as social learning, ubiquitous learning, blended learning, e-learning, autonomous or lifelong learning and some informal (learner-centered) approaches such as discussions, practical activities, group work and role play. For the digital teaching and learning of the literature component in the English language studies, Mustakim, Mustapha and Lebar (2017); Carter and Long (1991) put forward a number of approaches that include: language based approach, paraphrastic approach, information-based approach, personal response approach, moral-philosophical approach and stylistic approach.

In implementing digital teaching and learning, the teacher of English language and literature uses digital equipment, tools and resources wherever possible in combination with a mixture of approaches and a variety of activities to enable learning take place. Below are some of the teaching and learning approaches, activities and some of the equipment, tools and resources for their implementation:

**Communicative approach in association with interactive task based teaching.** This is the best known current approach to language teaching (Azimova, 2019). According to him, the teacher and students activities that facilitate learning may take the following modes:

**Teacher's Activities:**

1. Use relevant technology such as multimedia that integrates audio, visual, text and animation effects to facilitate interactive real-time communicative learning in the target language.
2. Use multimedia course-ware to enable student access information quickly in their study of English cultural backgrounds.
3. Organize students to work in groups to enable their interactive discussions and collaborative engagements in task-based/ problem-solving learning/activities e.g. drama scripting, video production.

4. Demonstrate how a topic/information in the target language should be discussed in a social context and give activities such as role-play which help the learners to learn the language in social context.
5. Set language activities in literature lesson and offer opportunities for interactive discussions in real-time as well as virtual classrooms.
6. Set students to use a digital game or simulation program that offers opportunities for students to communicate interactively in the target language while collaborating to find solutions to complex issues or problems that will arise in the real-time or in the future.

**Students' activities:**

1. Engage in interactive conversation or discussions in the target language together, have debates and search for understanding and solve a problem.
2. Create a product by combining knowledge, ideas and strength via different modes such as video conferencing tools/platforms, multimedia, hypermedia, interactive whiteboards, Skype, zoom, Google hang out, collaborative learning environment/classroom (i.e. virtual worlds).
3. Create and disseminate new ideas and informative and innovative texts like literature, stories and news journal.
4. Collaboratively create innovative and informative projects and games (using stop-motion or slow-motion animations) that address significant issues and heighten engagements and impacts.

Examples of digital –based communicative tools and resources for literature and English learning/teaching include e-mails, e-tutoring, multimedia, hypertext, e-books, virtual classes or virtual learning environments, cooperative/collaborative learning environment and so on.

**Cognitive approach:** According to Warschauer (2000), this approach to literature and Language teaching offers learners the opportunity to increase their exposure to language meaningfully and make their own language by applying thinking and problem-solving strategies.

**Teacher's activities:**

1. Guide students to look at the language of the text or mark any linguistic feature that is significant to their reading perhaps to elicit language awareness.
2. Get students to discuss interactively and cooperatively with their classmates the language used by the author in the process of understanding and interpreting the meaning of a text exercise in comprehension, vocabulary and grammar.
3. Generate language practice/activities (debates, cloze, jigsaw puzzle) or performance activities (drama, role-play, poetry recital).
4. Help students explore and discover how ideas are connected.
5. Ask students to justify and explain their thinking.



6. Helping students to find new solutions to problems.
7. Get students to visualize image that could represent the meaning of a word on the internet.

**Student activities:**

1. Work in groups to engage in discussing different meanings of a work/text.
2. Search new words in an online dictionary and visualize the image which could represent the meaning of a word on the internet.
3. Use author weblogs or websites to discover the hidden layers of meaning in a text or work of art.
4. Figure out the meaning of some words from online games.
5. Test their knowledge of new words and usages by doing online vocabulary quizzes, engaging in language activities, debates, drama, role-play and poetry recital to practice real life skills.

Examples of digital-based cognitive tools for literature and English language teaching and learning include: concept mapping, semantic nets, hypermedia blog, idea processors, prolog and computer-supported cooperative work applications.

**E-learning approach****Teacher Activities:**

1. Provide opportunities for online interaction between students and their peers to prepare them for class ahead of time e.g. assigning a debate topic and asking students to begin to discuss it via e-mail.
2. Use relevant digital technologies like. E-mail to support students engagements e.g. submission of summaries of their understanding or appreciation of a literary work intended to be taught.
3. Assign students to write composition/essays in English via the e-mail.
4. Organizes ideas from student summaries on a handout to be used later for both brainstorming and class discussion.
5. Provide or deliver course content, information materials and resources to students via websites/e-mail accounts like G-mail, Yahoo e.t.c.
6. Provide E-tuition (tutorials) online and create a discussion topic.

**Students' activities**

1. Channel their own learning process relying on the teachers and classmates.
2. Use short digital videos in the classroom to programme an online course via the internet.
3. Participate in online tutorials and communicate with instructors through e-mail assignments and examinations.
4. Students work together and share materials and correspond with the native speakers of the target language.
5. Send e-mails to one another e.g. the contents/essays about a literary work like the interpretations of a novel, poem, play and genres prior to class discussions.

6. Form debate teams in class and using prior knowledge obtained from e-mail discussions to elicit satisfactory understanding of both sides of the issues being debated on and thereby making better and relevant decisions.

7. Improve their writing skills, vocabulary as well as their skills in the practice of analyzing a literary work.

Examples of digital -based e-learning or online tools and resources for literature and English learning/teaching include e-mails, e-tutoring, multimedia, hypertext, e-books, virtual classes or virtual learning environments, cooperative/collaborative learning environment and so on.

### **Constraints to Utilizing Digital Technology in Literatue and English Language Learning and Teaching in the Digital Era**

The constraints impairing language teachers from using digital equipment, tools and resources in their instructional delivery have been traced to have stemmed from two barriers namely:

a) “Intrinsic” barriers, which concern teachers' confidence, beliefs and attitudes toward using digital learning tools; and

(b) “extrinsic” factors, including limitations in terms of training, institutional support, time, and access to digital equipment, tools and resources (Bingimlas, 2009 cited in Celik and Aytin, 2014).

**Intrinsic barriers to technology use:** Studies by Celik and Aytin (2014) and Scottish Goernment (2015) point out that language teachers may not feel confident with technology themselves or have received little or no training in how to use technology. This shortcoming may significantly impair teachers' capacity to provide an instructional environment that allows language learners to take advantage of these valuable educational resources.

**Extrinsic barriers to technology use:** Beyond language teachers' low digital competence, Enwereuzoh (2012) enumerates some extrinsic impediments to implementing digital teaching and learning in literature and English language. They include:

High cost of digital devices and rapid changes in technology

Lack of financial capacity of schools at different levels which most often forestalls their efforts at procuring digital tools and their associated accessories.

Low digital literacy of students due to lack of specialists to help students develop the necessary digital competence.

Lack of technical and administrative support

Lack of technical assistance in supervising students while they use technology

Lack of template required for successful integration of technology into the curriculum or classroom lessons.

Inadequate electricity power supply undermines the judicious use of digital devices

### Recommendations

- All educators of literary studies and English language should be provided with adequate digital training and support in order to improve their competence and capacity in the use of digital tools and resources
- The federal government and stakeholders in education should invest in digital technologies infrastructure in all levels of education for effective acquisition of digital literacy and skills
- The government through the federal ministry of education and education planners should work out and implement a technology template that integrates digital teaching approaches in the curriculum of different fields of study. This will serve to overcome the problem of lack of initial teacher training that leads to teachers feeling unprepared in how to use digital tools in their teaching practices
- Technology experts should provide extra assistance for teachers who use digital tools in teaching literary and English language courses
- Government should improve the supply of electricity power to all educational institutions across the nation

### Conclusion

This paper enumerated some common digital learning and teaching equipment, tools and resources and their uses. The paper majorly focused attention on the different approaches for implementing digital learning and teaching in literature and English language so as to underscore the problem of lack of integration of digital technologies in learning and teaching processes or pedagogical practices. This situation of non-incorporation of digital learning perspectives into the language curriculum, courses and lessons constitutes a problem because the pedagogical benefits of using digital learning and teaching approaches and tools continue to elude the Nigerian education in terms of the expected attainment (output, outcomes and impact) for different beneficiaries (learner, parents, teachers and the school). The paper maintains that training and support for teachers to use digital tools and resources will not only equip them to use digital technology but also use different learner-centered approaches in literature and English language learning and teaching in this digital era.

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## **KNOWLEDGE AND APPLICATION OF TRANSLINGUALISM: A STUDY OF PRIMARY SCHOOL TEACHERS IN BICHI LOCAL GOVERNMENT AREA, KANO STATE NIGERIA**

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### **ABSTRACT**

This paper sets out to evaluate an aspect of language policy in National Policy on Education in Nigeria. It examined the extent of knowledge on translanguaging and level of translanguaging application among primary school teachers in Bichi Local Government Area. The study adopted Survey research design and Multi stage sampling with population of 1094. A sample size of 292 participants was derived using Taro Yamane. Data were collected with aid of questionnaires and analyzed using mean and standard deviation score. Findings revealed that: knowledge of translanguaging is moderate among primary school teachers in Bichi Local Government Area and to some extent primary school teachers in Bichi Local Government Area adhered to translanguaging instruction. It was recommended among others that there should be regular sensitization on language policy as stipulated in NPE by the relevant bodies and that there should be more collaboration among the three tiers of government at enforcing language policy in primary education.

**Keywords:** Translanguaging; Knowledge; Application; Primary teachers

### **Introduction**

During a book launch on Translation of English dictionary to Hausa language on 31<sup>st</sup> April, 2022 in Katsina, the Governor of Katsina State, Aminu Masari, tasked teachers in various schools in the state to teach pupils in mother tongue. The Governor reiterated

that primary school children from class one to three should be taught in their mother tongue as they will learn better (News Agency of Nigeria, 2022). The governor's statements aligned with the language policy in Nigeria.

The language policy in Nigeria explicitly states the medium of instruction at every level of education. Notably, is the emphasis on translanguaging. What is Translanguaging? Translanguaging simply means the switch from one language of instruction to another over a period of time. One of such citation on translanguaging is captured in section 4 subsection 19 E and F of Federal Republic of Nigeria (2014:8) which states that:

The medium of instruction in the primary school shall be the language of environment for the first three years. During this period, English shall be taught as a subject. From the fourth year, English shall progressively be used as medium of instruction and the language of immediate environment and French shall be taught as subjects (Federal Republic of Nigeria, 2014:12).

In relation to the above, educationists elsewhere are also debating on effect of translanguaging on teaching and learning. According to Jibril (1986), mother tongue or the language of the immediate community should be considered not only initially but throughout the whole of primary education. Corroborating the position, UNESCO (1953) opines that pupils should begin schooling through the medium of the mother tongue/ language of the immediate community and should be extended to later stage in education as possible. This is because, as Afolayan (1984) argues, children learn best using Mother tongue/ language of the immediate community (MT/LIC). Also, in line with this is that, Emenanjo (1998) affirms that MT experiment in Niger Republic confirmed that those who had their total primary education in MT turned out to be more resourceful (at manipulative ability, manual dexterity, and mechanical comprehension) than their counterparts from other schools. Also, Dutcher (2004) notes that students not only develop literacy skills more easily in a familiar language but they also develop cognitive skills and master content material more easily.

Considering the aforementioned relevance of MT/LIC in teaching and learning, UNESCO cited in Global Campaign for Education (2015) observes that majority of children in Africa (Nigeria inclusive) start school using a foreign language. The report claims that about a significant percentage of pupils enter primary school not speaking and understanding the medium of instruction (language of the classroom), because many of these developing countries education systems favour using lingual franca instead of mother-tongue teaching (Global Campaign for Education, 2015).

Therefore, the study recalls Emenanjo (1998) contention that there is lack of awareness on the part of the Supervisors/Inspectors of Education, Principals/Headmasters of Schools and practising teachers on the language policy as stated in the NPE. Could Emenanjo's assertion still be true? In furtherance to this, the study seeks to assess the knowledge level and application of Translanguaging among Teachers in Bichi Local Government.

### **Objective of study**

The aim of this study is to evaluate the knowledge level and the extent to which teachers apply translanguaging. Specifically, the study seeks to:

1. Determine the level of knowledge on translanguaging as stipulated in the National Policy on Education among primary school teachers in Bichi Local Government Area.
2. Determine the extent of translanguaging application as stipulated in the NPE among primary school teachers in Bichi Local Government Area.

### **Literature Review**

#### *Concept of Translanguaging*

The author of the book 'the translanguaging imagination', Steven G. Kellman was said to be among the first scholars to use the term Translanguaging. According to Steven (2000) Translanguaging comes from two Latin words '*trans*' meaning across and '*Lingual*' meaning having to do with language. Although, over time translanguaging has been interpreted widely by scholars.

According to Canagarajah (2017), the prefix *trans* in translanguaging indexes a way of looking at communicative practices as transcending across autonomous languages. Canagarajah (2013) adds that translanguaging practices do not so much involve 'switching' between separate systems, but instead they involve drawing flexibly on resources from a single, unified languaging system, appropriate to context, interlocutor and interaction. Also, Lexico (2021) sees translanguaging as switching effortlessly from one language to another when speaking or writing. In another dimension, Garcia (2009) defines translanguaging as the act performed by Bilinguals at accessing different linguistic features or various modes of what are described as autonomous languages in order to maximize communicative potential.

On the contrary, Fafunwa (2004) defines translanguaging as the switch to English language as medium of instruction at the course of primary school education. Also, translanguaging is when learners begin with Mother Tongue or language of immediate community but then gradually move to the official/foreign language as medium of instruction (Orekan, 2011). Furthermore, Blessing, (2019) posits that translanguaging is the use of several languages in educational system.

From the above definitions, translanguaging in the context of this study could be seen as a switch from one language of instruction to another over a period of a time. In other words, translanguaging is the change from MT to English language after third year of primary education in Nigeria.

### **Language policy in Nigeria**

According to Musa (2010) language policy on education dates back to the colonial era around the year 1927. The British Advisory committee on native education in tropical Africa recommended that indigenous languages should serve as mediums of instruction in the lower primary schools. Over time Blench (2002) as cited in Blessing (2019) observed that the recommendation of the British Advisory committee on native education on the use of indigenous language became a concern in highly multi-ethnic and multilingual Nigeria with about 500 indigenous languages. In an effort to reconcile, English language was recommended as the medium of instruction. By 1977, the National policy on education advocates the use of indigenous languages in teaching at basic level of education. Emenanjo (1998) recalls that a four days seminar on the implementation of the Language provisions of the National Policy on Education was organized by the Language Development Centre of the Nigerian Education Research Development Council (NERDC) in October 1991. The seminars specific objective was on a comprehensive review of the implementation procedures for realizing the objectives of the language provisions of the NPE. At the end of the Ota Seminars, some recommendations were proffered as Emenanjo (1998) highlights below:

Government should continue with its policy of multilingualism".

Government should review and restate in a clearer form the language provisions of the NPE".

Government should provide active encouragement to the implementation of the MT/LIC medium of instruction policy at the primary school level".

Government should give active encouragement to the training and employment of all categories of teachers of (Nigerian) languages.

Appropriate curricula agencies should review and/or design more functional curricula for (Nigerian) languages.

Government should fund research into all aspects of language and language teaching in Nigeria and support such activities through grants to Departments of Linguistics and Nigerian/African Languages in tertiary institutions".

Government should provide adequate funding for the survey of Nigerian languages project with a view to ensuring its immediate implementation, language planning, language development and language use purposes".

Government should involve linguists and language specialists in all policy matters involving language in this country".

The language provisions of the NPE and their implementation should be constantly monitored and evaluated".

### **Translingualism and Application**

There have been several deliberations on the application of translingualisms in education in the literature. In Erling, Adinolfi, and Hultgren (2017), they observed that 10 of the 11



teachers working in English and Hindi primary school in Bihar used a combination of languages (Hindi and English) for instruction, because there was an overwhelming sense that classroom code switching was a legitimate practice that was needed due to students' developing competence in English. Similarly, Jason and Amy (2021) reported that teachers make only occasional use of other languages in English language classrooms, most often for comparing and contrasting language features, explaining concepts, managing the classroom and translating for learners. Also, Chimirala's (2017) study affirms that most of the teachers reported using languages other than English in the classroom (69% of this usage involves explaining concepts and difficult words), but that only 71% allow their students to use other languages. Chimirala mentioned that if learners have to connect to the lesson, they should be allowed to use their multilingual repertoires. Durairajan (2017) opines that using L1 helps to tap into existing capabilities, plan for L2 use, and encourage greater use of bilingual texts

In Nigeria, studies have cited cases of non-application of translingualism. For example, Blessing (2019) argues that majority of the teachers have not been putting into practice the multilingual provisions of the national policy on education. Also, Eucharia (2020) agrees that most people are aware of translingualism in Nigerian education system, although such provision has remained an object of criticism, rejection and is therefore not implemented in schools. Corroborating this position, Ogunbiyi (2008) emphasis that despite the language policy, some schools, and most especially the private schools downgrade Nigerian languages to the background and promote the teaching of English language at lower primary level.

Based on the problems and objectives of the study, the following questions have been formulated to guide the study.

1. What is the level of knowledge on translingualism as stipulated in the National Policy of Education among primary school teachers of Bichi Local Government Area?
2. What is the extent of translingualism application as stipulated in the NPE among primary school teachers of Bichi Local Government Area?

### **Theoretical Framework**

This study is anchored on threshold level hypotheses model. The model was propounded by James Cumming in 1979. Cummins argues that bilingualism can produce cognitive and academic benefit effects. The model explains the cognitive effects of bilingualism on bilingual children. This implies that the thresholds bilingual children attain in their two languages are crucial factors for their cognitive development.

Cummins (1979) proposes that there may be threshold levels of linguistic competence which a bilingual child must attain both in order to avoid cognitive deficits and in order to reap cognitive benefits in full. The model believes that there are two threshold levels of bilingual competence. Francis and Eucharia, (2019) listed these levels as;

the lower and  
The higher.

The lower level as explained by Francis and Eucharia (2019) suggests that attaining a lower level would lead to any negative cognitive effects, whereas, attaining higher level might be necessary to lead to accelerated cognitive growth. Skutnabb-Kangas and Toukomaa (1977) argue that the basis for the possible attainment of the threshold level of L2 competence might depend on the level of competence attained in the mother tongue. On this note, threshold model is relevant to the present study. Like the model, the language policy as stipulated in the National policy on education supports translingualism. Going by this model's hypothesis, the use of mother tongue in the first three years in primary school and switching at the fourth year to English language could promote higher threshold in student's proficiency in their MT and English language.

### **Methodology**

The paper adopted survey design, since it is efficient, easier and allows anonymity and generalization of information from a large population (Cohen, Manion and Morrison, 2007). The population for the survey study is made up of 1,094 primary school teachers (826 males and 268 females) in 62 primary schools in Bichi Local Government Area, Kano State (Bichi Local Authority Education, 2020). Bichi was selected because it happens to be a Hausa-Muslim dominated part of North West region of Nigeria, with non-indigenes cutting across many ethnic groups in Nigeria.

Multi stage sampling techniques (simple random and accidental sample) were employed. A total of 20 (One third of 62) primary schools were randomly selected. Thereafter, using Taro Yamane formula a sample size of 292 respondents were determined. Thus, a total number of 292 QAKATAPT (Questionnaire for Assessment of Knowledge, and Application of Translingualism Among Primary School Teachers in Bichi Local Government Area) were distributed across the selected schools. QAKATAPT is divided into 3 sections. Section A: Biodata of respondents has 5 questions. Section B is titled state of Knowledge on translingualism based on the provisions of national policy on education with 5 Likert scale questions (6-10). Section C: level of translingualism application based on the provision of national policy on education has 6 Likert scale questions (11-16). The Likert scale is structured along a modified five-point structure. A rating scale of 1.00-1.80 is interpreted very low, 1.81-2.60 is low, 2.61-3.40 is moderate, 3.41-4.20 high and 4.21-5.00 is very high. Whereas, other data was analyzed using mean and standard deviation score, with the support of SPSS version 25.

### Data Analysis and Results

A total number of 292 questionnaires were distributed to respondents. Of this number, only 277 questionnaires were returned. The decline in the distributed questionnaire (response rate) is in line with the recent development in behavioral research that not all distributed questionnaire may be returned (Ozohu-Sulieyman, 2013). Based on this chance of occurrence, scholars suggested a response rate of 60-70% as being generally considered significant and capable of producing higher confidence in survey result (Nigel, 2021; Jack, 2008). Thus, returned questionnaires were subjected to the response rate calculator which produced the response rate of 94.8%. Considering the response rate recommendation, this implies that the response rate is significant.

**Question 1:** What is the extent of knowledge on translingualism as stipulated in the National policy on education among Primary school teachers in Bichi Local Government Area?

Table 1: Responses based on extent of knowledge on Translingualism

S/N	Items	Mean	SD	Decision
1	There is a document called National policy on education that acknowledges translingualism in primary schools.	3.25	1.23	Moderate
2	Hausa language only is the medium of instruction when teaching primary 1-3	2.80	1.34	Moderate
3	English language is to be gradually introduced in combination with Hausa as medium of instruction when teaching primary 1-3	3.94	.93	High
4	English language only is the medium of instruction when teaching primary 4-6	3.46	1.11	High
5	English language is to be gradually introduced in combination with Hausa as medium of instruction when teaching primary 4-6	3.27	1.37	Moderate
Cluster mean		3.34		Moderate

Table 1, presents response based on extent of knowledge on translingualism. From the table, all the items, have mean scores above cut off point of 2.60. Furthermore, the cluster mean is 3.34. This result implies that there is moderate knowledge on translingualism among primary school teachers in Bichi Local Government Area of Kano.

**Question 2:** What is the level of translingualism application as stipulated in the National policy on education among primary school teachers in Bichi Local Government Area?

Table 2: Responses based on application of Translingualism

S/N	Items	Mean	SD	Decision
1	I make use of Hausa language only, when teaching all subjects in primary 1-3.	2.75	1.16	Moderate application
2	I make use of Hausa/Arabic language only, when teaching Hausa/Arabic language in primary 1-3.	3.24	1.22	Moderate application
3	I make use of English language only, when teaching all subjects in primary 1-3.	2.38	1.16	Slight application
4	I make use of English language only, when teaching all subjects in primary 4-6.	3.15	1.14	Moderate application
5	I make use of Hausa and English language simultaneously when teaching all subjects in primary 1-6	3.40	.91	Moderate Application
6	I make use of English language only, when teaching English language in primary 4-6.	3.58	1.06	High application
Cluster mean 3.08- Moderate application				

As presented on Table 2, responses based on the application of Translingualism show that all items except item 3, have mean scores above cut off point of 2.51. Furthermore, the cluster mean of all the items is 3.08. Therefore, the result implies that there is moderate application of translingualism instruction as stipulated in the NPE among primary school teachers in Bichi Local Government area.

### Summary of findings

Based on the aforementioned data presentation, the following are the summary of findings;

- There is moderate knowledge on translingualism among primary school teachers in Bichi Local Government Area of Kano.
- Also, there is moderate application of translingualism instruction as stipulated in the NPE among primary school teachers in Bichi Local Government area.

### Discussion of the Findings

The first findings of the study show that there is moderate knowledge on translingualism as stipulated in the NPE among primary school teachers in Bichi Local Government Area of Kano state. The finding of the study aligns with the study conducted by Eucharua (2020) who argues that most people are aware of translingualism section in Nigeria's National Policy on Education. Also, Cummins (1979) explains in the threshold model, the importance of translingualism. The model states that translingualism produces cognitive and academic benefit effects. This implies that translingualism is a crucial

factor for cognitive development of a child (lower and higher levels). Threshold explains that attaining a lower level would lead to negative cognitive effects whereas, attaining higher level might be necessary to lead to accelerated cognitive growth. Although, finding of the present study is however in contrast with that of Emenanjo, (1998) that argues that there is the lack of awareness on the part of highly placed ministry officials: Supervisors/Inspectors of Education, Principals/Headmasters of schools and practicing teachers on the language policy as stated in the NPE.

The second finding of the study shows that there is moderate application of translingualism instruction as stipulated in the NPE among primary school teachers in Bichi Local Government area. Thresholds model's claims that the reason for this, is because it has cognitive and academic benefit.

In addendum to the application of Mother Tongue before the gradual introduction of second Language, Okeke (2015) discovered that MT was a greater facilitator (though not at appreciable level of development) than second Language which rather causes interference and state of confusion in the learners. Likewise, Francis and Eucharia (2019) results show that parents, teachers and students have strong beliefs that using the MT to teach will facilitate the learning of English and other subjects and enhance participation in lessons.

On the contrary, Blessing (2019) maintains that majority of the teachers have not been putting into practice the multilingual provisions of the national policy on education due to several hiccups. Eucharia (2020) adds that the translingualism section in Nigerian education system provision has remained an object of criticism, rejection and is therefore not implemented in schools. Ogunbiyi (2008) emphasized further that despite the language policy, some schools most especially the private schools, downgrade Nigerian languages to the background and promote the teaching of English language at lower primary level. To this end, one could claim that the application of translingualism has been inadequate (Okoroma, 2001; Ndukwe, 2015).

### **Conclusions and Recommendations**

Based on the above findings, the following conclusion is reached. The knowledge of language policy (i.e. translingualism) as stipulated in the NPE is moderate among primary school teachers in Bichi Local Government Area of Kano. Similarly, to some extent primary school teachers in Bichi Local Government adhere to translingualism instruction as stipulated in the NPE.

In view of the findings and conclusion, this study recommends that;

1. There should be regular sensitization on language policy as stipulated in NPE by the relevant bodies such as Local Education Authority, State Universal Basic Education Board and National Education Resource Development Centre etc.
2. There should be more collaboration among the three tiers of government at implementing language policy in primary education.

3. Language teachers should often be motivated (i.e financial etc) by governments and agencies concerned with primary education.
4. Sufficient instructional material on Mother Tongue or language of immediate communities should be readily available for language teachers and learners.

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## **MONITORING AND EVALUATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) PROJECTS IN EDUCATION: A CASE OF E-ACCESSIBILITY, FEDERAL COLLEGE OF EDUCATION (SPECIAL), OYO**

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### **ABSTRACT**

Despite the huge amount of money invested on ICT projects in education, little or no effort has been put in place to monitor and evaluate these projects to ensure that they fulfil the objectives for which the projects were executed. It is insufficient to just place computers in schools to have an impact on student learning, there is a need for training, policy formulation and the development of a monitoring and evaluation plan. This study examined the influence of monitoring and evaluation on the e-accessibility project at Federal College of Education (Special), Oyo. To achieve the objectives of the study, three research questions were formulated. Case study research design was adopted, and data were collected using both structured and unstructured questionnaires. The sample for the study consisted of ten students with visual impairment, two lecturers, and two staff of the e-accessibility centre. Data collected using the structured questionnaire were analyzed using frequency table, while data collected using the unstructured questionnaire were analyzed using inductive analysis. Findings revealed among others that the level of awareness of the project within the college community is high, that the e-accessibility project has partially impacted the students of the college and that there is need for teachers of persons with visual impairment to employ these facilities when teaching their students. It was recommended among others that; a monitoring and evaluation plan should be developed for any ICT project and should be incorporated at the beginning of the project before it is implemented; donor organizations should organize training for the staff and students from whom the project is intended; and that donor organizations should also monitor and evaluate their projects from time to time.

**Keywords:** Monitoring, Evaluation, ICT Projects, Education

### **Introduction**

Technology advocates have continued to call for the introduction of Information and Communication Technologies (ICTs) in the education sector. Research evidence shows that ICT can contribute to changes in teaching practices, school innovation and community services (Kozma, 2005). It is used for school administration and management, teaching, and learning of ICT related skills for enhancing the presentation of classroom work, teaching/learning repetitive tasks, teaching/learning intellectual,

thinking, and problem-solving, stimulating creativity and imagination, teachers' and students' research, and communication tools. (Derbyshire, 2003; Collis & Moonen, 2001). According to Kozma (2005), ICT can help teachers and students acquire new skills that are required for 21<sup>st</sup>-century learning.

ICT has had an impact on the field of education, affecting both teaching and research (Yusuf, 2005). ICT's value in boosting educational quality has been established by a large body of research (Al Ansari, 2006). As a result, developed countries have incorporated information and communication technology (ICT) into their educational systems and developing countries have also taken steps to integrate ICT into their education system. According to Adomi and Kpangban (2010), there have been advances in the Nigerian education sector that imply some amount of ICT use in schools. Adomi and Kpangban traced the origins of computer education back to 1988 when the Nigerian government approved a policy on the subject. Nigeria's Federal Government acknowledged the importance of ICTs in the modern world in its Nation Policy on Education of 2004 and has integrated them into the educational system (Adomi & Kpangbani, 2010). To actualize this goal, the document states that government will provide basic infrastructure and training at the schools.

According to Wagner, Day, James, Kozma, Miller, and Unwin (2005), simply putting computers into schools was not enough to impact on students' learning. ICT *can* positively impact on students' knowledge, skills, and attitudes, as well as teaching practices, school innovation, and community services if adequately monitored and evaluated. Weiss cited in Kwaghbo and Okwori (2019) defines monitoring and evaluation as the systematic assessment and tracking of the operation and/or outcomes of a programme or policy, compared to a set of explicit or implicit standards as a means of contributing to the improvement or adjustments of the programme or policy. Monitoring and evaluation activities can help the stakeholders keep track of happening and be informed about the progress of the ICT project in education. Monitoring and evaluation (M&E) refer to the continuous assessment of the achievements of a project, to improve performance and adjust activities while the project is running (Wagner et al, 2005). It should be a part of any ICT project because, and without effective M&E, it becomes difficult to say if the project is a success or a failure (Kusek, 2004).

Monitoring and evaluation, as defined by Weiss cited in Kwaghbo and Okwori (2019), is the systematic examination and tracking of a program's operation and/or outcomes against a set of explicit or implicit standards as a means of contributing to the program's improvement or changes. Monitoring and evaluation activities can assist stakeholders in keeping track of what is going on and staying informed about the ICT project's development in education. Monitoring and evaluation (M&E) is the process of continuously assessing a project's accomplishments to enhance performance and change activities while the project is still in progress (Wagner et al, 2005). Although monitoring and evaluation (M&E) are sometimes confused, they are distinct concepts with distinct goals. Monitoring is a constant process of supervising or checking activity to keep things

on track and guarantee that a program or project is implemented successfully. Monitoring, according to Cashin (2012), is the systematic collection and analysis of data as projects/programs are developed to enhance a project's or organization's efficiency and effectiveness.

Monitoring is a fundamental component of management that tries to determine whether resources are being spent as planned and whether the program is providing the intended results. The goal of monitoring is to give management and stakeholders the information they need to make educated decisions about program effectiveness and resource allocation for high-quality education. Monitoring and evaluation (M&E) are critical components of any program, big or small (Kwaghbo & Okwori, 2019). It can tell us if a program is working and for whom; it can reveal program sections that are on track or components of a program that needs to be altered or replaced. M&E data can help program managers make better judgments about where to put their money. It might also show that program implementers and funders are getting a return on their investment. The primary purpose of monitoring and evaluating data is to improve programs; however, some data will be used for accountability purposes as well as to share information and lessons learned with the public (Wagner et al, 2005).

Fortunately, recent trends have shifted toward a participatory learning approach, with increased local ownership of M&E projects and greater collaboration among policymakers, implementers, and learners. These necessitate the establishment of effective M&E frameworks and procedures at the outset of a program or research project, rather than as an afterthought once implementation is well underway. The M&E framework should be completely integrated with the program design or study approach, and it should include both quantitative and qualitative data (Wagner et al, 2005). Ongoing monitoring and evaluation then become a project outcome in and of itself, with the added benefit of learning from previous experiences. The outputs from a well-designed M&E plan can in turn influence the future directions that an ICT in education program may take and allow levels of flexibility and adaptability to change circumstances (International Bank for Reconstruction and Development, 2005).

According to Wagner et al (2005), the three main issues to be considered when monitoring and evaluating ICT projects in education are the impact of the ICT project on (a) students' outcomes such as higher scores in school subjects or the learning of entirely new skills needed for a developing economy; (b) teacher and classroom outcomes such as the development of teachers' technology skills and knowledge of new pedagogical approaches, as well as improved attitudes toward teaching; and (c) other outcomes such as increased innovativeness in schools and increased access of community members to adult education and literacy.

The field of ICT for Development (ICT4D) has been characterized by a high failure rate of development initiatives (Heeks, 2011). In this context, M&E is a tool used to inform the Management of the status of such projects aiming to recognize deficiencies and problems during different phases in running the project and take measures to

mitigate them. As governments, donors and the public become more interested in the results and the value produced by development projects, it becomes increasingly important to have the means to substantiate the results of those projects which may generally be seen as successful (Jackson, 2012) and introduce a timely correction for those showing risk of failure.

The Universal Service Provision Fund (USPF) was established to aid in the quick implementation of national policy goals for universal service and universal access to Information and Communication Technologies (ICTs) in Nigeria's rural, underserved, and unserved areas. The mission of the USPF is to make network and application services more widely available and used in Nigeria by providing money for the provision of these services to rural, unserved, and underserved areas and groups. To accomplish this goal, the USPF identified institutions and schools in Nigeria that cater for people with disabilities (PWDs) and set aside monies in its 2016 budget to offer ICT facilities to these institutions and schools.

The E-accessibility project is the USPF's response to the promotion of access for persons with disabilities to new information and communications technologies and systems in line with the United Nations (UN) Convention on the Rights of Persons with Disabilities, as well as the aim of International Telecommunication Union (ITU's) member states to achieve global inclusive ICT. This project is implemented through the deployment of assistive technologies to relevant institutions to address the peculiar needs of the target beneficiaries. The project provides ICT tools and Assistive Technologies (ATs) to the blind, the deaf, dumb, crippled, cognitively impaired, and other categories of people living with disabilities. As disadvantaged members of society, the project is designed to assist in improving the quality of life of people living with disabilities by:

- Providing support to identified groups in accessing Information and Communication Technologies (ICTs).

- Improving the overall learning experience of persons living with disabilities by equipping educators with the right hardware and software

- Providing ICT and assistive solutions to cover as many areas of disabilities as possible, including but not limited to sight, hearing, mobility etc. (Universal Service Provision Fund, 2022)

The project offers the provision of internet connectivity and assistive technologies in line with the principle of ICT inclusion. The project was implemented for fourteen (14) institutions that cater for People Living with Disabilities (PLWD). Before the implementation, a study was conducted to assess the state of the institutions, identify its needs, and proposed solutions to address the needs. The Federal College of Education (Special), Oyo is one of the institutions provided with connectivity and assistive technology by the USPF.

The Federal College of Education (Special), Oyo's E-Accessibility project is one of the USPF Projects for 2013. It was a two-phase project. First, an E-Accessibility Library for People with Special Needs was installed, and second, hearing aids were installed for approximately seventy (70) students with hearing impairment. The E-Accessibility library for people with disabilities was installed in a room in the Department of Computer Science in the college. The library has 20 computers (each with a screen reader), solar-inverter power, a server (with a one-year internet subscription), and various assistive devices like SmartNav, Trackball, Projector, Beam Edge, Trackball, Braille Embosser, Thermoforming Machine, an Audiometer. The centre's users are divided into two groups. Students with special needs who are being taught how to use the library's computer and internet facilities and interested members of the college staff who are using the library's internet resources for studying and other academic work.

Some studies have tried to examine the influence of monitoring and evaluation on ICT projects in education (Rodriguez, Nussbaum, Lopez & Sepulveda, 2010; Habinshuti, 2016). Research on the influence of monitoring and evaluation on ICT projects in education in Nigeria showed that, despite the recommendation of the Nigeria National Policy of ICT in Education that periodic Monitoring & Evaluation (M&E) of programmes and projects of ICT in Education be carried out to assess the impact and extent to which the objectives of the policy have been achieved, the lack of monitoring and evaluation of ICT projects in education may be responsible for the failure of the numerous ICT projects in the nation's institutions, despite the government's huge investment in ICT projects.

This paper is aimed at investigating the influence of monitoring and evaluation on the e-accessibility project at the Federal College of Education (Special), Oyo, which provides access to ICT tools and Assistive Technologies (ATs) to persons with visual impairments, hearing impairments and physical and health impairments.

To achieve this, the following research questions were raised:

- i. How does monitoring of activities involved in project execution help in the achievements of the success of the ICT project?
- ii. What is the effect of the ICT project on students with visual impairment?
- iii. What is the effect of the ICT project on the lecturers of students with visual impairment?

### **Research Methodology**

This research work employed the descriptive survey research design. This method is appropriate because it makes it possible for the researchers to collect facts relating to the opinions and views of teachers and students with visual impairment on the e-accessibility project.

The population of this study includes five (5) lecturers in the Department of Education for Students with Visual Impairment, twenty (20) students with visual impairment and two (2) staff of the e-accessibility unit at the Federal College of Education (Special), Oyo. The sample consists of 10 students, 2 lecturers from the

department of the education for learners with visual impairment and 2 staff of the e-accessibility centre. To select the sample for the study, purposive sampling technique was employed.

The researcher made use of structured and unstructured questionnaires as the research instrument. The structured questionnaire consists of two sections. Section A focused on the demographic information of the respondents. Section B focused on respondents' opinions on the E-Accessibility project and contained ten questions. The Yes or No format questionnaire was used. Two types of structured questionnaires were used, the Lecturers' questionnaire was administered to the Lecturers while the students' questionnaire was administered to the students. An unstructured questionnaire was administered to the staff of the centre. It allows the researcher to collect rich and detailed information from them. The reliability of the instrument is the stability and consistency of the instrument measured. A test-retest was used to determine the reliability of the instrument and a co-efficient of 0.76 was obtained. This means that the instrument is reliable.

Data collected using the structured questionnaire were analyzed using frequency distribution table and simple percentage. Data collected were entered into the package. They were cleaned by removing all outliers. Frequency tables were created to interpret the data collected. Data collected using the unstructured questionnaire were analysed using inductive analysis.

## **Result**

### **Demographic Information of the Respondents**

The study involved 10 students, out of which 50% were female, while the remaining 50% were male. It was also observed that 20% of the students were in 200L, while 80% were in 300L. This means that majority of the students were in their final year. This made them very suitable for the study. Results from data analysis showed that 60% of the students were blind, while 40% were partially sighted.

Two lecturers were involved in the study, and they were all males. One of the lecturers held a Master in Education (M.Ed) degree, while the other lecturer was a PhD holder. They are both sighted. Of the two staff at the centre, one was male, while the other was female. None of them held a certificate in special education, but one of them held a master of science degree in Information Technology (M.Sc). All staff involved had spent more than ten (10) years in the service of the college.

Research Question One: How does monitoring of activities involved in project execution help the achievements of the success of the ICT project?

The project was established with the following objectives:

to get students with special needs familiarized.

Provision of computers installed with disability friendly software.

(Staff A)

The result of the data analysis shows that the college did not have a monitoring and evaluation plan for the project. According to one of the staff at the centre, Staff A:

*“Presently, no evaluation has been done to assess the impact of the project in achieving digital inclusion of the visually impaired students. As it is now, it is hard to say if the objectives of the project have been attained. We cannot determine if the project has in any way contributed towards achieving digital inclusion of the visually impaired students.”*

He then added that:

*“From time to time, the donor organization do visit the centre to take inventory of the resources at the centre. No study has been conducted to assess the impact of the project”.*

Staff B stated that the “centre has the following equipment:

- Braille printer
- Disability friendly software
- Printer
- Server
- Audiometer
- Braille Embosser”

Staff A further added that:

*“the equipment was properly installed and are maintained regularly. The college is responsible for maintaining the centre. The internet connectivity is down for now. The e-accessibility centre has equipment useful for students with visual impairment”.*

Staff A also confirmed that:

*“The tools are of great importance to students with visual impairment”.*

### **Training of persons with visual impairment**

Staff A confirmed that:

*“Some teachers were trained on how to use the equipment at the centre and all newly admitted students are trained on how to use the facilities and access the internet during their computer training programmes. He also added that students only visit the centre during this period, after which they no longer visit the centre. Teachers of students with visual impairment occasionally visit the centre but do not use the facilities when teaching their students.”*

### **Challenges of the centre**

There are challenges confronting the centre and they included the following as stated by staff B:

We would need more of the facilities as the ones onground cannot adequately cater for the large number of disabled students that we have.

The room is not well ventilated because the windows are not opening properly.

The floor needs to be tiled.  
Air Conditioner needs to be installed.

Research Question Two: What is the effect of the ICT project on students with visual impairment?

Table 1: Students' Questionnaire

SN	Items	Yes	No
1	Are you aware that there is a centre for e -accessibility in the college?	100%	0%
2	Were you trained to use the equipment at the centre?	100%	0%
3	Have you ever visited the centre	100%	0%
4	Do your teachers use the facilities at the centre when teaching you	0%	100%
5	Are you allowed to use the facilities at the centre?	20%	80%
6	Has the centre influenced your development?	40%	60%

Results from Table 1 show that all the students were aware of the existence of the centre in the college and all of them also confirmed that they had visited the centre at one time or another. When probed further, the students established that, they visit the centre for the college's mandatory ICT training programme for the newly admitted 100 Level students. This means that the ICT training for students with visual impairment is held at the centre.

It was also observed that all the students affirmed that they were trained to use the equipment at the centre. All the students also stated that their lecturers do not use the centre to teach them, they only use the centre for the mandatory ICT training and not for courses in their subject area. It was also established that only 20% of the students confirmed that they were allowed to use the system whenever they visited the centre outside the training period and only 40% of them believed that the centre influenced their development.

Research Question Three: What is the effect of the ICT project on the lecturers of students with visual impairment?

Table 2: Lecturers' Questionnaire

SN	Items	Yes	No
1	Are you aware that there is a centre for e-accessibility in the college?	100%	0%
2	Were you trained to use the equipment at the centre?	50%	50%
3	Have you ever visited the centre?	100%	0%
4	Do you use facilities in the centre when teaching your students?	0%	100%
5	Do your students have access to the resources at the e -accessibility centre?	50%	50%
6	Do you think that the project has positively influenced the education of students with visual impairment in the college?	50%	50%



Table 2 shows that all the lecturers involved in the study were aware that the college had an e-accessibility centre and had visited the centre. The result from the table also showed that none of the lecturers used these facilities when teaching their students. It was also established that 50% of the lecturers affirmed that they were trained to use the centre, students have access to the resources at the centre and that the project has positively impacted the students.

### **Discussion of Findings**

This study aimed at investigating the influence of monitoring and evaluation on the e-accessibility project at the Federal College of Education (Special), Oyo. Findings show that there is no monitoring evaluation and evaluation plan for the e-accessibility project, and this has prevented the staff of the centre from evaluating the project. According to the staff of the centre, no evaluation has been done to assess the impact of the project in line with the stated objective. Therefore, it is difficult to tell if the objective of the centre is achieved. The centre is basically used for the mandatory ICT training, as against the objective of the establishment of the centre, which is to improve the quality of life of people living with disabilities. According to Wagner et al (2005), monitoring and evaluation (M&E) will ensure that a project meets its objectives and fulfils its expectations. They further stated that it should be incorporated into the project from its inception during the planning stage. Findings from the study also showed that the centre has some very important assistive technology tools but most of the other equipment like audiometer, thermoforming at the centre were never used. This is because these pieces of equipment were not needed for the mandatory ICT training. Lecturers who are experts in education for persons with visual impairment, who are expected to use the facilities, did not use them when teaching their students. The study also showed that the equipment was well installed and are maintained by the beneficiary institutions, but has not contributed significantly towards achieving digital inclusion of the visually impaired students

Furthermore, the result gathered from the study showed that students are aware that the centre exists, but only visit the centre during the period of the mandatory ICT training, after which they no longer visit the centre. This implied that students who used the centre, only used it when they were at 100 level. Students were trained to use the speech-to-text software, Windows operating system, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint, but they still depend on their sighted counterparts to access the internet for their course registration and other internet related services.

Findings also showed that some teachers were trained on how to use the equipment at the centre, but because they do not use them when teaching their students, it becomes difficult to tell if it has any effect on them. Teachers of students with visual impairment occasionally visit the centre for power supply and to use the facilities for their assignments.

## Conclusion

This study examined the influence of monitoring and evaluation on the e-accessibility project at the Federal College of Education (Special), Oyo. Findings from the study showed the non-existence of a monitoring and evaluation plan. This made it difficult for either the donor organization or the beneficiary institutions to assess the performance of the project. Monitoring and evaluation (M&E) of development activities gives government officials, development managers, and civil society better tools for learning from past mistakes, improving service delivery, planning, allocating resources, and demonstrating results to key stakeholders as part of accountability. M&E will help reduce the failures associated with most ICT projects in Nigeria and ensure that the huge investment in ICT projects is justified.

This study is limited to students with visual impairments, their lecturers, and the staff of the centre. The impact of the project on students with other forms of disabilities was not included. The impact of the project on the school and the community were also excluded from the study.

## Recommendation

Arising from the findings, the following recommendations were made.

- Monitoring and Evaluation plan should be developed for any ICT project and should be incorporated at the beginning of the execution of the project.
- Donor organizations should organize training for the staff and students for whom the project is intended.
- Donor organizations should also monitor and evaluate their projects from time to time. This will help them determine if the project is a success or a failure. Information obtained from the evaluation exercise will help them advise the beneficiary institutions on how to use the project and help them when planning another project in the future.
- Students should be encouraged to make use of the few facilities that are available in the centre.

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## **COUNSELLING STRATEGIES FOR THE MANAGEMENT OF VIOLENCE AGAINST WOMEN IN NIGERIA**

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### **ABSTRACT**

This paper examines counselling strategies for the management of violence against women in Nigeria. The issue of violence against women has eaten deep into the fabric of the society in Nigeria. Most forms of violence against women were hidden under the cloak of silence or accepted. The research work revealed factors responsible for violence which include socio-cultural and psychological factors, while other forms identified are sexual violence, early marriage and trafficking in girls. Based on the outcome of the findings, the following recommendations were established as means of controlling violence against women. Counsellors should give enlightenment talk to parents on how to properly guide their female wards on marital relationship, create an alternative dispute resolution and give public enlightenment such as seminars and workshop on the need to put an end to violence against women. Conclusively, effective counselling will help to improve the self image of young female and facilitate the achievement of life task, it will empower women to participate and benefit from the economic and social development of the nation.

**Keywords:** Depletion, value orientation, violence, victim

### **Introduction**

Violence against women has eaten deep into the fabric of the Nigeria society to such an extent that many women who are victimized feel that they are at fault. The issue of violence against women in Nigeria and any other society cannot be emphasized. Every day we see images of male violence against women in the news. In the broadest sense, violence against women is any violation of a woman's personhood, mental or physical integrity, or freedom of movement through individual acts and societal oppression. It

includes all the ways our society objectifies and oppresses women. Violence against women ranges from sterilization abuse to prescription - drug abuse, pornography, stalking, battering, and rape. It is often unclear to a woman who has been victimized and to society as a whole whether a sexual violation was done out of sexual desire or violent intent or whether these motivations are even distinguishable, because violence itself has come to be seen as sexual or erotic.

Some years ago, most forms of violence against women were hidden under a cloak of silence or acceptance. As more and more talked with each other in the recent wave of the women's movement, it became apparent that violence against women occurs on a massive scale; that no woman is immune; and family, friends, and public institutions have been cruelly insensitive about it. Women have been mobilized to offer direct services to those who have encountered violence, to educate people about the range and nature of male violence against women, and to develop strategies for change (Moradian, 2015).

Violence against women is a technical term used to collectively refer to violent acts that are primarily or exclusively committed against women. The United Nations General Assembly defines violence against women as any act of gender-based violence that results in, or is likely to result in physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. The 2013 Declaration on the Elimination of Violence Against Women noted that this violence could be perpetrated by assailants of either gender, family members and even the 'State' itself (United Nations, 2013). Worldwide governments and organisations actively work to combat violence against women through a variety of programmes. A UN resolution designated November 25 as International Day for the Elimination of Violence Against Women. Women are crucial to the growth and development of any nation and the world at large. Women constitute half of the world's population and they are homemakers, custodians of social, cultural and fundamental values of the society and permanent change is often best achieved through them. Full community development is impossible without their understanding, cooperation and effective participation.

According to Davies (2019), women are enslaved in a circle of poverty and they suffer from neglect, discrimination and exploitation. They are also subjected to different forms of violence by their male counterparts. Some historians believe that the history of violence against women is tied to the history of women being viewed as property and a gender role assigned to be subservient to men and also other women (Harvey & Gow, 2014). The UN Declaration on the Elimination of Violence Against Women (2013) states that violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full advancement of women and that violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men.

## **Factors Responsible for Violence against Women in Nigeria**

There are many factors responsible for violence against women as stipulated by different theories. These include psychological factors that consider personality traits and mental characteristics of the perpetrators, as well as social factors which consider external factors in the perpetrator's environment, such as family structure stress and social learning. As with many phenomena regarding human experience, no single approach appears to cover all cases.

### **1. Socio-cultural Factor**

Socio-cultural factors responsible for violence against women in Nigeria may include;

**Financial or economic abuse:** This includes forcibly controlling another person's money or other assets. It can also involve stealing cash, not allowing a victim to take part in any financial decisions or preventing a victim from having a job.

**Family violence:** Is a broader term, this refers to violence between family members, as well as violence between intimate partners. It involves the same sorts of behaviours as described for violence against women. As with violence against women, the National Plan recognises that although only some aspects of family violence are criminal offences, any behaviour that causes the victim to live in fear is unacceptable. The term 'family violence' is the most widely used term to identify the experiences of indigenous people, because it includes the broad range of marital and kinship relationships in which violence may occur (Adebayo, 2013).

**Social Learning:** If one observes violent behaviour, one is more likely to imitate it. If there are no negative consequences and the victim also accepts the violence with submission; then the behaviour will likely continue. Often, violence is transmitted from generation to generation in a cyclical manner (Crowell & Sugarman, 2016).

### **2. Psychological Factor**

**Psychological and emotional abuse:** can include a range of controlling behaviours such as control of finances, isolation from family and friends, continual humiliation, threats against children or being threatened with injury or death.

**Sexual assault or Sexual violence:** can include rape, sexual assault with implements, being forced to watch or engage in pornography, enforced prostitution, and being made to have sex with friends of the perpetrator. Research has demonstrated that violence against women often involves a continuum of violence from psychological, economic and emotional abuse through to physical and sexual violence.

**Jealousy:** Many cases of violence against women occur due to jealousy when the spouse is either suspected of being unfaithful or is planning to leave the relationship. An evolutionary psychology explanation of such cases of violence against women are that they represent to male attempts to control female reproduction and ensure sexual exclusivity for himself through violence or the threat of violence (Goetz, 2010).

**Power and Control:** Abusers abuse in order to establish and maintain control over the partner. Abusers' effort to dominate have been attributed to low self-esteem or feelings of inadequacy, unresolved childhood conflicts, the stress of poverty, hostility and resentment toward women (misogyny), personality disorders, genetic tendencies and social cultural influences. Most authorities seem to agree that abusive personalities result from a combination of several factors, to varying degrees.

### **Different Forms of Violence against Women in Nigeria**

#### **1. Sexual Violence**

Although women are more at risk of violence from their intimate partners than from other persons, sexual violence by non-partners is also common in many settings. According to the 2006 In-depth Study of the Secretary-General: "Sexual violence by 'non- partners' refers to violence by a relative, friend, acquaintance, neighbour, work colleague or stranger.

#### **2. Early Marriage**

The practice of early marriage is prevalent throughout the world, especially in Africa and South Asia. This negates peace and security of any nation because it is a form of sexual violence, since young girls are often forced into the marriage and into sexual relations.

#### **3. Trafficking in Girls**

Trafficking involves the recruitment and transportation of using deception, coercion and threats in order to place and keep them in a situation of slavery, forced labour or servitude. Women are trafficked into a variety sectors of the informal economy, including prostitution, domestic work, street begging, mining, agriculture, cottage industries (Erturk, 2016). While exact data are hard to come by, UNESCO, (2014), estimates of the number of trafficked persons range from 500,000 to two million per year, and a few organizations have estimated that up to four million persons are trafficked every year. Although women and men can become victims of trafficking but the majority of victims

### **Value Orientation**

In most sub-Saharan African, especially in Nigeria, societies, have in the past, been held together by element unique of the region, some of these elements include the following: The extended family system, including the clan and the tribe, Chieftancy, Taboos, Various forms of initiation, Close links with ancestors and the elders in the community

The village here is the focal point of the society. All the elements are important in ensuring that the value are in helds. In most cases the chiefs and the elders were regarded are a vital link between ancestors and the present generation. This links were strengthened by rituals, ceremonies and taboos attached to them. It was easy then, to guide and counsel the young ones, the rituals or ceremonies were also aimed at preparation for adult roles in t6he society.

The extended family, the clan and the village, made society supportive. No individual regarded him/herself as alien, counsel was readily sought and provided. The difference contradictions in present-day counselling have their origin in the social and historical forces that have shaped modern culture people in all society and at all times, especially, the female ones, have experienced emotional or psychological distress and behavioural problems as a result of depleted values presently experienced in our societies.

In Nigeria presently, we have and still experiencing many cultural and social changes, which has in turn resulted in depleting the morally acceptable values that were experienced before and has such weakened the structure of the society. The most outstanding of such moral and value changes are:

1. We have gradually shifted from the extended to pure nuclear family unit, or single parent family unit, with women at the receiving end, most of the time. That is why we are presently witnessing single parents when the man will abscond and leave the woman to carter for the children, while the man is still hibernating with another woman, probably a single parent also.

2. Changes in political demands and expectations:-We depend mostly on our dishonest political leaders who do not belief in woman capacity to hold reasonable political offices, and it is the woman folk that cast the highest vote yet they a least appreciated with any political office.

3. High level of urbanization, with high level of unemployment compounded by high level of illiteracy:- The highest level of illiteracy in Nigeria. More than 50% of Nigerian women are still illiterate because of the vulnerability. And the rate at which people from rural areas are migrating to the urban centres, had led to a lot of completion for social amenities in the urban centres, most of them had forget their moral ethnics once.

4. High population growth rate: The geometrical proportion of the present population had put the country in a serious crises. In those days, when polygamous was largely practiced by our forefathers, they have proper arrangement on how to cater for their extend family. Unlike the present scenario where a typical okada man will have more than three wives and does not have any other means of livelihood than the bike. Eventually he will not be able to carter for the wives and the children, eventually he will disappeared from the rented house and allow the wives to carter for the children, without any clear source of income. The value has so deputed to the extend that the man will abandon both the children and their mothers. The product of such homes are the one we are managing now, who had become social miscreant, armed robbers, area boys and so on.

5. Infiltration and acceptance of western culture:-We have thrown our own culture, value, norms into extinction, while we now embraced western culture in other name of civilization. This has done a lot of damage in depleting our values, that are generally acceptable. This foreign cultures are adopted through, films, television, videos, series of magazines etc. we have completely deviate from our values and cultures. For example,



in the western world, they did not have regards for respecting elders and seeking their counsel when need arises. The issue of fulltime wife, where women are not allow to work, and at the end of the day, the man will dump the women and marry another women, having her in perpetual suffering.

6. The issue of political instability, epidemics and war: all these led to increase number of options and refuges, in all top camps mostly in the western part of the country. In these group, women are mostly vulnerable. A visit to any IDP (Internal Displace People) in the northern part of Nigeria, will refilled over 70% of women, who are majorly victims of, kidnappers, banditry, Boko haram, and so on. Because of this most of them are widows, whose husband had become a victim of attack. The women are now left to care for the family, and without any reasonable means of livelihood the children become beggars or atmost gain any of thesebandit groups. In those days Nigeria was peaceful and our values is held in high esteem, but all these aforemention problems has accelerated greater depletion of our values and we need new orientation.

7. High level of moral decadence: High level of moral decadency and behavior maladjusted has led to high level of depleting in our value, norms, even our cultural beliefs. The aftermath of broken home, and single parenting that is common nowadays, where the women has failed in obeying their husband, and the husband's inability to adequately provides for his family. Leisefaire types of leadership is what is operating in most family and such will continue to breed, morally decadent children.

Going by all these, there is a need for urgent value re-orientation, we should trace back our morally acceptable values and beliefs, our culture and traditional way of life should be adhere to, and these may reduce the rate of value depletion and pave a new way for value rebirth and value re-orientation.

### **Consequences of Violence against Women**

**1. Denial of Fundamental Rights.** Violence against women is recognized as a violation of human rights. As early as 1984, the Universal Declaration of Human Rights adopted by the UN General Assembly identified violence against women as an abuse that threatens the security of women and their fundamental rights to life and liberty, as well as freedom from fear and want. Che and Cleland, (2004). Also in December 1993, the United Nations High Commissioner for Human Rights published the Declaration on the Elimination of Violence Against Women or Violence Against Men. Section 34(1)(a) of the Constitution also provides that every individual is entitled to respect for the dignity of his person, and accordingly, no person shall be subject to torture or to inhuman or degrading treatment.

**2. Lack of Development.** Violence against women causes human suffering, impediments to personal development and reduction in the contribution women can make to the lives of others. Violence against women does not avail women the power to protect themselves from unwanted pregnancy and sexually transmitted diseases. Ushie, (2011). Violence against women has incalculable costs to present and future generations

and limits a woman's personal growth, her productivity and her socio-economic roles. Also, women's aspirations and achievements are inhibited, not just by the injuries of physical attacks but by the implicit threat to social development. By subjecting women to violence and without a social structure that endeavours to stop this practice, the women could be made to believe that they are actually inferior to their counterparts and that they deserve the abuse.

**3. Health Consequences.** Violence against women is a profound health problem that compromises women's physical and mental health, and erodes their self-esteem. In addition to causing injury, violence increases women's long-term risk of a number of other health problems including chronic pain, physical disability, drug and alcohol abuse, and depression. Women with a history of physical or sexual abuse are also at increased risk for unintended pregnancy, sexually transmitted infections, and miscarriages. For many women, the psychological consequences of abuse are even more serious than its physical effects. The experience of abuse often erodes women's self-esteem and puts them at greater risk of a variety of mental health problems including depression, anxiety, phobias, post-traumatic stress disorder, and can also result in alcohol and drug abuse.

**4. Impact on Children** The most important actors in any child's life are often, and should most often be, his or her parents. As such, the family can be the single most important factor in determining whether or not a child is protected. On the other hand, given the centrality of the family in the child's life, it can also be a frequent source of violence, abuse, discrimination and exploitation. Children who have witnessed their mothers being subjected to one form of violence or another, tend to follow suit because they feel that is the best way to deal with their wives too. They could on the other hand, avoid women due to the fear of repeating what their fathers did. Also, children fail to receive adequate care and attention from battered women who are too busy nursing their wounds or trying to find a way out of their predicament. This is especially when injuries inflicted on them by their husbands leads to their death. Violence against women in pregnancy is of particular concern because of the implications for safe motherhood and child health.

### **Conclusion**

Violence against women is an issue which must be dealt with on time before it gets out of hand. Women's lives are at risk when they reside in the same house with people who could end their lives just because of trivial issues or because they cannot control their temper. Violence against women not only affects such women, but it also affects their children, their aged parents and the society as a whole. Women who constantly suffer violence cannot render any positive help towards the society. They cannot govern people and be at the helm of affairs of business, government and their own lives. Victims of violence and other forms of abuse might have reduced concentration and effectiveness at work or in life. More so, they cannot help their fellow women who have been widowed or

who are less privileged. Violence against women is a reality and we must act now and always to prevent our society from collapse.

The need for counselling in this contemporary situation in Nigerian has become paramount in order to promote the well being of the citizen. Effective counselling should help to improve the self-image of young female and facilitate the achievement of life task, it will also empower the young female to participate fully in, and benefit from, the economic and social development of the nation

## **Recommendations**

### **1. Counselling**

The following recommendations were offered as a means of controlling violence against women.

To remedy the violence against women situation in Nigeria, all stakeholders must be involved; the communities, religious groups, institutions, government at all levels. In schools, during Parents' Teachers' Association meetings, the school counsellor could give enlightenment talks, encouraging parents to use disciplinary measures, which are non-violent on their children and avoid exposing children to violence against women of any form.

The school counsellor could organize group counselling sessions for the different age groups and classes, on the advantages of a violence free society. Churches and mosques should organize seminars and outreach programmes where professional counsellors are invited to enlighten the people on the need for a violence free society with the home as the cradle. Young couples planning to get married should be guided on the ways to avoid violence in the intimate relationship of marriage.

The government should establish and fund counselling centres at the community, and Local Government levels and employ professional counsellors to help victims and perpetrators of violence against women. Counselling can also be coupled with treatment procedures for men whose main reason for committing such crime is drunkenness, genetics, behavioural disorders and such other reasons that can be treated. It is very important that perpetrators are counselled on the ills and consequences of beating their wives. They need to know that the fact that they beat their wives in front of their children will have a psychological effect on those children in so many ways.

Such men also need to know that battering their wives will never make her happy and could result to depression, ill health or even suicide. It will therefore be a challenge for these women to take care of him, their home and their children. The root causes of such violence should be determined and addressed. Women also need to be counselled on many issues. It is possible that emotionally some could be a wreck and they need to be placated not to take any rash decisions that would cause havoc to her and her family. The needs to be taught patience and for those who may have sustained bruises in one way or the other, referrals to hospitals should be done.

## **2. Family Courts**

Family courts which deal with sensitive issues such as rape, battery, sexual assault, among others, should be private and only parties, their lawyers and the judge should be allowed to witness the proceedings. This is because many victims of violence against women would prefer their matters being kept out of the public glare. This is because sensitive issues will be discussed and the victims will be encouraged to report such cases when she knows it will be a private matter.

## **3. Alternative Dispute Resolution**

Women don't usually want their partners who have battered them to go to jail because of the financial consequences to them and their children. This is especially when the woman is financially dependent on the man. Also, some men come back from jail, more bitter than when they were convicted and continue battering their wives even in a worse manner. The litigation process itself, independent of the event which initiated the claim, is a source of stress for litigants (Brent 2004). The litigation process can be a traumatic experience and can cause psychological stress for some people for so many reasons (Brent, 2004). It is very likely that while the case is going on in court, the relationship between the two will be very strained and the end result could even be divorce. Also, lack of enough proof to prosecute the perpetrator, lack of funds and the fear of stigmatisation that follows a discharge and acquittal of the accused are all reasons why some victims of violence against women are reluctant to take their cases to the courts. Violence against women cases could be better handled through Alternative dispute processes. Alternative dispute resolution (ADR) is a process for settlement of disputes without going through the strict procedure of the court of Law. This process is resorted to with a view to reducing the burden of legal proceedings pending different levels of courts, cost of proceedings and length of time required for disposal of litigation.

## **4. Public Enlightenment**

Seminars and workshops should be organized for the purpose of alerting people on the need to put an end to violence against women and to educate people about the consequences and ways by which victims can be helped. For the states that have laws already, people should be educated as to the existence of these laws and where they can get help if they are victimized. Some participants at a seminar on law against violence against women organised by the Women Empowerment and Legal Aid (WELA) in Lagos State, openly confessed their ignorance of the existence of the Lagos State Law against violence against women codified since 2007 (Famoroti, 2012). Most people are not aware that Laws that seek to protect victims of violence against women now exist in some states in Nigeria. Some people don't also know that what they are being subjected to is wrong and could be stopped by speaking out and reporting to the appropriate authorities. Thus, the public should be enlightened as regards all these through programmes in the communities, media, efforts of NGO's, among others.

### 5. National Legal Framework and Implementation

National frameworks protecting women from violence against women should be put in place in Nigeria. States should also enact laws to protect women. Apart from putting these laws in place, implementation is very important. Law enforcement officials have to be trained to enable them have a clear picture of the demands of the new legislation.

Law enforcement officers are at the frontline of the criminal justice system. Their attitude and response to all involved in acts of violence can have a dramatic impact on ensuring developments, including the prevention of future violent acts and the protection of victims. In 2010, the United Nations Office on Drugs and Crimes (uNopc) published a handbook on effective responses to violence against women. Designed for first-responders such as the police, it gives practical guidance on how to prevent, intervene, respond and investigate acts of violence against women. Feminist organisations who had been offering legal and psychological support services to victims of violence against women reported that few women who had the courage to approach the police and file a complaint against their abusive husbands were discouraged by untrained law enforcement officers. Thus, law enforcement officers must be adequately compensated so that they will be happy to do their jobs and willing to learn. Citizens should also refrain from giving them bribes and should be respectful to them.

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## **Depriving Widows Inheritance Rights by Husbands' Relatives in Nigeria.**

By

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### **ABSTRACT**

Widowhood is a global phenomenon. It is an ill-wind which blows nobody no good. It is a canker worm pervading our global society which seems to have defiled many genuine forces to extricate especially amongst most African. Over the past centuries, it developed strong rooted strength in most global customs, cultures and traditions more so in the developing countries like Nigeria making it resistant to many forces exerted for its extinction. This paper traced this problem from its pre-history times to the present era. It elucidated some legal and traditional frameworks put in place by different countries at different times to eradicate the stigma from mankind essentially from womenfolk that is hardly affected. The paper reveals that most world communities including Nigeria have adopted and domesticated the United Nations Charters on abrogation of widowhood sufferings. It is recommended that whenever and wherever such antagonism of stripping widows their inheritance rights by their husbands' relatives or any such others arises, the concerned widows should seek legal assistance at any appropriate forums at their reach for justice through proper, speedy, concise legal disposition.

**Key words:** Widows, Depriving, Inheritance rights, husbands' relatives.

### **Introduction**

Nature has not been pathetic to mankind. It brings difficult and extreme problems through harsh climates and earthquakes as well as death. Although all these affect humanity on equal ratios, their effects seem to be harder on women especially when they lose their husbands. As if that is not sufficient, mankind intensifies this problem of death on such women with more punitive laws - negative rules and regulations - believing same to be congruent with traditions. If nature were not this harsh, it would have allowed couples (husbands and wives) to live to their very ripe old ages before separation through death – a period they would have satisfied their yearnings for life and consolidated their assets and off-springs that husbands' relatives would not have a say in their accumulations and persons. Death, which strikes at early or mid of these ages, causes a lot of encumbrances, especially to the young widows, as it is a ready invitation to ever envious husbands' relatives to further destroy the families through endowing several punishment, especially to such unripe widows.

This paper discussed the issues of depriving widows their inheritance rights by their husbands' relations with specific reference to Igbo land practices with the aim of examining the implications of such acts on the widows generally and drawing conclusion and recommendations to alleviate widows conditions..

### **Who is a widow?**

Unlike some other concepts, 'widowhood' is not much ambiguous to comprehend, and thus its definition is not controversial. Similarly, widowhood is globally not much incongruous to deserve more interpretation. Thus, whether in the civilized societies or in the developing ones the meaning and understanding of a woman whose husband is dead is widow and the general harsh conditions inflicted to such women by different people especially their close relatives in our various communities are not strange to decipher. The demise of the husband of a woman is a ready invitation for trajectory life of the widow and her survivors. Her tender children become a misnomer on the wicked eyes of their haters. Soares (2001) corroborated this statement when she described a widow as “a woman whose husband has died and whose condition with her children immediately after becomes weird” pointing out further, that the state of having lost one's spouse to death is 'widower'.

In Igbo traditions marriage is seen to have been formally contracted by payment of bride price or 'dowry' by the man who comes to marry the woman or his representatives. A woman whose dowry is paid and the husband dies a second after is a widow. Similarly, a woman who has lived with her traditionally lawfully married husband for 100 years before he died is also a widow. Widowhood, therefore, takes place when the legitimate husband of a woman dies. Immediately after the death of the man, his wife, now a widow faces a lot of incongruities and trajectory life with her children in most families instituted by her husband's relatives with strange and difficult problems arising as a result.

### **Problems of widows in the society**

Widowhood has serious implications for the physical and mental wellbeing of women. Widows face a myriad of difficulties such as economic, social and psychological, particularly in the first year or so after the death of their spouses. It is an irony that when a man dies, his wife is subjected to terrible hardships. She is deprived of the man's accumulations with her thus destroying the nucleus of the family. This plunges the woman and children into penury. Not only this, loneliness erupts. A couple that had lived together, had everything in common, bought property together, shared things and feelings in common, and along the line death sneaked in and stole the husband, for sure that woman's whole life would be greatly hampered. Jeen and Amariya, (2019), corroborated these viewpoints. They opined that in some patriarchal societies, widows could maintain economic independence. A widow could carry on her late husband's business and consequently be awarded certain rights, such as the right to her husband's



property. According to them, in Nsukka communities, for example, conversely, widows are often victims of inhuman cultural practices; widows are denied the right to what rightly belongs to them.

Regretting this folly, Myriam (2020) elaborated the expressed views of Jeen, et al (2019). She regretted that the inhuman treatment of widows continues to abrogate their human rights. In some parts of Africa, she continued, widows are still subjected to traditional practices which lead to seizure of their property, social ostracism and exclusion as well as loss of their homes and children. She pointed out that in many cultures, widows have no right to inheritance of land ownership, and even where modern legislation provides such rights, ignorance of the law (which is no excuse) by the widows or cultural practices, and even the long and rigorous processes of law itself with its cost-intensiveness, delay and negate justice by impeding their continuous access to it due, principally, to poverty and naivety. Most of these deprivations have had great deplorable impacts on the lives of widows. Some of the depriving impacts on widows inexhaustibly include:

**Poverty:** across the wider spectrum of countries, religious and ethnic groups, a woman is left destitute when her husband dies - poverty is often made worse by little or no access to other economic resources, and by illiteracy or lack of education.

**Violence:** violence against women is one of the most widespread violations of human right affecting women in all backgrounds. Widows are no exception, and may, in fact be at particularly high risks of violence.

**Immature widows' children:** the children of widows are often hardly affected, both emotionally and economically. Widowed mothers, now supporting their families alone, are forced to withdraw their children from school and to rely on their manual labour for survival. Moreover, the daughters of widows may suffer multiple deprivations and increasing vulnerability to abuses.

**Debts of widows' husbands:** widows can become liable for the debts of their deceased spouses. This serious abuse of the human rights of widows and their children is still unrecognized even by organizations that are concerned with human rights violations.

**Life in slums and squalors:** widows who live with their little children in uncompleted or thatched houses suffer greatly as they cannot complete the houses or change the thatched houses' roofs when they are bad. This means that they will live in squalor or such deplorable conditions until their children are able to provide for those needs when they are finally grown in future.

**Properties of widows' husbands:** landed property of widows' spouses are often times seized from them thus making them unable to farm or gain from existing plants and crops like palm tree and bread fruit on which their spouses used to feed them.

**Illiteracy of widow and their children:** lack of education of the widows and their children makes it difficult for them to know legal actions they can institute for justice of their preponderant encumbrances.

Supporting this unbecoming acts, James (2001), revealed further that at the death of a woman's husband, she could be expected to surrender all the man's property including bank account to the relations for appropriation. He further posited that in some communities, the woman would be accused of master minding her husband's death even if it is very apparent that he died a natural or accidental death. Hence the widowhood rites would begin by making the woman to pass through "acid" test such as drinking bitter water, swearing in a shrine, or even drinking the water used to bathe the husband's corpse, et cetera, and it is believed that if she survives any or a combination of these punishments, then she is free from the guilt.

The Commission on Human Rights (2016) regretted that in many societies today as was in the past, widowhood problems have been an important issue both for the affluent families and for the poor ones. Husbands' relatives will try to drag the affected poor families faced with this undue difficulty poorer and those affluent ones poor, with a lot of snags, accusations and punishment to both the widow and her children. This action is still worse to a widow who has no children, more so to one who does not have a male child. The sudden death of a man as the bread winner and protector of his household destroys the family terribly.

### **The rights of women in Nigeria**

Today, the issue of Women's Rights has become a buzz word the world over. It is a great concern to many that women are deprived of their human rights. It has been a burning issue in different parts of the world, yet some think it is all a propaganda blown out of proportion usually because of religious or cultural inclinations. A right is defined as a power, privilege or immunity guaranteed under a constitution, statute or care law in moral vocabulary. Respect for rights is seen as a matter of justice. Rights can be asserted, demanded, delayed, trampled or stood upon. The obligations they impose are expected to be performed and their non-performance occasions feelings of indignation, resentment and disappointment (Walsh, 2014). Most of the international women rights' laws for which Nigeria is a signatory have been domesticated in the country, but processes of accessing them are still a farce to predominant illiterates and the poor.

### **The international perspective**

Leilani (2019), pointed out that an idea of what the international law provisions are on the rights of women, will help us better understand that this is a universal issue that is not taken lightly. Some of these international legislations, protocols and declarations include for instance: Article 1 of the Declaration of Human Rights which states that "all human beings are born free and equal". Also Article 5 of the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) adopted by the United Nations General Assembly in 1979 and ratified by Nigeria in 1984, 'encourages nations to modify the social and cultural patterns of conduct of men and women with the view to eliminate inferiority roles of men and women.' The Solemn Declaration on

Gender Equality in Africa reaffirms the principles of gender equality as enshrined in Article 4 (1) of the Constitutive Act of the African Union (UNHCHR, 2010). In chapter 7 of the act, member States declare 'to actively promote the implementation of legislation to guarantee women's land, property and inheritance rights including the right to housing.' The African Charter on Human and Peoples Rights (ACHPR) was domesticated in Nigeria in form of the African Charter on Human and Peoples Rights (Enforcement and Domestication) Act Cap 10, 1990. This Act makes the provisions of the Charter enforceable in any Court of Law in Nigeria: Article 18 of the ACHPR states that "the state shall ensure the elimination harsh treatment and implementation of the rights of women."

In consequence, Article 21 of the Protocol to the Charter on Human and Peoples Rights on the Rights of Women in Africa (ratified by Nigeria in 2004) states that 'a widow/widower shall have the right to inherit each other's property in the event of death whatever the matrimonial regime, to continue living in the matrimonial home.' Sub paragraph (2) of the above states that 'women and girls shall have same rights as men and boys to inherit in equal shares their parents' properties.'

#### **Domestication and application of the law - the Nigerian reality (parlance)**

Despite the provisions of the protocols, charters and conventions recognizing and guaranteeing rights of women and the obligations of the Nigeria government, the lives of Nigerian women and the widows are yet to attain a commensurate level of improvement. Women rank lower than men in all indices of development in the country. Widows are, more so, dejected. The rights of women and widows in Nigeria are clearly spelt out in the nation's constitution. The rights of women and widows enshrined in the Nigerian constitution are consistent with the ideals of humanism guaranteed by international bodies. But unfortunately these rights and ideals have remained 'paper tiger', mere theoretical postulations without any practical bearing on the lives and conditions of the Nigerian women and the widows who are worst affected. In practice, the Nigerian society is replete with anti-humanist ideals. Women are systematically relegated to inferior positions and widows to inhuman treatments. Despite all the provisions in the law and ratification of protocols, charter and conventions, Nigerian women and widows suffer violations and deprivations of their human rights through 'violence in the homes, sexual harassment at schools and work places, rape and defilements, harsh and punitive widowhood rites' denials, females Genital Mutilations (FGM), forced childhood marriages, sexual violation in conflict situations and during armed robbery attacks, enforcement of gender biased laws, discrimination against the girl-child, disinheritance of wives and daughters, harmful traditional practices and more (Human Rights Watch, 2014).

### **Some positive actions taken by Nigerian government and economic and social rights**

So far, some of the positive actions taken by the Nigerian government include: adoption of a gender policy in 2007, establishment of science schools for girls, establishment of Women Development Centers in Nigeria's 36 states, adoption of the trafficking in person's (prohibition) Law Enforcement and Administration pact, establishment of a National Agency for the Prohibition of Trafficking in persons, and adoption of a national policy on HIV/AIDS, reproductive health and female genital mutilation. Despite these efforts by the government, aspects still hindering the recognition of the rights of women and widows in Nigeria include: the patriarchal structure of the Nigerian society, failure of the National Assembly to pass the Abolition of all Forms of Discrimination Against Women and Widows in Nigeria and other Related Matters' Bill and failure to pass a national bill prohibiting violence against women and widows, and. failure of the Government to domesticate protocols or enact appropriate legislations necessary for bringing to pass its obligations and undertakings (Ajaegbo, 2016).

On the typologies of discriminatory practices in the Nigeria work place, aligning economic and social rights of women and widows, Ogunyomi (2014) identified sect discrimination as being prevalent in Nigeria. This, he denoted, takes the form of a woman or widow being treated less favourably than a man on the grounds of sex or indirectly by conditions applied equally to men and women which are detrimental to women or widows (Ajaegbo, 2016). This terribly affects the widows who are hapless and more vulnerable than any other group in the society

### **Marriage, separation, divorce and women's property rights**

Although Article 7 of the Protocol to the Charter on Human and Peoples' Rights and the Rights of Women in Africa, provide for both parties of a marriage to enjoy equal rights within and after the marriage in issues of custody and access to an equitable share of the joint property deriving from the marriage. This is not the case in most countries in Africa such as Nigeria. However, deriving from these provisions, three forms of marriages become recognized in Nigeria, namely: Customary, Islamic, and Marriage under the Act or Court marriage.

In point of fact, the reality of women marriage under customary and Islamic laws has not yet been affected by the protocol. A woman married under customary law is entitled to be provided with a home by her husband as long as the marriage subsists. She is also entitled to use her husband's property, but cannot dispose of it as her own. The right to be provided a house by her terminates upon divorce. Upon divorce, a woman married under customary law has no claim over a house jointly owned by her husband. Her position is not helped by the provisions of the Matrimonial Causes' Act in respect of maintenance and settlement of property, which expressly excludes the application of its provisions to marriages in the case of women married under the Act, where she is able to produce documents showing she made a contribution to the property, she is entitled to

the part of the property commensurate to her contribution. Many women are denied custody and access to their children. Among those under Islamic law, child marriage is still prevalent. According to Board for Women's Human Rights, "... girls are often married between the ages of 9-14. " The concurrence of child marriage is common (Ajaegbo, 2016).

### **Upholding the rights of widows**

In the treatise of the Lawyers Chronicle (2016), widows' rights are human rights. Ignoring the needs and concerns of widows around the world, is ignoring a violation of the basic human rights of the most neglected of women. When widows are denied the rights to access, own, control or inherit property and land they live on, it is an isolation of their rights. When these women and their children are evicted from their homes because their husbands have died, it is a violation of their rights. When a lack of savings means a lack of health care for themselves and education for their children and grand children, it is a violation of their rights. Widows who are forced into exploitative and risky sex work in order to support themselves and their families are bearing a burden that is unfair and unjust. And enduring traditional practices directed at widows, which are inhuman and degrading, is a serious violation of their human right. UNFPA advocates for the rights of the world's about 600 million adolescent girls, many of whom are married off too early, often to men who are much older than them and will more often, be widowed early (Human Rights Watch (2015). The Earth Defense Force 4 (2014), and Wagstaff and Doorslear (2000), posited, too, that addressing the needs and concerns of widows requires the effort of everyone.

They made the following key recommendations for governments, civil societies, and the UN systems: government must uphold their obligation of protecting the human rights of widows; national policies and programmes must integrate widowhood into current development plans and strategies, including the standards set by the Committee on the Elimination of Discrimination against Women and the Convention of the Rights of the child; governments must establish national laws, especially those that 'protect the property and inheritance rights of women and ensure implementation of those laws.' She should strengthen the judicial system, and empower widows to be recognized as full members of society; civil societies can help keep governments accountable, and be strong advocates for the rights of widows, and service providers to women and girls who finally have nowhere else to turn, and UN sister agencies must collaborate with each other and be our partners to ensure efforts are creating concrete results in partnership with UN provisions for women. In their concerted agreement, they declared in conclusion that 'it is our collective responsibility, as the International Community; leaders; and women and men to safeguard the rights and dignity of widows.'

**Patriarchy, marriage and the rights of widow in Nigeria**

In his postulation, Ujah (2016) opined that many women in several Nigerian communities dread the experience of widowhood. This is not just because of the pain arising from the loss of their husbands, but more so, as a result of the numerous dehumanizing rituals and practices associated with widowhood. The fact that these practices are interpreted as being founded on the prevailing traditions of the people, poses a bigger problem. But then, the question is: “what aspects of the tradition foster the violation of widows' rights and in what ways are these violations manifested?” Patriarchy and marriage as the conceptual framework on which a proper understanding of widows' experiences in Nigeria is based, argue that the institution of patriarchy and marriage, as aspects of the Nigerian traditional society, indeed, suffice as 'satisfactory explanations for the practice of widowhood in Nigeria.' They foster the violation of widows' rights. As an integral part of its findings, it denotes that the following constitute the manifestations of the violation of widows' rights: dethronement, defacement, forced levirate marriage, disinheritance, and denial of the right of dignity and equality.

In his work “Protecting of widows' rights against barbaric customs”, Agbagbodi (2016), explained that the Marian Webster Dictionary sees a “widow as a women who has lost her husband and not married again, making the same apply to the counterpart – the widower. Culture or custom, on its part, is defined in Encyclopedia Americana (2010) variously as a way of life of people, customs and beliefs which vary from place to place and tradition by tradition; they are the forms of beliefs and acts handed over from generation to generation. Sometime or more often, for example, what is cultural to an Ezinihitte Mbaise man or woman may not be so to an Obowo man or woman. Widows' rights are all about the fundamental rights of women in terms of burial rights and the manner of subjection to the most cruel nebulous and anachronistic aspects of such rights that ought to be jettisoned into oblivion. Agbagbodi (2016) argues that the society should endeavour to moderate, and refine some aspects of the customs that are inimical to modernity and civilization, if in point of fact, culture is dynamic. It has to change with time and the inimical aspects changed also to modernity in line with extant laws of the globe domesticated by most countries including Nigeria.

In consequence, Agbagbodi (2016) questioned 'why are women most vulnerable to this second slavery by men?' What happens when a man loses his wife? Why doesn't the society also subject him to such mourning rigours and belligerent aspects of the widows?' In his assertion, he denoted that women in these cruel communities pass through hell when, in the event of the demise of their spouses, or the moment a man is demised, the next line of action from extended family members is to apportion blame and indict the woman as the cause of her husband's death. He however, regretted that in this situation, nobody cares about their departed brother. Rather their various personal interests will be on the sharing formula of the man's properties with conflicts of interests raring their ugly heads No one cares about the welfare of the woman and her children. This has led to many cases of litigation among family members, regretting, for example, that some have even gone to the extent of killing to achieve their rapacious tendencies.

Continuing, Agbagbodi (2016) further explained that 'immediately the death of a spouse is officially announced, a thatched booth is constructed with palm fronds in an isolated position, the widow is quickly kept on bare floor there ... regretting that the custom, does not permit her much freedom ... she is kept under this strenuous condition for a long duration.' In advocacy to the rights of widows, he cited the case of four Eastern states in 1995, concerning the sepulchral rights of widows in Eastern Nigeria. The Human Rights Watch (2003), pointed out that 'this struggle is not peculiar to the Ibo race; other tribes or nations are also in this struggle to ensure and entrench the rights of widows. It has become very pertinent in this era of modern civilization to protect rights and interests of widows in our societies; widows are in pain of losing their beloved husbands and more of the pain should not be escalated. They rather need compassion and empathy.'

Some researches carried out on widowhood problems by House (2001) and others generally revealed the following indices of observations: 75.5% of the widows struggle for properties of their deceased; about 85.5% level of violation in terms of rigid application of the customs on the widows and their subjectivity to all manner of intimidation vis-à-vis the procedure for mourning rites; 50% in the areas of protection of the widows' rights to life; 55% in areas of taking responsibility of affordability of education to the children by the widows, and 90% level of abandonment immediately after the burial rites. It is noted that widows are humans and all rights and privileges appertaining to humanness should unreservedly be extended to them with equanimity.

### **Conclusion**

Widowhood is a global problem. Most countries of the world including Nigeria have domesticated laws made in this regard. All nations are expected to drive home the rubrics of the domesticated laws down into the marrows of all that have anything to do with the widows for their good, especially in Nigeria and more so in Ezinihitte Mbaise Local Government Area of Imo state, where their sufferings are still unabated because of the harsh traditions, customs, policies, environment and voracity of widows' husbands' relatives to snatch their brothers' properties from the widows. It is, however, necessary to say that deprivation of widows' rights has reduced greatly in Ezinihitte Mbaise against what it used to be in the past. Where it is still being harsh-practiced, kindred sometimes interfere to minimize or abrogate it. Sips of such widowhood practices are noticeably more in down-trodden families where relatives are predominantly poor and illiterate, and where the children of such widows are tender and they see also that such widows are weak and wretched to resist such inhuman practices on them or lack the well-witall to forestall same.

### **Recommendations**

Laws, no matter how well they are written, without implementation, are mere paper-works. In the light of the above, the following recommendations are made:

1. Human Rights activists made up of some legal luminaries and jurists should give free legal services to widows entrapped in this illegal act of veracious husbands' relatives' hijacks of property whenever they come up with their nefarious intentions to snatch widows' inheritances.
2. Government should promulgate a decree that such matters concerning widows should be given accelerated hearing in courts and must not exceed six months to quash in favour of concerned widows since their predicaments are obvious in the society. Widows should be enlightened through various media outfits on their inheritance rights and should report attackers to Human Rights' Activists for free legal service. Governments at all levels – federal, state and local as well as stakeholders, should embark on regular seminars and symposia at urban and rural places in the country to educate everybody especially relations of widows' husbands about necessary laws prohibiting such bastardly acts on the widows and the machinery put in place to forestall same as well as the punishment for defaulters of such laws.
3. Illiterate widows so affected should lodge their complaints verbally to their nearest legal office for records and appropriate action without any form of charges. Relations of deceased husbands whose wives are widows should be made not to poach into the internal family affairs of such widows and allow them all their inheritances irrespective of cultural and traditional affiliations as such are no longer en vogue in laws in the contemporary societies.

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## **A Survey of the Availability and Utilization of Information Resources in the Circulation Unit in Federal College of Education (Technical) Bichi Library**

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### **ABSTRACT**

The purpose of the study was to investigate the availability and utilization of information resources in Federal College of Education (Technical) Bichi library. Three objectives and three research questions were raised to guide the study. The study employed quantitative methodology and survey research design. The total number of 892 registered students from the college between 2019-2021 academic session formed the population of the study. A sample of 270 students (10% sample) was used based on sample size calculator. The stratified sampling technique was employed in sampling the population. The instrument used for data collection was questionnaire. The instrument was validated and a reliability test was conducted before it was administered to respondents. Data generated was analyzed using simple percentage and descriptive statistics. Mean was used to answer some research questions. The findings of the study revealed that majority of the respondents utilize the information resources available in the circulation unit of the library because of adequacy. It concludes that information resources were made available to the staff and students of the College. Majority of the respondents used the library for study and research purposes rather than for leisure and recreational purpose. The findings also showed that users also utilize information resources even though they were encountering some challenges when accessing the materials such as lack of proper shelving and shelf-reading, lack of library catalog, and user's behavior. The study recommended that library management should ensure that the problem faced by the users of the library in utilizing the information resources are minimized and that the suggested strategies that will help to overcome the challenges facing the students in the use of the information resources should be adopted.

**KEYWORDS:** Information, Resources, Library, Circulation, Utilization, Availability,

### **INTRODUCTION**

Information is one of the several resources that are needed and utilized by human beings for their development. The exact nature of information is not easy to describe, perhaps the most explicit definition in the literature define information as recorded experience that is used in decision making. The dependency on information on every spare of life has increased day by day.

Researchers and scientist are always curious to know the latest information and major development in their area of interest through scientific publications and productions. In a research environment, libraries are helping users with relevant information within the required time. When users use the information resources, the mind elevates the information resources on the basis of benefits derived from the information. This results in the formation of attitude, when the information has helped him in the professional work, it results in positive attitude, which results in the satisfaction. When user is not satisfied by the used resources, it results in negative attitudes, leading to dissatisfaction. Satisfaction enhances the usage of the resources. Therefore, it becomes necessary for the libraries to know how far the users are using the resources acquired by them. In this context, an attempt has been made in the present paper to study the availability and utilization of information resources by users in federal college of education (technical) Bichi library.

The College library is seen as the heart of the institution, because the library can stand on its own but the university/college cannot stand on its own. In universities, the three major infrastructures are laboratories, teachers/classrooms and libraries that contain rich and balanced information resources including equipment that can support the teaching, learning and research work. Library and information resources are materials which convey, carry or contain information for use by the students (Ugwuanyi, 2007). Peschers (2005) emphasized that information resources include illustrated books, comics, dictionaries, encyclopedias, serials, fiction and nonfiction. Library resources are of diverse formats.

Availability of library resources means ensuring their presence in the library for immediate use (Ugah 2007). According to Ajibero (2004), the essence of libraries is to satisfy the needs of users by providing information resources and services that meet the College programs curriculum. Oyelekan and Iyartsuun (2011) conducted a study on evaluative study of reader services in University of agriculture library Makurdi. The study revealed that users were satisfied with lending services, reserve materials services, and bindery services. The study also showed that inter library loan, current awareness, library orientation and photocopying services were not suitable to them.

Ogbuiyi and Okpe (2013) evaluated the use of library materials and services in private universities in Nigeria. Among the objectives of the study was to investigate the degree of users satisfaction in library materials and perception of services. The study shows that 60% of the respondents agreed that text books were adequate, 72% of respondents agreed that supply of newspapers in the library are regular, and 59.9% respondents accepted that the reference services was perfect.

Users satisfaction with academic library performances as conducted by Ijeikhumhen, Aghojare and Fredinand (2015), revealed that users were satisfied with the photocopying and scanning services, current books on shelves, access to electronic information resources such as books and journals, complete relevant journals, friendly

users card catalogue to locate resources, longer hours to locate resources via the internet and the opening hours were suitable.

Despite the availability of studies on user's satisfaction with library resources and services in universities/colleges libraries, however, no study found to have been conducted on the survey of the availability and utilization of information resources in circulation unit of federal college of Education (Technical) Bichi library. It is in the light of the above that this study tends to fill this gap in knowledge. This study therefore embarked on investigating the availability and utilization of information resources in the circulation unit of FCE (T) Bichi library.

### **1.2 Research Objectives**

The study is design to achieve the following objectives:

1. To determine the available resources in the circulation unit of FCE (T) Bichi library.
2. To determine the extent of utilization of the information resources available.
3. To identify the challenges associated with the use of information resources available.

### **1.3 Research Questions**

The following research questions were formulated to guide the study:-

1. What are the information resources available in the circulation unit of FCE (T) Bichi library?
2. What are the extent of usage of the information resources available?
3. What are the challenges associated with the use of the information resources available in the circulation unit?

## **METHODOLOGY**

The survey research method was adopted for the study, and a validated questionnaire was the instrument used for collecting data. The total population of the study comprises 892 students that are among the users of the library with effect from 2019-2021 academic sessions ( NCE I, 420 Students, NCE II, 265 students, NCE III, 207 students ). The stratified sampling technique was employed to sample the entire population of the library users because of the diverse population. It was employed in order to derive the sample of the study base on gender characteristics. Thus, 270 respondents were selected for the study base on 95% confidence level and 5% confidence interval of sample size calculator. The instrument use for data collection was validated by a superior officer and some library staff were given for a reliability test before it was administered to the respondents. However, out of 270 questionnaires that were distributed, the same 270 were returned and 260 were found useful. The completed and returned questionnaires were analyzed using descriptive statistics, percentage, and frequency distribution. Mean

was used to answer the research questions. The bench mark for this was 2.50( $4+3+2+1=10/4=2.50$ ). The decision rule was: any item with mean value of 2.50 and above was remarked accepted, while any item with mean value less than 2.50 was remarked not accepted.

## Data Analysis

### Gender of the respondents:

This section presents questionnaires collected on the basis of gender of the research respondents. Out of 270 copies of questionnaires distributed, 260 (96%) was retrieved, comprising of 170 (65%) male and 90(35%) female users of the library. This shows that majority of the library users were male.

Research question 1:

What are the resources available in the circulation unit of FCE (T) Bichi library?

Table 1; Adequacy of the resources available in the circulation unit of FCE (T) Bichi library

S/N	Information resources	Adequate (frequency and % of the respondents)	Not adequate (frequency and % of the respondents)
1	General Studies	160 (61.5%)	100 (38.5%)
2	Pure sciences	200 (76.9%)	60 (23.1%)
3	Technology	180 (69.2%)	80 (30.8%)
4	Social sciences	160 (61.5%)	100 (38.5%)
5	Arts	120 (46.2%)	140 (53.8%)
6	Education	220 (84.6%)	40 (15.4%)

Table 1 shows that majority of the respondents are aware of the resources available in the circulation unit of the library. The resource that are adequate are pure science, education and technology (i.e76.9%, 84.6%, & 69.2% accordingly), followed by social sciences and general studies (61.5% each). Only few of the respondents are aware of the availability of arts studies materials (46.2%)respectively.

Research Question 2:

What are the levels of usage of the information resources available?

Table 2 shows the level of usage of information resources available in the circulation unit of FCE (T) Bichi library.

S/N	categories	Always use	Sometimes use	Never use
1	General studies	60 (23%)	80 (30.8%)	120 (46.2%)
2	Pure sciences	100 (38.5%)	80 (30.8%)	70 (26.9%)
3	Technology	120 (46.2%)	100 (38.5%)	40 (15.4%)
4	Social sciences	200 (76.9%)	10 (3.8%)	50 (19.2%)
5	Arts	140 (53.8%)	100 (38.5%)	20 (7.7%)
6	Education	220 (84.6%)	30 (11.5%)	10 (3.8%)

As seen in the previous table (table 1), the most available resources in the circulation unit of the library is the education resources. In consonance with that, the information resources are used by almost all categories of users, the maximum used materials are the education, social science and arts (84.6%, 76.9%, and 53.8%) respectively. Another resources that are sometimes used are the technology resources (46.2%) and pure science (38.5%). On the other hand, it is observed from the table that general studies are not very popular among users. Very few respondents always use those resources (23%).

### Research Question 3:

What are the challenges associated with the use of information resources available in circulation unit of FCE (T) Bichi library?

Table 3 shows the challenges associated with the use of information resources in the circulation unit of FCE (T) Bichi library.

	Variables	SA	A	SD	D	Mean X	SD	Remarks
1	Lack of catalog to access materials	30	65	100	65	3.25	2.59	Accepted
2	Inability to locate materials from the shelve	80	100	50	30	3.15	2.51	Accepted
3	Non-availability of current resources	40	50	100	70	2.49	2.16	Rejected
4	Poor organization of information resources	20	30	150	60	2.56	2.40	Accepted
5	Inadequate copies of books	50	80	75	55	3.18	2.56	Accepted
6	Insufficient ICTs	45	65	50	100	3.00	2.52	Accepted
7	Interrupted power supply	15	15	80	150	2.58	2.42	Accepted

Table 3 above represents challenges associated with the use of information resources in the circulation unit. It was indicated that lack of standard catalog to access the materials is the major challenge with 2.59 percent of the total responses. Other accepted variables are inability to locate materials (mean 3.15 & SD 2.51), poor organization of information resources (mean 2.56 & SD 2.40), inadequate copies of books (mean 3.18 & SD 2.56), insufficient ICTs (mean 3.00 & 2.52), and interrupted power supply (mean 2.58 & SD 2.42) are all identified by the respondents as some challenges faced in accessing information resources. Only non availability of current resources is a rejected statement by the respondents with a mean of 2.49 and SD of 2.16 respectively.

### **DISCUSSION OF FINDINGS**

Research question one was on the types of information resources available in circulation unit of federal college of education (Technical) Bichi library. Findings reveals that the types of information resources available for users in the library are adequate.

Research question two was on the extent of usage of information resources available in the circulation unit of the library. Findings reveals that staff and students of the college utilize the information resources available in the library for teaching, learning and research purposes.

Research question three was on the challenges faced by the users of the library in using the information resources. Findings reveals that there are many problems faced by the users in using the information resources available in the circulation unit of the library.

### **CONCLUSION**

The study revealed that the majority of the college library users were male. It is discovered from the studies that most of the respondents use social science and education resources for study and research purpose. Users were satisfied with the resources available in the circulation unit of the library. It is also seen from the studies that there are some challenges faced by users associated with using the resources available in the circulation unit of the library. This shows that there are a lot of work to be done in order to improve on the library resources and services rendered to library users.

### **RECOMMENDATIONS**

Based on the above findings, the following recommendations are made:

- 1.FCE (T) Bichi library should focus on user's need and they have to continuously improve various information resources to create good environment for their users.
- 2.It is also necessary to enhance personnel service, attitude and quality, especially circulation unit personnel, in hope of satisfying the need of users in different fields.
- 3.Users should fully utilized information resources in the circulation unit to maximize their benefits. If they find any difficulty in accessing the resources, they should respond immediately so that the problem can be improved.

4. The library should work upon providing effective services to their users and they have to provide remote access to all its users.

5. There should be constant power supply and adequate available resources in the circulation unit of the library that will facilitate the use of resources and met up with the demand of the modern era.

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## **Utilization of Audio-Visual Aids in Facilitating Teaching and Learning in Adult Literacy Programme**

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### **ABSTRACT**

This study was designed to highlight the impact of utilizing audio visual materials in the facilitation of Adult Literacy classes in Kano State. The paper examines instructional material concept, classification of instructional materials, qualities of instructional materials, guiding principles for the use of audio visual aids, the need for audio visual in teaching and learning process, adult literacy concept, impact of utilizing audio visual material in adult literacy classes, improvisation of instructional material and finally, the paper recommended that; when using audio-visuals aids, you must carefully outline specific goals for your audience, careful selection of materials will make teaching/ learning process lively and very effective, facilitators must decide on facts that need to communicate and how they can best be organized, facilitators should produce teaching aids, and make proper use of them and lastly, the materials to be selected must be based on level of your audience, because how you present them will also influence their effectiveness.

**Key Words:** Utilization, Audio-Visual Aids and Adult Literacy

### **Introduction**

Audio-visual aids are tools used by teachers in teaching learning situations to motivate, guide and enhance teaching and learning. Audio-Visual aids are referred to as Instructional Materials. They are items, (hardware) or software, which can help the teacher to teach effectively and the learner to learn effectively. They refer to all items or things that can be seen, or manipulated with the objective of enhancing teaching learning process. Instructional materials are alternative channels through which the classroom teacher can use to concretize a concept during his or her lesson (Obianwu, 1985). Obianwu added that, learning is faster and more lasting when use of instructional materials. To achieve educational objectives, the learner needs to be exposed to real life situation, by use of audio-visual aids such as pictures and diagrams.

Instructional materials are very vital in teaching /learning process. They aid teaching and learning generally. In recognition of their importance, the National Policy on Education (2004) stipulates that Audio-visual aids center will be set up under the auspices of Federal, State Government and there will be close co-operation and consultation between the center and all educational institutions for the development and effective utilization. This will add more emphasis to the use of instructional materials in the educational system.

This paper is therefore, aimed at highlighting the impact of utilizing audio visual materials in the classes of adults' people, in order to assist and make their learning very easy, effective, and much interesting. Using audio-visual aids will help the adult learners to follow through the logic of the lesson. This is effective because the learners will grasp easily what is being presented after reading, watching and hearing which are the different perspectives of learning new information.

### **Instructional Material**

Instructional materials are concrete materials or tools used by teachers in teaching-learning situations to motivate, guide and enhance teaching and learning (Omeagboji, 2005). Obianwu, (1985) sees instructional material as alternative channels which the classroom teacher can use to concretize a concept during his or her lesson. This helps in a way to bring the student face to face with reality. Instructional materials therefore help teachers to arrange more effective environment for learning. Dike (2008), stated that Instructional materials help teachers to convey the intended message effectively and meaningfully to the learners so that he can receive, understand, retain, recall and apply the experiences to reach overall educational goals. Put more succinctly, instructional materials concretize ideas, concepts, theories, facts, principles and generalizations. They are dependable on capturing students' imagination and interest in the topics taught to them (Dike, 2008)

The importance of instructional materials is too obvious to be over emphasized. According to Omeagboji, (2005), instructional materials increase the rate of learning, save teachers' time and efforts, increase the learners' interest and facilitate retention of what is learnt. Instructional materials are items which can help the teacher to teach effectively and the learner to learn effectively. They refer to all items or things that can be seen, heard, read or manipulated with the objective of enhancing teaching-learning process. Instructional materials simplify and give vividness to explanations rendering the teaching more accurate. Nzewi, (1995) itemized the importance of instructional materials as follows:

- They make learning more permanent.
- They facilitate the learning of abstract concepts and ideas, that is, they help to concretize the ideas and so stimulate the imagination of students.
- They help to arouse and sustain interest.

- They provide experiences and contribute to the efficiency, depth and variety of learning.
- They offer a reality of experience which stimulates self-activity on the part of the students. Thus, they keep the students busy and active thereby increasing their participation in the lesson.
- They make the job of the teacher easier; he is saved from much talking; they offer him an avenue to illustrate concepts clearer and better and they reduce the time he will normally spend on only verbal explanation.

Instructional materials can be classified according to usage. Some are visual instructional materials such as computer hardware, pictures, charts, diagrams, geoboards, diaries block flannel boards, overhead projectors, newspapers, magazines, maps, models etc. Some are audio-visual instructional materials which include television, video tapes, films, computers etc. There also are have audio instructional materials which include radio and cassettes. Finally, there are special instructional materials for the physically handicapped people such as Braille machines, auditory tubes etc.

Based on the above, the use of instructional material in adult literacy classes is found to be very useful and will make the adult participants develop interest in the learning activities. This is in line with the opinion of Ukejeh (2012) who said that; “learning takes place effectively when the teacher sets out to provide learning situation in which the learner will learn because of his natural reactions to the provided materials”. He added that during the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional aids. The attention of the learner is caught and his interest is also won and he is ready to learn.

### **Qualities of a good instructional materials,**

Instructional materials though very important but does not substitute the role of the teacher. It rather supplements the efforts of the teacher in an attempt to achieve the instructional objectives. The type of instructional materials used by a teacher depends on the topic objectives, age and cognitive readiness of the learner. Instructional material must possess the following qualities or characteristics as stated by Ezike and Obodo (2005):

- A good instructional material should be adequate for the age of the learner.
- It must be absolutely relevant to the objectives of the lesson.
- It should be clear in illustration for student's understanding.
- It should be simple not be congested with irrelevant details that can obscure major element of interest.
- It must be adequate in size not too small nor too large.
- It should be improvisable.
- It should be affordable.

- It must tend towards durability.
- It must be reliable and valid.
- It must be amendable to the process of evaluation.

### **Guiding Principles for the Use of Audio-Visual Aids**

Salau (2000), gave out the following guides for the use of audio visual materials.

- 1) The communicator must first get his audience's attention. He should realize that, like children, the learners would in all probability be inattentive, given their new learning situation. He must get them to listen to him, look at the poster he puts up or watch the demonstration he plans.
- 2) He must communicate in such a way that the learners can understand what he is saying. They must understand the visual materials as well as the words.
- 3) He must get his message across in such a way that it is accepted. Assuming that the learning context relates to health or agriculture, the expectant mother must be willing to go to the health centre for further information while the farmer must be persuaded to go the local agricultural office for further information and the villager must accept the idea of vaccination.
- 4) Know already? What are their attitudes towards the subject being learnt through the audio-visual aid? And to you the communicator? What are their communication skills? Do they understand the words and visual materials you are using? How does the social situation affect their acceptance of what you are communicating?
- 5) Look at the students' background to develop materials that challenge them without overwhelming them. This will help them learn at the fastest rate possible for them.
- 6) As you design your course, include some extra material that can help bring struggling students up to speed. Step-by-step explanations in more simplified language, as well as lessons that involve multiple senses, can help guide these slower learners to true understanding.

### **The Need for Audio-Visual in Teaching/ Learning Process**

A Chinese prompt says, "If I hear, I forget; if I see I remember." In addition to the Chinese position on learning, It is necessary to add that "I would remember for much longer if I both hear and see". This underscores the significance of both audio and visual media in teaching and learning. Visuals only constitute mute pictures. Audios only constitute sounds, teaching the learner to imagine Antigua's pictures to put more meaning into pictures. That is why projected materials (films, slides e.t.c.), audio materials (CD, records e.t.c), broadcast materials (radio, television) and display materials (charts, flannel graphs, maps; posters, pictures, photographs e.t.c) are all crucial media in teaching adult classes.

In practical terms, audio material are more expensive and so less readily available than visual materials within the context of the totality of literacy teachers in the country. This

explains why across the country, the probability is that more of visual materials are used by literacy teachers.

Visual materials can make valuable contributions to literacy teaching and learning in several ways which include the following:

- Using visual can help focus the attention of your audience as they see what you say at the same time they hear what you say.
- Visualizing provides variety in your teaching and helps make the subject more understandable.
- Visuals can enrich the experience of your audience by giving them the opportunity to see things they ordinarily do not see.
- Visuals can overcome limitation of size, space and time, things that are too large or too small to be easily seen can be reached or enlarged in models or pictures so that your audience can understand them more easily. Things that are too far away for your audience to see firsthand can be brought to them in drawings or photographs. Similarly, things that happened in the past or things that might happen in the future can be visualized to give them greater meaning.
- Visuals can add meanings to the words you use. Each of us gives meaning to words based on our experience. Visuals can help provide the common experience necessary for effective communication.

### **Adult Literacy**

The terms 'literacy' and 'adult literacy' have been variously defined by different scholars in different contexts. Hence conceptual clarification here is necessary. The key word here is “literacy” and as such it deserves a brief analysis that would help to give a clearer understanding of the broader term “adult literacy”.

In the simplest sense, literacy means “the ability to read and write in a given language, but this definition appears very inadequate because it does not give a clear picture of the level of one's ability to read and write”. This myopic conception has led many countries to construe and apply literacy to education in different ways and contexts. For example, Sosu (2006) observes that “Albania, Djibouti, Niger, Sierra Leone, Senegal provide a definition for literacy in terms of “the capacity to read and write”. In Ethiopia, it implies the “percentage of the population aged 10 and above who can read and understand a short and simple statement”.

For Akinpelu (2002), Literacy means more than the skills or the ability to read and write alphabets, words and simple statements. This is what Wagner (1991) calls “native or low literacy”. In view of this, the concept of adult literacy is derived from the general concept of literacy. In other words, it is in an aspect or a type of literacy that has to do with the adults. An adult in this case is someone, in the Nigerian context, who is eighteen years and above, and who is mentally, physically, socially and psychologically mature.

Adult literacy therefore has to do with the ability of an individual adult (man or woman)

to read, write and communicate in known language(s), as well as the ability to do basic mathematical computations far beyond basic literacy level. In simple terms, adult literacy should be seen as a tool that can equip the individual to improve himself intellectually, to empower himself economically, and to make himself socially and politically relevant.

Adult Literacy programme can be categorized into two: basic adult literacy and functional adult literacy programmes (Ezimah, 2004). The Basic Adult Literacy Programme is mainly designed to arm or furnish the students with the rudimentary skills of reading, writing and computation through the use of the local languages, especially the mother tongue. The objective is to equip the learners with basic skills of communication and understanding of their environment. On the other hand, functional adult literacy programmes combine both the teaching of literacy, numeracy and vocational skills. The objective is to equip recipients with skills and knowledge that could make them employable and useful in other spheres of life on completion of training. For this reason, adult literacy learning programmes should take place in the context of development or livelihood activities.

Therefore, for adult literacy to be well organized, there is great need for the use of audio visual material in teaching and learning processes. Gopal (2010) stressed that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. That is, with audio-visual materials, the barrier of communication and distance is broken. He added that; Audio-visual resources can play a major role of making learning permanent. Gopal (2010) stressed that “audiovisual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned, because they seem to evoke the maximum response of the whole organism to the situations in which learning is done.

### **Impact of Utilizing Audio-Visual Materials in Adult Literacy Classes**

The use of audio-visual aids in the learning environment is important in lots of ways. One of the ways in which they are important is that they can accommodate various learning styles which produce effective learning. Some adult learners learn successfully when they see what is being talked about. Further, others learn best when they can touch or practice anything in line with what has been taught while some others can understand fully by relying on hearing only and so on. Aggarwal (1960) explains that the effectiveness of acquiring new knowledge, skills and attitudes by learners depends on the techniques used and the learning styles of the students. The learning style of an adult directs the way information should be presented to them or which techniques to use.

In illustration, the audio-visual aids can be used in new language acquisition. In a class of adult learners, an audio-visual aid such as a video which shows people having a short dialogue may be used for effective learning. This will assist the adult learners to learn best by hearing how words are pronounced in a language being used, and see which hand gestures accompany the said words. The adult learner will find it easy to grasp how

language is used and be able to use the same gestures when using that language. Further, the learners will find it easy to remember depending on their learning style such as hearing and seeing. The new knowledge can be made concrete by directing them to practice what they watched and heard in the short video.

Moreover, Eze (2013) argues that humans learn easily and in the shortest period of time by audio-visual processes as compared to verbal explanations solely. For example, using a projector can help in achieving what has been stated. The images and sounds must be in line with what the instructor is stipulating. If the adult learner did not understand the instructor's words, he or she will be able to interpret what the projector is projecting.

Another factor that allows the audial-visual aids to be significant in the learning environment is that they can be used to motivate the adult learners. When the learning situation is effective enough, it will cause the learners to react naturally to the materials provided (Martin, 2009). Adults are pragmatic in nature, in that they always want to learn things that can be applied immediately. What makes this effective and motivating to the adult learners is that the audio-visual aids help the students gain knowledge by showing them how the learned concepts are applied in the labor market or real-life situation. The adult learners will be motivated to learn more because they show the relevance of what is being taught.

Further, Ngozi, Samuel and Ameh (2012) stated that the audio-visual aids are important because they may assist memory or retention of what has been taught. During the learning process, discussions and a lot of statements are made, and examples are given to help the learners understand which would create a platform for the learners to miss the main point. Hence, they can be used to pin-point the main idea during the discussion. An example of visual aid that would assist in this perspective is the black or white board. They can be used to write only the main concepts under discussion. Hence the audio-visual aids assist the learners who might have been lost in the discussion to keep track of what is being talked about.

### **Improvisation of instructional materials,**

Improvisation is the act of making something by using whatever one can find because there is lack of equipment or material that is needed for a particular purpose. Improvisation of instructional materials is needed for a particular purpose. Improvisation of instructional materials is concerned with alternative source of supplementing and providing teaching material for a particular lesson. In the opinion of Eniayeju (2006), it is the act of using alternative material and resources to facilitate wherever there is lack or shortage of specific first hand teaching aids. It is the act of designing and producing instructional materials to promote classroom instruction.

Inherent in the improvisation process for Nnolim (1998) is the keen sense of creativity, resourcefulness and entrepreneurial skills of teacher or his/her nominee. The need for improvisation of instructional materials arose because of the scarcity and the

expensiveness of readymade materials for teaching and learning. Ogunsanya (1984) unveils the scarcity of instructional materials in most primary and secondary schools in Nigeria. He found out that one hundred percent of classroom teachers do not use films, slides, film strips, overhead projector and records. At times some of the instructional materials are not available in the right quality and quantity while some are obsolete to ensure effective utilization.

### **Conclusion**

In conclusion, audio-visual aids play an important role in the learning process in various ways. One of them is that they are able to accommodate different types of learners. They are also able to help the adult learners to easily understand what the adult educator is talking about. Moreover, they can be used to motivate the adult learners by linking the audio-visual aids to the real world because they make the learners see how the learnt concepts can be applied. The audio-visual aids are effective in the teaching and learning process because they engage the learners by using more than one sense. They employ eyes, hears, touch and may also engage the feelings of the learner. However, the audio-visual aids can be limited in different ways because some of them cannot be used in remote areas. They may distract the learners from the facilitator, the equipment can be expensive among others. Instructional materials convey the intended message effectively and, meaningfully to the learners so that they can receive, understand, retain, and apply the experiences to reach overall educational goals. However, the utilization of these materials in teaching and learning process do not guarantee effective communication nor effective teaching and learning. It is the careful selection and skillful handling as well as appropriate presentation by the teacher that renders them useful in facilitating learning.

### **Recommendations**

As the mere use of audio-visuals does not assure good communication or positive feedback from learners, therefore the following suggestions will be helpful to the facilitators:

- 1) When using audio-visuals, carefully outline specific goals for the audience.
- 2) Careful selection of materials will make teaching/ learning process lively and very effective.
- 3) Facilitators should decide on facts that need to communicate and how they can best be organized.
- 4) Facilitators should produce teaching aids, and make proper use of them.
- 5) The materials to be selected must be based on the level of your audience, because how you present them will also influence their effectiveness.



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## **INSECURITY IN NIGERIAN EDUCATION SYSTEM: IMPLICATIONS FOR EDUCATIONAL MANAGERS**

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### **ABSTRACT**

The quality of education anywhere in the world is determined by peace and security in the learning environment. This paper therefore examines causes, forms and consequences of insecurity on educational system in Nigeria and its implications to educational managers. It posits that, lack of good governance, poor parental upbringing, poverty, frustration and unemployment are factors that bedevil the security situation in educational institutions in Nigeria. The paper identifies cultism, violence, armed robbery, sexual harassment, abduction and kidnapping as forms of insecurity in educational institutions in Nigeria. It also considered school drop-outs, poor academic performance, loss of school resources and fear in students, teachers and parent as consequences of insecurity in Nigerian educational institutions. The functions of educational managers are not just limited to managing the activities of the school but also to ensure the security of the learning environment. This paper therefore suggests that, educational managers should take comprehensive strategies to deal with the state of insecurity in educational institutions by training security personnel and make them brave to face any security challenge in schools and that government should recruit sufficient security personnel in the country with electronic based security gadgets for easy access to and detection of criminals in society.

**Key Words:** Insecurity, Educational System, Educational Managers, Educational Institution

### **Introduction**

The Nigerian education system is deeply in crisis of insecurity and the challenges are predominantly in the northern Nigeria, which is already the less educationally developed region in the country. Peace and security are important factors for successful teaching and learning in schools. Students cannot learn in a state of fear and anxiety so also the teachers cannot teach in such situation. The term "Security" originated from the Latin word "Securus" which means 'free from care'. Security simply means feeling safe or free from danger. Hornby in Akinlabi and Ezioliaku (2013) defines security as all activities involved in protecting a country, building and person against attack, danger, harm or

damage, theft or terrorism. There have been reoccurring crisis of insecurity in educational institutions which constitutes a serious challenge to the Education system in Nigeria. The previous abduction of school girls in Chibok and Dabchi in Northeastern Nigeria precisely Borno and Yobe States, the abduction of school boys in Kankara community in Katsina state, Niger state, Kebbi and many other schools and recently in Zamfara State as well, are clear examples of insecurity in the education system in Nigeria.

Learning environment must be provided with full security for effective teaching and learning. It is the responsibility of the government to provide security to the life and property of its people. It is only when the environment is secured and safe that people can go out for schooling and other business activities. The security situation in Nigeria hampered the educational and economic development of its people, a lot of people do not go to some areas for schooling or business activities. Hawkins, the United Nations Children's Fund (UNICEF) representative in Nigeria in 2022 remarked "school attacks and students abduction in parts of Nigeria have instilled fear among communities stopping at least one million children from returning to school, so far this year, there have been 20 attacks on schools in Nigeria, with 1,436 children abducted and 16 children dead. More than 200 children are still missing," Hawkins (2021)

Nigeria has recorded incidents of security threats in educational institutions in recent past as follows: In 2012, about 40 students of Federal Polytechnic Mubi were massacred by Boko-Harram insurgents. On August 16<sup>th</sup>, 2013, a female student of Abia State University was held hostage for over one hour and gang-raped by persons suspected to be cultists, On April 14<sup>th</sup> 2014, about 276 girls were abducted from Government Secondary School, Chibok. The girls were in the process of writing their school certificate examinations when they were abducted. Some of the girls have been released while others are still in captivity till date. On August 29, 2015, a 4<sup>th</sup> year law students of the University of Calabar was sexually assaulted by her lecturer. On 16<sup>th</sup> January 2017, two suicide bombers attacked University of Maiduguri, killing three people including a professor. On 19<sup>th</sup> February, 2018, 111 secondary school girls from Government Girls Science and Technical College, Dapchi, Yobe were abducted. On February 17, 2020, an Associate Professor in the Institute of Public Administration, University of Calabar was kidnapped in his house. The sum of N50 million ransom was demanded by his abductors and in April 2020, three students of the University of Port Harcourt were kidnapped, killed and subsequently buried in a shallow grave. (Ekpoh. Aniefiok &Nse 2020). This paper therefore examines the causes, forms and consequences of insecurity on educational system in Nigeria with the view to providing a lasting solution to the menace in Nigerian educational institutions.

### **Concept of Insecurity**

Insecurity is the opposite of the word security. Therefore, insecurity is a situation whereby people of a nation or community are not safe and free from any crime or

violence that destroys, harms or destabilizes the continuity of their livelihood. Beland (2005) defines insecurity as “the state of fear or anxiety stemming from a concrete or alleged lack of protection.”. It refers to lack of or inadequate freedom from danger. Achumba, (2013) defines insecurity from two perspectives. Firstly, the author sees insecurity as the state of being open or subject to danger or threat of danger, where danger is the condition of being susceptible to harm or injury. Secondly insecurity is perceived as the state of being open to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. Insecurity underscores a major point that those affected by insecurity are not only uncertain or unaware of what would happen but they are also vulnerable to the threats and dangers when they occur. According to Eric (2021) insecurity is a common feeling that nearly most people will experience at some point, and it can stem from numerous sources. Generally, it presents a lack of confidence, anxiety, and uncertainty. By working to accurately identify and address insecurity, a person can minimize its unwanted impact, find renewed security, stability, and a sense of worth that propels them towards happiness and improved well-being.

#### **Causes of Insecurity in the Education System in Nigeria**

Jacob and Andrew, (2015) pinpoint the following as responsible factors for the general state of insecurity in Nigeria. namely: unemployment, bad governance, lack of quality education or training, lack of or inadequate basic infrastructures, corruption and corrupt practices of government officials, perceived victimization, arrant poverty in the midst of affluence, ethnic superiority, religious superiority, domination and exploitation, materialism and the display of it with impunity, etcetera. According to Ishaq, Tope and Abdulhafiz (2019) ineffective education is the leading factor responsible for insecurity syndrome in Nigeria followed by unemployment, corruption, poverty, poor security infrastructure, mismanagement of national resources, selfishness, high rate of illiteracy, poor information and communication technology, inadequate database and under funding of the security agencies in Nigeria.

Akintokunbo in Ishaq, Tope and Abdulhafiz (2019) links insecurity in Nigeria to massive and unchecked corruption, greed, selfishness, lack of patriotism, lack of political will and conscience, and of course, lack of vision and purpose. Manga (2019) noted that the cause of insecurity in schools are included non-challant attitude of some school administrators towards security matters, lack of a comprehensive and well disseminated school security policy, lack of execution of security duties by the school security guard among others. Many factors cause insecurity in the educational system in Nigeria but worthy of mention are as follows:

- 1. Lack of Good Governance:** This is the major cause of insecurity in Nigeria. This is because any nation that is characterized by absence of rule of law, no accountability, no fair legal framework and no consideration of what is needed for sustainable human development and how to achieve the goal of such

development, such a nation may experience threats of insecurity. According to Oke, (2021), leaders in Nigeria feel above others because of their level of insincerity when in position of authority and this poses serious security challenges to the society.

2. **Poor Parental Upbringing:** Parents are the first teachers of children; they are the first to teach them and train them in good character. Parents are supposed to tell their children what they are expected to do, which should be based on the acceptable life style of society. The loose moral values of the family which throw the children into deviant behaviour at the initial stage follow him to the school (Oke, 2021). As a result of modernity, parents over-pamper their children by not enforcing strict discipline on them, and so they are more likely to Foster children that are rude, arrogant and wayward (Obasi, 2007). Most children that lack moral upbringing may probably become rapists, thieves, thugs in the school and society.
3. **Poverty:** Poverty is a major problem in Nigeria that affect many people. Those who are subjectively poor and cannot afford the basic needs of life are more than the few who live in affluence, and most theories on poverty show that there is a connecting trend between poverty and insecurity. (Adebukola, 2014).
4. **Corruption:** Corruption is also a major cause of insecurity. According to Oke, (2021) if the government is corrupt and embezzling public funds, citizens may react by kidnapping those corrupt politicians in an attempt to recoup some of the stolen money. Therefore, corruption makes our judicial system very partial which is a major cause of violence and fighting in a society.
5. **Frustration:** A child who is unable to adjust himself to a new situation may try to look for alternative (Oke, 2021). People especially youth feel angered or annoyed doing nothing. Some of them could not have even primary education, no morality, no skill no capital for starting businesses and no hope in life. These are the kind of persons that mostly criminals recruit and use up for their activities such as armed robbery, Bok-haram insurgency, banditry, and kidnapping.
6. **Unemployment:** Unemployment is defined as when people are not engaged in meaningful work and are lacking the basic necessities of life. Many Nigerian youths have become preys to terrorism and are easily radicalized. In the Niger Delta region for instance, unemployed youths were the ones employed in the armed conflicts between Multinational Oil Companies and militants while many of such youths are members of the Boko-Haram sect (Bukar, Peter and Ibrahim, 2020).

### **Forms of Insecurity in Nigerian Educational Institutions**

Manga (2019) noted that the forms of insecurity prevalent in schools include physical attack, abduction and rape among others. Danbazau (2012) States that from the end of

the Nigeria civil war till date, we have experienced all kind of internal insecurity threat beginning with armed robbery in the early 1970s, the period from 1999 to date has also been experiencing various crisis to include ethno-religious conflicts, civil disorders, the Niger-Delta militancy, the Oduduwa People Congress (OPC), militancy, the movement for the actualization of sovereign state of Biafra (MASSOB) rebellion, electoral crises and violence, resource based conflicts over land, water and hydrocarbon resources, citizens' discrimination, indigene- setter dispute, political assassination, ritual murders, kidnapping and Book-Haram insurgency being the front Bonner.

Different forms of insecurity are occurring in education institutions in Nigeria. They include the following:

- ❖ **Cultism:** Cultism is one of the insecurity challenges facing educational institutions in Nigeria. Cultism is a ritual practice by a group of people whose membership, initiation as well as most of their operations are done in secret. Adebiti in Oke (2021) posits that issue of cultism among students has opened a new and very dangerous dimension to the situation of things in our educational institutions. This implies that students begin to organize themselves as a legal group since Nigerian constitution recognizes forming associations in school and later they turned it into cult.
- ❖ **Violence:** Violence in school is a form of insecurity whereby students or people from community use physical force against another group of people, staff/school authority or students which may result to injury, destruction or deaths. Oke (2021) described violence as physical attacks between students or by students on school staff which could occur on the way to or from school/school sponsored events in the school premises or at the school sponsored events outside.
- ❖ **Armed Robbery:** Armed robbery is an act of stealing someone's property using dangerous weapons. Armed robbers attack schools to steal from staff or students.
- ❖ **Sexual Harassments:** Sexual harassments means any uninvited sexual behaviour that is intimidating or humiliating. Female students are mostly harassed sexually by male students or staff. Whenever students are experiencing sexual harassments, they will never have peace of mind and it will affect their learning.
- ❖ **Kidnapping:** Kidnapping is an act of abducting someone and holding him for ransom. Many school children were abducted by bandits in our schools. According to British Broadcasting Cooperation (BBC) reports (2, March 2021): Since December, more than 600 students have been abducted from schools in north-west Nigeria, highlighting a worrying development in the country's kidnap-for-ransom crisis. Emmanuel (2021) noted that the bandit attacks on schools have significantly kept most of our children out of school, considering that most schools are now closed down and the desire for parents to equip their children with formal education will be on the low scale because the fears are still there, the kidnappers are on rampages.

### **Consequences of Insecurity on the Education System in Nigeria**

The security challenges in Nigeria have a worrisome consequences on the education system in Nigeria. The challenges include the following:

1. **School Drop-Out:** School drop-out refers to students who are unable to complete their school programme. Dropping out of school denied many children their right to education. Premium time 29/6/2021 reports that Nigeria has the highest number of Out-of-School Children in sub-Sahara Africa. Therefore, the higher the number of school drop-out children, the higher the illiteracy level in society and the higher the level of insecurity in that society.
2. **Loss of School Resources:** Both human and materials resources are lost in schools due to security challenges in Nigeria. Many Teachers and students lost their lives, School Buildings and other facilities were destroyed. United Nations Children's Fund, (UNICEF) and European Union, reported that "no fewer than 2,295 teachers have lost their lives while 1,400 schools were destroyed in North-East Nigeria since 2009 and as a result of insurgences". (Vanguard, Newspaper, June 4, 2021).
3. **Poor Students' Performance:** The academic performance of students reduces to some extent due to the mode of operation of schools during crisis in the community where school are located. Sometimes, students stay from school for two or three weeks for security purposes. This unstable calendar lead to the poor performance of students in school. Many schools in Nigeria were closed and the students of those schools remained at home.
4. **Crippled Supervision of Academic Activities in Schools:** To ensure the effectiveness of any educational organization, there is need for supervision and inspection. Unfortunately the present security situation made the supervision and inspections of schools inadequate and inaccurate. In other words supervisors and inspectors are scared to go out for supervision as expected and if they are able to make it, it goes haphazardly.
5. **Fear in Students and Teachers:** Due to the fear and uncertainty of security in the school environment, teachers cannot impart knowledge to the learners and learners do not acquire what needs to be acquired with full concentration. Also there is no effective teaching and learning in unconducive environment.

### **Implication of Insecurity in Nigerian Educational Institutions for School Managers**

Security is the fundamental factor that determines the effectiveness of educational organizations in any nation. There is need for peace and security in schools for smooth running of their activities towards getting quality education. Educational manager is someone who is in charge of the Management of human and material resources in any educational institution with the aim of achieving educational objectives. The activities

of educational manager is not just coordinating and controlling the human and material resources in the school but also to ensure peace and security are maintained in the school environment. Educational managers are in the fore front of the battle to create peaceful environment where teaching and learning can take place efficiently and effectively. Managing education under difficult condition of security challenges is not an easy task. Addressing the situation requires the attention of many other stakeholders ranging from the educational administrators, parents and to community. They should work hand in hand to stop the menace in schools so as to have quality education. Quality education is key to restoring normalcy in the society. That is when a child receives quality education he will be in a better position to decide what to do with his life instead of carrying deadly weapon and killing innocent civilians (Oke, 2021). School managers need to ascertain the causes and forms of insecurity in their respective schools so as to quickly call the attention of security experts for immediate action and ensure that peace and security are maintained in their respective schools.

### **Conclusion**

Certainly, security challenges manifest in many of educational institutions in Nigeria. Without peace and security in the learning environment teaching and learning cannot take place effectively. This paper examines the causes, forms and consequences of insecurity in educational system in Nigeria. It classifies the causes and various forms of insecurity in educational institutions in Nigeria. The paper also identifies the consequences of insecurity on education in Nigeria. The problem of insecurity in educational institutions in Nigeria should be regarded as first priority of the government by providing more security personnel with electronic based security gadgets for easy access to and detection of criminals in Nigerian society.

### **Suggestions**

Based on the security challenges in the education system in Nigeria, the following suggestions are made:

- i. Government should create more employment opportunities for youths which will engage them in productive activities.
- ii. Parents should strive firmly by giving their children moral upbringing so that they should be good members of the society. They should also try to know the daily activities of their children, friends, where they sleep and their sleeping time.
- iii. Education managers should adopt comprehensive strategies to deal with the state of crisis in educational institutions by training Security guards and make them brave to face any security challenges in schools.
- iv. School and Community security forum should be created so as to have free flow of security information between schools and communities for easy identification and apprehension of criminals.



- v. Government should recruit sufficient security personnel in the country with electronic based security gadgets for easy access to and detection of criminals.

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## **REVITALIZING PEACE AND COMMUNITY EDUCATION FOR SUSTAINABLE SECURITY IN NIGERIA**

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### **ABSTRACT**

The central focus of this paper is to ascertain the impact of community and peace education for sustainable security in Nigeria. This paper therefore reviews literatures on issues such as concept of community and peace education, agent of peace education and as well highlights the challenges to sustainable peace in Nigeria. It draws the conclusion that community and peace education is an important instrument for promoting sustainable security in Nigeria, for its capacity to be applied in addressing various forms of situational educational needs of the community. It was recommended that community and peace education should be fully entrenched across all levels of education in Nigeria and that the content of community and peace education in Nigeria should be directed toward imparting respect and tolerance of one another as a pluralistic and heterogeneous nation.

**Key Words:** Community, Peace Education, Community Development, Sustainable Security.

### **Introduction**

The interests of actors, nations or nation states, and other dramatis personae in conflict situations at the international, regional and national levels are diametrically opposed to one another. Even where actors share common interests, concerns and objectives, these are in most cases not permanent. However, for some countries, there is neither a permanent enemy nor a permanent friend, but rather permanent interest. Complex interactions among actors in international politics, largely due to developments in technology, communication and mobility of factors of production in a world that is increasingly becoming a “global village”, have made conflict a permanent feature of

human society. Consequently, conflicts have erupted at various levels of intensity and in every region of the world. Between 1945 and 1967 alone, Holsti (1983:268) points out that there were eighty-two armed conflicts in the world; out of these, twenty-six were interstate wars, and many of the remaining fifty-six conflicts were civil wars, insurgencies and the like with tremendous international implications. In fact, since the end of the Second World War in 1945, and despite the creation of the United Nations Organization (UNO), the world has never been in absolute peace; it has been in permanent tension from the cold war to the war on “terror”, or war of cultures, elsewhere described as “clash of civilizations”(Huntington, 1996). In order to depict what he describes as the “bleak picture of today's world”. Nasrel-Din (2003:1) succinctly notes that:

According to the jargons of a new language, outright aggression on foreign nations is now termed preventive or preemptive strike or even self-defense. The occupation of foreign territories in named liberation and national resistance to occupation is considered terrorism that needs to be contained at any event. Freedom fighters are murdered without investigation and illegitimate force employed to set a precedent to be used in the future by the hegemonic nation.

At another level, the intricate human relationship which entails power, socio-cultural, psychological, religious, economic, as well as environmental factors has made it possible for individuals and groups to engage in a mutually exclusive, sometimes opportunistic and particularistic relationship based on mutual suspicion, anger, tension and exclusion which in most cases engender skirmishes, revolts, insurgencies and, at the extreme level, armed conflict. In each case, the resultant disorder escalates to cause systematic failure and breach of peace and tranquility among people, thereby resulting in a full-scale war. Similarly, intermittent insurgent conflicts and deep-seated animosities among people of divergent cultures, or even those who share similar cultural traits, often degenerate into horrible conflicts and wars.

Some conflicts are protracted and they take a great toll on human lives and property. Some other conflicts persist for a long time and tend to be lessened or heightened from time to time with profound consequences on the psychological, socio-economic, and environmental conditions of citizens. Still, other conflicts are spontaneous, and even if their underlying causes are known to everyone, their impact on the lives of innocent civilians, children, women and the aged is unimaginable. In this context, the consequences of conflict are unpredictable.

Thus, the past and contemporary experiences of great wars and violent conflicts caused largely by ideological differences (Nasr el Din, 2003), coupled with the seeming inevitability of wars in the future as a result of intractable power relations, national and international, create room for insecurity, breach of peace and disorder in different societies and, therefore, make the search for peace a necessity. Indeed, acrimonious ethnic relationships in most pluralistic societies today, competition for resources and accumulation of wealth by a few classes of politicians and military officers, as well as cultural and religious intolerance add up to create deep-seated hatred and, in most cases, a xenophobic relationship among people of different nationalities. Hence, the study of the causes, dimensions and effects of conflicts not only becomes a desirable area of interest by peace researchers the world over, but also an interesting study for African students and intellectuals in general and those of West Africa in particular. For in Africa, where incessant conflicts have rendered some states either collapsed or failed, weak and incapacitated, fragile or dwarfed, the sorry record of war atrocities, loss of lives and post war trauma are nauseatingly fresh in our memories. As Vraalsen (1997:22) rightly observed, 'African countries have since the 1960s been beset by an extraordinarily heavy burden of warfare. Close to two dozen civil wars have been fought. Nearly one third of all overt military interventions in the world between 1960 and 1985 were aimed at African countries. Most of them came from within Africa. At present, more than ten African countries are suffering from violent conflicts and civil disorder. Propaganda campaigns, border skirmishes, terrorism and other forms of low intensity conflict have been the order of the day'.

Ethno-religious, communal and political conflicts permeate the country and impede the process of nurturing a virile democratic culture and its consolidation. As a result of ethno-religious, communal and political conflicts in Nigeria in the post military era, a lot of lives were lost within a short period of the return to civil rule. In particular, between 1999 and 2003, a total of 10,000 lives have been lost in the country (Naanen, 2003 :34). In 2001, in the clash between Christians and Muslims over "Miss World" beauty pageant slated to be held in Abuja, about 250 people were killed in three days (Mohammed, 2005:95).

In general, the foregoing scenarios suggest that although conflict is inevitable the world over, Africa illustrates a case of a continental terrain where the magnitude of conflict, its dimension and consequences threaten peace and development. The increasing tide of social conflict is a pointer to the fact that a systematic study of how it can be resolved becomes necessary. Therefore, a study of how to manage or resolve conflict in Nigeria as in any other country in the West African sub-region is a welcome development.

**Peace**

The concept of peace has been subjected to different interpretations by different scholars in the field of peace studies and conflict resolution. Its diversity of meaning is largely due to its application in relative terms. Unlike other classificatory concepts, 'peace' is a value loaded and multifaceted concept; its meaning can be seen at different levels of human social interaction and at the level of state actors in international system. However, despite the various meanings that the concept carries, there is a popular view attached to it, particularly at the level of international political interaction and in the analysis of internal politics of the modern state. Generally, therefore, peace can be defined as an absence of violence, war or dissension (Rummel, 1981; Bhuchongkul, et al, 1991; 2005, Francis, 2005).

Peace at the individual level is essentially a state of mind. It arises from individual perception of the presence or absence of psychological control of one's "self or environment. Environment here is taken to mean human adaptation to and control of "self from external stimuli. Thus, as Rummel noted, peace is then "conceptually opposed to nonviolent, antagonistic conflict, such as that manifesting threats and accusations, hostile quarrels, angry boycotts, and riotous demonstration" (emphasis in the original) (1981:11).

In the context of peace research, the concept of peace is seen from the concept of a social contract (compact) when people with common or divergent world view, be it ideological, materialistic, cultural, religious or even personal, resolve to live together in tolerance with one another, and therefore in peace. Based on this understanding, peace can be seen as the absence of any hostile or antagonistic relationship that may degenerate into a state of distorting a harmonious existence that could lead to war. It is this kind of peace that most plural societies such as India, Rwanda, Nigeria and a host of other nation-states in Africa are in dear need. In Nigeria, the history of animosity, fear of domination and unequal power relations among different nationalities in the country has engendered various crises and conflicts.

**Community and Peace Education**

Peace studies which has since engaged renowned scholars has, over the years, attracted extensive research and recognition as a result of concern, interest and commitment to world peace. In fact, it is one of the most interesting fields of study today in social sciences and humanities. Francis (2005) defined peace studies or peace research as distinctive method of inquiry and practice concerned with the causes of violence and conditions for a peaceful world. Its primary focus, the author stated further, is on 'peace and the creation of peace' and is concerned with the movement from war to peace.

The area of Peace Studies and Conflict Resolution (PSCR) as an academic field of study has developed over the years as a result of various events and issues in the international system. While systematic analysis and research in peace studies started in

the twentieth century, interest in it started as long as the 17<sup>th</sup> century when peace philosophers (not peace researchers) such as Niccolo Machiavelli, Alighieri Dante and a host of other philosophers of their time examined critical issues about peace and devised schemes for their rulers on how best to overcome military advances of other states. Most of the philosophical works on peace bear the realists world view which suggests that violence is an important, ever-present, and recurrent pattern of society, and that periodic war was inevitable in an anarchic world system dominated by the interests of state actors. According to them, war could be avoided only to the advantage of others and this suggests that the notion of the inevitability of conflict as later theorized by power theorists such as Claudwitz and Morgenthau had received greater impetus than the earlier philosophical works on peace.

Peace education equally uses spiritual and faith traditions as resources for peace building. This is corroborated by Machado (1993) who provided that the world's major spiritual and faith traditions inspire and motivate people to embrace peace as a mission. A close look at the original teachings of spiritual and faith traditions indicate that they are essentially wellsprings and resources for peace. We need to rediscover the principles and values that they uphold, to remind us of the essential goal of each faith tradition to seek peace.

### **Challenges of Utilizing Peace Education for Sustainable Security and National Development in Nigeria**

Experts in peace education in Nigeria (Enaigbe and Igbinighene (2016), Nwiyi, Osuji and Okorie (2011) have identified a number of challenges facing the delivery of peace education in Nigeria. These include among others the following:

- 1) **Inadequate knowledge about the concept of peace education:-** Inadequate knowledge of peace education as a field of study, its scope and coverage remains one major problem to both practitioners within the field and members of the public. This easily breeds misconception and disagreement among specialists in the field, and at the same time triggers wrong perception of the education programme by the teeming Nigerian masses. This results in failure in content delivery on the one hand, and lack of interest in the programme among the Nigerian masses on the other.
- 2) **Lack of acceptability of peace education by government:-** Another major problem facing the implementation of peace education curriculum is its lack of government acceptance. Governments across all levels place less premium on peace education as it is not seen as an important aspect of knowledge to be emphasised. However, with the trend of things both at the national and international scenes, it is important that deserved place be given to peace education for promotion of peace within and outside the country.

- 3) **Inadequate funding:-** Inadequate funding has been identified as a general problem for quality delivery of any type of education in Nigeria and peace education cannot be an exception. Educational programmes' implementation is seriously affected by lack of, or inadequate, funding. This tells so much on the quality of teaching personnel to implement a programme, the materials and resources available for its implementation, and the success of the programmes.
- 4) **Lack of political will:-** The willingness of the people in government is a strong factor in the success of any programme. No matter how good a programme is, if the political will to implement the programme is lacking, if the programme is not implemented at all, the implementation will be a poor one and the outcome will not be good. Lack of political will to fund peace education has constituted a hindrance to its effective delivery and this has a serious consequence on the peaceful co-existence of individuals and groups in society.
- 5) **Attitude of parents and guardian towards peace/ community education:-** The attitudes of most parents and guardians are not positive towards peace/community education. Parents and guardians, as noted by Enaigbe and Igbinighene (2016) are often reluctant to support their children and wards to actively participate in peace education programmes and activities. When this happens, it slows down the pace of implementation of peace education programme and at the same time affects the success of the programme. Other challenges identified by peace researchers include: inappropriate methodology, lack of appropriate and comprehensive peace education curriculum (Enaigbe and Igbinighene, 2016), demonstrations and riots in schools, tribal sentiments and greed (Nwiyi, Osuji and Okorie, 2011) among others.

Therefore, based on the discussions and the manifestation of insecurity challenges in Nigeria and the sporadic attacks of various degrees by bandits and various perpetrators, peace education becomes imperative for the building of peace for sustainable security in the Northern region and the nation in general.

### **Conclusion**

The discussion emanating from the reviewed literatures on the topic under consideration has highlighted the significance of community and peace education. This paper therefore concludes that with proper exploitation of the opportunities in community and peace education, sustainable security could prevail in most volatile communities in Nigeria. The opportunities and potentials available within the realm of community and peace education (e.g. community education programmes, disarmament education, human rights education, global education, conflict resolution education, multicultural education, interfaith education etc.) that lie within its scope are important mechanisms that can aid peace building and promote sustainable security in Nigeria.



### Recommendations

In reflection to the challenges of peace and community education discussed above, the following recommendations are made:

1. Community and peace education should be properly entrenched and implemented across various levels of our school curriculum.
2. The content of community and peace education in the context of Nigeria should be guided by instructional processes leading to the development of norms and values that uphold tolerance of each other in a plural society, development of the culture of peace and nonviolence.
3. Governmental and non-governmental agencies in Nigeria should be fully involved in the implementation process of community and peace education.
4. More resources should be deployed for the development and delivery of community and peace education curriculum contents.
5. The spiritual and faith based traditions for peace as a resource for peace education should be adequately exploited in the context of Nigeria for the promotion of sustainable security.

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**UTILIZATION OF E-LEARNING IN PROMOTING TEACHING AND  
LEARNING IN NIGERIA TERTIARY INSTITUTIONS IN POST COVID  
ERA- CHALLENGES AND WAY OUT**

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**ABSTRACT**

Teaching and learning in educational institutions in Nigeria are currently based mainly on traditional methods, That is, they follow the traditional face-to-face interaction in classrooms. Although many academic units have also started blended learning, yet a lot of them are stuck with old procedures. The sudden outbreak of the deadly disease, Covid-19, caused by a Corona Virus (SARS-CoV-2) affected the entire world. The World Health Organization declared it as a pandemic. This situation challenged the education system across the world and forced educators to shift to online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching-learning. This paper discusses the important place of e-learning, concept of corona virus, problem associated with e-learning teaching as a panacea to tackling the spread of covid-19 and its way forward.

**Keywords:** Corona virus covid-19, E-learning, Education, Technology

**Introduction**

The deadly and infectious disease Corona Virus also known as Covid-19 has deeply affected the global economy. This pandemic has also shaken up the education sector, and this fear resonated across the education sector globally. Covid-19 pandemic outbreak forced many schools and colleges to remain closed temporarily. Several areas were affected worldwide and there was the fear of losing the then ongoing semester or even more in the coming future. Various schools, colleges, and universities have discontinued in-person teaching. As per the assessment of the researchers, it is uncertain to get back to normal teaching anytime soon. As social distancing is preeminent at this stage, this will

have negative effect on learning opportunities. Educational units are struggling to find options to deal with this challenging situation. These circumstances make us realize that scenario planning is an urgent need for academic institutions (Rieley, 2020). This is a situation that demands humanity and unity. There is an urgent need to protect and save our students, faculty, academic staff, communities, societies, and the nation as a whole. Unfortunately, the educational sector is at the receiving end. According to UNESCO (2020), an estimated 1.725 billion learners have been affected as a result of school closures, representing about 99.9% of the world's students population as of April 13th, 2020.

The educational system of the world was halted because of physical distancing and the lockdown. The conventional paradigm of teaching failed and teaching/learning suffered a severe setback all over the world including Nigeria. Teaching and learning in science education are evolving. Many decades ago, in Nigeria the conventional methods of teaching holds sway in the educational sector (Aina & Langenhoven, 2015). However, E-learning as an aspect of ICT is relatively new in Nigeria's educational system. The world is not static but dynamic and technology is changing human endeavors rapidly. Along with the changes are various challenges the human race is facing which makes our education fragile and weak such as the current problem Of COVID-19 pandemic. The pandemic has exposed the weakness in teaching and learning in Nigerian schools because the typical teaching paradigm has failed in Nigeria, The period of COVID-19 pandemic is a typical example of times when conventional teaching paradigm could not work in schools. During this period, as a measure of physical distancing, students and teachers are not allowed to interact physically. Schools were closed down for many months thus teaching and learning are disrupted (UNESCO, 2020).

### **Concept of E-Learning**

E-learning can be termed as an approach that makes the teaching–learning process more student-centered, more innovative, and even more flexible. E-learning is defined as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students” (Singh & Thurman, 2019). E-learning in education is the wholesome integration of modern telecommunications equipment and ICT resources, particularly the internet, into the education system. Shavinina (2001) sees ICT as all the digital technologies, including: computer, scanner, printer, telephone, internet, digital satellite system(DSS), direct broadcast satellite (DBS), pocket switching, fiber optic cables, laser disc, microwaves and multi-media systems for collection, processing, storage and dissemination of information all-over the world.

### **Tertiary Education in Nigeria**

Tertiary education refers to all formal post-secondary educational institutions, including public and private universities, colleges, technical training institutes, and vocational schools. Tertiary education is instrumental in fostering growth, reducing poverty, and boosting shared prosperity. A highly skilled workforce, with lifelong access to a solid post-secondary education, is a prerequisite for innovation and growth: Well educated people are more employable and productive, earn higher wages, and cope better with economic shocks.

Tertiary institutions benefit not just the individual, but society as a whole. Graduates of tertiary education are more environmentally conscious, have healthier habits, and have a higher level of civic participation. Also, increased tax revenues from higher earnings, healthier children, and reduced family size all build stronger nations. In short, tertiary educational institutions prepare individuals not only by providing them with adequate and relevant job skills, but also by preparing them to be active members of their communities and societies.

As the youth population continues to swell and graduation rates through elementary and secondary education increase dramatically, especially in regions like South Asia, Sub-Saharan Africa, Latin America, and the Middle East and North Africa, there is an intensifying demand for expanded access to tertiary education of good quality. Tertiary technical and vocational education and training can provide an effective and efficient complement to traditional university studies in providing students with skills and knowledge relevant to the labor market.

### **Covid-19 Pandemic, its Spread and its Effects on Humanity**

The Covid 19 pandemic, also known as the corona virus pandemic, is an ongoing global pandemic of the corona virus disease 2019 (Covid 19) caused by severe acute respiratory syndrome corona virus 2 (SARSCOV-2) (UNESCO, 2020).

The novel virus was first identified in Wuhan, China in December 2019; a lock down in Wuhan and other cities in Hubei province failed to curtail the outbreak and it spread to other parts of mainland China and the world at large. The World Health Organization (WHO) declared it a public health emergency of international concern on 30<sup>th</sup> January 2020 and a pandemic on 11<sup>th</sup> March 2020. Since 2020, variants of the virus have emerged and become dominant in many countries, with The Delta, Alpha, and Beta variants being the most virulent. As of 21<sup>st</sup> September 2021, more than 229 cases and 4.7 million deaths have been confirmed, making it one of the deadliest pandemics in human history.

The pandemic has resulted in severe global, social and economic disruptions, including the largest global recessions since the Great Depression of the 1930s. It has led to widespread supply shortages exacerbated by panic buying, agricultural disruption, food shortages, and decrease emissions of pollutants. Numerous educational institutions and

public areas have been partially or fully closed, and many events have been postponed or cancelled. Information has circulated through social media and mass media and political tensions have been exacerbated. The pandemic has raised issues of racial and geographic discrimination, health equity, and the balance between public health imperatives and individual rights.

On 20<sup>th</sup> September 2021, it was reported that the COVID-19 pandemic had killed about 675,000 individuals in the US just like the 1918 Spanish Flu killed many people during its era. COVID-19 (Corona virus) has affected day to day life and is slowing down the global economy. This pandemic has affected thousands of peoples, who are either sick or are being killed due to the spread of this disease. The most common symptoms of this viral infection are fever, cold, cough, bone pain and breathing problems, and ultimately leading to pneumonia. The virus is spreading exponentially region wise. Countries are banning gatherings of people to the spread and break the exponential curve. Many countries are locking their population and enforcing strict quarantine to control the spread of the havoc of this highly communicable disease.

COVID-19 has rapidly affected our day to day life, businesses, disrupted the world trade and movements. Identification of the disease at an early stage is vital to controlling the spread of the virus because it rapidly spreads from person to person. Most of the countries have slowed down their manufacturing of products. Many industries and sectors are affected by the spread of this disease. These include the pharmaceuticals industry, solar power sector, tourism, information and electronics industry. This virus creates significant knock-on effects on the daily life of citizens, as well as about the global economy. Presently the impacts of COVID-19 in daily life are extensive and have far reaching consequences. These can be divided into various categories as follows:

- 1. Health Care Effects:- The health care effects of Covid-19 include** challenges in diagnosis, quarantine and treatment of suspected or confirmed cases, high burden on the functioning of the existing medical system; patients with other diseases and health problems being neglected, doctors and other healthcare professionals who are at a very high risk are overburdened, overcrowding in medical shops; requirement for high protection, and disruption of medical supply chain (Blocken, Malizia, Vandruenen and Marchal, n.d ).
- 2. Economic Effects: The economic effects of Covid-19 include:** slowing down of manufacturing of essential goods; disruption of the supply chain of products, losses in national and international business; poor cash flow in the market, and significant slowing down in the revenue growth ((Blocken, Malizia, Vandruenen & Marchal, n.d )
- 3. Social Effects: The social effects of Covid-19 include:** service sector not being able to provide their proper services; cancellation or postponement of large-scale sports and tournaments; avoidance of national and international travellings and

cancellation of services, disruption of celebration of cultural, religious and festive events; undue stress among the population, social distancing with our peers and family members; closure of hotels, restaurants and religious places, closure of places for entertainment such as movie and play theatres, sports clubs, gymnasiums, swimming pools, and so on; and postponement of examinations.

### **Challenges in the Use of E-Learning in Tertiary Educational Institutions in Nigeria**

Despite the effectiveness of e-learning in guarantee continuity and quality in teaching and learning in educational institutions, it is not without challenges. Discussed below are some of the challenges facing the utilization of e-learning in the teaching learning process in tertiary educational institutions in Nigeria.

**Unstable power supply:** The first challenge to be addressed in relation to deploying e-learning into teaching and learning in Nigeria's tertiary institutions is unstable power supply. This is because of the current epileptic state of power supply in Nigeria as a country. This poses a major threat to the effective utilization of e-learning facilities and equipment as many teachers and students will spend so much on generator and fuel usage and this will eventually discourage them from continuing using e-learning facilities.

**Network problem:** The unpredictable network problem is another issue here as some areas in the country may have network problems at different, or sometimes all, times of the day.

**Internet Access (Data subscription):** The rate at which the data subscribed to are deducted is quite alarming and this can be a major drawback as teachers and students will need to be subscribing from time to time so that they can stay connected to online classes.

**Affordability of learning equipments (smart phone):** Not all students, and even teachers, have, and can afford smartphones because some parents are still struggling to fund their children's education and may not provide smartphones for them at some point in their studies. The poor salaries paid to teachers may make smartphones unaffordable to so many of them.

**Lack or Inadequacy of technical knowhow:** Since it is not teachers or students that are knowledgeable about some of the platforms, some people will need training, guide or help in order to use the platforms successfully.

**Duplication of courseware on different learning platforms:** Since the various e-learning platforms offer similar services, the materials, courseware and lecture notes may be available on all the platforms thereby duplicating the learning materials, and by so doing create confusion for the learners as to which to select from the many materials available.

**Unexpected shutdown of any of the e-learning platform will lead to obstruction in learning.**

Some technologies and applications have either been bought over by new people

with new terms and conditions or go into extinction fully. In either case, there is a difficulty using the technologies.

### **Possible Solutions to the Problems**

The government should be prepared fully to adopt the paradigm shift without any political bias.

The government should make adequate money available to strengthen and develop the Nigerian broadband infrastructure.

There should be proper monitoring to ensure that right software and hardware are purchased and adequately installed in every higher institution.

Academic personnel of every institution must be adequately trained through seminars, workshops and conferences.

Those who are not computer literate enough should be adequately empowered to update and upgrade their ICT knowledge.

### **Conclusion**

The paper discussed issues related to the utilization of e-learning in promoting effective teaching and learning in tertiary institutions in Nigeria in post-covid 19 era. It is the submission of the authors that if e-learning will be creatively adopted with all the proposed strategies in dealing with the challenges involved, it will make the approach to gain wider acceptance and at the same time improve the quality of teaching and learning in Nigeria's tertiary educational institutions.

### **Recommendations**

In addition to the solutions to the challenges highlighted above, the following recommendations are made in the light of the foregoing challenges discussed:

Technical difficulties should be addressed through prerecording video lectures, testing the content, and always keeping plan B ready so that the teaching-learning process will not be hampered.

Online courses should be made dynamic, interesting, and interactive.

Teachers should set time limits and reminders for students to make them alert and attentive.

Efforts should be made to humanize the learning process to the best extent possible.

Personal attention should be paid to students so that they can easily adapt to this learning environment.

Social media and various group forums should be employed to communicate with students.

Communication is key. When it gets difficult to try reaching out to students via texts, various messaging apps, video calls, and so on content should be such that



enable students to practice and also own their skills.

Online programs should be designed in such a way that they are creative, interactive, relevant, student-centered, and group-based (Partlow & Gibbs, 2003)

Educators must spend a lot of time in making effective strategies for giving online instructions. Effective online instructions facilitate feedback from learners, make learners ask questions, and broaden the learners' horizon for the course content (Keeton, 2004).

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## **SOCIAL STUDIES EDUCATION: A PANACEA TO GRASSROOT SECURITY FOR SUSTAINABLE DEVELOPMENT IN NIGERIA.**

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### **Abstract.**

The paper highlights Social Studies Education as panacea to grassroots security for sustainable development in Nigeria. It discusses the concept of Social Studies Education as an interdisciplinary subject. The paper is designed for the purpose of achieving the ideological concept of education as a complex whole which includes knowledge, belief, art, moral, custom and other capabilities and habits acquire by man as a member of society. It as well discusses the concept of security in Nigeria. The paper also discusses the concept of sustainable development. It also identifies the progress of Social Studies Education as a panacea to grassroots security in Nigeria such as the acquisition of relevant knowledge, skill and values for the attainment of national education objectives and the promotion of increased educational research and development. It equally focuses attention on the obstacles of social studies education as a panacea to grassroot security and economic empowerment. Obstacles include insufficient funds, poor infrastructures and poor qualified teachers. The paper explains how sustainable development can only be achieved through social studies education as panacea to grassroots of security in Nigeria. In conclusion, the country cannot be adequately secured if there is political instability, economic failures and ethnic disharmony in the country. It is recommended that there is need to evolve a new culture of politics which makes for tolerance and political accommodation amongst the political class and the teaching of social studies should be geared towards improved quality of governance in the country.

### **INTRODUCTION**

Social Studies Education as an area of study has a lot of contributions towards sustainable development of a nation. Nigeria as a nation is besieged with several national issues such as insecurity of life and property, kidnapping and many others. Adeoye (2005) puts learning development as the sum total of all changes that occurs in an individual. It embodies the effect of growth, maturation and learning. Thus it entails structural and functional changes. Development partners which include children are influenced by social factors.

Education is perhaps one of the most fundamental heritage of the human race. It is the cream of society and more often than not sets the stage on which the human species is nurtured. Education more than any other thing else has given human species its remarkable uniqueness. A man without education or knowledge is like a man without personality. As the child grows up, he/she is taught the norms and values of his or her society which in turn is internalized and incorporated in the child's personality. The traditional African education according to Fafunwa (1974) was functional. It was participatory in nature since it prepared the child for life in the society

Nigeria as a Nation is facing a lot of national issues such as insecurity of life and property, kidnapping, robbery; assassinations, politically sponsored killings, looting of government treasuries by those in government, fraudulent banking activities and many more. All these have contributed to the security problems experienced in Nigeria and it has affected the nation's sustainable development but Social Studies Education, a panacea to grassroots security can be employed and this will checkmate the rising spate of insecurity and other crimes in Nigeria. Based on these prevailing conditions, the paper examines how the knowledge of social studies education could be used as a vehicle in solving the problems of insecurity in Nigeria. The purpose of this paper therefore is to examine the role of social studies education in preparing the young people to be good citizens in a world that is becoming more and more complex.

### **Social Studies Education**

Social Studies education is an interdisciplinary subject that relies heavily on the content of social science and humanities to achieve its goal of preparing people to be citizens of a democracy. Kadiri (2007) defined Social Studies Education as "The aggregate of all the process by which a child develops his abilities, attitudes and other forms of behavior which have positive value on the society in which he lives". Social Studies Education is therefore to be perceived as the process through which a society transforms and transmits its life pattern to the younger generation, who are responsible for leadership and as agents of continuity in the process of societal evolution and revolution.

Okam, (2002) noted that, Social Studies Education promotes attitudinal changes which enables the citizens to make positive contributions towards a united, strong and self reliant Nigerian society. Social Studies Education is not all about acquiring what will be useful to you and your country, not boasting about certification but anything learned to be creative in the society such as norms, values, attitudes, culture, knowledge, skills, actions, a good spirit of national consciousness, love for the nation and its noble ideals. He went further to present Social Studies Education as helping to boost whatever skills you have acquired like other self-reliance activities. Obi, (2008) defined Social Studies Education as a person whose moralities properly adapted to his society and who contributed meaningfully to the growth and development of his society. Based on these concepts Social Studies Education should therefore be planned with the needs and wants of individuals in the society.

The objectives of Social Studies Education covers the development of mans intellectual skills, abilities and competencies. It helps young people to develop the ability to make informed and reasonable decisions amongst citizens of culturally diverse, democratic societies in an inter dependent world. It provides students with direct access to the experiences of historical participants which can reinforce the dominant culture. It also evaluates the impact of students' involvement in community-oriented, art-based work in social studies education. It engages in persuasive writing and design while exploring community or societies issues.

Social studies education aims at collective responsibility of all citizens of a country in ensuring a secure and peaceful environment for the economic growth and development of the nation. It's concerns is the reduction of poverty and acceleration in economic, social and physical growth, development and youth empowerment. It is assumed that Nigeria has the highest rate of poverty, unemployment, corruption, among other social problems that need to be addressed. These socio-economic problems need to be solved using different strategies for solving those social problems. It is in the light of these, that the paper reviews how social studies education could be used in addressing social problems and these will go a long way in enhancing youth empowerment. This will play a complementary role in creating job opportunities in support of the Federal Government. If all hands are on deck, issues of poverty, unemployment and corruption etc will be a thing of the past.

### **Education**

Education is seen as a complex whole which includes knowledge, belief, art, moral, custom and other capabilities and habits acquired by man as a member of society, Arviden and Chandrem, (2007). Education is the process that helps to develop the whole man, physically, mentally, politically, socially and technologically to enable him function in any environment in which he finds himself. (N.P.E, 2014). Education is a total process of human learning by which knowledge is imparted, faculties trained and skills developed". It is also defined as a drawn process through which the individuals acquire skills attitudes and competences" Ogunlade (1980) sees education as a reflection of what Nigerian educational institutions should vigorously pursue, that is a place where knowledge, skills values attitudes and competencies are acquired or imparted so that the person will fit into the society he finds himself.

Education provides the following benefits to Nigerians:

It regulates all aspects of human life.

It is shared by social groups, ever dynamic and never static.

It provides the framework for making policy choices in the country and for evaluating individuals.

It facilitates conflict management through contestation rather than personality's involvement.

It promotes unity among members of the society and tolerance among the people

It helps in legitimating leadership. For example, people justify their position and actions by referring to certain knowledge

### **Social Studies and Security**

The current challenge in Nigeria is the issues of national insecurity. The nation that in recent times has been the refuge home for many and sundry in peace keeping corps to warring nations had been taken by surprise, by the unfolding nefarious attitude of visionless cabals. The paper regards relative deprivation, marginalization, ethnicity and unemployment as possible causes of insecurity. Poverty is a social scourge that every developing nation is struggling to eradicate. Nearly all the third world nations are still grooming under its evil effects. The developed nations are equally looking for ways out, for the developing nations. One of the ways out of this problem is the introduction of Millennium Development Goals.

Security is a social contract between the state and its citizens, in which the former is expected to protect, defend and provide for the latter in the public arena. This implies that the security and welfare of the people shall be the primary responsibility of the government. (Jerolimiek, 1981 & Cleveland 1985 ). Philips (1974) looks at social studies from the point of problem-solving. According to him, the aim of social studies is to teach students how to think effectively about significant social problems. Dubey, (1981) pointing to the nature of social studies, stated that social studies is the study of man at home , at work, at workshop, in politics, at play, in the village, in the nation, in fact everywhere, engaged in his busy programme of living. Social studies is particularly interested in man's problems and it encourages him and helps him to solve social problems. The resultant effect of the state of insecurity is that, the country is left to drift about, suffering from a lot of brain drains of intellectuals learning to other more peaceful and secured countries.

Section 14 (1) of chapter 2, of the 1999 constitution of the Federal Republic of Nigeria captures the importance of security when it states that security and welfare of the people shall be the primary purpose of Government. Seen this way, security is a social contract between the state and its citizens, in which the former is expected to protect, defend and provide for the latter in the public area. Various writers such as Okiro (2008) Etim (2009), Adesina and Adeyemo (2008) and Odah (2009) have all observed the unpalatable state of insecurity of the Nigerian nation which is highly lamentable. In addition, there are destructive demonstrations of militancy in the Niger Delta region of the country. Yusuf and Babatunde (2009) noted that violence has been observed in the Niger Delta region, where upward of one hundred thousand barrels of oil per day is stolen costing the country about one billion dollars loss of revenue. The foreign oil workers are being kidnapped on daily basis, setting fire to offshore oil.

On installations and bombing of pipelines, Okiro (2008) noted that the militants or the fighters are angry with the oil companies because they feel that oil companies are exploiting the region's resources without adequate returns to the community.

National security in a broad sense implies the absence of threat to life, property and socio-economic well being of the people. A proper understanding of security is important for an adequate explanation of the remote causes of breach of peace and security, whether historical, religious, civil, ethnic, economic, social, political etc, that have contributed to the recurring conflicts, which the nation has witnessed over the years resulting in wanton destruction and loss of lives and property. Security has implication for individuals, communities and the nation and must be analyzed at these various levels. Certain factors tend to increase the vulnerability of people to insecurity. These include gender, class, age, status, ethnicity, religion, ecology, region etc.

The state exists primarily for the protection of lives and property and ensuring the well being of people, as such, state-based institutions are specifically charged with the responsibility of protection of life and property. These institutions are the Police, state security agencies, the military, immigration and prison services.

Nigeria in recent times has witnessed an unprecedented level of insecurity. Inter-communal and inter-ethnic clashes, religious violence, armed robbery, assassination, murder, gender-based violence and bomb explosion have been on the increase leading to enormous loss of life and property and a general atmosphere of siege and social tension from the people. The developmental connotation of national security is corroborated by Khan (1987). To him, national security is taken to mean the totality of measures instituted by government to protect the territorial integrity and the cherished values, and interest of the people as well as guarantee the freedom of the citizenry from anxiety, threats to life and property and their safety from natural or man made disasters.

It is important to state that contemporary thinking about national security has changed and has become more encompassing including social, political, economic and other forms of the security calculation, culminating in the concern for human security and improvement in the quality of life. To this end, Ogunsanya (1984) listed types of security to include economic security, social security, environmental security, food security, the quality of life security and technological security. Finally Imobighe et al (2002) in conceptualizing security observed that the process of development involves the application of national, human, mineral and agricultural resources for the enrichment of the life of the population. It is the enrichment that constitutes development. It does not only presupposes growth in income but also requires improvement in certain indicators such as health, nutrition, education, reduction in certain inequalities and income distribution. In Nigeria many strategies are developed to actualize national economic empowerment centered on security and governance. These include making government more efficient and effective through public service reforms, monetization, pension reform and local government reform. Also, governance focuses on national security in all its ramifications and levels, rule of law, fighting corruption and improved transparency.

**Sustainable Development**

Sustainable Development is conceived as a situation where by everybody has certain basic life sustaining needs which include food, shelter, health and protection. Sustainable development refers to the maintenance of a stand against foreign domination, or a protest against been dependent and subject to the control of foreign power. It involves the ability to use one's own social economy resource to transform one's environment in the ways that are best needed and desired. The questions that should be asked about a country on sustainable development are, what has been happening to unemployment? What has been happening to education? What has been happening to corruption? What has been happening to the economy? If all these are in good shape, then beyond doubt, this indeed has been a period of development.

**The Role of Social Studies in Ensuring National Security in Nigeria**

National security has been defined to include not only safety devices implored by government for the safety of lives and property in the country but it also includes developmental strategies put forward to actualize effective social, political, economic and technological reforms that will bring about improvement in the quality of life of the people. To this extent, social studies can play a vital or pivotal role in ensuring that the nation attains full national security.

A starting point perhaps is the reality that majority of Nigerians are poor and are ravaged by hunger and starvation, religious disunity, ethnicity and political divides. Social studies as a discipline is geared towards ensuring good citizenship in Nigeria. A cursory look at the social studies curriculum at each level- primary, secondary and tertiary will convince people that the subject is tailored towards ensuring good citizenship education in Nigeria.

With regards to how social studies could enhance national security in Nigeria, the discipline affords pupils, students, and teachers in particular and members of the public in general, the opportunity to know about the positive aspects of our socio-economic and political life, factors promoting unity and Solidarity among the numerous ethnic groups making up Nigeria. Akinlaye (1979) stated that social studies would offer medication and provide for needed reforms or changes in society as well as catering for its survival by removing barriers between groups and classes within society as a result of birth, occupation, language, race and religion and even between generation tribes man and countrymen and also the schooled and the unschooled, the literate and the illiterate. He concluded that social studies' education would help to promote peace, co-operation, security and national pride.

It is common knowledge that our society (Nigeria) today is plagued by social vices or evils like excessive profiteering, embezzlement, statism, arms struggles by the youths, and other irresponsible behaviors. Social studies can help greatly to educate the youths on the importance of peace and security in Nigeria. Social studies as a discipline if properly programmed and effectively taught would help to solve social problems that

are facing developing countries like ours (Nigeria) where the old norms are fast losing their grips and no effective substitutes to replace them. No nation is self sufficient or can produce all her needs, it is therefore necessary to understand the relationships existing between one society and another. Various topics concerning safety and national security are designed to produce good citizens that will promote national and international security. They inculcate in students international understanding by emphasizing the essentials of oneness of the human race and to realize the growing interdependence of nations and peoples.

Social studies place many values on the affective domain in its attempt to promote good citizenship Education in Nigeria. In social studies for instance, the affective domain deals with the evaluation of the attitude and values that are developed or behavioral changes that are noticeable in the pupils after a course of study. The affective domain examines the behavioral changes in pupils like respect for elders and other constituted authorities such as parents, government etc, love of industry, dignity of labor and other positive attitudes and values. The psycho-motor domain in social studies emphasizes the development of skills, both in theory and in practice in its attempt at ensuring good citizenship education in Nigeria. In fact, the inter play of cognitive and affective domains has an effect on the performance of some skills. These skills include, the skills of sifting information, interpretation, identification, recognition, asking and answering questions, manipulation etc. These skills are necessary for safety and national security. In relation to this, Akinlaye (1979) stated that social studies involves pupils in purposeful activities based on observation and investigation of their immediate surroundings including their physical and social environment.

From the foregoing discussion, social studies places premium on development and inculcation of the right attitudes, values, feelings and national consciousness in the youth. Youths that are adequately informed, educated and have acquired basic social skills in the society, cannot be security threats to national co- existence. Instead, they become, through the help of social studies education, access to security solution in the country. As already highlighted in this paper security varies and as such we have political, social, economic, and safety related security.

### **Conclusion**

The country cannot be adequately secured if there is political instability, economic failures and religious and ethnic disharmony. Therefore in order to be socially, politically and technologically secured, the youth and indeed the members of the public through the help of social studies education should be given the right education, social skills, values and attitudes that will promote national integration, unity and security. Social studies as a discipline if properly programmed and effectively taught, can help to solve social problems that are facing developing countries like ours (Nigeria) where the old norms are fast losing their grips and no effective substitutes to replace them. Education should contribute to the values of equal opportunity for all.



### Recommendations

1. There is need to evolve a new culture of politics which makes for tolerance and political accommodation amongst the political class. The survival of democracy in Nigeria is hinged on this. This can be done through the teaching of social studies education in all schools in Nigeria.
2. The teaching of social studies should be geared towards improved quality of governance in the country. Through social studies education, the increasing irresponsibility of the political class and political leadership in Nigeria can be addressed. Topics like electoral law, political competition, political tolerance and consensus building should be introduced into social studies education curriculum. This will solve the problem of political instability and insecurity in the country.
3. There should be constant review of the basic social studies education curriculum so as to keep it abreast with the changing needs of the society.

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**EVALUATING EFFECTS OF INSECURITY OF SCHOOL ENVIRONMENT  
ON ACADEMIC PERFORMANCE AND SCHOOL ENROLLMENT OF  
SECONDARY SCHOOL STUDENTS IN KATSINA STATE**

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**ABSTRACT**

World Bank report (2018) revealed that one of the ways to solve learning crisis is to find truth from fact. In doing this, this research seeks to seek truth from the glaring fact by evaluating the effect of insecurity of school environment on the academic performance and school enrollment of secondary school students in katsina state, Nigeria. This study uses an exploratory sampling method to evaluate the effect of insecurity of school environment on the academic performance and school enrollment of secondary school students in Katsina State. A structured questionnaire tagged "Impact of Insecurity" questionnaire was used to collate data from 159 respondents within Katsina State. The respondents in this study are teachers, parents and guardians that had students in secondary schools or had children of secondary school age. The data collated was analyzed using descriptive statistics and chi-square test. The result of this study revealed that insecurity has negatively affected secondary school students' academic performance, school attendance and enrollment rate in Katsina State. The study recommended that as insecurity has impacted the teaching-learning process negatively, it is important that the government and other stakeholder make concerted effort to promote the safe school initiative, and that by the mandate of the Education for all initiative, provide alternative learning facilities with beefed up security for those that have been displaced from their schools due to insecurity.

**Keywords:** Evaluating, Insecurity, Effects, Academic performance, School environment, Kidnapping, Secondary school.

**Introduction**

For a nation to grow and witness optimum development, its citizens must be educated. Education is the singular tool that has been used to change the world and it has proven to

be the key that unlocks nations' resources and wealth. While it is impossible for education to run smoothly and unencumbered, there should be limits to the hindrances experienced by teachers and learners in the teaching-learning process. In most third world countries, challenges such as inadequate funding (Ololube, 2016), overpopulation (Adepoju and Fabiyi 2007), poor infrastructure (Acho and Abuh, 2016), lack of qualified teachers (UNESCO/EFA 2010), poor remuneration of teachers and traditional beliefs have hindered a smooth running of the education process. However, the new threats which threaten enrollment and students' academic endeavor are disease outbreak and insecurity. Although disease outbreak is not peculiar to the third world countries alone, it is important to note that first world countries and second world countries are advanced technologically hence it is easy for them to cushion the effect of pandemics. In third world countries, however, a pandemic means an end to education. The second major challenge that confronts education in sub-Saharan Africa is insecurity. As it is believed that insecurity in one place is insecurity everywhere, Nigeria has been faced with violent extremism, banditry and kidnapping that see the school environment as their area of concentration. Schools have been closed in some areas and special security forces are employed in some other areas for schools to continue running.

In Northern Nigeria, schools with boarding facilities are core targets of insurgents, armed bandits and kidnapers hence school enrollment and attendance are being threatened by insecurity. Serenity and tranquility of the school environment is important in the teaching-learning process and works on this subject have been done by many researchers. A learning environment without peace is an insecure environment. This insecurity is faced by poor people that constitute a larger percent of the country's population. According to McCawley, (2004) poor people in developing countries are prone to insecurity such as crime, domestic violence, epidemics, and unemployment. Ibrahim (2002) noted the impacts of ethno-religious conflicts and organized violent groups on Nigeria. Insecurity in Maiduguri Metropolis has led to the reduction in school enrolment in Borno State to 28 percent and that over 85 percent of the children of school age do not attend school due to insecurity (Bwala, 2012).

### **Statement of Problem**

Northern Nigeria has the lowest school enrollment rate in Nigeria. It also houses the highest number of out-of-school children in the country. While this has been linked to many reasons such as poverty and the traditional and religious education in the region, the incessant attack on schools and educational institutions have drawn the attention of the researcher to the role insecurity plays in the academic performance and school enrollment of secondary school students in Katsina State.

### Research Questions

The following research questions guided this study:

1. What impact does the current security challenge in Katsina State have on school attendance of secondary school students in Katsina State
2. What is the state of insecurity in Katsina state secondary schools?
3. What is the perceived impact of insecurity on students' academic performance.
4. What is the state of parents and guardians willingness to send their children to schools in spite of security threats?

### Research Hypotheses

Specifically, the hypotheses of this research are:

- a.  $H_0$ : There is no association between gender of parents and their perceived impact of insecurity on students' academic performance.
- b.  $H_0$ : There is no association between gender of parents and their perceived pattern of impact of insecurity on the rate of school attendance throughout the state.
- c.  $H_0$ : There is no association between educational qualification of parents and willingness to send their children to school in spite of security threats..
- d.  $H_0$ : There is no association between gender of parents and willingness to send children to school amidst the security threats in the school environment in Katsina secondary schools.

### Methodology

This study is exploratory research and it uses a survey design to achieve its objectives. The nature of the study warrants the use of structured questionnaire to carry out the opinion survey. The population of the study consists of all the teachers and parents that have children in some selected secondary schools across towns and villages in Katsina State. A multistage sampling technique was used to collect data from 160 participants. The participants are the parents, teachers and guidance that are willing to participate in this study. The instrument for data collection is a self-developed questionnaire with 20 items titled Impact of Insecurity Questionnaire (IIQ). The questionnaire was developed based on the principle of content relevance (Anastasi and Urbina, 2008). The items used in designing the questionnaire were a product of intellectual works carried out by experts in the field of education and security. While major items were derived from the suggestions of experts in the highlighted fields of study, others were sourced from review of literature and academic databases.

The *IIQ* was administered to the teachers in their schools while some were administered to some parents at the point of collecting their wards during closing hours in the schools that were in session. Other parents who were known to have wards in the schools that were closed down were allowed to answer the questionnaire through online medium. For

the purpose of estimating the alpha reliability of the questionnaire, the categories of responses were weighted – willing =3, not willing=2 and undecided=1. In ensuring that the instrument used for data collection produced the intended result, the researcher submitted the questionnaire to an expert for observation and validation. To answer the questions raised in the study, the percentage of response to each of the response category was computed per item in the questionnaire. The percentage was rounded up to the nearest whole number for brevity. To determine if there was significant impact of insecurity on academic performance, Chi-square was computed and tested at the  $P < 0.05$  level of significance using SPSS version 23 for all computations.

### Results and Discussion

A total of one hundred and sixty (160) questionnaire were distributed to respondents across the Katsina State for the purpose of this study. The respondents are parents, teachers and guidance across Katsina State. Out of the 160 questionnaires, 159 were returned and the following data was analyzed from the result.

4.2.1 Table 1: Demography of the Respondents

Variable	Frequency	%	Valid %	Cumulative Percent
<b>Educational Qualifications</b>				
B.A, B. Ed, B. Sc. (Ed)	118	74.2	74.2	74.2
Masters and PhD	39	24.5	24.5	98.7
SSCE	2	1.3	1.3	100.0
Total	159	100.0	100.0	
<b>Age</b>				
20-40	48	30.2	30.2	30.2
41-60	111	69.8	69.8	100.0
Total	159	100.0	100.0	
<b>Gender</b>				
Female	94	59.1	59.1	59.1
Male	65	40.9	40.9	100.0
Total	159	100.0	100.0	
<b>Categories of Respondents</b>				
Guardian	26	16.4	16.4	16.4
Parent	66	41.5	41.5	57.9
Teacher	67	42.1	42.1	99.4
Total	159	100.0	100.0	

Source: Field survey, 2021

The study showed that 74.2 % of the respondents are first degree holders, 24.5% are Masters and PhD degrees holders while 1.3% are holders of Senior School Certificates., The age bracket of the respondents' ranges between 20-40 (30.2%) and 41-60 (69.8%). The researcher noted that mothers are closer to the children and they pay attention to the psychosocial wellbeing of the children. The researchers, therefore, ensured that the questionnaire was responded to, by females (59.1%) than males (40.9%). As the research employ an exploratory method, the categories of respondents are guardians (16.4%), parents (41.5%), and teachers (42.1%).

4.2.2 Table 2: Impact of insecurity on students' attendance and enrollment

Item	SA	A	SD	D	SA and A (%)	SD and D (%)
The current insecurity challenge in Katsina State has reduced the rate of school attendance amongst secondary students.	130	27	2	0	98.8	1.2
The rate of school attendance is only affected by insecurity in rural areas.	14	127	3	15	88.7	11.3
The rate of school attendance is affected by insecurity throughout Katsina State.	33	104	13	9	86.1	13.9

Source: Field survey, 2021

On the impact of insecurity on students' attendance into secondary schools, 98.8 % of the respondents agree that insecurity within the state has greatly reduced rate of school attendance amongst secondary school students. 88.7% believed that the rate of school attendance is only affected in the rural communities. While the question was represented, 86.1% of the respondents believed that the rate of school attendance has been affected throughout Katsina state.

4.2.3. Table 3: State of security in schools

Item	SA	A	SD	D	SA and A (%)	SD and D(%)
There is inadequate security in the school. The school compound is not fenced and protected.	126	12	11	10	86.7	13.3
Students' properties are tampered with during and after school.	5	61	3	90	41.5	58.5
My children/students have not suffered any form of bullying in their schools.	5	22	5	127	16.9	83.1
My children/students have not seen any students/strangers with guns within and outside the school premises.	14	136	6	3	94.3	5.7
My children/students have not been sexually harassed or raped in school by teachers or senior students.	17	23	118	1	25.2	74.8
There are no manifest cult activities in my school/children school.	12	47	19	81	37.1	62.9
Some students smoke Indian hemp and other hard drugs within and outside school compounds.	8	20	14	117	17.6	82.4
There are some gangsterism in schools whose activities affect and disrupt school activities.	125	16	8	10	88.7	11.3
Students have been kidnapped from my school/children schools before.	2	119	22	16	76.1	23.9
There have been cases of violence and cult activities within our school	4	15	17	123	11.9	88.1
There has been reported cases of armed robbery attack in or near my school/children's school compounds	9	14	125	11	14.5	85.5
Armed security will make schools safer.	123	10	5	21	83.7	16.3

Source: Field survey 2021

While evaluating the safety of schools and its environment, 86.7% of the respondents agreed that there is inadequate security in the schools and that the school compound were not fenced and protected. 58.5% of the respondents did not agree that there were cases of theft in schools, while 41.5% agreed that students' properties were tampered with during and after school. 83.1 % of the respondents agreed that bullying constitute part of the insecurity in schools and that their children/students have suffered bullying in their school. 94.3% were of the opinion that their children/students have not seen any students/strangers with guns within and outside the school premises before. 74.8 % of the respondents have noted cases of sexual harassment and rape in their children school before either by senior students or teachers. 62.9 % of the respondents are of the opinion



that there are manifest cult activities within their children schools. 82.4% of the respondents reject the assumption that drug abuse is part of the threat to security of schools by disagreeing with the item that some students smoke Indian hemp and other hard drugs within the school compounds. 88.7% of the respondents agreed that there are some gangsterism in the schools whose activities affect and disrupt school activities. On whether students have been kidnapped from their schools/children's schools before, 76.1% of the respondents agreed that they have heard the report of kidnapping before. 88.1% of the respondents did not agree that there have been cases of violence and cult activities within their schools and their children schools while 85.5% of the respondents disagree that there has been reported cases of armed robbery attacks in or near their school/children's school compounds. 83.7% of the respondents believe that the deployment of armed security forces will make schools safer.

4.2.4. Table 4: Impact of Insecurity on students' academic performance

Item	SA	A	SD	D	SA and A (%)	SD and D (%)
The security situation in the state negatively affects students' academic performance.	14	135	8	2	93.7	6.3
The current security situation in Katsina State affects teaching-learning process.	131	21	5	2	95.6	4.4

Source: Field survey 2021

On the impact of insecurity on the academic performance of students, 93.7% of the respondents believe that the insecurity in the state has negative impact on students' academic performance. 95.6% of the respondents agree that the current security situation in Katsina State affects teaching-learning process.

4.2.5. Table 5: Willingness to send children to school

Item	W	N W	W (%)	NW (%)
As a parent/guardian, are you willing to send your children to schools in spite of the security threats?	64	95	40.3	59.7

Source: Field survey 2021

59.7% of the respondents are not willing to send their children to school citing security threat as reason for their reluctance.

4.2.6. Table 6: Chi-Square Tests on Relationship between gender and parents' willingness to send their children to schools in spite of the security threats

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.211 <sup>a</sup>	1	.007		
Continuity Correction <sup>b</sup>	6.355	1	.012		
Likelihood Ratio	7.366	1	.007		
Fisher's Exact Test				.009	.006
N of Valid Cases	159				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.16.

b. Computed only for a 2x2 table

$H_0$ : there is no association between gender of parents and willingness to send children to school

A test of independence was calculated by comparing the gender of parents with their willingness to send their children to school,  $X^2(1, N=159) = 7.21$ ;  $p < 0.05$ . Therefore, this shows a significant association between gender of the parents and their willingness to send their children to schools in spite of the security situation in Katsina state

4.2.7. Table 7: Chi-Square Tests on Relationship between educational qualification and parents' willingness to send their children to schools in spite of the security threats

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.771 <sup>a</sup>	3	.856
Likelihood Ratio	1.126	3	.771
N of Valid Cases	159		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .40.

$H_0$ : There is no association between educational qualifications of parents and willingness to send their children to school.

A test of independence was calculated by comparing the educational qualifications of parents with their willingness to send their children to schools,  $X^2(3, N=159) = 0.771$ ;  $p > 0.05$ . Therefore, this shows there is no significant association between educational qualifications of the respondents and their willingness to send their children to schools in spite of the security situation in Katsina State.

4.2.8. Table 8: Chi-Square Tests on Relationship between gender and parents' perception of the impact of insecurity on students' academic performance

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.031 <sup>a</sup>	3	.001
Likelihood Ratio	20.689	3	.000
N of Valid Cases	159		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.45.

$H_0$ : There is no association between gender of parents and their perceived impact of insecurity on students' academic performance.

A test of independence was calculated by comparing the gender of parents with their perceived impact of insecurity on students' academic performance,  $X^2$  (3, N=159) =17.03;  $p < 0.05$ . Therefore, this shows a significant association between gender of the parents and their perceived impact of insecurity on students' academic performance

4.2.9. Table 9: Chi-Square Tests of Relationship between gender and parents' perception of the impact of insecurity on the rate of school attendance

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.896 <sup>a</sup>	2	.003
Likelihood Ratio	11.805	2	.003
N of Valid Cases	159		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .82

$H_0$ : There is no association between gender of parents and their perceived impact of insecurity on the rate of school attendance.

A test of independence was calculated by comparing the gender of parents with their perceived impact of insecurity on the rate of school attendance amongst secondary students,  $X^2$  (2, N=159) =11.90;  $p < 0.05$ . Therefore, this shows a significant association between gender of the parents and their perceived impact of insecurity on the rate of school attendance amongst secondary students.

### Discussion of Findings

On the effect of insecurity on students' attendance to secondary schools, 98.8 % of the respondents agreed that insecurity within the state has greatly reduced rate of school attendance amongst secondary school students. This is consistent with the findings of Bwala, (2012) and Eric (2012) who reported that as a result of insecurity in the Metropolis, school enrolment has gone down by 28 percent in Borno State more than

any other state in the country. The implication of this reduction in attendance and enrollment is that when students stay out of school for long, it can lead to high rate of school dropouts which has been reported by Patrick (2012) as recurrent menace in West Africa. To reverse the trend, stakeholders in the education sector must take seriously, the observation of Okaga, Chijioke and Innocent (2012) that Nigeria must put efforts to raise the educational attainment of all its youths especially those that are deprived of regular school attendance because of insecurity and conflicts. This will not only help the economy of the nation but also make violent extremism less attractive to the educated youths.

On the willingness of parents, guardians and teachers to send their children to schools with the current security situation in the country, 59.7% of the respondents are not willing to send their children to schools citing security threat as reason for their reluctance. This is in agreement with the Nigeria Education Data Survey (NEDS) as cited by Saleh (2011) that constant attacks on schools make it hard for teachers and other stakeholders in the education sector to persuade parents to let their children stay on at school. The fear of regular attack on school facilities as reported by Fasan (2011) and Okorie (2011) could be the reason for the larger percentage of the respondents (59.7%) to be unwilling to send their children to school. Akintoye (2010) noted that irrespective of age, sex and nationality, Boko Haram attacks make the surviving parents hesitant of sending their children to school especially when they are not sure of the security measure that have been put in place.

While evaluating the safety of schools and its environment, 58.5% of the respondents disagreed with the fact that there is case of theft in schools, while 41.5% agree that students' properties are tampered with during and after school hours. 83.1 % of the respondents agree that bullying constitutes part of the insecurity in schools and that their children/students have suffered bullying in their schools. This case of bullying is capable of making students stay from school as anecdotal and other evidence suggests that children who are bullied skip school to avoid being bullied (Rigby 2004, Sharp 1995, Byrne 1994, Kann L, Warren CW, Harris WA, *et al.* 2004).

94.3% are of the opinion that their children/students have not seen any students/strangers with guns within the school premises or outside school before. 74.8 % of the respondents have noted cases of sexual harassment and rape in their children schools before either by senior students or teachers. This by implication could lead to school dropout as Ojukwu and Chigozirim (2015) noted that the uncertainty of the school environment incorporates that occasionally female staff and students complain of being assaulted or impregnated and this leads to school dropouts. 62.9 % of the respondents are of the opinion that there are manifest cult activities within their children schools. 82.4% of the respondents rejected the assumption that drug abuse is part of the threat to security of schools by disagreeing with the item that some students smoke Indian hemp and other hard drugs within the school compound and outside school. 88.7% of the respondents agreed that there are some gangsterism in the school whose

activities affect and disrupt school activities. On whether students have been kidnapped from their schools/children schools before, 76.1% of the respondents agreed that they have heard the report of kidnapping before. 88.1% of the respondents disagreed that there have been cases of violence and cult activities within their schools and their children school while 85.5% of the respondents disagreed with the position that there has been reported cases of armed robbery attacks in or near their schools/children's school compounds. This is largely inconsistent with the observation of Ibrahim (2002) that Nigeria, especially the North is faced with threats such as armed robbery, kidnapping, ethno-religious conflicts, organized violent groups, economic-based violence, gender-based violence, sexual abuse, trafficking and insurgency by the Boko Haram group.

On the effect of insecurity on the academic performance of students, 93.7% of the respondents believe that the insecurity in the state has negative effect on students' academic performance. 95.6% of the respondents agree that the current security situation in Katsina State affects teaching-learning process. This could be as result of the psychosocial wellbeing of the students being threatened by the recurrent attacks on schools and educational infrastructure. This is corroborated by Agbaje and Alake (2014) in their study on "The student variables as a predictor of secondary school students' academic achievement in science subjects" that students' interest is vital to learning. In the area under review, students that are supposed to have their interest fixated on learning are bothered by their security and safety. Milam et al. (2010), Bowen (1999) and Gronna and Chin-Chance (1999) demonstrated safer elementary schools had higher academic scores and the same effect of school safety on school performance were noted among middle scholars and high scholars.

As opined by Olofintoye (2008), securities are the dynamic conditions that include the overall capacity of a state to counter dangers to its fundamental beliefs and ensure the necessary actions for the safety of the residents. 83.7% of the respondents believe that the deployment of armed security forces will make schools safer and this belief is consistent with the recommendation of Oladunjoye and Omemu (2013) that the federal government should post security personnel to guide all schools from primary to tertiary institutions in Nigeria.

### **Conclusion**

Based on the findings of this study, the following conclusions were drawn from the study

1. Insecurity has negatively affected secondary school students' academic performance in Katsina State.
2. Sexual assault, bullying, theft, kidnapping and manifest cult activities constitute security threats to school environment in secondary schools in Katsina State.
3. Insecurity has negative effect on the teaching-learning process in Katsina State.
4. Majority of the respondents are not willing to send their children to school due to the growing insecurity in the state.

### **Recommendation**

In the light of the findings of the study, the following recommendations are put forward:

That the government and other stakeholder make concerted effort to promote the safe school initiative and also by the mandate of the Education for all initiative, provide alternative learning facilities with beefed up security for those that have been displaced from their schools due to insecurity.

That individuals and non-governmental organizations are also encouraged to help government with information that can make schools less vulnerable to attacks.

That researchers should conduct further studies that can unravel ways in which the students can be made to learn and concentrate while security situation is being worked on. This is important since, as revealed during the conduct of this study, emotional trauma is one of main ways through which insecurity affects the teaching-learning process.

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