CHALLENGES OF TEACHING SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOL IN CROSS RIVER STATE: IMPLICATION FOR QUALITY EDUCATION

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Abstract
This paper examines the challenges of teaching social studies in junior secondary schools in Cross River State and noted the implications for quality education in Nigeria. The paper examined the concept of social studies, the importance/relevance of the subject in building an egalitarian society and the challenges associated with the teaching of the subjects which included ethnicity, non-state standard matenats, socio cultural and religion beliefs, teachers competence and evaluation procedure amongst others. It further examined the implications of these challenges in the teaching of the subject to include poor quality education, non-achievement of the objectives of the subject and the learning of unethical moral codes amongst the citizens. Finally, the paper recommended the employment of quality social studies teachers, exposition of social studies teachers to modern methods of teaching the subject and the training and retraining of existing teachers of social studies amongst others.
Key words: Social Studies, Teaching, Quality Education**.**

1.1 Introduction

Social studies is a growing and dynamic subject which have been firmly entrenched in the curricula of Nigerian schools and Colleges. It is studied at the Primary and Junior Secondary School levels at the Colleges of Education and at the University levels. The subject is also very prominent among many subjects at the nursery and primary school. Nevertheless, there are many emerging issues that challenge the basic objectives of the subject that need urgent attention.

The efforts of education is it that desired and tried to introduce the teaching of Social Studies in schools in Nigeria in the early days served as a catalyst for the introduction of the subject in the school curriculum immediately after independence. Its penetration into the school curriculum at this time could not last long because there were no schools in which the subject could be taught but it was re-introduced in 1963 to assist learners to learn about themselves, societal problems and about the wider communities in which they live. Social Studies, with its unified approach to learning, was seen as being equal to cutting across artificial subject divisions and presenting knowledge as an integrated whole. In this range of vision, the fact that Social Studies in Nigeria deals with an interplay of various factors – political, economic,

cultural, physical, technological - the learner develops different view of reality that helps him or her to make well thought-out reasoned and rational suggestions equipped towards societal development. Nigeria as a nation came into existence from different socio-cultural entities. As a result of these differences, it has not been easy build a sense of common unity, national pride and single purpose. This is because the spirit of unity and oneness at national level is very weak when compared with the moral sense of belonging. Therefore, to bring this goal of building a united, viable and prosperous Nigeria into existence, the school curriculum became the base on which national unity was to be established and fostered. One of such curriculum that seeks to emphasize unity and oneness is social studies. Social Studies is a unique and important subject in Nigeria's educational system. It is a mandatory subject for all Nigerian students in primary and junior secondary schools. However, the impact of the subject in achieving the core subjective of uniting the Nigeria nation has been limited. For example, ethnic loyalty rather than national loyalty continues to improve; the spirit of unity at national level is very weak when compared with the ethnic sense of belonging. This is a pointer to the fact that more is still needed to inculcated the ideals of the subject properly. Several literatures have attempted explanations.

For instant, Mezieobi and Osakwe (2003), Esu and Inyang-Abia (2004), and Mezieobi (2007) have explained that the essence of social studies instruction in junior secondary school is to equip the learner with attitudes, values, knowledge, and skills for functional living in the Nigerian society. It is therefore imperative that effective implementation of social studies instruction in line with the ideals of UBE be focused on equipping the learner with entrepreneurial and creative skills for productive living. Thus, classroom instructions on social studies ought to be innovative in exposing the learner to discover knowledge, create ideas, and think scientifically. This is a veritable process of exposing and preparing the learners to become job creators rather than job seekers in future. Unfortunately Ukadike and Iyamu (2007), stated that social studies teachers do not involve learners adequately in active learning engagement and therefore condemned the expository method which is responsible for the poor implementation of the social studies curriculum and consequent poor appreciation by learners of knowledge, values, attitudes, and skills in the subjects curriculum. The quality of the social studies teachers and the effectiveness of their instructional strategies in the classroom are crucial in the effective implementation of the UBE program. Against this background, Ibiam (2007) noted that rapid technological changes in the society render most often learned materials and information in the social studies classroom obsolete; if the teacher is not resourceful to embrace dynamic changes in the society. Furthermore, Maduewesi (2001) and Ibiam (2007) observed that educational innovations are not instantly integrated into school curricula at all levels in Nigeria. Obuh (2007) discovered that social studies teachers have not demonstrated high competence in the use of ITCs (information and communication technologies) in the teaching of social studies. Therefore from these literatures, the picture of the efforts of social studies in achieving it objectives in bleak, however, the Cross River State experience in another dimension.

1.2 Concept of Social Studies

Social studies is the "integrated study of the social sciences and humanities to promote civic competence. Social studies is most commonly recognized as the name of a course or set of courses taught in primary and secondary schools or elementary, middle, and secondary schools, but may also refer to the study of aspects of human society at certain post-secondary and tertiary schools around the globe. Many such courses are interdisciplinary and draw upon various fields, including sociology, political science, history, economics, religious studies, geography, psychology, anthropology and civics.

1.3 Challenges of Teaching Social Studies in Junior Secondary Schools In Cross River State

The following are the challenges of teaching social studies:

a. **State-standard teaching:** Social studies classes are known to be boring and meaningless by many students, especially the junior secondary school students. It's increasing state standards have gradually destroyed many teachers' faith that creative practices can be used due to the pressure to "get through" the material. The central objective of social studies is to assist young people and the society make well-informed, reasoned and intelligent decisions for the public well-being as good citizens of a culturally diverse, democratic society in an interdependent world. Grooming responsible and reserved citizens is paramount in any governmental system which is essential to a democracy. Now the real challenges lie with the amount of material to be taught and the tedious task it is to convince the secondary school students, especially the junior ones, and policy makers, that the social studies as a subject is vital in their world.

b. **Ethnicity:** Nigeria is a society comprising people of different social classes, religions, races and ethnic groups. There are comparatively two hundred and fifty different languages and over four hundred dialects. It is the desire of Nigerians to be one unified nation, with a single goal and with a people who share common goals. Since Nigeria achieved independence in 1960, successive governments have sought to inflict this single identity through education, and specifically social studies. In Cross River State, there are over 20 ethnic groups the challenges of teaching social studies to meet the needs of these ethnic and cultural group is enormous.

c. **Social, cultural and religious beliefs:** Accordingly, after independence, the level of social development in the southern part of the country was to a large extent higher than in the northern part. The effect of this is constant social clash between the people in the North and those in the South. In the process, national boundaries inflicted by colonial masters have resulted in political tensions with separate nations being forced to work together within administrative units. People who had never for once been politically or socially bound to each other, with different histories, cultures, languages, beliefs and social structures have no other choice but to find a way of living and working together. Teachers with different cultural and religious beliefs find themselves teaching social studies and tries to see it that they and their students are seen to accommodate other beliefs system.

d. **Teachers competence:** Attitudes associated with the teaching of Social Studies appear to affect students' performance in the subject. Also, many Social Studies teachers teach Social Studies without instructional materials and facilities (Mberengwa 2004). The quality of teachers, competence and class room facilities are grossly inadequate and obsolete. Owolabi et al. (1991) indicated that a serious disconnection exists between Social Studies training in secondary schools and the needs of the labour market. Where students consistently perform poorly, the implication is that adequate teaching and learning has not taken place in schools and the blame is majority on the competence of the teachers!

e. **Evaluation processes:** Social studies education programs are not being constantly evaluated in order to ensure its effectiveness and whether the objectives of the program are being achieved. Feedback mechanism with regard to ensuring whether the stated objectives are being attained or not is only possible through evaluation. Thus, evaluation is an integral part of all educational programs. Unfortunately, instances like lack of effective evaluation in the area of textbooks, instructional materials, teachers, methods as well as inconsistencies of policies affecting social studies, is what characterized the program in Nigeria in general perspective at the Junior Secondary School level.

f. **Content Development:** The content of Junior Secondary School Social Studies curriculum in Nigeria has often been described as very academic and out of touch with the needs and aspirations of the society. Also, social studies curriculum has not been properly matched with the need of the country. It is the remoteness of the curriculum that makes the subject meaningless in the context of the freshly identified state and national needs. Also the focus of the control of teachers on student learning activity in social studies in the examination syllabus. In other words, teaching is grossly expository and authoritative while learning is a receptive and submissive acceptance of knowledge. Examination success is the prime objective and all activities are directed towards that end. Conformity or convergent thinking stands as a premium and adventurous or creative thinking is personalized or ignored.

1.4 Implication for Quality Education in Cross River State, Nigeria

The following implications area apt:

The first problem is poor quality education. Arising from the challenges associated with the teaching of social studies, the quality of learning and mastering of the subject which ought to be reflected by the practical lives of the students is not achieved. Hence, the education is poor on quality

Secondly, the objectives of the curriculum is not adequately achieved. Hence, rather than unity the state and indeed the nation, the seemingly practical intent is transformed into crises; hatred for each other rather than oneness and love-smacks of educated citizens. The so-called agitations and calls for restructuring of the Nigerian nation is one clear indication that the subject is not achieving its aims.

Thirdly, since the teaching of the subject is bedecked with crises, students learn the wrong and unethical model of passing through examination malpractices. Social ethics are seen as abnormal the attendant implication is the hydra-headed manifestation of examination malpractices in schools which is becoming a norm and resulting in poor school products.

Fourthly, teachers of the subjects are subjected to state-standard stereotype teaching with little or no innovation, emphasizing rote learning and submissive thinking rather than creating the resultant effect is the production of students who are void in critical thinking and many not be able to offer out-of-the-box solution to national problems.

1.5 Suggestions

The suggestions are as follows:

1. Social studies teachers' quality, awareness, consciousness, and adequate knowledge of the objectives and focus of UBE are fundamental in the effective implementation of the functional social studies curriculum.
2. The use of effective inquiry teaching method by the teachers of social studies will enhance high learning and promote creativity and critical thinking
3. Social studies teachers at primary and secondary school levels should be exposed to contemporary reforms in education through conferences, seminars, workshops, and cooperative learning this is what is expected of a 21st century teacher.
4. The train by government social studies teachers with appropriate ICTs competencies is a prerequisite for effective use of ICTs in teaching social studies.

1.6 Conclusions

The effectively trained, informed, and skill-equipped social studies teacher is an asset to the effective implementation of the UBE. This is more realistic when the social studies teacher is knowledgeable about the objectives of UBE, which will be a benchmark for the teacher's instructional delivery guide in the classrooms. To achieve functional education, the leaner needs to be exposed to practical tasks and provided with ample opportunities to think reflectively, scientifically, and creatively. Teacher preparatory institutions like Nigerian universities, institutes of education, and colleges of education should constantly enrich, revise,

and review their programmes to include contemporary education reforms as UBE amongst others. This step will ultimately enhance social studies teachers' quality for effective implementation of UBE in junior secondary schools Cross River State and indeed in Nigeria.

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IMPACTS OF SCHOOL INSECURITY ON EDUCATION OF NIGERIAN CHILD

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Abstract

Nigerian environment as a nation has encountered series of Insecurity with its impacts on the Education of Nigerian Child. This has affected not only the education of the Nigerian Child but also the economic situation, his overall development and the living condition of the child. Insecurity has affected investment, social interaction, peaceful coexistence and also posed a great threat to the growth and development of education in general. This paper therefore will examine the Impacts of school Insecurity on the Education of the Nigerian Child. Such impacts as lack of academic motivation, absence of positive attitude to school, lack of academic achievement, emotional development and others. Some measures are also recommended which includes - the involvement of Federal Government in maintaining adequate security to all the schools, the provision of infrastructure to facilitate effective teaching and learning to mention but a few.

Note: *The impact of school insecurity on the education of Nigerian child.*

Introduction

The education of Nigerian child has suffered a lot of challenges of insecurity which has affected the condition of the school environment. This insecurity is in form of environmental deterioration which symbolizes danger to everyone's security. Anything that reduces the quality of life such as conflict, scarcity of vital resources, environmental degradation or demographic pressures infringes on human security, is considered a threat to human security (Dhirathis 2011). For student to engage in school programmes successfully there must be conducive and safe environment. The terrorist group known as Boko Haram had threatened the education of the Nigeria child. This has resulted to loss of many lives and destruction of properties since 2009. The activities of this notorious group have created fear in the minds of every Nigerian more especially the education of our children all over the nation. This group made school environment uncomfortable and fearful to our children.

Education is the backbone of development and the greatness of a Nation. It is a tool of success and acquisition of knowledge which helps an individual to utilize his/her potentials in life. Presently, Education in Nigeria is Fraught with kinds of insecurity issues in schools.

Insecurity is when the individual is threatened by disease or when an individual is not safe in an environment. This kind of situation keeps everything to a stop, education of children is not left out. Forms of insecurity have no doubt brought a lot to bear in education of children in Nigeria. For instance, Boko Haram activities. Barna (2014) noted that Boko Haram is the name given to organization of AhlisunnahLidd'a Swati Wal-Jihad', the people committed for the propagation of the prophets teaching and Jihad. It is an Hausa phrase which means western education is a taboo. This name does not signify the full aim of the movement, which is to take

over the Nigerian Government and establish an Islamic state with Sharia and abolish western education like universities and civilization in general. These include the acceptance of Muslim civilization and rejection of scientific theories of evolution.This is not a welcome situation to education of Nigerian child. It has made a great impact on academic motivation of the learners level of achievement as well as emotional development on the learners.

School Environment and Insecurity in Nigeria:

Nigerian environment is no more conducive for education due to insecurity at all levels of the school system. Environment which is the source of nourishment and sustenance of life of man on earth is now turn to be a terrorist state full of insecurity. We know that human beings have varieties of needs for the satisfaction of human life. These needs are met through different dimensions of the environment. These include physiological needs, security needs, belongingness needs, self-esteem needs and self-actualization. All these are opposite to the intention of these terrorists. Human needs are arranged accordingly. The last needs are crucial for human existence. It is true that human beings are insatiable because the moment a lower need is satisfied adequately, a higher need comes up. The final need is that of self-actualization which is relevant but differs from one person to the other. In all these when the environment is not safe and cordial, these needs cannot be achieved. There is need for re-assurance of safe environment in order for the learners' to participate actively and effectively in certain activities in a cordial school environment such as being more creative, attending school, participating in teaching and learning, motivation to learn and to participate in all school programs. In the same way the satisfaction and comfort in the school environment will help effective learning, but lack of feeling of psychological safety of school environment may affect learning. Therefore physiological wellbeing of learning is very necessary in a school environment. According to Obi (2016) psychological wellbeing is a good or satisfactory condition of existence of life. We all know that safe environment serves as stimuli for learner's to participate in school activities.

The school environment should be rich enough to satisfy the various needs of the learners' to help them to function effectively and to develop their cognitive status. This is done in a secured and safe school environment. But unfortunately, some schools are faced not only with the problem of Boko Haram but lots of threats from kidnappers, sexual abuse, drug addiction, fire outbreak, cultism and many others. Chika (2016) noted that school environments are flooded, with lots of acts that threaten the security situation of our schools, ranging from examination malpractices, drug addiction, gender violence, kidnapping, vandalism, armed robbery, and cultism which hinder performance of learners'.

However, in a school where any of the needs of the learners' are deprived, we know that such school environments are characterized by insecurity. An insecure school environment is that which the climate do not allow the learners', teachers, administrators, staff and visitors to interact in a positive non-threatening manner as stated by Uzoka and Ononuju (2016)

One of the major attributes of the school environment is the availability of effective teaching and learning. Effective quality education can only be achieved through the provision of a safe and secure environment. Umar (2012) stated that creating conducive learning environment by making students to have access to teachers, school facilities and threat free environment stimulates students to higher academic performance. This type of environment can only be realized where the various factors affecting learning are considered as much as possible. These factors affecting learner are the learner, the learning environment, the teacher and the learning process. Failure to satisfy these requirements adequately will result to ineffective teaching and learning problem.

Unconducive learning environment amounts to insecurity of the school environment. Ajake (2016) contributed that insecurity is a feeling of general unease or nervousness that may

be triggered by perceiving of one self to be vulnerable or inferior in some way or a sense of vulnerability or instability which threatens oneself ego. For effective teaching and learning, there is need for safe secure and conducive environment, free from fear, anxiety, exploitation, molestation and kidnapping. Peace and tranquility are indispensable for any meaningful development to be achieved. In Nigerian education system, an atmosphere of peaceful co-existence is an antidote for successful teaching and learning. Ozor (2016) sees school safety as protecting the students and staff from undesirable behavior such as crime,drug abuse, sexual and racial abuse, vandalism and aggressiveness. Emphasizing the significance of the school in promoting the future of learners', the United Nations' Agency stated that no country can hope to live in peace and prosperity unless it builds mutual trust between its citizens, starting from the classroom. (UNESCO, 2011, in Hilson&Randoll, (2012). This issue throws light to the need to enhance the quality of the school environment in order to encourage peace, harmony and improve living standard of learners' in our respective societies.

Education is vital to learners, parents and the society. It encourages smooth shift from home to school, because it help the learners to interact freely with other children outside his immediate environment. It also helps to improve his cognitive domain through learning. Education of a child goes a long way to teach him how to understand and manage his emotions. Ajake (2016) stated that high insecurity in school resulted in o poor attendance and poor involvement of students in co-curricular activities. Oladunjoye and Omemu (2013) noted that school security environment creates fear and anxiety in community at large, resulting to low attendance rate at school. While Lordaah, Fiase and Kohol (2016) stated that school, as one of the social institutions plays an influential role in developing students' creativity through their availability of resources. When the school is not safe all efforts to develop students' creativity, intelligence and being able to engage in school activities become fruitless. Teaching and learning are expected to take effect in an environment that is free from any form of obstruction. Roseline and Dorathy (2016) supported that insecure school environment is not conducive for learning as both the student`s life and learning facilities are at stake.

Environment is what surrounds us and where we live. It provides all life support system needed to survive; and full developmental aspirations by man (Isife 2012). It is also an external surrounding within which an individual lives, that affects his developmental behavior. Environment plays an important role in the performances of the child. Stone in Danbake (2017), emphasized that when environment is grossly deficient in stimulation, the development of the child is correspondingly retarded. This means that when a school environment is full of threat with fear, it will prevent parents from sending their wards to such a school, and even when they send their wards to school, teachers may not attend to learners due to fear. Safe environment makes students to participate in school programmes and become more creative in their day to day activities.

The Dimensions of School Environment

The school is a social environment that is made up of component parts that are located in everyday school setting. The various arms of the school environment embrace the following; academic, psychological, social, physical, political, emotional, and other variables of the school that influence the behaviour of the child.

Academic environment: It shows an environment where academic work takes place. It is an environment that organizes learners for their professional life in future and also contributes towards their academic and social development. It needs not to be disturbed by any forms of insecurity

Moral environment: School environment is concerned with principles of right and wrong development. It is where the child learns some of the rules and regulations guiding the academic work.

Emotional environment: School environment is concerned with the state of the mind of students and their overall temperament.

Psychological environment: These are the factors that are suppose to associate with the school environment that help in intellectual functioning. They include facilities and activities that aid intellectual stimulation.

Perceptual environment: These are the school environment that is concerned with the processes by which individual perceives or understands things in the environment.

Physical environment: This refers to the overall design and layout of a given environment for learning; how it is designed by organizing its spaces, furnitures and materials to maximize the learning opportunities for the engagement of the child.

Social environment: School Social environment refers to the quality of relationships among the students and teachers and other staffs and school leadership. It concerned entire personal relationship.

Economic environment: School Economic environment refers to a factor that influences the budgeting and spending in the school that affect the performance of the school.

Spiritual environment: It is an open environment that is made available to students to have access, irrespective of their attitude to religion or their religious belief.

Legal environment: This is concerned in helping the school in planning and teaching the fundamental laws, rules and regulations guiding the school environment.

Political environment: This deals with the administration of the school, such as demonstration of good and healthy social interactions.

The challenges of Physical School Environment on Education in Nigeria

There are many challenges that are hindering the successful running or achievement of the education of Nigerian child. These includes the following:-

- Shortage of school building
- Acute shortage of qualified teachers and furniture for effective teaching and learning.
- Inadequate equipment for science, agricultural science, home economics, art and craft are locking in most schools. These hamper the academic performance of the students.
- Serious inadequate funding for the renovation of existing school building and construction of new ones.
- Inadequate classroom for teaching and learning. Some students stay under hash physical environments such as during the cold, harmathan, sunny and rainy seasons to learn.
- Limited storage facilities in schools.
- Inadequacy/ lack of toilet facilities in many schools.
- No portable water and no electricity supply.
- No Library and no Laboratory facilities.
- Most of the learners lack textbooks and writing materials.

Ubah (2002) and Aliyu (2014) emphasized that the physical condition of Nigerian schools were pathetic and capable of lowering the standard of education. This reveals that a lot of jobs need to be done by Education Authorities in order to rescue the physical school environment and quality of education of Nigerian child.

The Challenges of insecure Social School Environment

The social environment of the school embraces other groups which include the following; parents, teachers, students, peer group and others.

Parents: Parents are the first agents of socialization. What the child becomes in future is determine by the quality of care and training imparted by the parents and other members of the family to the child. They are the key factors in the education of the child. Apart from this, there are other negative issues that affect the upbringing of the child. These include house-help issues, broken-home caused by death, divorce, frequent absence of one or both parents; large family issue, illiteracy, ignorance and poverty; increased economic depression among the people and others. This is why Odunukwe (2002) stated that some negative tendencies in the family level have adverse effect and influence on the child.

Families that are under this level can be seen as insecure environment which can lead to negative results which include absence from school by many pupils, production of many children with varieties of emotional and behavioral issues, problem of adjustment to classroom programs. Others engage in anti-social behavior such as prostitution, stealing in order to take care of themselves.

Teacher: A teacher is synonymous with the school as an agent of socialization. He is one of the key actors to the smooth running of the school and the upbringing of a child. The teacher supports or encourages an approachable attitudes towards the students. Roles are given to the teacher to be responsible for games, library and others, so that they become the subject teachers. Teachers assign some responsibilities to students also, more especially to bigger boys who are intelligent and also friendly. So the relationship between the teacher and staff and also that of students and parents are expected to be warm and cordial. The inability of the teacher to carry out his or her duties effectively will result to lack of development of the child and so increase the rate of insecurity in the school environment.

Peer group: This is another vital agent of socialization. Odunukwe (2002) and Aliyu (2014) noted that peer group serves as a source of inspiration to the adolescent on matters such as fashion, dressing, hair style, information related to sex, heterosexual friendship, leisure activities and others. Odunukwe also observe that most of the Nigerian families have failed to cater for the basic needs of their children, such needs are food, shelter, clothing, security, love and self-esteem due to the high level of poverty.

So, in most cases anti-social activities are learned, therefore a learner´s involvement in the peer group is either, for the purpose of belonging or solving their economic and social needs. This joining in the social group explains the reason for the increase rate of delinquency, for example, theft, robbery, drug abuse, awkward dressing among the Nigerian youths. This undesirable behavior has affected the youth levels of dedication to academic work and other ventures. Based on the above situation, the researcher seeks to examine the impacts of school insecurity on the quality of education of Nigerian child.

The Impacts of Insecurity on School Environment on learning:

There is no limit to the impacts of insecurity on human life. It affects every aspect on human life, both the state and the nation in general. The insecurity of school environment has a

tremendous effect on the development of education of Nigerian child. The specific effect of insecurity of school environment on education and development of the child are as follows:-

1. **Academic motivation:** When school environment is not safe, all efforts to motivate the development of students´ creativity, intelligence and ability to engage in school activities become impossible. For effective teaching and learning to take place, there is need for a secure school environment. In a secure school environment, the child develops academic motivation through interaction with the academic environment (Adeniyi 2002). The insecurity of school environment does not produce stimulating and enriching outcome or experience. This does not allow the child the chance to develop academic motivation. Teaching and learning are expected to take place in an environment that is free from any form of obstruction. The aim of teaching and learning can be enhanced when the school environment is conducive, free from violence, threat or anything that will bring fear in the child. The insecure school environment brings about lack of motivation and unconducive learning condition. Thus, producing the problem of truancy and school dropout. (Roseline and Dorathy 2016).
2. **Help seeking behavior:** When the classrooms are observed to be encouraging and friendly, the learners feel more relaxed interacting with one another and also with the teachers in the classroom. Familiarity and friendliness are seen as essential factors as regards rendering help to the learner. The insecurity that is threatening the environment does not allow a free flow of atmosphere; therefore, there is little or no chance for those seeking for help.
3. **Positive attitude to school:** A positive attitude to school environment allows learners and teachers to feel emotionally and physically safe. Also parental aspiration, education and occupation are indicators of a secured school environment which influence the development of positive attitude in the learner towards schooling. It is supposed to be an environment in which students can express themselves freely but insecurity snatches this chance away from the students. In other words, those parents who are uneducated and neither cherish education nor gain high occupational level are not capable of promoting the development of positive attitude towards schooling. Those parents cannot produce the individuals with the needed academic materials and may not assist their children in going to school.
4. **Academic achievement:** This is the extent to which a student, teacher or institution have attained their short or long term educational goals. The quality of education that the child gain is largely determined by the availability of physical facilities and the entire atmosphere where teaching and learning takes place. Fear is one of the insecurity. It is one of the significance of insecurity in the academic environment. It interrupts the smooth running of learning and constitutes trouble to academic achievement.
5. **Emotional development:** It is the development of being able to form and sustain positive relationships. An individual friendly physical school environment will go a long way to assist emotional development in the learner. A conducive school environment will assist the learner with the opportunity of removing the unwanted resentments and worries among their class and their school mates. Unlike an insecure school environment that leads to the emergence of emotional abnormalities like fear, which impedes academic achievement as noted by Aliyu (2006).
6. **Cognitive development:** Cognitive development is how children think, explore and figure out things. It is the development of knowledge, skills, problem solving and disposition. It is a secure and conducive school environment that will allow co-operation and collaborative problem solving, that facilitates the development of higher order

thinking and specific intellectual skills. Insecure school environment hinders interaction. This means that, there will be limited room for advanced intellectual development.

7. **Social development:** The development of healthy interpersonal relations between the students and teachers are the product of secure and conducive school environment. On the other hand, unhealthy interpersonal relationship between students and teachers are characterized by insecure school environment which is attracted by inadequacies from the environment. All these interfere with cordial and cooperative relationship that exists between the student and the teachers.
8. **School retention:** Social acceptance or rejection are one of the factors that determine whether the child will remain in the school or leave the school environment. Children who are capable to adjust stand a great advantage to be accepted or retained by the peer group and the school. On the other hand, children who face rejection have the problem of academic profile and may also result to school dropout.
9. **Adjusted behavior:** It is stated that a safe and conducive school environment facilitates development of an adjusted behavior like punctuality, cooperation, friendliness, cleanliness, hard work and attentiveness. On the other hand, a maladjusted behavior of the students is the product of insecure school environment.
10. **Psychological development**: Educational and recreational needs of the learner are the product of favourable school environment. This kind of school atmosphere satisfies the psychological needs of the learner which leads to the development of a favourable and positive mental health and improved adjustment to school.
11. **Physical development:** Adequate recreational facilities encourage the healthy physical and emotional development of the growing individual. Aliyu (2014) stated that opportunity given to the learner to engage in sporting activities enable him or her to burn the excess energy and achieve bodily health and muscular development.
12. **Development of creativity:** When school is not safe, all efforts to develop students' creativity, intelligence and to be able to engage in school activities will not be possible. Creativity requires among other things a school environment that has befitting structure, rich in terms of learning, modern facilities, laboratories, information communication technology, workshop, theatre rooms and sporting facilities. Thus, an insecure school environment that is devoid of those basic infrastructural facilities denies it's students/pupils the opportunity to develop creativity (Alfuhaigi 2015).

Through the examination of the above impacts, the school insecurity has adversely affected the academic environment, emotionally, psychologically, socially, economically and physically in the overall development of education of the Nigerian child.

Recommendations

Based on the enlisted impacts of insecurity in school environment, the following measures should be adopted to reduce the incessant insecurity to its bearest minimum.

- The Federal Government should intensify adequate security to all the schools in order to reduce the incidence of insecurity.
- The school environment should be provided with basic infrastructure that will help to facilitate effective teaching and learning to improve critical thinking, creativity, skills and skills for developing problem solving.
- Creating recreational facilities and outdoor activities to promote healthy socio-emotional and physical development of the learners.
- The provision of well secured, conducive and child-friendly environment to improve enrolment, attendance and retention. This will go a long way to facilitate adjustment to school attitude and also encourage good mental health.

- Teachers are looked upon as models to their students or pupils in their respective schools exhibiting good relationship with their students and other teachers. This will enhance cooperative behavior and avoid aggressive attitudes and excessive use of corporal punishment.
- The education authorities should include vital topics such as moral instruction and emphasis that it must be done and taken it serious help them in their moral upbringing. This will help to reduce insecurity in the school environment and encourage peaceful co-existence.
- There should be adequate funding so as to enable the school authority to provide those amenities that are lacking in the environment.
- There should be a healthy cooperation between the school and the parents so that they will be informed when there is unhealthy attitudes from their wards.

Conclusion

The impacts of school insecurity on education of Nigerian child have a lot of negative implications. These challenges range from development of fearful attitude, irregular school attendance, school dropout, unconducive atmosphere and other psychological and emotional development. The education authorities have a vital role to play in order to minimize the level of insecurity in our academic environment. The curriculum developers, counselors, teachers, students and parents also have a conducive environment for learning and not a taboo for education of Nigerian child.

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VOCATIONAL EDUCATION AS A PANACEA FOR SOLVING THE ECONOMIC PROBLEMS IN NIGERIA

By

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Abstract

This paper focuses on vocational education as a panacea to solving the economic problems in Nigeria. Vocational and Technical Education is understood to comprise of education and skill developments relating to a wide range of occupational fields, production services and livelihoods. The study adopted a survey research design in which questionnaire was used as the instrument for data collection. 130 students from the 5 different departments in School of Vocational and Technical Education of Kwara State College of Education, Ilorin were selected using purposeful sampling technique. Data obtained were analyzed using mean score, standard deviation and chi-square. The null hypotheses were rejected after testing with chi-square at 0.05 level of significance. The study revealed that lack of equipment and training facilities is a major factor that caused unemployment in Nigeria. Also, awareness of vocational training can help to curb the problem of unemployment among youths in Nigeria. This study recommended that government should re-train vocational and technical education teachers and employ experts to operate complex machines and equipments during training of vocational students, also the need to carry out regular accreditation exercise in every approved vocational and technical schools, so as to achieve quality teaching and learning of vocational studies among the youths.

Keywords: Vocational and Technical education, panacea, economic problems, equipment facilities.

Introduction

Vocational education can be defined as all experiences where an individual learns to carry out successfully, a useful occupation. Wikipedia defined vocational education as an education that prepares people to work as a technician or take up employment in a skilled craft or trade as a trade person or artisan. It can also be seen as the type of education given to an individual to prepare that individual to be gainfully employed with requisite skills. Raheem and Ayika (2019). The vocational and technical education is understood to comprise of education and skill development relating to a wide range of occupational fields, production services and livelihoods. In Nigeria, the federal government has identified education in her policy on education as the process that helps the whole man to change and develop physically, mentally, morally and technologically. The purpose is to enable him/her function effectively in any situation that he or she may find himself or herself so as to become productive, self-fulfilling and attain self actualization. The Federal Government of Nigeria also adopted education as an instrument for national development and change (Thompson, 2002).

Narling-Hammond (2010) reported that quality education is believed to be a key that is viable for survival in Nigeria in competitive economy. He stated further that practitioners, policy makers, parent agrees that the key to transformation of nation's economy is to improve quality of education with more emphasis on vocation and technical education (Tyowuah and Chen, 2019). Fafunwa (1997) also reported that education is believed to be an aggregate of all the processes by which a child, the young or adults develop the abilities, attitudes and other forms of behaviours which are of positive value to the transformation of the society in which

he lives. Therefore education can be expressed as a process of learning and re-learning, transculture in terms of continuity and growth and for disseminating knowledge. The national policy on education specifically stipulated that education in Nigeria aims at the acquisition, development and inculcation of proper value, orientation, knowledge and skills for the survival of an individual and transformation of society.

Vocational education is a form of education that has its primary purpose as to prepare persons for employment in recognized occupations, it provides the skill, knowledge and attitudes that are necessary for effective employment in specific occupation. Okoro (2006) defines vocational education as education that provides a special programme offered at secondary and post secondary levels. It is an education for occupational preparation. It can also be regarded as that aspect of total education process that focuses on individual occupation. Eneyoh, Okon and Okeng (2012) analyzed the six major areas of vocational education viz. Agricultural Science Education, Fine and Applied Arts, Technical Education (Building, electrical and civil art work), Home Economics Education, Business Education, and Music education.

Vocational and technical education, according to FRN (2004) and Leversque (2000), vocational and technical education is a comprehensive term referring to those aspects of the educational process involving addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge related to the occupation in various sectors of economic and social life, they both submitted that vocational preparation must always be viewed against the backdrop of the needs of society and of individual, while meeting the demands of the economy, the abilities of the individuals must be utilized to the fullest, meeting the job needs of individual is crucial objective of vocational and technical education for solving economic issues in Nigeria.

The neglect of technical education is injurious because it is robbing the nation, the contributions of graduates to the economic improvement of the nation. Nigeria's current preoccupation with university education reduces economic opportunities of those who are more oriented towards work than academic. The epileptic situation of Nigeria's tertiary institutions which leads to lack of employment by graduates would easily be acquired from technical and vocational colleges. It can be observed that the nation's youth unemployment rate has risen up beyond necessity. In 2021, the rate of unemployment of youth in Nigeria was recorded at 9.79%, 2020 it was 9.71%, while 2019 it was 8.53% (www.macrotend.net NGA. 5.49pm 21/9/2022). The economy has not been in good shape for the past five years and this went to a recession in 2016. In 2020 in the wave of COVID-19 pandemic, it plunged into another recession. This is worst in four decades. It recorded gross domestic product contraction of 3.62% in the third quarter of 2020. There has been a lot of uncertainty largely due to policy inconsistencies, about where people should invest. This cuts across various economic sectors (Ndubusi, 2021).

This paper aims to focus on the role of vocational education as a panacea to economic issues in Nigeria, a case study of Kwara State College of Education Ilorin.

The objectives of the study are:

1. To determine the influence of lack of facilities and equipments for training in vocational education in colleges of education in Nigeria.
2. To determine the influence of lack of awareness of vocational education as a mean of solving economic problems in Nigeria.

Research Questions

1) What influence does lack of facilities and equipments have on training vocational education in colleges of education in Nigeria?

2) What is the influence of lack of awareness of vocational education as a mean of solving economic problems in Nigeria?

Research Hypotheses

The following null hypotheses were formulated in line with the objectives of the study.

1) Acute lack of facilities and equipments have no significant influence on training vocational education in colleges of education in Nigeria.
2) Acute of lack of awareness of vocational education have no significant influence in solving economic problems in Nigeria.

Research Method

The study adopted a descriptive survey research design, collection of data was carried out in one location. The research study was carried out at Kwara State College of Education Ilorin. The college comprises of six schools which are school of languages, school of vocation and technical education, school of education, school of science, school of Art and social science and school of early childhood care. The research is practically using school of vocational and technical education that is made up of 5 different departments; which are Department of Agricultural Science Education, Business Education Department, Home Economic Department, Fine and Applied Arts, and Technical Education Department. One hundred and thirty (130) NCE students were sampled and a purposeful sampling technique was used to select fifty (50) students each from Agricultural Science Education and Business Education Departments. While the remaining thirty were distributed ten each in the remaining three departments.

Data were collected through self-structured questionnaire of ten (10) items, designed as a four point scales of strongly agreed, agreed, disagreed and strongly disagreed with values of 4, 3, 2, and 1. Test retest method was used to test reliability of the instrument and co-efficient value of 0.82 was obtained using Pearson moment correlation co-efficient. The research questions were analyzed using mean score, standard deviation. The cut-off point was retained at 2.51. Any score that ranged below 2.5 was regarded as disagreed. Finally, the null hypotheses were tested at 0.05 level of significance using chi-square.

Results

Table 1: Responses on the influence of lack of facilities and equipment for training vocational educators contributed to unemployment and poor economic problem in Nigeria

S/N	Item	$\bar{x}$	STD	Decision
1.	Unemployment and economic problems in Nigeria survive due to lack of facilities and equipment for training vocational education in Nigeria	2.8	0.9	Agreed
2.	Lack of training facilities and equipment in teaching vocational education in Nigeria enables improper allocation of resources to reduce unemployment in the society.	2.9	1.1	Agreed
3.	Shortage of instructional personnel to make use of the little facilities and equipment for training vocational education as a means of solving unemployment and economic problems in Nigeria.	2.9	1.0	Agreed
4.	Acute shortage of training facilities and equipment at all levels of vocational and technical education provides opportunity unemployment in Nigeria	2.7	1.2	Agreed
5.	Lack of training equipment and facilities in teaching vocational education increases unemployment rate and economic problems in Nigeria.	2.9	2.8	Agreed
	Grand mean	2.8	1.0	Agreed

Source: Filed Survey, 2022.

The result from Table 1 shows that mean score of all the five (5) items were found to be greater than fixed score of 2.5 which is agreed. It can also be ascertained that the grand mean value found to be greater than fixed score for agreed (2.8 > 2.5) with standard deviation of 1.0. The analysis therefore revealed that lack of facilities and equipment for training vocational education contributes to unemployment and poor economic problems of Nigeria.

Table 2: Responses on the lack of awareness of vocational education contributes to unemployment and economic problems in Nigeria

S/N	Item	$\bar{x}$	STD	Decision
6.	Lack of awareness of vocational education increases unemployment and economic problems in Nigeria	2.7	1.0	Agreed
7.	Modern training facilities and equipment to be accessed by students and facilitators increases unemployment rate in Nigeria.	2.8	1.2	Agreed
8.	Unemployment and economic problems are caused by lack of awareness of vocational training in some schools.	2.8	0.9	Agreed
9.	Record keeping of routine maintenance of available resources and training facilities improves the productivity of learners which reduce unemployment and economic problems in Nigeria.	2.8	1.2	Agreed
10.	Awareness of vocational training is indispensable for curbing unemployment and promoting economic problems in Nigeria	2.9	1.1	Agreed
	Grand mean	2.8	1.1	Agreed

Source: Filed Survey, 2022.

Table 2 reveals that mean score of question number two that stated lack of awareness of vocational education contributes to unemployment and economic problems of Nigeria.

The mean score of the questionnaire items were greater than 2.5 index score for agree. Also it can be seen in the grand mean of score which is 2.8, that was found to be greater than fixed index score of 2.5, with standard deviation of 1.1. Based on the analysis, it was discovered that lack of awareness of vocational education contributes to unemployment and economic problems in Nigeria.

Test of Hypothesis

The null hypotheses were tested using chi-square at 0.05 level of significance.

Null hypothesis (1) Lack of facilities and equipment for training vocational education have no significant effect on unemployment and economic problems in Nigeria

Table 3: Chi-square on the lack of facilities and equipment for training vocational education have significant effect on unemployment and economic problems in Nigeria

	Item	SA	A	D	SD	Total
1.	Unemployment and economic problems in Nigeria survive due to lack of facilities and equipment for training vocational education in Nigeria	230	120	80	60	490
2.	Lack of training facilities and equipment in teaching vocational education in Nigeria enables improper allocation of resources to reduce unemployment in the society.	250	150	60	55	515
3.	Shortage of instructional personnel to make use of the little facilities and equipment for training vocational education as a means of solving unemployment and economic problems in Nigeria.	222	141	70	60	493
4.	Acute shortage of training facilities and equipment at all levels of vocational and technical education provides opportunity unemployment in Nigeria	266	198	50	50	564
5.	Lack of training equipment and facilities in teaching vocational education increases unemployment rate and economic problems in Nigeria.	170	237	72	40	519
	Total	1,138	846	332	265	

Critical value of chi-square at 12 df and at 0.05 level of sig = 21.03.

Table 3 reveals that lack of facilities and equipment for training vocational education have significant effect on unemployment and economic problems in Nigeria. This is because the chi-square calculated in the test is 161.26 which is higher than critical value of 21.03 measured at 0.05 level of significance as shown at the bottom of table 3. With this value the null hypothesis is rejected.

Null hypothesis 2 :Lack of awareness of vocational education have no significant effect on solving unemployment and economic problems in Nigeria.

Table 4: Chi-square on the lack of awareness of vocational education have no significant effect on solving unemployment and economic problems in Nigeria

	Item	SA	A	D	SD	Total
6.	Lack of awareness of vocational education increases unemployment and economic problems in Nigeria	174	186	70	57	487
7.	Modern training facilities and equipment to be accessed by students and facilitators increases unemployment rate in Nigeria.	258	114	74	58	504
8.	Unemployment and economic problems are caused by lack of awareness of vocational training in some schools.	170	207	72	50	499
9.	Record keeping of routine maintenance of available resources and training facilities improves the productivity of learners which reduce unemployment and economic problems in Nigeria.	226	150	60	61	497
10.	Awareness of vocational training is indispensable for curbing unemployment and promoting economic problems in Nigeria	242	144	78	50	514
	Total	**1,070**	**801**	**354**	**176**	**2,501**

Critical value of chi-square at 12 df and at 0.05 level of sig = 21.03.

Table 4 reveals that lack of awareness of vocation education have significant effects on unemployment and economic problems of Nigeria. The chi-square value obtained in the test is 116.48, which is greater than the critical value of 21.03 as it was indicated at the bottom of the table. The null hypothesis is hereby rejected.

Discussion of Results

The findings of the research revealed that lack of equipments and training facilities is one of the major causes of unemployment in Nigeria, which is in line with Dike and Ola (2013) reported that private enterprise, non-governmental agencies and industries should provide laboratories equipments, workshop facilities, and machines in the existing technical colleges.

The finding of the study also revealed that awareness of vocational training is indispensable for curbing unemployment and solving economic problems in Nigeria. The finding is in line with the view of Abdullah *et al*. (2003) that awareness of vocational training will convey a meaningful information that will have long lasting effect in curbing unemployment and promote economic status of Nigeria.

Conclusion

It can be concluded that vocational and technical education can be use to solve Nigeria economic problems if there is proper training of students of vocational and technical so that they can be self reliant after graduation.

Recommendations

The researchers will like to submit the under listed recommendations.

i. The government needs to carry out regular accreditation exercise in every recommended and approved higher technical schools.

ii. The government should train qualified vocational and technical education teachers and experts to operate complex machines and equipment during the implementation of technical college programme and use such skills acquired by teachers to educate and empower the youths of Nigeria.
iii. The federal government can assist all state governments in operating a technical college and entrepreneurship like the one operated in Kwara State in order to create awareness and broaden youths knowledge in the importance of vocation and entrepreneur skills.
iv. The approved school fees should be on a moderate range in order to give chance for any interested candidate to attend.

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EDUCATIONAL ERGONOMIC HEALTH HAZARDS IN THE ERUDITION MILIEU IN SECONDARY EDUCATION INSTITUTIONS IN CROSS RIVER STATE, NIGERIA

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Abstract
This study focused on investigating the Educational ergonomic health hazards in the erudition milieu in Secondary Education Institutions in Cross River State, Nigeria. It adopted a descriptive survey design. Population of study comprised all the public secondary schools in Cross River State which is made up of a total of 5,194 teachers in the two hundred ad sixty-two (262) secondary schools in Cross River State, 330 teachers from the Ogoja Educational Zone constituted the sample. Four research questions guided the study. Data was collected using a researcher constructed questionnaire entitled Educational Ergonomics in Secondary Schools Questionnaire (EEISSQ). The instrument was validated by experts and its reliability index was established at .75 index using Pearson Moment correlation coefficient. Mean scores were used to answer the research questions. The findings were that school buildings and other teaching and learning facilities in secondary schools are ergonomically below standard and unsafe. It was recommended amongst others that government and educational planners should ensure that appropriate and pragmatic strategies are adopted in schools to improve the teaching and learning environment, particularly, to see to it that facilities are conformed to ergonomic standards.

Keywords: Physical facilities planning; Ergonomics; Quality assurance

Introduction

Every year millions of naira are spent on the construction and renovation of educational facilities that are often inadequate for students and teachers (instructors). Students and teachers alike frequently complain that classrooms are too hot or too cold, that they have uncomfortable seating, or that the seating location does not permit clear and accurate viewing of the room's display system. Additional complaints relate to difficulty to hearing lectures because of excessive internal noise or because of excessive sound reverberation within the room. Other problems are more subtle and frequently result to complaint like "my eyes seems to hurt after lecture" or "I just can't seem to concentrate for very long in that room" or "I'm just not comfortable in there, I don't like the room"

Ergonomics is that science of making jobs and environment fit the worker or their users. Noe, Hollenbeck, Gerhart and Wright (2004) define ergonomics as the study of the interface between individual's physiology environments. The goal of ergonomics is to minimize physical strain on the worker (or the users of the environment) by structuring the physical work environment around the way the human body works. Ergonomics focuses on outcomes such as

reducing physical fatigue, aches and pains, and health problems. Ergonomics is aimed at engineering products and the environment to meet the comforts and health of the individuals human beings directly involved in its utilization.

In the wake of globalization, every aspect of human life has undergone tremendous transformation. Education and educational institutions are vehicles that propel the rapidly changing world and its new ideas and demands, and therefore must constantly and continuously undergo changes and improvement both in its curriculum and learning environment. With the explosion of information and global competitiveness that is ongoing, the nature of teaching and learning is rapidly changing to remain relevant, competitive and be conformed to the current dispensation. It has become imperative, therefore, for teaching and learning environments to be designed to fit its users (students and teachers), as teaching and learning cannot take place in isolation of an enabling and safe environment (Ali & Tamrin, 2016). Poor environment and unhealthy lifestyle may lead to bad posture, unsuitable movement patterns, and loss of basic physical skills which can lead to an ergonomic problem among the users (Heyman et al. 2019).

Ergonomics is the science of matching humans' interaction with the proximate environment (Jayaratne, 2012). Jayaratne (2012) stated that in an educational set up, ergonomics plays an essential role since it may affect teachers' satisfaction, motivation, and creativity. Ergonomics focuses on the outcomes, such as reducing physical fatigue, aches and pains, and health problems. Ergonomics is aimed, at engineering products and the environment to meet the comforts and health of the individuals who are directly involved in their utilization. Mayer and Jahnke (2016) posits that educational ergonomics requires that the school administrator provides an environment that will suit teaching and learning processes as well as ergonomically consider the health and comfort of the key players and its users (teachers and students) .Giving ergonomic consideration to the school environment reduces the number and severity of Cumulative Trauma Disorders (CTD), lost production time, and restricted duty days (Ismail et al., 2015). A classroom with no seats for the teacher, highly placed chalkboards where the teacher will have to constantly strain to write on it, broken ceilings and leaking roofs of buildings, inadequate lighting provisions, unpolished floors with rough and cracked surfaces, poorly ventilated classrooms or that lack toilet facilities, etc. do not conform to ergonomic standards and is not safe for use by students and teachers, as it will affect their physical health conditions. When work environments are ergonomically designed in such a way that the safety and health of the employees or the users are put into consideration, it will become user friendly and enhance the efficiency of work and productivity (Meyer, 2017).

Rostykus (2014) states that teaching-learning environments must be designed in such away that learning may proceed with minimum stress and maximum effectiveness. In the present age of globalization, educational systems all over the world are re-designing and transforming both in content and context and making their education more relevant and competitive to be able to fit into the global environment (Wiker, 2012). Ergonomics works to minimize physical strain on the worker by structuring the physical environment around the way the human body works. The design of chairs and desks to fit posture requirements is very important in teaching and learning places, particularly in the classrooms, offices, laboratories, libraries, etc.

For this work, educational ergonomic which is the science of applying ergonomics to education will be considering only the domain of physical ergonomics of learning environments of secondary schools in Nigeria with a focus on those in the Ogoja Education Zone of cross River State, Nigeria.

Statement of the Problem

If the teaching/learning environment lacks proper planning and ergonomic consideration from the onset, educational goals will not be achieved. Teaching and learning process can only be enjoyable when the available facilities are adequately safe and suitable for the users. It is therefore imperative that ergonomics of teaching and learning facilities consideration and standards are strictly adhered to in planning, implementation and maintenance of the facilities. This study therefore investigated the Educational Ergonomic health hazards in the erudition milieu in Secondary Education Institutions in Cross River State, Nigeria.

Purpose of Study

The main purpose of this study was conducted to investigate:

1. The extent to which Ergonomic Safety consideration of school buildings and teaching-learning facilities affect teacher.
2. The extent to which ergonomic safety provisions are available in the building and teaching-learning facilities of secondary schools.
3. The extent of the maintenance service of buildings and teaching-learning facilities of secondary schools.

Research Questions

1. To what extent does ergonomic safety consideration of school buildings and teaching-learning facilities affect teacher.
2. To what extent does ergonomic safety provisions are available in the building and teaching-learning facilities of secondary schools.
3. To what extent is the maintenance service of buildings and teaching-learning facilities of secondary schools.

Methodology

The design adopted for the study is the descriptive survey. The population of the study is all the total number of teachers in cross river state public secondary schools which is 5,194 teachers in the two hundred ad sixty-two (262) secondary schools in Cross River State. Cross River State has 18 local governments areas and three education zones which are Central Zone (Ikom zone) has 6 local governments areas with 96 secondary schools, North Zone (Ogoja zone) has 5 local government areas with 84 schools and South zone (Calabar zone) has 7 local government areas with 82 schools (CRSSEB,2017).

Sample size and sampling technique

A simple random sampling technique was used to select Ogoja Educational Zone, a stratified random sampling technique was then used to select 330 teachers (66 teachers from each local government areas) from the 1,408 teachers in 84 public secondary schools in Ogoja Educational Zone. Taking the overall sample to over 20% of the population.

The instrument for data collection

The instrument for data collection was a structured questionnaire named 'Teachers Ergonomic Health Hazard Questionnaire' (TEHHQ). The instrument was validated by three experts. A test-retest method was used to test the reliability of the instrument. Cronbach Alpha was used to determine the internal consistency of the instrument. A reliability value

of 0.83 was obtained. The instrument was developed on a four (4) point Likert type scale of VHE, HE, LE, and VLE respectively; and the respondents were asked to indicate the degree of their agreement with each item by ticking one of the four options.

Data analysis

Data were analyzed using mean and standard deviation. The response options were assigned values of 4, 3, 2, and 1 respectively. The limit of real numbers was used to decide the answer to the research questions. Due to some limitation 3 questionnaires were adjudged invalid and data was then analyzed with 327 respondent as opposed to the initial 330 respondents.

Results

Results of the study indicated that items 1, 3, 4, 5, 6, 7, 8, 9, 11, and 13 on table 1 were considered ergonomically unsafe for teachers while items 2, 10, and 12 on the same table were considered safe. This result shows that buildings, computer rooms, libraries, toilets, work chairs and tables, machines and equipment rooms, and ICT Centre were ergonomically unsafe for teachers' use while carrying out their teaching duties. This may be due to poor designs of the facilities during construction. The grand mean of the responses of teachers on the safety of buildings and learning facilities were =2.46, SD=0.66

Table1

To whatextentdoesergonomicsafetyconsiderationofschoolbuildingsandteaching-learning facilities affect teacher

S/N	Facilities	Mean	SD	Decision
1	School buildings	2.41	0.66	LE
2	Classroom blocks	2.51	0.82	HE
3	Teacher's offices	2.40	0.66	LE
4	Laboratories	2.48	0.72	LE
5	Teacher's common rooms	2.44	0.68	LE
6	Libraries	2.48	0.72	LE
7	Computer rooms	2.30	0.56	LE
8	Toilets (conveniences)	2.26	0.53	LE
9	Work chairs and tables	2.41	0.66	LE
10	Classroom environment	2.65	0.89	HE
11	Machines and Equipment rooms	2.44	0.68	LE
12	Stairways and walkways	2.56	0.85	HE
13	ICT centre	2.46	0.70	LE
	Grand mean	**2.46**	**0.66**	**LE**

KEY:

VHE=VeryHighExtent,**HE**=HighExtent,**LE**=LowExtent,and**VLE**=VeryLowExtent

Table 2

To what extent does ergonomic safety provisions are available in the building and teaching-learning facilities of secondary schools?

S/N	Attributes	Mean	SD	Decision
1	Classroom Ergonomics: (space seat and seating arrangement, location, lighting, colour, chalkboard, projector, noise–level, ventilation (etc.)	2.82	.86	**HE**
2	Laboratory ergonomics: (dark room, furnaces, fume cupboards, windows, work benches, and tabletops, air –condition, fans fire extinguisher, ventilation storage facilities for chemicals, lighting, noise–level, seats, (etc.).	2.48	.72	**LE**
3	Practical lessons ergonomics: (safety shoes, overalls, gloves, goggles, ear –muffs,ventilation fire fighting equipment, sporting equipment, agricultural tools, etc.)	2.51	.79	**HE**
4	Library settings and ergonomics: (location, easy access, display settings, noise – level, ventilation, convenience, lighting, colour, seat arrangements, space ancillaries, etc.).	2.42	.68	**LE**
5	Others (teacher's offices, conveniences, space, lighting walkways, stars, computer rooms, ICT centers, etc.)	2.40	.60	**LE**
	Grandmean	**2.53**	**.73**	**HE**

The Results also showed that classroom and practical lesson ergonomics safety provisions have mean scores of 2.82 and 2.51, and SD of 0.86 and0.79respectively while the library ergonomics settings, Laboratory ergonomics, and Others (teacher's offices, conveniences, space, lighting walkways, stars, computer rooms, ICT centers, etc), had a mean rating of 2.48, 2.42 and 2.40, and SD of 0.72, 0.68 and 0.60 respectively. Classroom and practical lesson ergonomics safety showed a 'high extent' of ergonomic safety provisions, while library ergonomics settings, laboratory ergonomics, and others, showed a 'low extent' to ergonomic safety provisions. The grand mean of the responses of teachers on the extent to which ergonomic safety provisions are available in the building and teaching-learning facilities of secondary schools were $\bar{x} = 2.53$, SD = 0.73 (Table 2).

Results of the analysis in Table 3 shows that school buildings, classrooms, and practical lesson halls has a mean score of 2.43, and an SD = 0.68, laboratories has a mean score of 2.47, and an SD = 0.71, practical lessons and its settings has a mean score of 2.36, and an SD = 0.48, libraries has mean score of2.41, and an SD = 0.65 and others (offices, conveniences, lighting, walkways, stairs, computer room, ICT centres, etc.) has a mean score of 2.33, and an SD=0.45,respectively.Thetablealsoshowsthat all the above items fall below the criterion scale of 2.5 (LE), signifying that the regularity of maintenance of the secondary school buildings and teaching-learning facilities in the Ogoja education zone is not assured. Findings inTable3alsoindicatedthatthegrandmeanof the responses of teachers on the extent of maintenance services of buildings and teaching-learning facilities of secondary schools were $\bar{x} = 2.40$, SD=0.59**.**

Table3

To what extent is the maintenance service of buildings and teaching-learning facilities of secondary schools

S/N	Attributes	Mean	SD	Decision
1	Buildings, classrooms, and Practical Lessons halls	2.43	0.68	LE
2	Laboratories and their settings	2.47	0.71	LE
3	Practical Lessons and its settings	2.36	0.48	LE
4	Libraries	2.41	0.65	LE
5	Others (offices, conveniences, lighting, walkways, stairs, computer room, ICT centres, etc.)	2.33	0.45	LE
	Grand mean	**2.40**	**0.59**	**LE**

KEY: VHE = Very High Extent, **HE** = High Extent, **LE** = Low Extent, and **VLE** =Very Low Extent

Discussion

The study revealed that the majority of the buildings and teaching and learning facilities were in unsafe conditions in ergonomic terms. This finding confirmed the statement of Uche et al. (2011) in which they observed that infrastructural development in secondary schools was of low quality and most times are not teacher-friendly, especially in rural areas. School infrastructure such as the classrooms, practical lesson halls, offices, computer rooms, toilets among others, are not safe for teachers' use. This means that the facilities do not conform to ergonomic standards. When teaching and learning take place under ergonomically unsafe environments, the teachers are faced with ergonomic health challenges which lead to teachers' absenteeism and poor productivity, as stated by Ismailet al. (2015). In a situation where educational activities cannot take place effectively due to the state of the environment and inadequate infrastructure, productivity would be hampered or the realization of educational goals would be impaired. This finding is also supported by a statement in the report of the committee on vision 2030 of the IET, which claimed that secondary school education has experienced phenomenal expansion without a proportionate increase in funding and facilities(International Ergonomics Association [IET], 2015). The system suffers from problems such as outdated, dilapidated, or non–existent infrastructure, poorly stocked libraries, inadequate laboratories, and poor conditions of services, prompting educational brain drain" (Odejele,2012).

The findings of this research also revealed a gross lack of regular maintenance of facilities and infrastructure in many secondary schools, which accounted for their poor states. Some school buildings and facilities which may have been given little ergonomic considerations, though not adequate in their design at the initial time, became degraded overtime due to over-use and lack of proper and regular maintenance, and have been rendered unsafe for use. This finding is supported by the findings of Asiabake (2018) who stated, in the study conducted to find out the effectiveness of school facilities, that physical facilities in schools are not fully utilized due to poor maintenance and inadequate facility planning.

Conclusions

The Ergonomic consideration of physical teaching and learning facilities constitutes major determinants of the success of teaching and learning. It is therefore very pertinent that priority is given to the provision of proper design and planning of the educational environment so that the key factors in educational processes can effectively play their roles. The teaching-learning facilities in the

secondary schools in the Ogoja Education Zone, as the findings of this research revealed, were not ergonomically conceived in terms of standards and specifications, and many facilities are not adequately maintained. There is, therefore, a need to engage best practices in the (future) structural and functional design and construction of the school environment to meet the comfort and health demands of users.

Recommendations

1. Government and Educational planners should ensure that appropriate and pragmatic strategies are adopted in schools to improve the teaching and learning environment, particularly, to see to it that facilities are conformed to ergonomic standards.
2. The government should allocate more funds and resources to schools to enable expansion of facilities, repair, and maintenance of already existing but dilapidated infrastructure and to ensure that safety provisions and procedures are made and adhered toin laboratories and workshops. All necessary places and facilities should be regularly maintained by those at the helm of affairs.
3. Training and awareness programs should be organized by school administrators for staff on ergonomics issues, as it pertains to their job descriptions and usage of the learning facilities. Best practices should be encouraged.
4. Ergonomic experts should be consulted by school administrators to identify ergonomic issues that hamper employees' job delivery and students' effective learning.

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EFFECT OF SECURITY CHALLENGES ON STUDENTS AND TEACHERS OF SECONDARY SCHOOLS IN NIGERIA THE NEED FOR SCHOOL SAFETY PRECAUTION

By

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Abstract

The study focused on the effect of security challenges on students and teachers of secondary schools in Nigeria and the need for school safety precaution. The recent threats to life and property experience in Nigeria has assumed an alarming dimension on educational system especially the secondary school, were students and teachers are kidnapped for ransom. Schools are supposed to be safe for learning to take place effectively and to ensure that every child is protected and allowed to get quality education in a conducive atmosphere. The paper therefore examine the concept of security, insecurity and school safety. And discussed the concept of secondary school education and it objectives. The paper further considers the effect of insecurity on students and teachers of secondary schools in Nigeria. It also x-ray some causes of insecurity threat and the need for school safety precautions. Finally, the paper recommended that there is need for security agencies to teach students and teachers about safety and security requirement in the school environment. There is also need for civil societies to raise public awareness about attacking innocent students through kidnapping or bombing of schools.

Keywords: *Security, insecurity, school safety, secondary school students and teachers.*

Introduction

The issues of insecurity affecting secondary school education is a thing of major concern. The breakdown of security system in the country which has impacted the secondary school education is one issue that is bordering many individuals in the society today. And how to improve the security architecture of the country and by extension the secondary school education at the same time will motivate the students for better academic performance. The impact of insecurity is well felt by the students in home and in the school and many students manifest fear and low attitude to school attendance. (Aduwa 2021)

Security lapses and challenges certainly do manifest on a daily basis in schools. Such challenges ranges from "youth restiveness, terrorism and insurgent attracts, kidnappings and hostage – takings. This is for monetary ransoms, political assassinations, arsons, murders, cult related activities, mass protests and so forth. While many have falling victims to these problems, very few have actually escaped death or injury during such attacks. In the prevailing circumstances, the safety and security of school administrators, teachers and students and entire community where the schools are located are no longer guaranteed; most especially in the north-east geo-political zone where the activities of Boko Haram insurgents are much pronounced. In addition, schools attacked are not only in the northeast, the effect is tripling all over the country directly or indirectly making schools vulnerable to kidnappers, bandits and terrorist which affect school attendance.

According to Akintunde (2016), insecure school environment affects the learning of children such situations of insecurity triggers traumatic disorder and toxic stress that affects learning negatively. Generally school attendance and enrolment are equally affected as parents pull their children out of school while in some extreme cases, insecurity has led to the closure of schools in many states of Nigeria. For instance Plateau, Niger, Borno, Yobe states, etc. Other evidence as clearly reported by Agbonglasede & Olulube (2021) indicated that the poor academic performance in classroom and their inability to settle down and perform well both in internal and external examination is clear indication that insecurity has threatened the secondary school education.

Concept of Security/Insecurity and School Safety

The importance of security in secondary school education cannot be over emphasis. In any atmosphere or environment where security is absent the life of the people living in that area is put to danger. Likewise any school environment where there is breach in security; the students, teachers, and the school administrators life is at risk. Security is one of the basic needs of human in the society. According to Mubita (2021). The term security is related to presence of peace, safety and the protection of people and their resources. It also relates to the absence of threat to human life and dignity. Stones (2009) in Mubita (2021) opined that security is about freedom from threat and ability of the state to maintain peace against forces of change, which they see as hostile e.g. bandits, kidnapper, drug addicts and terrorists like Boko Haram that will not want students to be educated.

Dibu (2015) defines security as a state of safety and freedom from danger and protection from physical harm or abuse. While insecurity is the state of threat to life. It is concerned with the negative feelings involving fear and anxiety, uncertainty and injustice among others. That is a state where the individual is not sure or cannot predict what will happen in the next minute. The raising rate of insecurity in the school today is a thing of concern. It has made it impossible for the secondary education not to achieve its goal especially providing primary school leavers with the opportunity for secondary education irrespective of sex, religion, ethnicity and social status National Policy on Education (NPE 2004). This is one of the secondary school objectives which is supposed to be achieved. Most parent are scared of sending students to secondary school especially the boarding schools. .

According to Effion and Edinyang (2013) defined insecurity as the state of being subjected to danger and injury. It is a feeling of unusual nervousness that may be triggered by perceiving of oneself to be vulnerable. Security also involves existence of environmental factors that instill peace of mind in an individual in order to empower him/her to function optimally in the society. Poor human relations between communities, teachers and students can hamper student's mental health and cause insecurity. Poor infrastructural designs in schools can expose students to insecurity problems like some female students feel threatened as a result of rampant incidences of sexual abuse and rape in schools and the society (Akintude, 2015). (As cited in Nwosu and Ukwunna 2019).

Safety is a concept that includes all measures and practices taken to preserve the life, health and bodily integrity of individuals. According to Mubita (2021), safety is the condition of being protected from harm or other non-desirable outcomes. Safety can also refer to the control of recognized sources of danger (Hazards) in order to achieve an acceptable level of risk. Squelch (2001) as cited in Mubita (2021) define a safe school as one that is free from danger and possible harm, were non-educators, and educators learn without fear or ridicule, intimidation, harassment, humiliation or violence.

Secondary School Education and its Objectives

The secondary education is the median education. Secondary education is the education received by a child between the primary education and tertiary education. According to the NPE (2004), defined secondary education as the education children receive after primary education and before the tertiary stage. The NPE (2004) went further and stated that the broad goals of secondary education shall be to prepare the learner for useful living within the society and for higher education. These board goals of secondary education were further split into specific terms by the NPE (2004) as follows

i. Providing all primary school leavers with the opportunity for education of higher level irrespective of sex, social status, religion or ethnic background.
ii. Providing trained manpower in applied science, technology and commerce at sub-professional grades;
iii. Offering diversified curriculum to cater for differences in talents, opportunities, and future roles;
iv. Developing and promoting Nigeria languages, arts, and culture in the context of the world's cultural heritage;
v. Inspiring students with a desire for self-improvement and achievement of excellences;
vi. It will fostering national unity with an emphasis on the common ties that unite us in our diversity.
vii. Secondary education will raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciates those values specified under our broad natural goals and lives as a good citizens.
viii. Secondary education will provide technical knowledge and vocational skills, necessary for agricultural, industrial, commercial, and economic development (National Policy on Education 2004).

The goals of secondary education stated above by the NPE (2004) covered the three (3) domains of the learners, namely, cognitive, affective and psychomotor domains. Secondary education is a stage of education that exposes the students to wide range of subject areas when compared to primary education and tertiary education. However the majority of the secondary schools controlled and managed by the various private, state, and federal governments, especially those schools located in the rural areas, does not really look like ideal school environment. There is no fence, some are located far away from the community with poor infrastructure and poor infrastructure design that the exposes the students to danger, making it easier for undesirable elements to create fear of kidnapping and rape of other social ills on innocent students.

Effect of Insecurity on Students and Teachers of Secondary School in Nigeria

Poor academic performance in many secondary schools today has been tagged as a major effect of insecurity in Nigeria. Both students and teachers are afraid of going to their various schools because of kidnappers, gun-men, and communal crises respectively. Students and teachers are been kidnapped and killed in schools. Evidence as cited by Nwosu (2018) stated that five secondary schools teachers were adopted by kidnappers at gun-point in Omoku and this situation left the students and residence of the area to abundant their houses and schools for the fear of been kidnapped.

The activities of Boko Haram most especially in the north-eastern part of Nigeria has affect school attendance in the areas. There is a significant decline in school attendance among female students in areas vulnerable to Boko Haram attacks. Though urban schools are often protected during such insurgency by government security forces. The rural schools are often

neglected and the children live in perpetual fear of attacks, hence the students are apprehensive when it comes to going to school. (Manomi, Sarki & Dornubari, 2019)

Most secondary school female students risk attending school even in the face of the fear of attack and thereby loosing their lives to Boko Haram insurgents. Joda and Oluwosilu (2015) posted that insurgency have affected students education negatively in North Eastern Nigeria and is now all over the country. In which they observed that majority of school girls have been hurt in the presence of other fellow students, during attack in their schools and also since the abduction of the Chibok girls in April 14th, 2014. The female students were afraid of been kidnapped which prompted them to stay away from school in the most affected states of the region. Their findings also showed that majority of the schools in that region has been closed indefinitely and most teachers working in the affected areas had escaped during series of attacks on their communities. This means that majority of the teachers are displaced internally and lack of teachers will affect the secondary school education, further more teaching and learning process cannot be properly conducted in unsafe school environment since the teachers, students and the community members are not safe from activities of insurgency.

Phuong Nguyen of premium times said that United Nation Children Fund (UNICEF) reported that terrorist destroyed 1,400 schools, forced more than one million children out of school and killed 2,295 teachers between 2009 and 2020, it causeed school in Borno, Yobe and Adamawa states to close. Alibi (2021) also said in Nigeria the number of out school children according to UNICEF 1.5 million before the effect of the conflict, humanitarian crises and Civid-19 Pandemic were felt. With the total or partial closure of school in Zamfara, Katsina, Adamawa, Kaduna, Niger and others states due to kidnapping and adoption of school children, the number of children that could be prevented from accessing education in Nigeria could be on the increase.

Some causes of Insecurity Challenges in Nigeria

The causes of insecurity threats in Nigeria are many, as outline by Akinsowon (2021) identifies the following as root causes of insecurity.

a. **Breakdown of our Cherished Cultural Values:-** Cultural values link the community with their ancestors and with God. The value of the sacredness of life helps to eschew all attitude contrary to the promotion of human life while the value of communication stands against all attitudes that tends to promote excessive individualism and despotism. Both values help to create a humane community where other values, which are antidotes to moral crises are cultivated.

b. **Poverty/Unemployment/Poor Remuneration:-** Effiong (2019) says Nigeria is faced with acute poverty, unemployment saga as well as poor remuneration for workers. Retired civil/public servants in the country are equally carrying of ill prepared pension schemes and lack of welfare plans. The unemployed youth do find solace in a devils workshop to commit crimes and pose security challenges, while the under paid employees resort to official corruption and dwindled productivity. Retires resort to complaints and attacked to the government.

c. **Unchecked Inflows of Lethal Weapons:** This is proliferation of light weapons. Some politicians who procure lethal weapons for unemployed youths to use in guarding them to succeed in campaigns and elections did not recover such weapons from the youths. They now use those weapons to form cult groups or armed robbery and kidnapping for ransom. The end result is increased in violent crime and security challenges in our nation.

d. **The Menace of Fake and Illicit Drugs:** Our young people have become drug addicts which influence their attitude and behaviour to commit crimes. Even most of the drugs

are taken for man's well-being but unfortunately, they have been abused in various ways.

e. **Greed and Self Centeredness:** Religion is meant to support the social norms, and to reassure the people that their cause is just. But people have exhibited a self-centered life which is breeding conflict and quarreled in the country by trying to control the natural resources rent found within their areas.

The Need for School Safety Precaution in Schools in Nigeria

In the face of incessant security threats which do not exempt primary and secondary school or any aspect of the society should be a thing of concern in Nigeria. Learning does not take place in areas that there is no peace. Peace supposes everything in life if we need development, education is tool for development and cannot be taken for granted. Our learning environment need to be given adequate attention in the following ways:

a. **Incessant Awareness on Security Issue:** Students and staff must be well-informed about security issues of the immediate community and society at large. School administrators should brief staff and address students on the assembly ground on daily basis, the subject matter should not base on academic issue alone. It is necessary to provide them with current news on security. Such news must be authentic and not rumor. The manner of presentation should not create fear in staff and students, but enlightens them on steps and logic to be taken immediately, if there is any bad rumor.

b. **Adequate Fencing of School Premises:-** Schools have to be fenced to safeguard indiscriminate entry and exit. The school administrators whose schools do not have fence can sensitize parents, old students, Non-Government Oganization (NGO) philanthropists and government on the necessity of fence. A school that is without fence is prone to security threat. Hoodlum can easily penetrate into such school without the knowledge of security men.

c. **Secure Entrance Entry and Exit and use of Metal Detector:** It is not sufficient to have a fence that is as tall as prison yard fence, but there should be secure entrance and exit. The gate at the entrance should be functional and strong. The security men too need to be up to the task. Corrupt men should not be engaged as security men. For the fact that somebody is an ex-soldier does not qualify him for security job, his integrity and track records matter a lot. There should be metal detector to discover harmful object like guns, arrows, cutlasses and other metal objects that could be used as subjects of destruction.

d. **Strict Regulation of Visitors in School Premises and Effective use of Visitor's Book:** There is need for regulation and control of visitors and the time of visit during the session. Though a few school observe visiting hours during the session, it has to be intensified. Parents should be educated on the need for such regulation. If they know that this is done in the interest of their wards (for safety and effective learning), they will comply. The use of visitors' book is essential to monitor personalities that visit the school. If it is possible, the visitors should be requested to provide evidence of identification. This will send a signal to people that have ulterior motives to stay clear from the school premises.

e. **Installation of Closed Circuit Camera:** Cameras can be acquired by the school management. There is no amount of money that is too much in guarantying security of lives. This camera can be used to monitor activities of students, staff, visitors and other stakeholders in the school. This will help to prevent perpetration of evil acts like planting of bombs, kidnapping, rape and the likes.

f. **Regular Inspection of School Premises:** Regular inspection of school premises to uncover strange objects is essential. Security men and assigned staff have to move round the school premises once or twice in a day to find out if crime activities or strange objects will be discovered. If strange objects or unusual signs are observed, they should be reported as soon as possible to the concerned authority.

g. **Safety Measures in School Plant Construction and Classroom Designs:** As part of safety measures, contractors who handle construction of school building and classrooms should be instructed to incorporate safety preventions. For instance to have entrance and exit doors. This is very important to forestall stampede in case of emergency. The chairs in the classrooms have to be spacious to facilitate easy movement.

In addition, car park in the school should be constructed not too close to school buildings. If it is possible, car parks should be closed to the school gates. This will prevent driving towards the school buildings and suicide bombers' attempt to hit school buildings. Infact, barrier that can easily prevent vehicle movement towards school building could be mounted.

Recommendations

i. There is need for security agencies to teach students and teachers about safety and security requirements in the school environment.
ii. Students, teachers and parents should observed safe travel routes to and from the school to avoid meeting with miscreant on the road.
iii. There is need for good school mapping and planning that should not be far away from the community.
iv. Government need to place security agencies in various schools to prevent rampant cases of kidnapping and killing innocent students to prevent paying of heavy ransom before released from captivity.
v. There is need for civil societies to raise public awareness about attacking innocent students through kidnapped or bombing schools.

Conclusion

The security threats on Nigeria secondary school education have led to the destruction of lives and properties. Many parents, students, and teachers are afraid of going back to school or being posted far away for studies because the challenges are on the increase in schools, if the nation wants to move forward there should be the need for providing safe school environment in secondary schools because they are still at the tendered age to be traumatize by activities of terrorists, bandits and other kinds of insecurity that make their life not safe for either study or living.

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THE PERCEIVED EFFECTS OF INSECURITY ON VOCATIONAL EDUCATION IN SECONDARY SCHOOLS. A CASE STUDY OF JOS NORTH LGA (TUDUN WADA AND ANGWAN ROGO)

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Abstract
Insecurity constitutes a major threat to the economic and socio-political growth and development of nations globally. Insecurity has affected Nigeria in many ways particularly Plateau State and Jos North specifically. This research is aimed at investigating the effects of insecurity on vocational education in secondary schools in Jos North LGA. Three (3) questions were structured by the researcher and were analyzed using the Statistical Package for Social Sciences (SPSS) to get their frequency, percentage and cumulative frequency. Two hypotheses were formulated the researcher to enable the researcher determine true effects of insecurity on vocational learning in secondary schools. Chi Square (x^2) is used in analyzing the hypothesis and it was observed that insecurity has effects on vocatonal education inthe education system; since the calculated value of P (Pearson chi square) is less than the level of significance ($P<0.05$). The convenient sampling technique was adopted by the researcher to obtain data. The researcher adopts this method because it is efficient, effective and reliable. Data was collected and analyzed using Likert type of question method: strongly agreed (SA) 4 points, Agreed (A) 3 points, Disagreed (D) 2points and Strongly Disagreed (SD) 1point. The following recommendations were made: government should provide adequate and stable security; the use of illicit and hard drugs should be discourage among youth; and lastly government should encourage good mutual relationship between Christians and Muslims.

Introduction

Insecurity, simply conceptualized as a condition of uncertainty or fear characterized by violence, fear and or danger has been a major concern globally, and in Nigeria, particularly in Jos North LGA which is the focus of this research. As posited by Oluwa (2014) and Bassey (2016), insecurity exists in different forms; and Nigeria as a nation has faced different forms of insecurity. Insecurity affects Nigeria as a nation and often cause a major setback in the general educational development of the country but more so in the area of vocational education in secondary schools or high schools. Insecurity may include: militancy, which in the context of Nigeria is a form of insecurity mostly associated with people from the Niger Delta region of Nigeria; farmers/herdsmen clash, mostly experienced in central Nigeria and in most agrarian communities where farmers and herders clash over scarce resources such as land and water. In Plateau State, the spar between the farmers and herdsmen mostly took place in Bassa LGA,

Riyom LGA, and Barkin Ladi LGAs. Some other types of insecurity in Nigeria as a whole are: Cult war, and highway robbery. The major form of Insecurity experienced in Jos North has been reoccurring ethno-religious crises witnessed in 1994, 2001, 2008, 2010/11, 2018, 2021; and kidnappings which have adversely affected vocational education in secondary schools.

Different security scholars have conceptualized insecurity in their distinct perspectives. As propounded by Achumba, Ighomereho & Akpor-Robaro, (2013) insecurity is the exact opposite or antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others. Oluyomi, and Grace (2016) perceived insecurity as being concerned with feelings of vagueness, dangers or terrorization to life while Hassan (2014), viewed insecurity as a pessimistic feeling involving fear, disquiet, uncertainty and injustice, among others. Insecurity is a constant threat to learning particularly students learning vocational. Insecurity or conflicts in communities where schools are situated has often disrupted the free flow of learning in schools. In security is the state of being subject to danger or injury, anxiety, fear, worry, uncertainty (Paul, 2015). Best (2006) defined insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc., occurs. Olamosu (2000), viewed insecurity as a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened. Deducing from the perspectives of the scholars above, insecurity has only negative effects as it affects citizens or settlers of a place: physically in terms of injuries or lost of life; lost of properties; displacement of individuals, and the irreparable damages to learning activities . Insecurity also affects individuals psychologically in terms of trauma of losing someone so dear, uncertainty of the future and the inability to think or reason straight.

Scholars have also debated the meaning and importance of vocational education various levels of learning: basic childhood education, junior secondary schools education, senior secondary school education and tertiary educations. These debates ultimately triggered moves by stakeholders for the inclusion of some vocational subjects and courses in the curriculum of both pre-primary, post primary, secondary and even tertiary institutions all with a view to achieve the needed employable entrepreneurial skills in the development of the youths and the society at large. Subjects such as Basic Technology (formerly Introductory Technology), Wood Work, Creative Arts and Computer Studies are included in the curriculum of junior secondary schools in other to further broaden the horizon of students about becoming self employed and not dependents. The focus here is on Basic Technology as a vocational subject. The concept of Basic Technology is a broad term referring to the educational process which involves the study of technologies and the acquisition of practical skills and knowledge relevant to occupations in various sectors of economy and social life. The extensive educational goals of vocational and technical education distinguish it from "vocational training: which is directed to developing the particular skills and related knowledge required by a specific occupation or group of occupations. Anya and Neukar (2004).

Vocational Education is a medium upon which the skills of workforce are built. Without successful realization of vocational education, we cannot hope for future self-reliant graduates with the required skills and flexibility or sustainable human capital development in this global age. Vocational education is an instrument for change and development and provides service oriented skills, which play an essential role in economic revival for sustainable human capital development. It is on the acknowledgment of these needs that the National policy on education places on vocational and technical skills at the secondary and tertiary institution. Awotunde, (2004).

Insecurity in Jos North LGA

Kamal – deen Olawale Suleiman's (2016), work on the Jos Crisis titled, *Religious Violence in Contemporary Nigeria; Implications and Options for Peace Stability Order,* delved into on examination of the causes of ethno religious conflicts in Jos North and what the implication of the ethno religious conflicts are. Kamal - deen documented the causes of the ethno – religious conflicts in Jos North LGA to include: Illiteracy, intolerance among the religious groups, competition over scared resources; contestation and the question of inclusivity. He mentioned some effects of the violent conflicts to include: lost of lives and property, degeneration of social cohesion and slow pace of development. He suggested dialogue and peace building efforts are feasible ways to avert future reoccurrence of the violent conflicts.

Kamldeens's publications clearly documented the main causes and attendant impacts of the ethno religious conflicts in Jos North LGA which would be quite helpful to this research. His discourse on the impacts of the violent conflicts was not groundbreaking as he did not reveal the effects of the violent conflicts other than the obvious lost of lives and properties. Kamaldeen failed or ignore the impact of the violent conflicts on vocational learning of secondary schools. This research addresses this gap.

Aluforo Ekpele's (2011) publication would be immensely helpful to this research. The work titled, *Challenges and Solutions to Ethno Religious Conflicts in Nigeria: A Case Study of Jos Crisis* analytically discussed the phenomena of ethno religious conflicts in Nigeria as a major national problem. Aluforo provided instances of ethno – religious conflicts in different states of the federation. Aluforo blamed the re occurrencee of the violent conflicts on the "nascent" democracy which is practiced in the country. The nascent democracy, Aluforo claimed has resulted in weak institutions and the citizenry feel left out of the system hence they are vulnerable of being manipulated. The reoccurrence of the violence has caused adverse damages to the nation at large. Aluforo work focused more on the ethno religious conflict in Jos North; he asserted that the violence has caused Jos her reputation of being a tourism hub. The structures of development and foreign direct investment in the local government and state at large have been greatly affected by the violence.

Aluforo'swork plausibly analyzed the causes of the violent ethno religious conflicts in Nigeria to the weak democracy practiced in the country. Aluforo conceptualization of "nascent democracy" was however not lucid enough as he discussed it generally as having weak institutions. His position on the effects of the conflicts in Jos North is however valid although he merely focused on the popular narrative of lost of lives and properties; and damages to the tourism industry. Aluforo did not mention the damages caused by the violent conflicts Vocational Education.

Problem

Insecurity has posed a major setback in most developed and developing countries. Insecurity has negatively impacted all sectors of human endeavor globally and locally. In Nigeria and particularly Plateau State, insecurity has had a negative impact on the economy; the relationship between Christian and Muslim and on the education system. The alarming rate of insecurity and how it has adversely affected the education system particularly vocational education which is the primary motivation of this research. The researcher attempts to highlight. The Effect of Insecurity on Vocational education In Secondary Schools; with Jos North LGA specifically the Tudun Wada and Angwan Rogo Angwan Rogo as the case study.

Research Questions

The following questions were structured out by the researcher in other to seek for response from the respondent

1. To what extent does use of hard and illicit drugs trigger insecurity?
2. How does the mutual distrust between Christians and Muslims affect vocational education?
3. In what ways does insecurity affect the learning of vocational skills?

Research Hypothesis

This research is targeted at investigating "The Effects of Insecurity on Vocational Learning in Secondary Schools in Jos North LGA". The researcher formulated the following hypothesis (H_0 and H_1) in other to aid in the testing of the research work.

H_1: Insecurity has no effects on vocational learning in secondary schools

H_2: Insecurity has effects on vocational learning in secondary schools

Research Methodology

The study adopts a research survey design. The population size of the sample in Jos North LGA is estimated to be 1,000,000. Two areas where the research was conducted are Tudun Wada and Angwan Rogo. 100 persons were issued questionnaire in both Tudun Wada and Angwan Rogo each. Ninety nine 99 questionnaire was retrieved from Tudun Wada while ninety seven 97 was retrieved from Angwan Rogo. The researcher used a convenient sampling technique in obtaining information from the respondent because it is efficient, effective and reliable. A primary method of obtaining data was used by the researcher; that is, the use of questionnaire. Three (3) questions and two (2) hypotheses were put up by the researcher to enable the researcher obtain a relevant result. The researcher divides the questionnaire into two sections (Section A and Section B). Section A; contains the respondent information (bio data) while section B contains the questions that will aid the researcher in obtaining a relevant result. Questions were answered by the respondent using a Likert type method: Strongly agreed 4 point, Agreed 3 points, disagreed 2 points, disagreed 1 point In other to make a relevant interpretation on the two major questions which are the hypothesis, the questions were analyzed using chi square (x^2). The level of significance used is 5%(0.05). If the Pearson calculated value $P>0.05$ accept the null hypothesis H_0 and if the calculated Pearson value is $P<0.05$ accept the alternative hypothesis H_1. The Statistical Package for Social Sciences (SPSS) was the software used in analyzing both the hypothesis and the formulated questions. The three questions were analyzed using descriptive statistics in obtaining the percentage, frequency and cumulative percentage.

Decision Rule

The researcher formulated two rules to be strictly considered at the cause of the research. The level of significance is 5% (0.05).

1. If the calculated Pearson value $p>0.05$, accept alternate H_1 and reject null hypothesis H_2
2. If the calculated Pearson value ($P<0.05$), reject alternate hypothesis H_1 accept null hypothesis H_2

Results

The respondent answered the question provided to them by the researcher in an overwhelming manner and to the best of their knowledge and understanding. Below are they analysis of questions answered by the respondents.

Table1: Does the use of hard and illicit drugs trigger insecurity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	114	58.2	58.2	58.2
	Agree	67	34.2	34.2	92.3
	Disagree	15	7.7	7.7	100.0
	Total	196	100.0	100.0	

Table1 above plainly shows the analysis of responses by the respondent. The analysis above evidently indicates that 58% of the respondents strongly agree, 34.2 % agree while 7.7% disagree that the use of hard drug promotes insecurity. From the overwhelming responses above, the researcher concluded that the use of illicit or hard drugs promotes insecurity and have effects on vocational learning.

Table 2: Does the mutual distrust between Christians and Muslims hinder vocational Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	116	59.2	59.2	59.2
	Agree	65	33.2	33.2	92.3
	Disagree	14	7.1	7.1	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	196	100.0	100.0	

Table 2 undoubtedly shows that the inherent distrust between Christians and Muslims hinders vocational learning. The cumulative percentage of respondents that strongly agree and agree is 92.3% while that cumulative percentage for respondent that disagree and strong disagree is 7.7%.

Table 3: Does insecurity affect the learning of vocational skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	132	67.3	67.3	67.3
	Agree	52	26.5	26.5	93.9
	Disagree	12	6.1	6.1	100.0
	Total	196	100.0	100.0	

Results in Table 3 shows that 67.3% strongly-agreed that insecurity affects the learning of vocational skills, 26.3% agreed that insecurity negatively impacts vocational education and learning of vocational skills while 6.1% disagree that insecurity does not affects vocational education and the learning of vocational skills.

Table 4: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	94.426[a]	9	.000
Likelihood Ratio	48.212	9	.000
Linear-by-Linear Association	46.656	1	.000
N of Valid Cases	196		

1. 10 cells (62.5%) have expected count less than 5. The minimum expected count is .14.

The Information in the Chi-Square table above, without a doubt shows that the calculated P value obtained is 0.000. The level of significance used for this study is 5% (0.05.) in order to know whether to reject the null hypothesis or to accept alternative hypothesis, comparisons are made between the obtained value of P (0.000) and the level of significance (0.05) and decide in accordance with the decision rule. Since the P value (0.000) is less than the level of significance (P<0.05), we therefore reject the null hypothesis and accept the alternative hypothesis. Therefore we now conclude that "Insecurity have effects on vocational learning in secondary schools"

Discussion on Result

It is precise to say that from the result of the analysis above, the respondents are in support that mutual distrust among Christians and Muslims leads to conflict and insecurity; usage of hard drug and increase the rate of insecurity thereby affecting our education system and specifically vocational education as it is the main focus of the research, and insecurity affects vocational education and learning of vocational skills. From the chi square table, it is noticed that the calculated Pearson value is 0.000 and it is less than the level of significance which is 0.05 or 5%. We therefore say that we accept alternative hypothesis and reject null hypothesis since (P<0.05).

Conclusion

It is palpable from this research that insecurity has done more harm than good in our education system as a nation and as a state. From the responses obtained from the respondents, one can plausibly assert that the inherent mutual distrust between the Christians and Muslims has negatively affected vocational vocational education; this is because a Christian fellow cannot go to a Muslim dominated area to learn vocational skills or get materials for learning and also a Muslim fellow can also not go to a Christian dominated area to learn or get materials for learning. The use of illicit and hard drugs has further promoted insecurity in Plateau State and Jos North specifically. It was observed during the August, 2021 uprisings in Jos that youths perpetrated violence when they were under the influence of hard substances. This research shows the different forms of insecurity that affect vocational education (Educational system) in secondary schools in Jos North. During the periods of violent conflicts, students couldn't go to school hence they couldn't study vocational subjects such as: Basic Technology, Computer Science, Wood Work, Home Economics and Agricultural Science among others. The ultimate consequences is that the students miss out on the chance to learn such skills and become self reliant in the future.

Recommendation

Base on the result of the investigation and its implications, the paper suggests the following recommendations:

1. Government should provide adequate and stable security
2. Government should encourage local vigilante
3. The use of illicit and hard drugs should be discourage among youth
4. Government should create more jobs opportunities and skill acquisition programs for youth
5. Government should encourage good mutual relationship between Christians and Muslims.

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ENHANCING NATIONAL SECURITY THROUGH LITERACY EDUCATION

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Abstract
Insecurity has permeated every nook and cranny of Nigeria today. Across the nation different forms of insecurity hold sway. This paper reveals that one of the major causes of insecurity is illiteracy. Nigeria currently ranks among the least educated nations in the world. Some of the traits of illiteracy include gullibility, vulnerability and poverty which are elements of insecurity. A nation with high rate of literacy is peaceful and secured, for a literate person is not irrational. Literacy empowers and enlightens. Crises, conflicts can be curbed if the citizens are equipped with the wherewithal to understand and appreciate the society they live in. This paper is therefore anchored on the theory of relative deprivation which states that insecurity and violence is a result of frustration arising from inequality of the citizens in the society. The paper concludes that if every citizen is exposed to literacy, security of life and property would be guaranteed and recommends among others that education should be made compulsory for all until the age of eighteen.

Keywords: security, conflict, literacy education, literacy and illiteracy.

Introduction

Insecurity in Nigeria today is a so high that the current reality is no one is safe. Armed forces have been deployed to virtually all states in the country yet, with each passing day, the security situation in Nigeria deteriorates further. There is no gainsaying the fact that Nigeria is currently facing serious security challenges. Those at the helms of affairs and even the security operatives are not left out. Hardly can one sleep today with both eyes closed. Fear, apprehension and jitteriness have become the lot of Nigerians (Omoroje, Egule & Emuebie, 2020).

In the South-South, there is environmental agitation, kidnappers and militants are on the prowl; the South-East has the menace of unknown gunmen, herder-farmer clashes and other organized militants killing, burning, maiming and destroying. In the South-West, kidnapping, domestic violence, ritualists and robbery persist. The North-East has the dreaded Boko-Haram and Islamic State in West Africa Province (ISWAP) who not only abduct their victims but also kill them in gruesome manners. The North-Central and the North-West are bedeviled by bandits, unknown gunmen who raid villages and schools, kidnapping for heavy ransom, killing at will, pillaging , among other violent acts. Commenting on the despondent condition, Abuh, David and Okuku (2022) assert that the problems of insecurity in Nigeria are worsened by the low capacity of the Nigeria's police force to respond to distress calls.

Security threat has negative impact on all in the society. The security situation in Nigeria calls for extra-ordinary measures that will require a transformation in how the individuals think and look at one another. This much sought transformation can be attained by

the citizenry having access to literacy provision. Literacy remains a veritable instrument for shaping the pace of a nation's intellectual, cultural, social and economic development to guarantee the achievement of national unity, economic progress and security. Jiboku and Afolanyan (2012) opine that to drive away ignorance, prevent citizens from being influenced negatively, fight poverty and prevent idleness, enlightenment (literacy) of the people is a critical factor. The national women leader of Jonde-Fam – a Fulani Cultural Association in Nigeria – Hajiya Aminatu Naseh attributes insecurity and banditry to illiteracy (Musa, 2021).

Huge amounts are yearly budgeted for security, armed forces are being expanded, yet insecurity persists. This shows that the solution to the problem may be deeper than acquiring arms and personnel to fight. For the purpose of this study, the concept of literacy and security will be discussed using the relative deprivation theory which was first propounded by Dollard, Doob, Miller, Mowrer and Sears (1939). The theory was propounded to link socio-political and economic inequalities in the society to rebellions and insurrections. The theory is based on the concept that persons may feel the pride of some desirable thing relative to their past, others or some social category and relative deprivation is the belief where one feels deprived of something based on comparison to some other person. This may be caused by inequalities among social groups. As individuals and group based theory of aggression, the theory argues that when expectation outstrips achievement regardless of the absolute levels of economic consumptions or provision of political rights, frustration sets in. Thus, the collective frustration turns into anger and violence (Jiboku & Afolayan, 2012). By application, security includes the ability of the state to predict the likely implication of any particular condition on its citizens and thus creates the necessary conditions that guarantee fair amount of predictability on the behaviour of its citizens. Illiteracy creates divisions: economic, social, intellectual and limits one rationing power. When these group of people are not satisfied with the expectations in the society, it touches on their behavior and they may react to the way they feel about the other strata of the society. Conflicts, agitations and frequent rise of the people against the rules of law can be explained using this theory. The failure of the government in addressing issues as illiteracy prevents people from understanding and appreciating social or community living, and the rules of law.

Concept of Literacy

The traditional definition of literacy is the ability to read and write; it also entails comprehension or the attainment of meaning as the feature of literacy. It is the ability to use language – read, write, listen and speak (Jiboku & Afolayan, 2012). In the modern context, however, current practitioners tend to define literacy in the context of its value to the individual with a focus on personal, social and cultural contexts. Ojong and Ejar, (2018) put literacy as personal, social, contextual, gender-related and constructive process whereby a particular individual builds meaning with particular text depending on particular purposes for reading and writing. Wikipedia (2022) defines literacy as reading and writing adequately for communication at a level that enables one to successfully comprehend and communicate. Literacy according to the United Nations Scientific and Cultural Organisation (UNESCO), is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. It involves a continuum of learning, understanding, evaluating and engaging with written texts that enables individuals to achieve one's goals, to develop one's knowledge and potentials and to participate fully in the wider society. Literacy to the International Adult Literacy Survey (IALS) is the ability to understand and use written information to function in a society, achieve goals and develop knowledge and potentials. From the aforementioned definitions of literacy, its functions and roles can be seen

in equipping the individuals in a society to use information to create awareness for a constructive and meaningful living.

Literacy Education

The American Association of School Librarians (AASL) established reading as the foundational skill for learning, emphasizing that reading goes beyond decoding and comprehension to interpretation and decoding and comprehension to interpretation and development of new understandings (Reyes-Torres, 2020). The degree to which learners can make use of languages to read and understand texts in all formats is a key indicator of their ability to make and communicate meaning. However literacy today has evolved from language process to an act of cognition (Kucer, 2005). How can the teacher contribute to foster learners' ability to apply knowledge to new situations and create knowledge to think critically? The answer is by enabling the learner develop literary competence which is the key and ultimate goal of literacy. Language teachers should endeavor to provide learners with the opportunity to learn to think for themselves and come up with their own interpretations and conclusions. In this line of thought, literacy education is the teaching of a range of abilities and competencies that allow the learners to become independent learners using prior and background knowledge as context for new learning (Reyes-Torres, 2012). According to Kucer (2005), literacy goes beyond the capacity to read and write to constitute a socially embedded semantic system that considers writing, reading, talking and listening alongside other modes of communication. Literacy education therefore is a dynamic and multidimensional concept that aims at providing learners with the following skills:

- Organise knowledge so that it can be useful.
- Evaluate information on the basis of accuracy, validity, suitability of needs, importance and socio-cultural context.
- Develop and refine questions to frame the search for new understanding.
- Pursue personal and aesthetic growth.
- Read widely and fluently to make connection with self, the world and previous reading, and
- Maintain openness to new ideas by considering divergent opinions and changing conclusions when evidence supports the change (AASL, 2011).

Being in command of these skills allows learners develop critical minds and be ready to build their own ideological inter-relation with others. On the contrary, a poor literacy development or none of it could have serious consequences and put the individual in a risky future situation (Reyes-Torres, 2012).

Importance of Security

Security can be viewed as freedom or safety from danger or absence of threat and danger. Security according to Ojong and Ejar (2018), means various things to various people and groups. Security may be

i. Taken as a state of wellbeing characterized by freedom from danger, risk, lack and uncertainty.
ii. It could be seen as freedom from care, anxiety or doubt, a situation of all-round confidence.
iii. Security can mean something that guards or makes safe, creates protection and assures defense.
iv. It could also imply freedom from financial cares, from want or poverty in any form.

For this study, security as defined in I and III are our focus. From I and III, security may be interpreted to imply precaution taken to guard against crimes, attack, fear, terror, sabotage and espionage; a total peaceful state of mind of an individual, group or society that guarantees quality life and cohesion for the survival of the individuals and the nation. A nation that lacks security is insecure.

National Security refers to the ability of a state to cater for the protection and defence of its citizens (Osisanya, 2018) while Oshio (2009) defines national security as freedom from danger or threat to a nation's ability to protect its cherished values and wellbeing of its citizens. It refers to all the processes geared towards protecting and preserving human, socio-economics and political values, institutions, norms and value system from internal and external threats.

National Security is inevitable for individual and national development as no meaningful development can take place in an atmosphere devoid of peace and security. Orikpe (2018) decrying the state of insecurity in Nigeria averred that the country's national security is in jeopardy. He stressed that insecurity which has gripped Nigeria comes in various forms or colourations and magnitude among which are the spate of bombing, kidnapping, human trafficking, election related cases, militancy, assassination, hunger, armed robbery, arson, environmental degradation and other untoward acts being experienced in the country.

Nigeria today is insecure. Insecurity reigns! Oshio (2009) is of the view that all the instruments devised since after the Civil War of 1967 – 70 to return peace and cooperative living among Nigerians have failed, creating an inciting atmosphere that another major conflict could occur that might lead to the disintegration of Nigeria. Recently, the emergence of hostage taking or abductions, kidnappings, killings by unknown gunmen, banditry, interception of travelers and razing of farms and villages reveal that all is not well with Nigeria in terms of security of lives and property.

Yet, security is a necessary ingredient for the growth, progress and political stability of a nation. Security is vital for survival. An insecure nation cannot survive as a free and self-respecting member of the committee of nations. Security is important in a nation because it ensures productivity. Without security, there will be constant threat to lives and property, making the nation unsafe and an unsafe environment will remain undeveloped.

An insecure and dysfunctional nation has no infrastructure and economic base, such a nation will lack reliable workforce and capital. Development thrives in a country where there are no violence and constant threat to its peace and stability. A country that cannot secure its borders will always be threatened, exploited and dominated and a society that cannot protect herself against internal security threat will have no peace, no unity and integrity. Most parts of Nigeria, currently are experiencing insecurity and people are apprehensive of their safety. The situation keeps foreign investors away and Nigerian investors operate in fear because the national security of the nation is nothing to write about.

Literacy and Security

A peruse of the official UNESCO literacy rates by country reveals that the top most literate countries (Uzbekistan, Lativia, San Marino and so on) are at peace while the least literate countries – Niger, Southern Sudan, Sierra Leone – are in a state of either war or general insecurity (UNESCO, 2005). Nigeria is one of the countries that has low literacy level. The federal government in 2021 disclosed that 76 million Nigerian Adults were illiterates and over

6.9 million Nigerian children were out of school (Idoko, 2021). As at 2018, Nigeria's literacy rate was at 62.1%. However, going by regions, a large population of the literate ones are in the southern part of the country. States in the north have lagged behind in education among the 36 states of the federation. National Bureau of Statistics (NBS) reveals a huge gap in the literacy level between southern and northern Nigeria. According to the data, the states where majority can neither read nor write are those in the North-East, North-West and North-Central. Yobe State has 7.23%; Zamfara (19.16%); Kastina (10.36%); Sokoto (15.1%); Bauchi (19.26%); and Niger has 22.88% levels of literacy. In contrast, the Southern States – Imo (96.43%); Abia (94.24%); Anambra (92.11%); Enugu (89.46%); Cross River (89%); Edo(90.53%); Ekiti (95.99%) and Osun (90.57%) (The Guardian, 2016).

Therefore, it is no coincidence that the North, the epicentre of banditry, terrorism and kidnapping is the region with the highest rate of illiteracy and the least developed region in Nigeria. For instance, 83.3 percent of the male population in Yobe and Adamawa states have no form of formal education (Zulum, 2021). Bearing this in mind, one would not wonder why "Boko Haram" insurgency is strongest in the North-East. Illiteracy is linked to poverty. Low self-esteem plagues the illiterates. An illiterate person can lead a difficult life. The inability to find gainful employment or not being engaged at all subjects them to a life of poverty. Poverty is one of the causative factors of crime, whether it is militancy, felony, armed robbery, petty robbery or kidnapping. Being literate equips one with the right skills and expertise for gainful employment. This is buttressed by Zulum who reiterated that literacy and poverty are responsible for insurgency in Nigeria (Zulum, 2021). A university don, Dr. Ayodele has called for literacy education for all Nigerians. He describes it as a good weapon against poverty, illiteracy and terrorism. Literate Nigerians will be conscious of the evil inherent in kidnapping, terrorism and killings while being knowledgeable enough to deploy the skills acquired to make themselves relevant economically, thereby reducing poverty that may lead to criminality and evil (The Guardian, 2016). With no employment – the devil finds work for the idle man – criminality takes over. A person who is not literate will experience a hard time finding a job to engage him/her. In the words of Sen in Khan (2021), literacy is the driving force in the struggle to emancipate people from misery, insecurity and poverty.

If a nation does not spend billions educating her youths today, the nation will spend it fighting insecurity tomorrow – Goodluck Jonathan (The Guardian, 2016). Literacy is the panacea to insecurity in Nigeria. Literacy opens up the minds and enables one to think and reason before taking a decision. A literate man is not an irrational man; he does not take in everything he sees or hears without testing it. An enlightened person does not go about provoking and looking for trouble. And moreover, because his critical mind has been developed, he is not likely to be gullible.

Literacy education can guarantee human, political and socio-economic security. Literacy expands the horizon of the individuals and brings them out of their narrow, restrained vision, thereby enabling them to appreciate and participate in their economic, political and cultural milieu (UNESCO, 2005) and Adamu (2017) asserts that there is a compelling need to accord due attention to literacy as an alternative and complementary pathway in realizing the goals of quality education and lifelong learning for all. Thus, letting all have access to literacy development remains an indispensable path for promoting both individual and national security as literacy will engender access to social justice for peaceful co-existence, opportunities for all

to maximize their potentials, give a level playing ground to contribute to and function in the society.

In addition, political security can be promoted through literacy provision because it can raise individual awareness on political matters, ensure citizens' active participation in matters bordering the society, equip the citizens with the wherewithal to resist political exploitation and educate them on the need to shun political violence. Literacy also promotes socio-economic security as it equips individuals with the requisite financial skills for economic ventures and problem solving skills for socio-economic development necessary for wealth creation and income generation (self-reliance). A nation whose citizens are financially secure will surely be protected from all forms of violence, troubles and fight – guaranteeing security.

Conclusion

This study has teased out the undeniable roles of literacy in addressing national security challenges. Literacy provisions can bring about human, political and socio-economic security as it enables access to social justice because peaceful co-existence engenders inclusiveness in national issues and open doors of opportunities to every individual to maximize his/her potentials in the society. The study concludes that if literary provision should be open to all citizens, it will promote the security of lives and property as it equips the citizens with the requisite financial, knowledge, survival, problem solving, human relations, entrepreneurial skills and understanding necessary for peaceful living. To this end, the following recommendations are put forward:

1. Going to school should be made compulsory for all. Primary and secondary education should be a right to all citizens of the country.
2. Children must be in school until the age of 18. Penalties should be put in place for defaulters.
3. The government should invest in the provision of education to its citizens. Nigeria should fund education properly. The UNESCO requirement of allocating 26 percent of the total budget to education should be adhered to if more cannot be done.
4. The government should divert the money expended on maintaining security through the forces to provide things that cause insecurity as unemployment, hunger and illiteracy.

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ENTREPRENEURSHIP EDUCATION IN NIGERIA: CHALLENGES AND PROSPECTS.

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Abstract
Entrepreneurship education is equipped with potentials to make citizens of a country self-reliant and self-employed likewise contributing to the overall gross domestic product (GDP) of that Nation. The paper examined the definition of some terms, the benefits of entrepreneurship education in Nigeria. The paper also x-rayed incessant change in government policies regarding entrepreneurship curriculum, infrastructural deficit, in adequate manpower as the challenges of entrepreneurship education in Nigeria. The paper recommend that Federal Government of Nigeria should make it mandatory that entrepreneurship education is introduced in primary, secondary and technical schools so that a preliminary solid foundation would be laid at a lower level before students get to university level, there should be efforts to reinforce in youths the concept of risk taking and patience in wealth creation, Federal Government of Nigeria should also mandate lecturers and teachers of entrepreneurship education to continuously engage in service training and professional development. The paper further concludes that entrepreneurship education is still at the stage of infancy in Nigeria waiting to be properly funded and nurtured into full maturity. Though there are a myriad of challenges confronting entrepreneurship education in Nigeria. It is pertinent that Government, Non-Governmental Organisations (NGOs), private and public sectors likewise Nigeria citizens strive to sustain entrepreneurship education in various levels of education.

Introduction

Entrepreneurship education is a revolutionary approach that seeks to equip students with the right set of skills to be innovative, creative, calculated risk takers, self-reliant and self-employed in all spheres of life. According to Jimah and Unuigbokhai (2011), entrepreneurship education prepares students especially youths to be responsible, enterprising individuals who become entrepreneurs, contribute to economic development and the sustainability of their communities. In a country like Nigeria where unemployment is prevalent, it is pertinent that its government have to adopt and implement strategies towards encouraging entrepreneurship education in the various citadels of learning because,Nigeria is faced with a myriad of local and global problems which include a high ranking profile on poverty, low gross domestic product (GDP), high unemployment index, thus; making these bedridden challenges issuesof serious concern.

The Government in an attempt to solve these economic problems introduced and made it mandatory for students of tertiary institutions to offer entrepreneurial courses under the mandate of its regulatory supervisory bodies such as; National Commission for Colleges of Education (NCCE) and National University Commission (NUC), etc.Nevertheless, in 2006, the Presidency directed all Nigerian higher education institutions to include entrepreneurship education as a compulsory course for all students with effect from the 2007/2008 academic session (Francisca and Edith, 2013).

Entrepreneurship education is not only advantageous to students but also to the country as it envelopes economic growth and job creation, making it a bedrock for societal developmentthereby, creating a knowledgeable work force equipped with technological and vocational skills in this era of digital economy.

Conceptual Clarification

Entrepreneurship:involves the creation of business opportunities, drafting and implementing the required business models, evaluating the risks involved and utilizing the available man power towards achieving set goals. Nevertheless, European Commission (2012) defines entrepreneurship as an individual's ability to turn ideas into action, it includes;creativity, sense of initiatives, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives.

Education: is an activity aimed at achieving certain objectives, which include impacting knowledge, developing the mind to be rational and fostering collaborating skills. Furthermore, education is one that provides all learners with the required capabilities to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

Entrepreneurship Education in Nigeria

Entrepreneurship is a widely accepted field of study that is pertinacious in nature and scope,with the intent of equipping students to be creative, inventive and innovative with productive ideas that when utilize will be an avenue for wealth creation and employment generation for the overall benefit of the society. In the same vein, the above view show that entrepreneurship education by its scope, nature andcharacteristics is a rebranding education culture meant to guarantee a comprehensive educationalsystem re-engineering arising from the obvious deficiencies of the existing education system (Enu, 2012).The major aim of entrepreneurship education is crystal clear. Beyond just creating employment for the unemployed, it also equipsstudents with the required skills to transform business opportunities into reality within and outside the varioussocieties they find themselves.

Entrepreneurship education also includes improving the ability of students to anticipate and respond to societal changes. Historically, entrepreneurship education in Nigeria has made tremendous impact on the nations socio-economic development due to the alarming rate of unemployment in Nigeria; the nation requires an education that will provide opportunities for employment and generate income to youths and the nation at large. Entrepreneurship education provides such education. In a most recently concluded survey carried out by the National Bureau of Statistics (NBS) in collaboration with the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) in 2014, Micro, Small & Medium Enterprises (MSMEs) employ 84% of the Nigerian Labour force (infoguide, 2022).

Amidst all of these, entrepreneurship education also equips students with abilities that increase their employment potential which include: the abilities to solve problems, to develop social interaction, abilities to find information and to handle it for decision making, planning, communication and presentation skills, etc. Learning about developing business plans and creating a company allows students to better understand and integrate finance, economics, accounting, marketing and other business disciplines, offering them an integrative and enriching educational experience (Valentin and Calin, 2017).

Benefits of Entrepreneurship Education in Nigeria

The world is turning into a global village with tech savvy skills taking a special prominence in recent times. The introduction of entrepreneurship education into schools, colleges and universities has played a vital role towards revitalizing the Nigeria economy due to its numerous benefits.Furthermore, Nicole (2022) stated that entrepreneurs are some of the biggest donors to charity for various causes. Some seek to invest their money in creating solutions to help poorer communities have access to things we take for granted, like clean drinking water and good health care.

Nevertheless, Infoguide (2022) stated the benefits and importance of entrepreneurship education in Nigeria as; increasing individual competence and self-development, a driver of economic growth, an agent of social changeand a facilitator of regional development.infoguide (2022) also went a step further in highlighting that, through entrepreneurship education, learners can gain key entrepreneurial skills such as creativity, critical thinking, problem-solving, communication, reasonable risk-taking, self-motivation, financial responsibility, and teamwork that can create job opportunities, produce goods and services, and contribute to exports, thereby boosting the economic growth of such nation.

In the same veinEnyi and Eru (2013) stated that the benefits accompanied with entrepreneurship education involves; the creation of employment, reduction of high level of poverty, creating a smooth transition from traditional to a modern industrial economy, being a catalyst for economic development and growth of the Gross Domestic Products (GDP) of Nigeria, provide young graduates with enough training and support that will enable them to establish an occupation in small and medium sized business, inculcate the spirit of perseverance in the youths and adultswhich will enable them to persist in any business venture they embark on, reduce the high level of rural-urban migration, provide the youth with adequate training that will enable them to be more creative and innovation in identifying noble business opportunities likewise offering tertiary institution graduates with adequate trainingin risk management.

Challenges of Entrepreneurship Education in Nigeria

Despite the huge benefits of entrepreneurship education in Nigeria, or the transversal skills that entrepreneurship education will equip students with in order to increase their employability skills and solve complex societal problems, they are still countless challengesconfronting entrepreneurship education in Nigeria schools and tertiary institutions which includethe following; ineffective teaching methods, inadequate funding by government, unqualified teachers, inadequate or lack of entrepreneurship education equipments, week government policies.

In the same vein, Sulaimon (2020) stated that Nigeria as a developing country is not exempted from a number of complications in connection to her economy and by extension

educational system. Nigerian educational system was until now structured to produce a pool of graduates who relied on the government for employment. This ideology contradicts a system that strives to equip its beneficiaries with entrepreneurial knowledge and skills that will make them self-sustenance and employers of labour. Sulaimon (2020) further identified some of the challenges confronting entrepreneurship education which include:

i. Incessant change in government policies regarding entrepreneurship curriculum
ii. Infrastructural deficit
iii. In adequate manpower in the area of entrepreneurship education
iv. Faulty Foundation of entrepreneurship education
v. Poor or outright lack of funding to implement entrepreneurship curriculum
vi. Insufficient Equipment and Technology
vii. Pressure from parents for students to seek blue collar job

Osalor (2009) alluded that Nigerian Government should recognize these facts and take proactive measures towards promoting and cultivating the entrepreneurial culture in its country.

Conclusion

The paper was aimed at exploring the prospect and challenges of entrepreneurship education in Nigeria.However, entrepreneurship education is still at the stage of infancy in Nigeria waiting to be properly funded and nurtured into full maturity. Though there are a myriad of challenges confronting entrepreneurship education in Nigeria. It is also pertinent that Government, Non-Governmental Organisations (NGOs), private and public sectors likewise Nigeria citizensmust strive to sustain entrepreneurship education in various levels of education.Entrepreneurship education is equipped with potentials to make citizens of a country self-reliant, self-employed thus; contributing to the overall gross domestic product(GDP).

Nevertheless, education is the bedrock of societal development and individual prosperity all geared towards building a robust global economy. It is also imperative that effective teaching methods should be adopted for an effective delivery. Nonetheless, Sulaimon (2020)opined that effective entrepreneurship education requires creative teaching methods that will focus on students' inventiveness, innovation, capacity building which is a herculean task and the role of the teacher and his teaching methods are equally vital.

Recommendations for entrepreneurship education in Nigeria

It is sacrosanct that the three tiers of government, school administrators and tertiary institutions implement the following recommendations in order to achieve a vibrant and effective entrepreneurship education in Nigeria.

i. Adopting effective teaching methods: Effective teaching methods should be used in the teaching of entrepreneurship education. Most often hands-on learning (experiential) should be employed (Nwaukwa, 2018).
ii. The Federal Government of Nigeria should make it mandatory that entrepreneurship education is introduced at primary, secondary and technical schools so that a preliminary solid foundation would be laid at a lower level before students get to university level. This will make the subject matter or discourse more appealing and fascinating (Sulaimon, 2020).

iii. There should be efforts to reinforce in youths the concept of risk taking and patience in wealth creation. This instils positive change of entrepreneurial attitude. They would thus develop habit of success out of failure. Knowing that life is full of risks and success comes from failure, youth should try again where they fail (Salihu et al, 2020).

iv. The Federal Government of Nigeria should mandate lecturers and teachers of entrepreneurship education to continuously engage in service training and professional development.

v. The Federal Government of Nigeria and Non-Governmental Organisations should institute a trust fund which will be solely for equipping and promoting entrepreneurship education programmes.

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GROWING NATIONAL SECURITY CHALLENGES: IMPLICATIONS FOR PHYSICS TEACHER EDUCATION IN NIGERIA

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Abstract
Security of lives and property is the bedrock of socio-economic development. Where security is absent, meaningful development can hardly be achieved. Unfortunately, in the recent times Nigeria is bedeviled with myriads of security challenges emanating from Boko Haram insurgence, banditry, secessionists' agitations, armed cult groups' activities, and farmer-herder conflicts. The prevailing ravaging poverty in Nigeria is believed to be the underlying factor prompting insecurity across the country. Kidnapping for ransom and violent attacks on Nigerians and government infrastructures such as schools, police stations, military formations and correctional centres are now prevalent. The magnitude of insecurity in the country is expanding geometrically on daily basis. A number of schools in the northern geo-political zone are currently shut thus, increasing the number of out-of-school children in Nigeria. Tertiary educational institutions are not spared in the wave of violent attacks occasioned by non-state actors like extremist jihadist groups, ESN, and bandits. The havocs wrecked by these non-state actors have impacted negatively on tertiary education in Nigeria. Hence, this paper discussed the growing national security challenges in Nigeria and its implication for physics teacher education. It also suggested the way forward out of the problem of insecurity and steps towards guaranteeing the future of physics teacher education in Nigeria.

Key words: *National security challenge, Physics teacher education, Secessionist agitation, Terrorist attacks*

Introduction
Meaningful development can only be achieved in a secured environment; where there is safety of lives and property. It is in such a secured environment that people can freely move and transact their businesses without fear of being kidnapped for ransom, attacked, killed and even denied access to social privileges due to ethno-religious inclination. Unfortunately, the prevailing happenings across the breadth and length of Nigeria suggest that we are living in an unsecured country. Presently, Nigerians are confronted with threats arising from Boko Haram insurgence, banditry, secessionists' agitations, ethno-religious conflicts, cult related violence and farmer-herder conflicts on daily basis (Bello, 2022). The growing violence mostly perpetrated by non-state actors had imparted adversely on virtually all the facets of the economy. Meanwhile, government efforts to address the lingering security challenges seemed

to have yielded little or no fruit (Salman, 2014). The perplexity of security situation in Nigeria has prompted one to ponder on the future of physics teacher education in Nigeria, particularly in most Northern states where schools are closed due to impact of religious extremists' insurgence and banditry attacks.

Teacher education generally is a crucial aspect of the National policy on Education because of the pivotal role quality-teachers play in the provision of quality education at all levels. According to the National policy on Education, the teacher education is geared towards producing 'highly motivated, conscientious and efficient classroom teachers for all levels of the educational system' (FRN, 2014). Hence, Physics teacher education is meant to produce high quality physics teachers who will be professionally and intellectually competent in the dispensation of physics knowledge. The universities, monotechnics, polytechnics and colleges of education are tasked with the responsibility of training physics teachers across the country. However, with the flagrant insecurity occasioned by Boko Haram violent insurgence and banditry in the Northern states of Adamawa, Borno, Yobe, Niger and Katsina; many prospective physics student-teachers shun admission opportunities opened to them in such Northern tertiary institutions. This is despite Federal Government's claimed commitments towards providing security within and around those tertiary institutions, which is captured in the National Policy on safety, Security and Violence-free Schools in Nigeria. The policy was developed to ensure a safe and secured learning environment for students, teachers and school physical infrastructures (Federal Ministry of Education [FME], 2021). Besides, study has shown that our tertiary institutions are far from being safe and secured due to government's failure to provide adequate security personnel, patrol vehicles, modern security facilities, and perimeter fence around the campuses, which are essential in checking the security challenges arising from cult-related activities, kidnapping, illegal possession of firearms and religious extremists' violence (Ekpoh, Edet, & Ukpong, 2020). Apart from the internally induced security challenges confronting teacher education other emerged national security challenges have equally had tolls on the development of physics teacher education. With the forgoing, this paper discusses the growing national security challenges and its implications for physics teacher education in Nigeria.

Physics Teacher Education in Nigeria

Physics is one of the natural sciences taught at secondary and tertiary institutions. It is considered a fundamental course of study in the field of sciences despite the fact that it is perceived by students as very difficult subject perhaps due to its abstractness and demand for mathematical skills. Comparatively, there are fewer theories in physics than we have in other sciences. However, this did not underestimate the predictive capacity of physics theories. Mulhall (2015), noted that physics theories have strong predictive capacity than those of other sciences. It suffices to say that Physics theories had generated many strong testable predictions that gave room to scientific and technological innovations that culminated in a number of inventions that shaped the world economy. Thus, the relevance of physics in technological advancement as well as national development cannot be underestimated (Onyedineke & Izato, 2012).

Consequently, the preparation and development of physics teachers which is the concern of physics teacher education mean so much to the nation; since the quality of training the teacher received determines the quality of education bequeathed to the learners (Ugwu, 2018). Therefore, to further enjoy dividends of physics research outcomes in the area of scientific and technological advancement; planned efforts are required to make physics teacher education a priority. Meanwhile, physics teacher education programme is exclusively run in Colleges of Education, Polytechnics and Universities. Whilst Colleges of Education and

Polytechnics mainly produce the middle level manpower physics teachers with the least teacher qualification of Nigeria Certificate in Education (NCE), Universities produce higher level manpower physics teachers with Bachelor's, Master's and Doctorate degrees in Physics Education.

A critical review of teacher educational system in Nigeria showed that Colleges of Education, Polytechnics and Universities are producing 'ill-motivated, non-conscientious and inefficient classroom teachers' (Odeh, 2019). The antecedence of this is a crisis laden society in which social norms and values are less appreciated. Presently, crime rate is escalating, official corruption is the order of the day and examination malpractices are hardly frown at because teacher education has failed to yield the desired results. Earlier, while reviewing literature on issues involved in Nigeria teacher education with the view of refocusing physics education in Nigeria Udoh (2012), asserted that teacher education has:

i. Failed to produce motivated, conscientious and efficient classroom teachers.
ii. Discourage the spirit of enquiry and creativity in teachers.
iii. Failed to provide teachers with adequate intellectual and professional backgrounds to function and adapt to changing situations.
iv. Failed to assist teachers fit into the social life of the community and society at large as well as inefficient in enhancing teacher commitment to national goals.
v. Failed to enhance teacher commitment to the teaching profession.

These flaws in teacher education are prompted by many factors which include government's failure to sustain institutional infrastructure, poor motivation of teacher trainers, poor budgetary allocation to education sector and rising national security challenges.

Rising National Security Challenges

Apart from the internal security challenges arising from cultism in teacher education institutions across the country, Boko Haram insurgence, banditry, farmer-herder conflicts, secessionists' agitations and militancy are now emerged national security challenges confronting teacher education in Nigeria. Owonikoko (2021) asserts that insecurity is crippling Nigeria's education system following the devastating impact of Boko Haram insurgence, banditry and secessionists' agitations on school activities across the country. It was noted that more than 800 secondary school and university students have so far been kidnapped in coordinated terrorists' and bandits' attacks in Nigeria. Kidnapping however has become a hydra-headed security challenge in the recent times which has dealt a humongous blow on education sector. Many schools in the North-Eastern Nigeria are currently closed to learning activities due to high spate of kidnapping incidences in the region. The school is no longer safe for the students because of its vulnerability to terrorists' and bandits' attacks. Nigerians are beginning to accept that education in Nigeria is not safe and schooling is too risky since it portends loss of life and freedom in the hands of terrorists and bandits who demand outrageous ransoms from kidnap victims.

Consequent upon the emerging fact about the prevailing unsafe nature of educational institutions in Nigeria, Onyedineke and Izato (2022) posited that the toxicity of insecurity across the country poses serious national security challenges to physics education development due to its crippling effects on formal education delivery in Nigeria. The security challenges are heightening on daily basis with little or no respite. Government on her own has equally taken steps to address them, though her efforts seemed to have not yielded any plausible result. There are still palpable fears among Nigerian students studying in tertiary institutions due to unabated Boko Haram insurgence and bandits' attacks which institutional failure has indirectly strengthened. Official corruption which is an indication of institutional failure is these days

widespread, with security personnel sacrificing national interest on the altar of ethno-religious sentiments. Thus, exposing innocent Nigerian students to avoidable life threatening danger.

Presently, most teacher education training institutions in Nigeria lack what it takes to address the menace of unsafe learning environment from ideological and infrastructural perspectives. This is evident in dearth of training on safety measures and availability of security logistics. Most student-teachers lack training on the fundamental self-defense skills that could help them respond adequately to the prevailing security emergencies occurring due to rising incidence of kidnapping in the tertiary educational institutions. Ordinarily, a course programme on safety issues particularly on the safety of students and educational institutions should have been developed and incorporated into the teacher-training curriculum of the colleges of education and universities. The incorporation of such programme into teacher education curriculum will help equip students with knowledge and practical skills necessary to respond to crisis situations that may arise in the school environment (Kovarikova, 2018). There is also lack of adequate security personnel and monitoring devices such as closed circuit televisions (CCTVs) to ensure effective surveillance in and around the campuses.

Indeed, the learning environment of Nigeria educational institutions (colleges of education and universities) are plagued by insecurity. Students and lecturers are exposed to intermittent attacks by terrorists. The kidnap incident that took place on April 20, 2021 at the Greenfield University, Kaduna in which twenty students were kidnapped from the University campus in Kasarami village and three students alongside a staff member were killed by the kidnappers during the operation is a case in point. There were no CCTVs on the campus for surveillance, hence the kidnappers could not be easily identified. However, the abducted students were later released after ransoms were paid; though five of them were not lucky enough for they were killed during the abduction (Sahara Reporters, 2022). Similarly, it was reported that armed terrorists invaded the Nuhu Bamalli Polytechnic in Zaria, Kaduna state on June 10, 2021 and killed one student while eight other students and a lecturer were kidnapped (Reuters, 2021). Unfortunately, five out of the kidnapped students were later killed few weeks after their abduction. On a global perspective, it was reported that over 320 attacks occurred in tertiary institutions across the world between 2020 and 2021 in which students, lecturers and learning facilities were affected (Global Coalition to Protect Education from Attack [GCPEA], 2022). It was further reported that 1000 students from Nigeria were kidnapped by Boko Haram terrorists from various schools between December, 2020 and September, 2021 (Al Jazeera, 2021). This included the 344 students abducted from Government Science Secondary School, Kankara in Katsina State on December 11, 2020 in a single terrorists' operation (Al Jazeera, 2020; Olukoya & Petesch, 2020).

Secessionists agitations though blamed on Federal government's failure to provide security in the face of multi-facet threats had further compounded security challenges in the country (Campbell & Quinn, 2021). The activities of these secessionists' groups are adversely affecting education generally in the regions of the country where they operate. For instance, the outlawed Indigenous People of Biafra (IPOB) through its armed wing, the Eastern Security Network (ESN) has been enforcing sit-at-home policy every Monday to press for the release of its leader Mr. Nnamdi Kanu. On each Monday of the week no educational activities take place in all levels of educational institutions in the South-east Nigeria. Meanwhile, ESN has been accused of being responsible for at least 344% rise in killings in the South-east Nigeria, with many attacks on certain individuals they perceived as saboteurs, government offices, correctional centres and security service personnel since January, 2021 (Campbell & Quinn, 2021; Tanko, 2021). For the fear of being attacked or possibly have students killed by ESN, all tertiary institutions like other schools are kept under locks and keys every Monday of the week.

However, the unprecedented wave of insecurity in Nigeria had equally been blamed on herder-farmer clashes in the North-central states of Plateau, Benue, Taraba and Nasarawa. The violent clashes between farmers and herders were believed to have emanated from disagreements over the use of arable land and water as well as grazing routes (Tanko, 2021). This made the clashes an economic conflict. It was reported that between December 2016 and December 2018, schools in Agatu, Guma and Logo Local Government Areas of Benue State were violently attacked by killer herdsmen putting many students out of school and learning activities disrupted (Duru, 2018). The clashes have ostensibly resulted in many deaths and displacement of aborigines from their homes to Internally Displaced Persons' (IDP) Centres. At these IDP Centres, there are hardly educational infrastructures to take care of the displaced youths. Agbo (2020) investigated the effects of farmers and herdsmen conflicts on the educational development of North-central geo-political zone of Nigeria and found that the conflict has resulted in dysfunctional educational development, tertiary institutions turned into grazing fields instead of research institutions, and school-age children been put out of school. These findings suggest that the farmer-herder conflicts apart from creating security tensions in the North-Central states have equally been a clog on the advancing wheel of education in the region.

Another contributory factor to insecurity in Nigeria is the Niger Delta militancy. This has being for a long time in the Niger Delta region even before the advent of Boko Haram insurgence. The militants were agitating for resource control in which they demanded for greater share of the profits from sales of petroleum/crude oil. They claimed that crude oil exploration in their region has imparted negatively on the environment, water bodies, farmlands, and fishing occupation due to intermittent oil spillages and gas flaring by oil exploration companies such as Shell, Exxol-Mobil and others. Since crude oil is the major source of federal government's earnings, the militants feels that government should not continue to neglect the Niger Delta region when it comes to infrastructural development, appointments, youths' employment and management of downstream oil sector. The militants' resistance to oil exploration in the region, attacks on oil installations and constant kidnapping of oil company workers led to face-off between the militants and the federal government of Nigeria. The insurgence heightened until 2009 when presidential amnesty programme was launched to broker peace between the militants and the federal government. However, in the recent times militancy is gradually picking up again due to the activities of some armed cult groups who are currently threatening the oil workers and the region (Tanko, 2021).

National Security Challenges: Implications to Physics Teacher Education

Safety and security of schools as a crucial issue considering the spate of Boko Haram insurgence, bandits' attacks, and kidnappings in the country (Salman, 2014). As earlier said, no meaningful progress can be made in an unsecured environment where people are daunted with threats on daily basis. The educational implication of Abraham Maslow's hierarchy of needs stressed safety need as an important criterion that must be met before effective teaching and learning can take place in a formal school setting. However, existing literature on school safety have vast accounts on unsafe nature of Nigeria tertiary institutions where physics teachers are produced (Aguba, 2010; Asiyai, & Oghuvbu, 2019; Ekpoh, Edet, & Ukpong, 2020; Bello, 2022). Bello (2022), observed that insecurity in the country has led to a decay in the educational sector. Such a decay, no doubt equally extended to physics teacher education because interruptions to colleges of education and university programmes due to violent attacks on campuses have both direct and indirect adverse impact on the quality of physics teachers produced by the institutions.

According to Badiora (2017), the magnitude of crime in tertiary institutions in Nigeria has astronomically risen that it has become a national issue. Apart from crimes committed by students themselves and lecturers, the violent crimes committed by terrorist groups in the tertiary institutions particularly in the Northern states is one of the reasons why prospective physics student-teachers are turning down admission placement in higher institutions in the region. This has resulted in admission attrition for prospective physics student-teachers in those tertiary institutions in the north. The low enrolment of physics student-teachers undoubtedly has negative implications for the future of physics teacher education in Nigeria because if the trend remained unchecked; there may be a time when no candidate will opt for physics education in those tertiary institutions.

Agbo (2020), found that farmer-herder conflicts has led to forceful conversion of tertiary educational institutions in the North-Central states into grazing fields for herdsmen exploration and exploitation citing University of Ilorin and Plateau State University as examples. This negates the purpose of university education in line with the National Policy on Education (2014) which states that: "… universities shall be encourage to collaborate with government, industries and global community in the conduct of research and disseminate the results" (p.42). Universities and other tertiary institutions producing physics teachers are established to carry out researches and not cattle grazing. Thus, any activities conducted in the tertiary institutions other than teaching and researching portend danger to the future of teacher education in Nigeria.

Currently, government is making frantic efforts to address the daunting challenges of national insecurity occasioned by Boko Haram insurgence, banditry, youth restiveness, Niger Delta militancy, and secessionists' agitations. To this effect, huge financial resources are earmarked in the national annual budget to fight this hydra-headed menace called insecurity to the detriment of education. Budgetary allocation to education in Nigeria is far below the United Nations' Educational, Scientific and Cultural Organization (UNESCO) recommended 26%, hence tertiary institutions of learning are poorly funded with infrastructural deficits. The infrastructural deficit is evident in the widespread lack of well-equipped physics laboratories, computer laboratories, lecture classrooms, lecture theatres, libraries, micro-teaching laboratories and workshops in Nigeria tertiary institutions. This has far reaching implications for physics teacher education in Nigeria because infrastructure is one of the essential requirements for conducive learning environment.

Conclusion

Security challenges are global phenomena that have kept national governments on their toes due to the adverse impacts they have on national development. Nigerians have borne brunt of violent threats coming from the jihadist terrorists, secessionists' agitators, bandits, armed cult groups and Niger Delta militants in the recent times. The educational institutions in Nigeria are not void of the stings of the prevailing security challenges. Today, the universities and other higher institutions of learning are no longer safe for learning due to incessant killings, kidnappings, sexual molestations, and cult clashes perpetrated by non-state actors. The prevalent insecurity across the nation had impact negatively on teacher education and physics teacher education in particular going by the quality of physics teachers produced in the recent time (Udoh, 2012).

Funds that should have been deployed in the education sector to provide teaching and learning infrastructures are now channeled to the defense sector. According to the government, the huge investment on procurement of military hardware and training of security personnel were to ensure that the war on insecurity is won. However, for the past seven months the Academic Staff Union of Universities (ASUU) has been on industrial action to press home her

demand for revitalization of university education in Nigeria. Unfortunately, government's position had remained that there is no fund for the revitalization of university education, considering the huge sum of money it has spent on national security. This is not a welcome development for the future of teacher education in Nigeria.

Way Forward

To strengthen and preserve the future of physics teacher education in Nigeria the following suggestions are proffered:

1. Government and other stakeholders in teacher education should urgently re-strategize on how to improve the practice and delivery of physics education in Nigeria tertiary institutions.
2. Government should redouble her efforts in addressing the current security challenges bedeviling the nation.
3. Proactive steps should be taken to beef up security around tertiary institutions in order to end the carnages in our campuses due to terrorists' attacks.
4. A legislation should be enacted to make kidnapping of students and lecturers on campuses a criminal offence punishable by death.

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IGBO PROVERBS AS EFFECTIVE LANGUGAGE TOOLS FOR CURBING COMMUNAL CRISIS IN THE SOUTHEAST GEOPOLITICAL ZONE OF NIGERIA.

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Abstract
This work examines how Igbo proverbs can be used as instruments for curbing communal conflicts in the South-East geopolitical zone of Nigeria. In order that to achieve this, 10 proverbs were selected by the researcher in relation to interactions with Igbo language teachers and speakers. These are suitable proverbs for specific situations. Through this, the work is able to establish that the speakers use these proverbs to enable them convince and persuade the audience for a desired attitude. The methodologies for this work are quantitative. Collection is done using primary and secondary sources. The framework for the paper is based on M.A.K Halliday's Functional Theory of Language, using the Regulatory Function of Language specifically. The work concludes that there are proverbs that are used to initiate peace back within hostile individuals and communities. These proverbs help to stop individuals or groups from taking violent actions. They encourage individuals and group to tolerate, forgive one another and live in unity with one another.

Key words: *Language, Proverbs, Communal clash, Metalingual.*

Introduction

The word language has been defined in various ways by various language specialist. Language is considered as a distinctive human system of communication based on oral and written symbols. It is an extremely important aspect of a community. Achilike (2007) remarked that language is appreciated as a means of preserving the people's culture and promoting National interest and unity. She therefore defines language as human and non-instructive method of communicating ideas, feelings and desires by means of system of sounds, symbols used by a nation or race. On a similar note, Obasi (2020) in Salanake (2006) asserts that language is the key to the heart of the people. If we lose the key, we lose the people, if we treasure the key and keep it safe, it will unlock the door of peace. In other words, language permeates every aspect of life's harmony. Disharmony therefore arise derives from its' deliberate misuse.

Nwabudike and Adedokun (2018), citing (Adedokun 2012) argues that all human beings regardless of their societies, make use of one language or the other to interact among them. Language is an indispensable instrument given to mankind. Man's ability to use language is the most essential features that differentiates human race from other species. Human being use body parts to communicate such as waving, nodding, winking and other facial expressions known as paralanguage. The literature reviewed shows that language is the key for human existence. It is a way of expressing all human activities. Above all, language is a unifying factor especially in a heterogeneous community with diverse culture.

Language is used in every aspect of life. It is the most important part of human communication. Language is applied in every situation, the language we choose is determined by the situation and need at hand. There is also the need to choose a type of language that is most effective for our needs. The most important use of language is information since it helps

us to deliver messages and give new information to our listeners. Secondly, we express our feelings using certain words. There words does not deliver only information but express attitude and feelings of the speaker.

The directive function of language is used to promote certain actions or reactions. It is expected that the phrase will achieve the target for which it is expressed. The aesthetic function of language help us use words and sentences as a linguistic tool for poetic art and as certain signs. The phatic function of language is to maintain social relationship and to begin, or continue the conversation. Finally, metalinguistic function of language is the use of language to describe another language. It is pertinent to note that the domain of this paper is on the metalinguistic function of language as ascertained from the title, and the word we are looking into is proverb.

South-East Geopolitical Zone

South-East of Nigeria is one of the six geopolitical zones of Nigeria, representing both a geographic and political region of the country. It comprises five states: Abia, Anambra, Ebonyi, Enugu and Imo. The major cities in the South-East includes: Aba, Enugu, Onitsha, Umuahia, Owerri, Nnewi, Awka and Abakaliki.

The zone is bounded by the river Niger on the West, the riverine Niger Delta on the South, the North Central to the North and the Cross River on the East. It is divided between the Cross –Niger transition forest ecoregion in the South and the Guinean forest –Savanna Mosaic in the drier north. Culturally, the vast majority falls within Igbo land, the indigenous cultural homeland of the Igbos. This group makes up the largest ethnic percentage of the South-East population at over 90%. Although the South-East is the smallest geographical zone, it contributes greatly to the Nigerian economy due to oil and natural gas reserves along with a growing industrialization economy. The region has a population of about 22 million people as stated by Nwankwo and Okonkwo (2012). Their population makes up around 10% of the population of the country. They further asserted that aba and Enugu are the most populous cities in the South-East as well as the 10th and the 14th most populous cities in Nigeria. Other large South-Eastern cities include (in order by population) Onisha, Umuahia, Owerri, Nnewi, Awka and Abakaliki

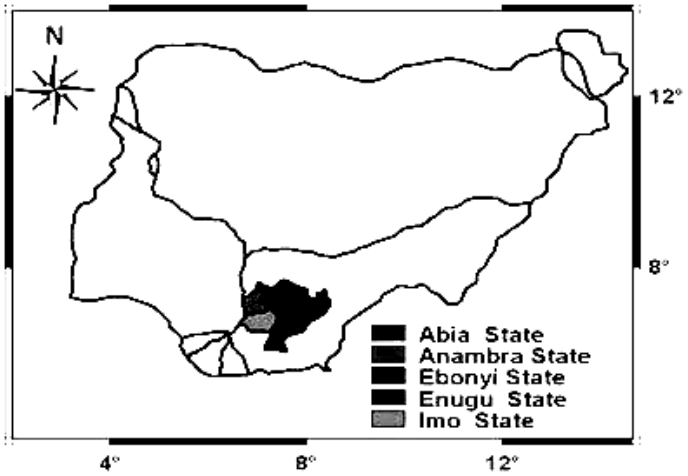


Fig. 1. Map of Nigeria Showing the Study Area

Communal crisis and its causes

Communal crisis is the occurrence of violence that is perpetrated across ethnic or communal lines. The violent parties feel solidarity for their respective sects. Communal violence in different parts of the world is alternatively referred to as ethnic violence, non-state conflict, violent civil disorder, minority's unrest, mass racial violence, inter-communal violence and ethno-religious violence.

Oji, Eme & Nwoba (2014), highlighted some causes of communal clash as follows:

- The indigene and settler syndrome
- Land and territory issues in conflict
- Socio-cultural factors
- Political factors

The settlers import their culture and tradition into their new community to the discomfort of the host communities. The settler latch on the constitutional provision on human right and the problem of definition of status to assert their rights in the places of settlement. For instance, many national constitution and universal declaration of human rights guarantees free movement, free association and ownership of property but at the same time enshrine the principles of federal character and quota system. The nexus between citizenship and indigene ship create an identity dilemma which often breeds hostile relationship between host communities and settler's communities as has been demonstrated in Ezillo-Ezza Ezillo conflict of Ebonyi state (see Ebonyi state government white paper, 2008). The problem is compounded by the inability of the settler or migrant communities to fully integrate themselves with the host indigene /native communities through acculturalization. Rather what obtains is tribalism and marginal personality. The allegation and counter allegations of desecration of cultural symbol and tradition such as the naming of markets, schools in the dialect of migrant communities illustrates this view clearly (see memo to the Ebonyi government peace committee on ezillo – Ezza conflict, 2008)

On the second issue, some studies reveal that a reasonable number of communal clash conflict in the South-East geographical zone are traceable to land scarcity, territory disputes and competition for the use of land resources. The Akaeze Ebonyi State, Aguleri-Umuleri conflict in Anambra State are plausible examples, (see Ebonyi State government white paper, 2005).

The chairman of Ayamelum Local government council, Chief Tony Ifeanyi confirmed that the major source of conflict among riverine communities is land. He noted that such clashes usually comes to full force during planting season. This is due to the fact that the communities are predominantly farmers and mostly the bone of the contention is mainly boundary problem. The Ezilo attributes the denigration of their culture and traditional heritage by the Ezza as some of the causes of the dispute between them. This includes flaunting of new yam festival rules by bringing new yams into Ezillo market by the Ezzas before the cultural rites of new yam in Ezillo, killing of fish in the sacred ponds and rivers, looting of people's artifacts and antiquities, desecretion of the chieftaincy institution as evident in the beating of the traditional ruler of Ezillo. Ezillo people also alleged that the Ezza people seized Nwafor market and renamed it Eke Ezza.

Political factors also contribute to the causes of communal clash in the South-East geographical zone. Politics interfaces all aspects of social life, justice, basic human right, citizenship / identity etc. communities allege political marginalization against one another. This is particularly the case whenever either party is in position of political authority.

Communal Clash Uprising

On 21th May, 2020, not less than 50 persons were abducted during the communal clash between the people of Omor and Umunbo villages in Ayamelum LGA of Anambra State while 300 others sustained injuries. On 30th June, 2020, two ancient agrarian communities of Achalla and Urum in Awka North Local government Area of Anambra State clashed over claim of ownership of communal land in dispute. The guardian revealed that the land was allegedly given to the Urum community on lease in 1920. It was alleged that Urum opted to claim ownership, allowing their youths to cultivate on the disputed land. This did not go down well with Achella community, and causing them to go on the offensive. In a reaction, Urum people laid Ambush and allegedly succeeded in shooting one person while his companion were purportedly still missing.

Osewezina (2014) reported a violent clash in Akokwa community in Ideato North LGA of Imo state between some Hausa residents and some members of the host community that left six people dead. The violent incident started when a middle aged Hausa man who is a security guard had a misunderstanding with a woman, which resulted to the man murdering the woman. The Hausa man also murdered the woman's friend who was trying to settle the case. On seeing the level of his crime, the Hausa man committed suicide. This led to a reprisal attack by members of the community against northerners in the area which left other three people dead.

Ugwu (2022), reported the incident that took place at Awomama community of Orlu East LGA of Imo state on the 18th July. They protested the alleged killing of 14 youths by suspected members of Southeast security network. The victims were killed while returning from a wedding ceremony on 17th July in Otulu community in the same council area. The youths protested demanding justice for victims as they carried them in wheel barrows and trucks.

Alaribe (2021) reported a boundary clash between the Usaka Ukwu, Azunchai, Ekpiri Ala-ala, Ariam, Eluelu communities in Ikwuano council area of Abia sate and their Nkari and Obot Akara neighbors in Ini and Obot Akara council areas of Akwa-Ibom state. The mayhem resulted to the death of 16 persons while 6 others are still missing. The reporter traced back that the recent clash started from May 2020 when the Nkari people invaded farms belonging to the Usaka community and murdered 16 people. Other communities in Abia state affected by the boundary clash including Oboni-Upa, Ncdiorie, Obogwu and Ekwu. These communities live in fears of their neighbors who always lay ambush and kill people on their farmlands.

According to Njoku (2022), Oruku and Umuode communities in Enugu state had been in crisis for several years. Government has determined their boundary which was in contention as recommended by the judicial panel of enquiry. Some members of Oruku were opposed to the terms of settlements with Umude. Several lives and properties have been lost to the conflict. The guardian gathered that the incessant killings in Oruku have forced many residents to relocate their families to neighboring communities and towns such as Idodo, Akpoga, Onugba and Emene.

It has been established that communal clash crisis is one of the major challenges in the southeast geopolitical zone. Land is often at the heart of communal conflicts that center on group's main livelihood. Communal crisis has caused years of recurring waves of violent clashes that have resulted in many human and material casualties in not only the southeast but Nigeria as a whole Omini (2021) has it to say that the conflict in the Northeast Nigeria involve farmers and herders clash which has claimed much lives and properties. The farmers crop in the land while the herders move from place to place with their cattle and are bound to feed on crops and drink water. This has often resulted to bloody clashes, disrupting the peaceful co-existence of the two groups in different parts of the country, south-east not exempted.

Religious conflicts as regards to Muslims and Christians are almost a yearly occurrence. Ethnic conflict and land disputes have crippled Agricultural and Educational development, with other

forms of development included. Efforts made by the government to put an end to the crisis, or bring peace to reign in those areas have not yielded desirable results.

Land disputes have continued to result in violence for decades despite the existence of national boundary commission. Failure of government at various levels to bring perpetrators of violence to justice has also contributed to oil the wheel of these clashes and other forms of violence in different parts of the country. Against this background, the writer advocate for the use of proverbs as a communal clash crisis resolution mechanism to be effectively explored to resolve brewing conflicts between communities before they develop into full blown violence.

Igbo Proverbs

A proverb is a short intelligent wise sayings, used by the folks. It emerges from the general cultural remark used by individuals. Proverbs are concise in nature and are used frequently, this makes it easy to remember long after one first hear them. Igbo people as other people in Nigeria are known for extensive use of proverbs such that it is a common saying that proverbs are oil with which the Igbo people eat yam. This implies that an average Igbo man always spice his speech with choice proverbs, Onyemaechi & Chinyere (2021). Igbo proverbs reflect the philosophies and cultural values of the Igbo people. Proverbs are consistently employed by the Igbo people in everyday situations to reprimand, advice, caution, praise, condemn, council, strengthen communal bond among others.

Onyemaechi and Chinyere (2021) affirmed to this by asserting that the theme and content of Igbo proverbs centers on their belief system and general philosophy about life. Proverbs occupy a very vital position in creative art. It is applied in different circumstances for instance, in settlement of conflicts, disputes and misunderstanding. Butari, (2018) asserts that there are positive proverbs which are normally used with the intention to create a favorable relationship between the addresser and the listener regarding a matter. On the other hand, negative proverbs may be used to instigate negative relationship between the opposing parties

Theoretical Framework

This work adopt Michael Halliday's functional theory of language, precisely, the regulatory function. The regulatory function of language is language used to influence the behavior of others which is concerned with persuading, commanding, requesting other people to do things you want.

The model stressed that there are positive proverbs which can be used to persuade or request people to do the needful. Those positive proverbs are capable of bringing back peace, restore unity and co-operation among hostile communities. It is in view of the above that proverbs can be viewed as an instrument for curbing communal clash crisis.

Data Presentation and Analysis

On the basis of the above, this work selected ten (10) Igbo proverbs that has the capacity of influencing people's behavior positively depending on the need at hand. For the purpose of context and mutual intelligibility, the writer employs literal and contextual meaning of the proverbs selected. This will enable the application of the meaning in other languages.

1. Egbe bere Ugo bere, nke sị ibe ya ebena, nku kwaa ya.
   Literal meaning: let eagles perch and let kite perch, if any ask another not to perch, let its wing dislocate
   Contextual meaning: live and let live.

This proverb can be used to settle differences, quarrels, fight that occur over the use of common resources, e.g., public tap water, market shops, motor parks etc.

2. Ire ọma ka ejula ji aga n'ogwu
   Literal meaning: Snail moves on thorns with a good tongue.
   Contextual meaning: with caution, one can overcome challenges.
   This proverb can be used as an advice to a person or group who offended another, and needs to have a peace talk with the person or group.
3. Ogbu mma na-ala na mma
   Literal meaning: one who murders with knife, dies through knife
   Contextual meaning: you will reap what you sow.
   This proverb is used to remind evil doers that there is a payback time or, there is repercussion in every evil act.
4. Nwanne awọ zọchaa ya afọ ka nwanne nkapị pịchaa ya eze.
   Literal meaning: The relations of toad should march out the water in its belly while the relations of shrew should debeak it.
   Contextual meaning: there is unity in diversity
   One can use this proverbs to advice and settle two groups that have troublemakers each in their groups.
5. Agbachaa ọsọ a gụọ maịlị (mile)
   Literal meaning: After running, the mile is measured
   Contextual meaning: The end justifies the means
   This proverb is used to caution somebody or group who wants to apply negative means to achieve a purpose. They should consider the outcome.
6. A nyụkọọ mamịrị ọnụ ọ gbaa ụfụfụ
   Literal meaning: If we urinate together, it will foam
   Contextual meaning: United we stand, divided we fall
   This is used to advocate for unity to achieve a common goal. It can be used to fight hostility among communities.
7. Anaghị adị abụọ ayị ara.
   Literal meaning: Two people cannot be mad jointly.
   Contextual meaning: Two wrongs cannot make right.
   The proverb can be applied to discourage counter reaction among clashing groups or individuals. It advocates for one to tolerate and show maturity towards the other.
8. Oji ọsọ agbakwu ọgụ mata na ọgụ bụ ọnwụ.
   Literal meaning: He who rushes to fight should know that to fight is to die
   Contextual meaning: Look before you leap.
   This can be used to caution a group that is opting for war, reminding them that there may be lost that will be regretted.
9. A kpaa akpaa, a rahụ n'ute.
   Literal meaning: If two agree, they can sleep on the mat.
   Contextual meaning: It takes two to tangle.
   Agreement is important for peaceful co-existence. For instance, one community needs agreement with the other before making use of their farm land. The proverb can be used by one community to get a go-ahead from the other.
10. Egburu uru tinyere ọkpụkpụ, e gburu ọkpụkpụ tinyere uru.

Literal meaning: If one cuts some meat into the bone, he cuts some bone into the meat

Contextual meaning: We should tolerate one another

This proverb can be used to address grievances and differences between two opposing groups for peaceful co-existence.

Discussion and Concluding Remarks

As can be observed from the above analysis, the interpretation of each of the proverbs has a role that it plays. They can be used to regulate the actions of the people, bringing them to the desired purpose depending on the situation. We can see that proverbs can function in many negative situations by applying the appropriate positive proverb. It can be used to advice, unify, warn and encourage tolerance, forgiveness, peaceful co-existence etc.

On this basis, we can conclude that using the appropriate proverb in the appropriate situation, can yield a very good result in curbing communal crisis more than we may expect.

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IMPACT OF SECURITY CHALLENGES ON ACCESS TO QUALITY EDUCATION IN NIGERIA: A REVIEW OF LITERATURE

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Abstract
The aim of this study is to assess the impact of security challenges on access to quality education in Nigeria. The study follows the qualitative research methodology approach with emphasis on content analysis of extant literature. The findings from reviewed literature indicated that the most common security challenges confronting access to quality education in Nigeria include farmers and herdsmen conflicts, attacks by unknown gunmen, insurgency, kidnapping and ritual killings among others. The study revealed that the causes of insecurity challenges in Nigeria cut across economic-socio-cultural, political, institutional and governance related. It was revealed that the impact of security challenges on access to quality education in Nigeria include loss of lives of parents, students and teachers, internal displacement of families, disruption of academic calendar due to school closure, loss of confidence on the value of education, destruction of school infrastructure and teaching materials and increased in the cost of running schools by the government, especially in a situation where schools destroyed are to be renovated or rebuild. The study therefore concluded that security challenges have impacted negative on access to quality education in Nigeria. Government should implement result-oriented anti-poverty policies so as to address economic challenges such as youth unemployment and household poverty that could lead to security challenges and limit access to quality education. The paper also advocated for the need for value and ethical re-orientation to curb the menace of ritual killings, kidnapping, unknown-gunmen attacks and others security challenges that constitute threats to quality education; there is need for ethnic and political tolerance to addressing herders-farmers conflicts and politically motivated security challenges, and relevant institutions and security agencies should discharge their constitutional duties effectively and transparently to limit insecurity.

Keywords: Security, Security Challenges, Access, Quality Education, Lances of Literature

Introduction

Education is considered a major asset a nation can leverage upon on its journey towards achieving sustainable growth and development. Education trains the mind and changes the thinking and orientation of people and the place of a country in the comity of Nations. Lehr (2014) stated that the noble goals of education can never be achieved in a vacuum. They would be achieved under a conducive and peaceful atmosphere. That is to say, education sharpens beliefs and moral values in the society. It goes beyond literacy alone because for an individual, education means the provision of opportunity for him to realize his potentials, goals, and abilities in life. Therefore, an educated society can better position itself socially, economically and politically than a society where majority of its citizens are uneducated. Sadiq (2013) asserted that an educated population is an asset to a nation due to the fact that education promotes national security as it inculcates desirable human traits like honesty, sincerity, hard work, punctuality, productivity, innovation, patriotism, selflessness, brotherhood and friendship among others.

Security guarantees peaceful atmosphere for the conduct of all human activities, including impartation of knowledge which is the primary purpose of education. Education is designed purposely to assist individuals to develop their skills and abilities so as to fulfil their potential and to lead productive satisfying lives (Gulesh, Al-Hassan & Aledare, 2022). The importance of education has been adequately discussed in many fora and in different literatures. Schools and academic institutions have become soft targets, not only for the purpose of vandalising infrastructure, but commoditizing human beings for exchange for ransom and use as human shield (Agerholm, 2016). Atakpo (2020) noted that all these incidences also result in psychological trauma and health related challenges because many children in the attacked area are always anxious, uncertain, apprehensive have sleepless nights and are sometimes taking to displaced peoples camp to take refuge and retirement and relocation of teachers to areas not prone to attacks. Albert (2003) observed that lives are no more secured, security problems are the order of the day, these range from assassination, electoral violence, youth militancy in Niger-Delta, oil theft, kidnapping and hostage taking and crisis to Boko haram crisis in the North. Akinsowon (2021) noted that insecurity which has come in different forms as Boko Haram, Fulani herdsmen, armed banditry and kidnapping are bruising more fears to the life of the common people. Nigeria is not an exception, thus Section 14 (2) (b) of the Nigerian 1999 constitution states clearly that "the security and welfare of the people shall be the primary purpose of the government". Government on this constitutional responsibility has failed to provide a secured and safe environment for lives, properties and the conduct of business and economic activities. The alarming level of insecurity in Nigeria has increased the crime rate and terrorists' attacks in different parts of the country, leaving unpalatable consequences for the nation's economy and business growth (Ifeoma, 2015). Adegbami (2013) stated that the series of bombings and killings in the north; kidnapping and armed robbery attack in the south; political and economic related assassinations as well as the politically- influenced communal wars has become a multi-hydra headed monster which security agents in Nigeria appear incapable of handling.

Bakari (2021) pointed out that in Nigeria, security challenges such as militancy, insurgency, banditry and terrorism have become common issues in different parts of the country as attacks on people, property and government infrastructures constitute threat to social services like education. It could be deduced from literature that acts of insecurity bedeviling this country have become worrisome as they are gradually destroying public confidence in the nation's security system and their negative impact of education cut across the students, school infrastructures, teachers, management, government, households, policy implementation and a host of other variables that play significant role in promoting access to, and quality in education system. This also means that their parents are left with no option than to transfer their students or pupils to schools in places they considered safe or where they have moved to, permanently, or temporally. The concern is that the extent of the impact of security challenge on education may differ among countries.

Statement of the Problem

The role of education in propelling growth and development in any nation, Nigeria inclusive, cannot be over-emphasize. Consequently, its quality is an important factor that needs to be considered by policy makers and other critical stakeholders. This however could influence the extent to which the teaching and learning activity is carried out in a safe and secured environment. The widespread insecurity in Nigeria predisposes schools and institutions of learning to constant attacks and other acts of insecurity. Security lapses and challenges certainly do manifest on a daily basis in schools in Nigeria. The security challenges range from youth restiveness, terrorism and insurgent attacks, kidnappings and hostage-takings for monetary

ransoms, political assassinations, arsons, murders, cult-related activities, mass protests and so forth. Kidnapping as a security challenge is seen as a lucrative business, and income generating job by some dubious and criminally minded persons. Some of these people claimed that despite their academic qualifications and skills acquired, they lack paid jobs to meet with their needs, they engage in some illegal acts like kidnapping and ritual killings among others. It is assumed that these security issues have a lot of negative implications to the quality of teaching and learning process in Nigerian school system (Campbell, 2021).

Akanji, Badmus and Kolade (2017) noted that government at all levels have introduced different measures that aimed at curbing the security challenges confronting the Nation. The Federal Government for instance said that they have spent a lot on the procurement of military and other security equipment, and has also employed more security and paramilitary officers. In States like Kano, the Hisbah, a local security network has been introduced to complement the role of the conventional security operatives and in Plateau State, the operation Rainbow was introduced by the Jonah David Jang Regime all with the aim of addressing the security challenges that have negative impact on access to quality education in the country. Similarly, at the community level, hunters, community vigilantes and Neighbourhood Watch are among local security architecture that have been introduced as ways of addressing security challenges in different parts of the country. Despite these efforts, it appears as if security challenges in the country are on the increasing looking at the increasing cases of attacks, kidnapping and ritual killings in different parts of the country where teachers, students, parents and lecturers are the victims of these security threats. If these challenges are allowed to continue, access to quality education may be affected.

Objectives of the Study

The aim of this study is to assess the impact of insecurity challenges on quality education in Nigeria through the lances of literature. The specific objectives of the study are as follows:

i. To find out the factors responsible for security challenges in Nigeria
ii. To identify some common forms of security challenges in Nigeria
iii. To find out the perceived impacts of security challenges on access to quality education in Nigeria

Research Questions

The study was guided by the following research questions:

i. What are the factors responsible for security challenges in Nigeria?
ii. What are some of the common forms of security challenges in Nigeria?
iii. What are the perceived impacts of security challenges on access to quality education in Nigeria?

Concept of Security

Security is the existence of conditions within which people in a society can go about their normal daily activities without any threats to their lives or properties. The security of the leaner and those engage in imparting and managing the teaching learning process is of utmost importance if the desired result as far as quality assurance in early childhood education programme is to be achieved in developing countries like Nigeria. Shuaibu (2015) noted that a safe school is one that fosters peaceful, positive or cordial relationships among students, teachers and administrators. The inability to satisfy the need for security may cause stress in individuals and hinder them from pursuing higher level needs.

The rising security challenges seem to have contributed in increasing the cost of schooling and education in Nigeria. Those who hold this view alleged that most times when people are either kidnapped, ransom are paid to get the victims released. And when schools are burnt or vandalized by attackers, renovating the affected schools usually limit financial resources that could be channel to teacher training and the provision of other teaching and learning materials needed for quality education. Charles-Zalakoro, Oko-jaja, Osusu and Affen (2019) reported that the attack and kidnapping of over 250 teenagers in Chibok 2014, the attack on Mubi Polytechnics in 2012 when several students were selected, identified and killed, the Ado Bayero University attacks also in 2012 and kidnapping of school children in Lagos 2017 were some of the typical and unsavory incidents of attacks on places of learning in Nigeria. Campbell (2021) asserted that monies going into billions have been paid by families, school authorities and government as ransom.

Ogunleye, Adewale, Alese and Ogunde (2011) asserted that security embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrence. They stated further that security embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrence.

Achimba and Ighomereho (2013) postulated that security is the stability and continuity of livelihood (stable and steady income) predictability of daily life (knowing what to expect) and freedom from psychological harm (safety or protection from emotional stress) which result from the assurance or knowing what one is wanted, accepted, loved and protected in one's community or neighborhood and by people around. Hence, Eme (2011) described insecurity as a breach of peace and security whether historical, ethno-religious, civil, political and psychological that have contributed to prevalent conflicts the country has witnessed over the years, resulting to war and destruction and loss of lives and properties, in which the education sector has not been left untouched. Audu, Lukeman and Mohammed (2014) viewed security as any mechanism devised to alleviate the most serious threats that prevent people from pursuing their cherished values. The added also that security is considered as any mechanism deliberately fashioned to alleviate the most serious and immediate threats that prevent people from pursuing their cherished values. Stakeholders in the education sector have recently found themselves in a dilemma on how to find solutions to incessant killings, kidnappings, abductions, destruction of schools and infrastructure by criminal gangs and insurgents.

Security also means the defence and protection of values acquired; it has to do with freedom from danger or threat to a nation's ability to protect and develop itself, promote its cherished values, legitimate interests and enhance the wellbeing of its people. The absence of security breeds insecurity which is considered a new and dangers development that have characterized the Nigerian State. Omorogbe (2016) maintained that the insecurity in the country possessed the capacity to drastically reduce the performance, aims and objectives of the education system and if not checked may totally destroy the education sector in the country.

Factors Responsible for Security Challenges in Nigeria

Security challenges bedeviling Nigeria, though much more intense now than before, have been attributed to avoidable factors. These factors could be categorized into economic, political, socio-cultural, governance and institutional issues among others. The economic dimension to security challenges has to with the increasing challenge of unemployment, poverty, inflation and income inequality that breeds the feeling of exclusion and marginalization that trigger insecurity. The traditional value system of the Nigerian society is characterized by endearing features such as the spirit of collectivism, loyalty to

authority and community, truthfulness, honesty, hard work, tolerance, love for others, mutual harmony and coexistence, and unity. It is also worthy to note that in years past, issues such as ritual killings or human organ harvesting which seems to be common in some communities these days were seen as acts of abomination that attracts very serious punishment if caught. These cherished values which made society secured and safe have all gradually been thrown away and lost. New values have taken over their place over the years, with the so-called 'modernity and advent of technology, a situation that has increased the spate of insecurity in communities and schools in different parts of the country. The increasing rates of moral decadence and decay in traditional values and cultural beliefs that were seen as the basis for uniting people in different communities have also contributed in raising the tempo of insecurity in Nigeria. Nigeria's core values of hard work, dignity of labour, religious tolerance, integrity, social justice, patriotism and discipline that should guide the way and manner individuals and communities relate are no longer cherished.

Politically, the journey in Nigeria has not been smooth as elections and electioneering processes have been characterized by violence and their attendant effects on schooling in affected communities. Insecurity challenges in form of violence during elections have led to the killings and destruction of properties, including learning institutions. Uzuegbu-Wilson (2020) argued that pre-dispositional factors contributing to the attacks directed on schools are linked to the emergence of domestic terrorism, but that school administrators, staff, parents and students have critical roles to play in supporting safe school initiative.

It has been argued in extant literature also that bad governance and the failure on the part of relevant institutions, especially the security architecture to decisively and sincerely deal with perceived entrepreneurs of insecurity and their foot soldiers constitute serious drivers of security challenges that tend to limit access to quality education in Nigeria. Nadabo (2013) maintained that bad leadership, corruption, and illiteracy among others are factors breeding insecurity in Nigeria. Abiodun, Omolayo, Tomisin and Chinedu (2020) rightly pointed out that failure on the part of government to adequately protect schools coupled with the unconducive learning environment the students are exposed to have made schools prone to insecurity challenges. This also implies that failure on the part of early childhood school proprietors or owners to take appropriate security measures to safeguard their schools, especially in insecurity prone communities have contributed to making these schools unsafe for teaching and learning.

Some Common Security Challenges in Nigeria

In years past, the relationship between herdsmen and farmers in different parts of Nigeria, especially in the Middle-Belt and the far North was cordial and respected by all. Things seem to have fallen apart as there is increasing challenge of insecurity as this hitherto cordial relation is now a shadow of its former self. Herdsmen attribute the roots of the crisis to religious differences resulting in the killing of their cows while the farmers see the herdsmen as a threat to their crops and agricultural produce since the herdsmen allow their cows to feed on the farmer's crops (Ajibefun, 2017). The deadly crisis between herdsmen and crop farmers have become one of the major insecurity problems in Nigeria. This has triggered increasing disputes over land and water use with central Nigeria's growing populations of sedentary crop farmers (Agboola, 2020).

Insurgency is also security issue that tend to have affected the education system in most developing countries. Abang (2015) stated that insurgent activities include guerrilla warfare, terrorism, and political mobilization to weaken government control of the state and also challenge their legitimacy. Obiechina (2018) stated that herdsmen have sacked whole communities, abducted elder statesmen, burnt churches, killed church priests and other worshipers, killed police officers, raped, looted and perpetrated heinous crimes while the

government has done less to arrest the situation, which is a serious threat to national security and national development. Omorogbe (2016), the failure of government to address the situation of herdsmen attacks decisively has several implications for Nigeria. The fact that herdsmen now carry sophisticated ammunition with which they kill and main perceived opponents at will constitutes graves danger to national security. Adesula (2019) argued that this is because security personnel including the police have not been able to withstand weapon-wielding herdsmen's boldness and firepower. The Fulani herdsmen attacks have adversely affected the economy of Nigeria generally.

Timeline of Security Challenges on Education in Nigeria

Increasing challenges have impacted a lot on the education system in Nigeria. Boko Haram insurgency has been the greatest challenge to internal security in the North-East, North-West and North-Central from 2009 till date. Evidence from literature revealed that some students, teachers and parents who coincidentally are direct stakeholders of the education system have lost their lives due to insecurity issues. Adesula (2019) also reported that about 2,295 teachers have been killed and 19,000 others displaced in Bornu, Yobe and Adamawa States between 2009 to 2018, while an estimate of 1,500 schools had been destroyed since 2014, with over 1,280 casualties among teachers and students.

On the 19th of February 2018, about 111 school girls from the Government Girls Science and Technical College Dapchi, Yobe State were abducted. Even though most of the girls have been released, this particular case showed failure of the existing security architecture to proactively secure the volatile area as Dapchi which is very close to Chibok in the north-eastern part of Nigeria (Nwosu, Ukwunna, Ebokaiwe & Ukwunna, 2019). These attacks attributed to the rising spate of insecurity in the country indicate vulnerability of schools which may escalate further into a bigger security and education challenge if not arrested.

Concepts of Education and Quality Education

Education is necessary in the development of the individual and society. Education brings peace and development; it helps to develop the inbuilt potentials that nature has deposited in man. Osaai (2016) posited that education can be viewed as a process of developing and transmitting the culture of a people from generation towards achieving the goal of good life and behaviour in an individual. Education is the process for transmitting culture in terms of continuity and growth and for disseminating knowledge either to ensure social control or guarantee rational direction of the society or both. Education therefore acts as a leeway to equip the citizenry with the required knowledge, values, skills and attitude to build a united, strong and an egalitarian society.

Joshua, Ibietan and Azuh (2016) defined education as a process by which individuals are assisted formally through proper direction and guidance to develop their capacities not only for their own benefit but for the society at large. It plays a critical role in changing the behavioural patterns of citizens to the desired direction. This means education is the process of self-realization by way of acquiring the right skill, attitudes, values and knowledge that are supposed to be learned in a systematic and well-organized environment where issues of insecurity do not exist. It creates selfless individuals to the society.

The quality of education has been one of the most debated issues in the world, partly because it determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. Agnihotri (2016) stated that a quality education is defined by five elements: the learner's outside experiences, learning environment, content of education, learning processes, and education

outcomes. This means for quality education to exists, learners must be healthy, well-nourished and supported by their families and communities.

Impact of Security Challenges on Access to Quality Education in Nigeria

Security challenges experienced in different communities in Nigeria have significantly made schooling at all levels, extremely difficult and expensive. These issues have not just made communities unsafe, they have directly and indirectly limited access to education, as there are reported incidences where children have fallen victims of the dastardly acts. Insecurity in Nigerian schools and institutions of learning results from external incursion by terrorists, kidnappers and bandits thereby leaving management, parents and guardians helpless (Atanda, 2013). Schools attacked are not also excluded from the effect of the crippling security challenges that threaten the security and unity of the Nigerian state in general (Uzuegbu-Wilson, 2022). Kagwiria and Amukowa (2013) pointed that the declining quality of education at all level is also directly or indirectly linked to the critical security challenges that certainly have made schools vulnerable to attacks in Nigeria.

Human Right Watch (2016) reported that with the emergence of democratic rule in Nigeria, Boko Haram has become intensely more violent and abusive with devastating consequences for school-age children. This means that security challenges can impinge on all spectrums of education and national life. It is worthy of note that, societies that place high premium on security are educationally more advanced and developed. Thus, insecurity usually brings about unpleasant and frustrating impact on the pupils/students and parents as well as other members of the family. As a matter of fact, physical school closure due to insecurity challenges may negatively affect students' learning in the following ways; less time will be spent in learning, stress symptoms emerge, insecurity leads to a change in the way pupils interact, and limit motivation to learning. This suggests that the physical closure of schools due to security challenges no doubt has significant negative multiplier effects on school calendar and the quality of education that pupils received even if those schools are re-opened for academic activities. Obiechina, Abraham and Nwogu (2018) found that school environmental insecurity disrupts effective teaching and learning and also important school activities which somewhat affects teachers' level of productivity.

Conclusion

The issue of security is a concern of every stakeholders in the education sector. The review of literature indicated that the most common security challenges confronting access to quality education in Nigeria include farmers and herdsmen conflicts, attacks by unknown gunmen, insurgency, kidnapping and ritual killing among others. The study revealed that the causes of insecurity challenges in Nigeria cut across economic-socio-cultural, political, institutional and governance related. It was revealed that the impact of security challenges on access to quality education in Nigeria include loss of lives of parents, students and teachers, internal displacement of families, disruption of academic calendar due to school closure, loss of confidence on the value of education, destruction of school infrastructure and teaching materials and increased in the cost of running schools by the government, especially in a situation where schools destroyed are to be rebuilt. The study therefore concluded that security challenges have impacted negatively on access to quality education in Nigeria.

Recommendations

The followings have been recommended as ways of curbing security challenges that could hinder access to quality education in Nigeria among others:

i. Government should implement result-oriented policies that can help in addressing economic challenges of household poverty that could lead to security challenges that tend to limit access to quality education in Nigeria.
ii. There is need for value and ethical re-orientation to address the increasing challenges of kidnapping, ritual killings, unknown gunmen attacks and other unethical behaviours that tend to limit access to quality education in Nigeria.
iii. There is need for political and ethnic tolerance so that the menace of other ethnic and politically motivated acts like electoral violence and herders-farmer s conflicts that could lead to security challenges can be tackled headlong.
iv. Institutions and security agencies involved in fighting insecurity should discharge their constitutional duties effectively and transparently so as to curb security challenges and their attendant consequences on access to quality education in Nigeria.
v. There is need for good governance so that issues such as the winners get all syndrome, feeling of marginalization, nepotism and other acts of corruption triggering security challenges can be addressed.

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INSECURITY IN NIGERIAN EDUCATIONAL SYSTEM: IMPLICATIONS FOR GUIDANCE AND COUNSELLING

BY

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Abstract

Insecurity in Nigeria educational system has become a growing challenge in Nigeria. The issue of insecurity however is not peculiar to the Nigerian nation but has become a global issue that needs urgent attention. Insecurity in schools have mass negative effects on students, teachers, school administrators and the general public. This paper examined the concept of insecurity and explored the level of insecurity activities in Nigerian schools. Causes of insecurity in Nigerian educational system were investigated bringing out the various forms of insecurity in our schools. Effects of insecurity on Nigerian schools were highlighted. This paper also focused on the implications for guidance counselors in minimizing insecurity in Nigerian schools. Finally, the paper recommends among others that Government should provide enough competent and well equipped security personnel for schools and Colleges. Displaced students should be given sufficient opportunity to go on with their learning Security gadgets should be provided in schools to monitor security system for proper teaching and learning in Nigerian schools.

Key Words: Insecurity, Educational System, Guidance and Counselling

Introduction

Globally, security has remained a subject of great concern. No nation or society can boast of being completely free from the problems ensued by insecurity. In the last two decades alone, countries like Israel, North Korea, Russia, USA and South Korea have experienced different forms of transnational violence, terrorism, kidnapping and insurgency. Socio-ethno religious conflicts have emerged in countries like Afghanistan, Nigeria and Kenya, while countries like Myanmar, Pakistan and Gambia have suffered political violence and politically induced tensions, suicide bombings and several other acts of criminality have risen and are fast spreading. As insecurity is heightening the understanding of its manifestations and consequences are also evolving.

The heightened challenge of insecurity in Nigerian schools is forcing many students out of school. According to Kayode (2021) these are really tough and challenging ties for the education sector in Nigeria. Going to school is fast becoming a nightmare for students as a result of the frequent attacks on school by bandits. Worse hit are schools in the north –west and

North-East region of the country, where the increasing level of insecurity has led to the closure of some schools. For the ones that are still open, learning takes place under an atmosphere of fear. The situation has forced many parents to withdraw their children from school. Some teachers too have long abandoned the classrooms not planning to come back. For a region that had been experiencing low school enrolment, the situation is now worse. The United Nations International Children's Emergency Fund (UNICEF) now estimates the number of out –of-school children in the country at 13.2 million.

The growing insecurity in Nigeria has posed advance effects on Nigerian education system. According to UNICEF Nigeria, over 20 attacks have been carried out on schools in recent times with over ,1436 children abducted and 16 killed. The organization further reveals that of the 37 million school children in the country one million may not return to school, owing to attacks on schools by bandits in the North, even as the UNICEF country representative, Mr Peter Hawkins, stated that more than 200 children were still missing.

The inaccessibility of schools as a result of the inherent dangers therefore remains a serious challenge to the knowledge givers the learners and also other critical stakeholders. In most school attacked, the traumatic experience alone cannot easily be erased as such experience instills fear on the teachers and the students alike and make it very different for them to return back to school more so, the planning, coordinating, financing and evaluating of all education activities on students, teachers, and school heads in the schools attacked are often jeopardized while teaching and learning processes are hindered because the school environment are unsafe and learning can't be properly conducted and coordinated in an unsafe school environment.

Concept of Insecurity

Insecurity is the state of being subject to danger or injury, doubts, feeling of being unsafe, not self-confident, uneasy, being exposed or liase to risk or danger: insecurity caused by life threatening situations and circumstances. Ajagbe, Uyanne & Nuhu (2016) see insecurity in school to be classified into environmental and man-made.. This include all the menaces that threaten human survival, daily life and dignity such as environmental degradation, violation of human rights, violent, conflicts, ethnic clashes, bullying, kidnapping, sexual abuse, rape, ritual murder, robbery attack, activities of gun-men, religious fanaticism, wars, poverty, chronic unemployment and other forms of crimes.

Ajayi (2012) sees insecurity as synonymous with terrorism; it is the feeling of general unease or nervousness that may be triggered by perceiving of oneself to be vulnerable or inferior in some way, or a sense of vulnerability or instability which threatens ones self- image or ego. Insecurity simply means inadequately guarded or protected, unsafe, unsteady lacking of self- confidence, plagued by anxiety. Insecurity is linked to chronic hunger, terrorism and poverty. According to United Nations Development Programme (UNDP), human security is as freedom from fear and want Egbule (2005) described insecurity as the state of an individual who lacks in feelings of self –confidence. Insecurity is a term used to describe the individuals who feel inadequate, wanted, unloved and often nervous. Those who experience insecurity live uneasiness because they must bear the consequences of this uncomfortable state. Umezuldike & Afunugo (2016) said, insecurity occurs when the government is unable to protect its individuals, cherished-values and interest from threat. Furthermore, a country is insecure not only when its freedom and boundaries are violated but also when the individual and collective rights of the people to life are constantly violated with impunity.

Insecurity in the country became a very serious societal concern when it degenerated to a situation where some innocent school children were carted away in hundreds to an unknown destination by insurgents for a long time in a country that prides itself as a "giant". It is note worthy that efforts to locate the children and effect their rescue have remained fruitless. Some many unanswered questions arise from this phenomenon. Are the security agencies in the

country adequate well-trained, responsive to duty, equipped and well motivated to work. How safe are the schools.

Insecurity is crippling Nigeria's education system. In most parts of the country, schooling comes with its fair share of challenges, but when students risk losing their freedom or lives at school, our tomorrow is under attack. Nwobodo & Udenbunu (2017) explain that 800 secondary school and university students have been kidnapped in coordinated attacks by terrorists and bandits in the last two years. Although these abductions did not begin recently, they have become more frequent then in 2014 when 276 girls were abducted from government girls secondary school, chubok, Borno state. Insecurity in Nigeria is drastically eating up the educational sector to the extent that students, teachers and the government are being frustrated, leading to educational decay.

Levels of insecurity in Nigerian educational institutions:

Incessant attacks on public institutions including schools where students had been kidnapped have been on the increase in recent times. Across the country, the number of out-of- school is increasing, majority due to insecurity, poor facilities, poverty and other factors. Daily trust visited schools in some states and gave their reports. Apart from challenges in public schools that have been there for decades, the recent onslaught on schools by bandits and kidnappers has pushed Nigeria to the edge in global ranking.

In Kaduna state, despite the implementation of free and compulsory education, residents say insecurity is leading the factors responsible for school dropouts, particularly in rural communities where banditry attacks have become incessant.

In Benue, insecurity occasioned by herders/farmers attacks and communal clashes, is said to be largely responsible for the high number of out-of-school children. The abduction of the Chibok Girls sparked global outrage and condemnation for the then Jonathan administration but outrage is not enough to solve a hydra-headed challenge such as kidnapping. If anything, the frequency of these abductions now in a way, normalizes the night mare. Once outraged, Nigerians are now in a state of acceptance. Acceptance that education in Nigeria will never be safe, that schooling is a risky venture that portends the loss of life and freedoms that it is normal to scurry around to raise millions in ransom for your child.

Owonikoko (2021) explained that in December 2020, 344 students were abducted from their hostels in Government Science Secondary School, Kankara, Katsina state, Barely two weeks later on December 20,2020, 80 pupils of the Islamiya school, Mahuta, Kaduna state were abducted. In February 17, 2021, 27 students were abducted from GSS College, Kagara Niger state. In Zamfara state, 279 more girls of GSS Jangebe were abducted on February 26, 2021. On Feb 29, 2016, Babington Macaulay Junior Seminary, Lagos was attached by gunmen who abducted three school girls in the dead of the night. On 6th October, 2016, armed men stormed Igbonla Model College in Epe, Lagos, Kidnapping the school's vice-principal, a teacher and four pupils. The list of attacks on schools is endless.

Amidst all these, there are only a handful of bandits being arrested and tried for their crimes despite re-assuring press releases from the presidency. It appears that banditry, as it were has became a lucrative industry in Nigeria. The risk of school in Nigeria today is death, where going to school could be compared to charging into battle amid a swarm of bullets.

Responding to the unrest, several states are shutting down boarding schools in violence prone areas. This will no doubt add to the over 13.5 million out-of-school children in Nigeria today. Schools attacked are not excluded from the effect of the crippling security challenges that threaten the security of the Nigerian state in general. Some of these challenges are also directly or indirectly linked to the critical security challenges that certainly have made schools vulnerable to attacks in Nigeria. These are:

- Inadequacies in manpower recruitment and training of security forces and law enforcement agencies.
- Lack of timely and promptness in the handling of security issue by government.
- Lack of citizen's involvement in state security management.
- Low standard of security awareness
- Reluctance by citizens to volunteer security information to law enforcement agencies.
- Slow threat response by government to security advances to threat assessment and neutralization.
- Lack of effective coordination and harnessing of human material and technical resources
- Poor funding of security agencies and low motivation of security personnel

Causes of Insecurity in Nigerian Educational System

Insecurity is one of, if not the most glaring and much talked about thing in Nigeria today. Acts of insecurity occur on daily basis throughout the country. Right thinking and sane Nigerians are really concerned about this ugly trend. Insecurity in the school environment influence the effective learning of children, it is a fundamental challenge holding Nigeria's national growth and educational development to ransom holding it down in perpetual stagnation. Akor, Abubakara & Ogunode (2022) have identified causes of insecurity in Nigerian education system as follows;

i. **Nonchallant attitude of school administrators on security:** Many school managers lack realistic school security strategies that spell out what security works need to be done who is to be held accountable, how the task should be done, when it must be done and why. Many school administrators do not efficiently recognize, direct, coordinate, supervise and monitor security activities in their schools.

ii. **Non execution of security duties by incompetent guards:** Akor et al (2022) noted that many security guards in schools do not engage in primary security duties of patrolling the school environment both by the day and by night, guiding of buildings; facilities and infrastructure; intelligence gathering and scouting. Poor performance of routine security duties by security guards across the schools has been identified as one of the major causes of insecurity in school (Manga 2019).

iii. **Lack of comprehensive school security policy to guide action**: Many school administrator lack genuine school security plans that spell out what security tasks need to be performed, who to be held responsible, how the task should be carried out when it must be done and why it needs to be done.

iv. **Overcrowding of students with diverse characters in schools**: overcrowding students in school hostels, classrooms laboratories and vital places in schools could generate conflict in the use of limited resources which could disrupt peace and orderliness. Sometimes when student's misconduct is not promptly punished appropriately, it tends to embolden students to commit more crimes which in turn escalate to cause insecurity in schools (Akor et al 2022)

v. **Deficiencies in school plant construction and faulty building**: This may contribute to cause security problems in schools. The National Crime Prevention Center (NCPC 2001) stated that schools that are not fenced provide easy access to criminals and other trespassers while school building that are not constructed in line with standard specifications may soon collapse causing loss of lives and property.

vi. **Lack of permanent security guards in school:** Manga (2019) noted that inspite of the over increasing spate of school shootings around the world, many schools neither have full time security guards as their employees nor do they hire them for the school, where

security guards exist, they are usually retired, old and physically weak men who lack the strength, agility and good eye-sight to perform security duties efficiently.

vii. **Lack of security inspection by the ministry of Education**: Poor performance of security duties in schools is worsened by lack of regular security inspection of schools by the ministry of education.

viii. **Faulty school vehicles and reckless driving**: by school drivers within the school premises may at times result to accident which would in turn lead to injuries or loss of lives and damage to school buildings.

ix. **Poor governance, poverty** : In many instances, the rising incidents of violent attacks are symptoms of weak, exclusionary, or exploitative governance in Nigeria. Compounding factors include population explosion, a high poverty level and so on have made people vulnerable and willing to be involved in nefarious criminal activities.

Forms of insecurity in Nigerian educational system

Akor, Abubabar and Ogunode (2022) identified the following forms of insecurity in Nigerian educational system.

a. **Physical violence, battery and assault**: This form of insecurity is very common in Africa where the use of corporal punishment is still popular especially in public schools. Nwobodo and Udenbunu (2012) explained that, a student in South Africa was whipped to the point of losing consciousness and another student punched in the face by a teacher.

b. Burning of schools or fire outbreaks: This is one of the common attacks in north east by Boko Haram which has led to burning of many schools. In March 2013, unidentified attackers set fire to Gwange I primary school in Maiduguri city, Borno state, burning it down, unidentified attackers set fire to Gwange III primary school in the same city two days later, members of Boko Haram burned down three private schools in Biu town, Borno state at night.

c. **Abduction and kidnapping of persons:** This is one of the most highly globally publicized attacks on education, occurred on April 14, 2014, when Boko Haram stormed a government- run secondary school for girls in the Chibok Local Government Area in Borno state (GCPEA). They burned down the school and kidnapped 276 female students. According to Sadig et al (2021), series of recent abductions of over 300 boys from the Secondary School in Kankara, Katsina State on December 11,2020, the 17th February abduction of 42 people including students, teachers and families from Government Science Technical School Kagara Niger State and that of Government Girls Secondary School Jagebe, Zamfara State on February 26, 2021 where 279 female students aged between 10 and 17 were taken away by bandits are still fresh in the memories of many.

d. **False imprisonment and detention of students**: Unjustified detention of students by some wicked teachers or Senior Students especially in public boarding schools in Nigeria is a major source of violence in schools.

e. **Armed robbery, stealing and trespassing:** it has also been reported that a school security guard was killed in cold blood by two rubbers who robbed in their school. A student also shot their school principal and injured a 12-year old student standing by him. (Manga 2019).

f. **Burglary and vandalization of facilities**: This involves breaking down of doors or windows and destruction of school properties by students or others, especially during school riot/crisis or deliberate distraction by Boko Haram. For instance GCPEA (2020) stated that on September 7, 2014, Boko Haram members destroyed a school when they attacked Buratai town, Borno state. Furthermore, on 12th January 2015, Boko Haram

members stormed Askira town Borno state, using explosive and incendiary devices to damage several buildings including a school.

g. **Rape, sexual harassment and prostitution**: U.S Department of Education Office for CMI rights as cited on Akor et al (2022) defined sexual harassment as follows: Sexual harassment is unwelcomed conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, non-verbal of physical conduct of a sexual nature. These include conduct such as touching of a sexual nature, making sexual comments, jokes or gestures, writing graffiti or displaying or distributing sexually explicit drawings, pictures or written materials. Calling students sexually charged names. Spreading sexual rumors, rating students on sexual activity or performance or circulating, showing or creating e-mails or websites of a sexual nature. GCPEA found that armed forces law enforcement, other state security entities and non-state armed groups committed sexual violence during or in the aftermath of attacks on schools, primarily against female students and teachers (GCPEA, 2020)

h. **Bombings and school shootings**: On November 10, 2014, a suicide bomber student detonated a bomb during a school assembly at the Government Science and dressed as a Technical College in Potiskum, Yobe state. Akor et al (2022) reported that the explosion killed 26 students and inflicted minor to grave injuries on additional 81 students. In the same vein, on march 18 2013, unknown gunmen reported shot and killed at least three teachers and seriously injured three students in simultaneous attacks in four government run schools in Maiduguri, Borno state according to Amnesty international and Media sources as cited in GCPEA (2020).

i. **Vehicle collision and crashes**: This involves car accidents in schools which usually happen as result of careless and reckless driving by some nonchalant drivers within the school premises.

j. **Drug abuse, alcoholism and smoking**: smoking of Indian hemp, abusing other hard drugs, cult and related violent activities were some of the factors that constituted insecurity of the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage (Ojukwu, 2017).

k. **Cultism and hooliganism:** Cultism can be seen as a ritual practice by group of people whose membership, admission, policy and initiation formalities as well as their mode of operation are kept secret and their activities affect a lot of people, cult activities influence students' discipline, punctuality and regularity to school programmes and their general academic participation and performance (Akor et al 2022).

Effects of Insecurity on Nigerian Educational System

In Nigeria, the effects of insecurity on education especially in the recent political upheavals have left theories to explore the area vigorously. The following are effects of insecurity on Nigerian educational system according to Akor et al (2022).

1. **Lack of manpower in educational institutions**: The administration of education institutions depends on the quality and quantities of professional teachers available. Insecurity in Nigeria is affecting the administration of educational institutions because many professional teachers have lost their lives due to the problem of insecurity in the country. This act has reduced the number of teachers for the effective administration of schools especially in the northern part of the country. Insecurity in Nigeria, particularly northern part of Nigeria is responsible for the death of professional teachers in Nigeria. Many professional teachers, school administrators and students have been killed because of insecurity in the country. 19,000 teachers have been displaced in the region, affecting access to education (Akor et al 2022).

2. **Poor Quality of Education:** One of the objectives of school administration is to ensure delivery of quality education in all education institutions. Insecurity in Nigeria is contributing to poor quality of education because, school scheme of work and syllabi are not covered in most educational institutions due to school closed down. Many educational institutions in the country are always been closed down due to insecurity. The inability of these educational institutions to cover their scheme of work and syllabus is reducing the quality of education.
3. **Destruction of infrastructural facilities**: Massive destruction of infrastructural facilities is another effect of insecurity in Nigeria. Availability of infrastructures helps in implementation of educational programmes, many school facilities like classrooms, administrative blocks, ICT facilities, tables, chairs and desks have been destroyed by insurgencies and Boko Haram members in the Northern part of the country. Book Haram has destroyed nearly 1000 schools and displaced 19,000 teachers. Out of 260 school sites, 28% had been damaged by bullets, shellings or shrapneI, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in close proximity. Between 2009 and 2015, attacks in North –Eastern Nigeria destroyed more than 910 schools and forced at least 1,500 to close down (Akor et al 2022).
4. **Closure of educational institutions**: The insecurity in Nigeria have led many states government order closure of all educational institutions in their states to prevent further attacks. Borno State ordered the closure of all educational institutions in the state because of insecurity. Schools at all levels have been closed in 22 out of 27 Local Government Areas in Borno State for at least two years, and public secondary schools in the state capital, Maidugiri, only reopened in February 2016 after internally displaced people or IDPS, who occupied most of the schools, were relocated elsewhere. Godwin and Akor et al (2022) noted that, concerns about the student's safety have prompted Governors of six state in the region- Niger, Kano, Katsina, Jigaua Zamfara and Sokoto as well as Yobe in the north East to shut some or all boarding schools, particularly in the most vulnerable Local Government Areas, until a semblance of security has been restored.
5. **Discouragement of educational pursuit by children**: One of the functions of school administration is to ensure effective student administration and enrolment but insecurity in the country is discouraging parents and children from coming to school because of the fear of being kidnapped or being killed by insurgents, many parents have decided to keep their children at home instead of being killed and kidnapped at schools where safety is not guarantee ins the face of security threats in Nigeria, parents consider pulling their children out of schools.
6. **Internal Displacement of learners**: Insecurity in Nigeria and especially in the Northern part of Nigeria is responsible for internal displacement of students. Many students have been displaced from their school because of insecurity. Insecurity is affecting student's administration in educational institutions across the country. Boko Haram whose name means "Western Education is forbidden" has made no secret of its strong opposition to education. Schools are often among the first targets when the terrorist group attacks communities. Ogunode, Godwin and Unoaku (2021) in Akor et al (2022), pointed out that the impact of insecurity include increase in the quantum of internally displaced persons. Political, social and economic disruptions and slow economic growth. All of the above impact negativity on the humans that occupy such locations are experiencing insecurity.
7. **Reduction in private investment in education**: Insecurity faced by the country is preventing investment in institutions in the country because such investment if

embacked upon will be destroyed by the insurgents attacking public and private educational institutions in the country. The government and some state governments have resolved not to embark in infrastructural development of educational institutions for now until the country the security issues are over. This action is preventing investment in education and many stakeholders in the private sector are discouraged from establishing private schools because of the fear of attacks.

8. Inadequate funding of education: This is linked to insecurity facing the country which demands huge funds that are supposed to be used for sectors like education and health. School administrations require a lot of financial commitment for effective implementation of the various educational policies and programmes School administration is a very expensive project and it demands a lot of founds to secure the services of human resources and to procure the material resources for the implementation of educational programmes and policies. His unfortunate that funds that are supposed to be allocated for the development of education are being used fearly to tackle security challenges. Research has it that Nigerian government spends one trillion naira on security annually.

Implication for Counselling

Guidance and Counsellors are fundamental to students and the individuals in the society. Adikwu (2021) defined Guidance and Counselling as a process of helping individuals to understand themselves and their world. Guidance and Counseling are important component of educational service. It is desirable to provide Guidance and Counsellors in schools in Nigeria. The mandatory students Guidance and counseling services is to provide the true condition and situation in Nigeria, security issues inclusive. Counselling services guide, inform, direct and assist people in making choices, adjustment and solving of problem including how to overcome insecurity and ensure tranquility. According to Odemelam and Uwani (2009), the individual could be assisted to understand and ensure security in Nigeria:

- The guidance counselors should organize seminars and give security talks in the school and community creating awareness about the security challenges going on in our schools.
- Counselors should charge students and youth to be security conscious in the school environment and to avoid complacency in whatever they do so as not to be victim of any security challenges.
- Counselors can act as facilitators for Government sponsored enlightenment, workshops, seminars and initial gingles on radio and television, churches and mosques regarding the dangers of violence terrorism, kidnapping and evil effects of security breakdown.
- There should be counselling for risk vulnerable individual e.g rape –prone girl. Flyers containing hints for protection and safety can emanate from the counsellors office to enlighten the public.
- Assertive training skills techniques can be offered vulnerable students and teachers to help them fight their own gullibility and challenge the deceitful act of their assailants.
- Psychological assistance should be offered the victims of risk and insecurity to help restore their troubled emotional states. Through systematic desensitization the traumatic experience would be faded from their psyche.
- Information services is a vital tool that can make positive impact in tackling security issues in Nigerian schools. Through information service student's teachers and school administrators will be informed of the security trend in the society.

Conclusion

Insecurity and insurgency in Nigeria have taken a frightening dimension in which Schools and Colleges are worst hit. Parents are always apprehensive whenever their children are in school due to insecurity. This crisis requires swift and comprehensive action, both in prevention and supporting victims to minimize long term damages. Schools are only safe in so far as the large society is safe. Nigerian policy makers, school administrators and communities should effectively and creatively come together to help reverse the current economic and education dynamics to avoid a catastrophic collapse.

Recommendations

One of the major problems facing Nigerian Educational system is insecurity which has snowballed into kidnapping of students. Government should come up with strategies to end kidnapping and insecurity in schools.

1. Enough competent and well equipped security personnel should be engaged for schools.
2. All schools should be fenced to enhance security in schools.
3. The counselling unit of the schools should be well equipped and functional so as to attend to students' needs as and when due.
4. Government should promulgate laws that will stipulate death penalty for kidnappers. This will instill fear in the mind of potential kidnappers.
5. Necessary communication equipment and transport facilities should be made available for security personnels.
6. Government should also ensure that schools provide adequate security for students while there should be regular orientation on how students can stay safe from kidnappers.
7. Displaced students should be given sufficient opportunity to go on with their learning. Government must ensure that they continue their education.
8. Government should provide security gadgets in schools like cameras, hidden CCTVs, etc.

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SOCIAL CONFLICTS IN THE ADMINISTRATION OF COLLEGES OF EDUCATION AND THE INCIDENT OF DEVIANT BEHAVIOR AMONG STUDENTS IN NASARAWA STATE, NIGERIA.

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Abstract
This paper examines the concepts of conflict, deviant behavior and their antecedents in colleges of education in Nigeria. It makes a clarification of causes and types of conflict management in higher institutions of learning. The paper observes that management staff, students teachers, government, trade union may be sources of conflicts for one reason or the other. Nevertheless, the outcome of such conflicts causes prolong of academic activities, destruction of life and properties, in some cases render school environment completely in secure for serious academic activities not beneficial to students, institutions and the society at large. The paper recommended that the way forward is that the management of institutions and government should properly handle the institutions with democratic leadership style. They should also create avenues for discussing and designing method to resolve the conflicts. The paper concludes that a conflict is an attendant feature of human interaction in every organization which cannot be eliminated; a cordial relationship should be maintained between staff, students and the school authority. More so, students and trade union should be involved in decision making process which appeared to be the most effective way forward in the management of Colleges of Education.

Key words: Social Conflicts, Administration, Colleges of Education, Management, Nigeria

Introduction

The contemporary world is increasingly multicultural and the identify conflicts resulting from this sometimes threatens sustainable human development. This makes the promotion of understanding and dialogue to be a prime issue in the management of multiculturalism, global peace and security. Oloyede, (2019). Conflict is an inevitable friction in any organization. Efficient and effective management of conflicts is fundamental to the development of any society particularly tertiary institution of learning. Conflict in collages of education is inescapable. Conflicts exist at every level of our academic world. And while conflict can be negative and can cause deep rifts in the frame work of institution, it can also be used as a tool to take the institution and people in it from stagnation to a new level of effectiveness. What makes the difference is conflict management Hotton,(2020)

Organizational behavior is positively related to organizational output. For this reason, the educational administrator needs to take conflict management issues as a very important issues because conflicts is an attempts towards resolution and are perhaps the most powerful force existing for bringing about changes in pattern of organizational behavior Hanson, (2019).

Indeed one of the commonly expressed concerns of organizational people in developing countries is that permanence of internal conflicts in the organization. Conflicts will always occur but a well-managed conflict will not degenerate to violence since violent will erupt without conflict as an antecedents, one can assume that many of the conflicts in tertiary institutions and insecurity degenerated is because of their antecedents/cause were not properly managed or that the conflicting parties did not explore the power of communication and conflict managers personality in resolving the crises. (Agbona, Yusuf & Onifade, 2009).

The important of tertiary education to the national development cannot be overemphasized. However, no meaningful development can take place in a crisis-ridden system torn apart by crisis as witnessed in educational institution in Nigeria today. Today, students, staff (academics & non-academics) poses conflict as militancy in the nation's tertiary institutions inform of violence revolts, protest, unrest as well as incessant closure of school for months in the wake of unrest. This becomes regular characteristics of Nigerian tertiary institutions (Adeyemi, Ekurdayo &Alonge, 2010). The educational administrator is faced with myriads of problems arising from conflicts and so, one should be able to device necessary conflict management mechanisms if the objectives of the school are to be achieved.

Conceptual frame work

Tertiary institution are always in crises when conflicts occur, which vary from campus to campus depending on the size, location, student population, mission, specialization, governance and unionization. What can trigger conflict, perhaps even large scale ones, on one campus may be inconceivable on another. Aguba, (2009) referred to conflict as a struggle or contest, when workers and management have incompatible, conflicting or irreconcilable views, on issues, that could lead conflict. He maintained that it is unthinkable to find any of industrial harmony has elements of industrial conflict in one form or the other.

Ezegbe in Ndil (2020), defines conflict as mutual hostility in inter human relations in educational institutions in Nigeria, mutual hostility can occur in form of results, black mailing, withdraws of love and support, withdraw of resources, salaries, wages, fringe benefits, or incentive, sudden transfer, suspension, violent demonstration and so on. Conflict can occur at the level of interpersonal; inter group/organization or intra-organizational relationship involving chief executive (vice chancellors, provost, rector) and the rest of the staff, the student and school authority, the community and the school. Many people view conflicts as an activity that is almost totally negative has no redeeming qualities. While other school of thought accepted it as days functional, destructive and the same times as a catalyst for change, creativity and production (Posisha & Ogbuvwa, 2019). Conflict results from human interaction in the context of incompatible ends and where one's in ability to satisfy needs or ends depend on choices, decisions and behavior of others. It is therefore possible to argue that conflict is endemic in nature of human relationships and societies, it is the result of interaction among people,and unavoidable concomitant of choices and decision and an expression of the basic fact of human interdependence (Adejuwon & Okewale, 2009) Alabi, (2010) sees conflict to be inopposition to another or each other, or disagreement'' Kesterner and Ray (2019) sees conflict as a two parties, individuals, group, state are involved and strived for goals which can only be reached by one party, and or want to employ incompatible means to achieve a certain goals. It thus implies struggle over values or claims to status, power and scarce resources in which the aims of the groups or individual involved are not only to obtain the desired values but neutralize, injure or eliminate rivals.

When differences come to force, collisions, strives, controversies, discords, friction and disagreement cannot be avoided. These are evidences of conflicts. This phenomenon informed the submission of Akomolafe (2002) that conflicts is unavoidable in any organization.

Ajayi and Ayodele (2002) believe that conflicts are inevitable, while Gilhin (2004) submitted that conflict is a normal part of man's social relations. No human organization is thus immune to conflict

Types and sources of conflicts

Institutions of learning, both secular and non-secular, are perfectly qualified to be regarded as organizations in all respects. Tertiary institutions have very prominent roles to play in the nation's overall development. Many reasons could be adduced for the increase in the level of occurrence of conflicts in recent times when compared to some years back. (Oku, Emerado and Okeke (2008) identified the following types of conflicts.

- **Role conflict**: A person conforms to two or more contradictory sets of roles at the same time: conformity to one role would prevent the execution of another.
- **Personality conflict**: a person who holds a principal (e.g. democratic principle) finds himself operating another principle (e.g autocratic principal).
- **Role – personality**: a person's role expectation is at variance with this need disposition. For example, a provost is expected to use school equipment to improve the lots of the school but if he sell them in order to enrich himself, he will be experiencing role-personality conflict.
- **Cognitive conflict:** This Centre on difference in perspectives or judgments about issues. Legitimates differences of opinion can be expressed, better ideas can be developed and problems can be solved when this type of conflict occurs. Its constructive in nature.
- **Affective conflict**: This has to do with person's emotion and it is directed against people. It can lead to anger, bitterness, goal displacement and lower quality decision. It is destructive in nature
- **Organized conflict**: This is a group activity. It has for example the blessing of the entire group to sue for conflict, if a union is support a conflict, it is an organized conflicts
- **Unorganized conflict**: This is the type of conflict in which individuals responds to conflict in their individual way or the best way they think would resolve or aggravated the conflict .This type of conflict may not have the blessing of the entire group or union.(Iyayi, Oshio and Okojie,2011) agreed with the above that conflicts can broadly be two types at work.

Organized and unorganized, and maintained that conflict occurs with employer, public or private which may take the form of:

- Peaceful bargaining and grievance handling
- By boycotts
- By political action
- By restriction of output, of sabotage
- Insubordination and physical attack
- By absenteeism
- By personal turn over, ban on overtime
- Strikes

According to them, industrial situation in which workers experience sufficiently acute deprivation, unrest will be expressed in some form. Sources of conflicts according to iyayi, Oshio, and Okojie, (2011) are numerous some are peculiar to respective tertiary institution and others located outside the school. That is to say sources of industrial conflict are internal, and external both often influencing one another.

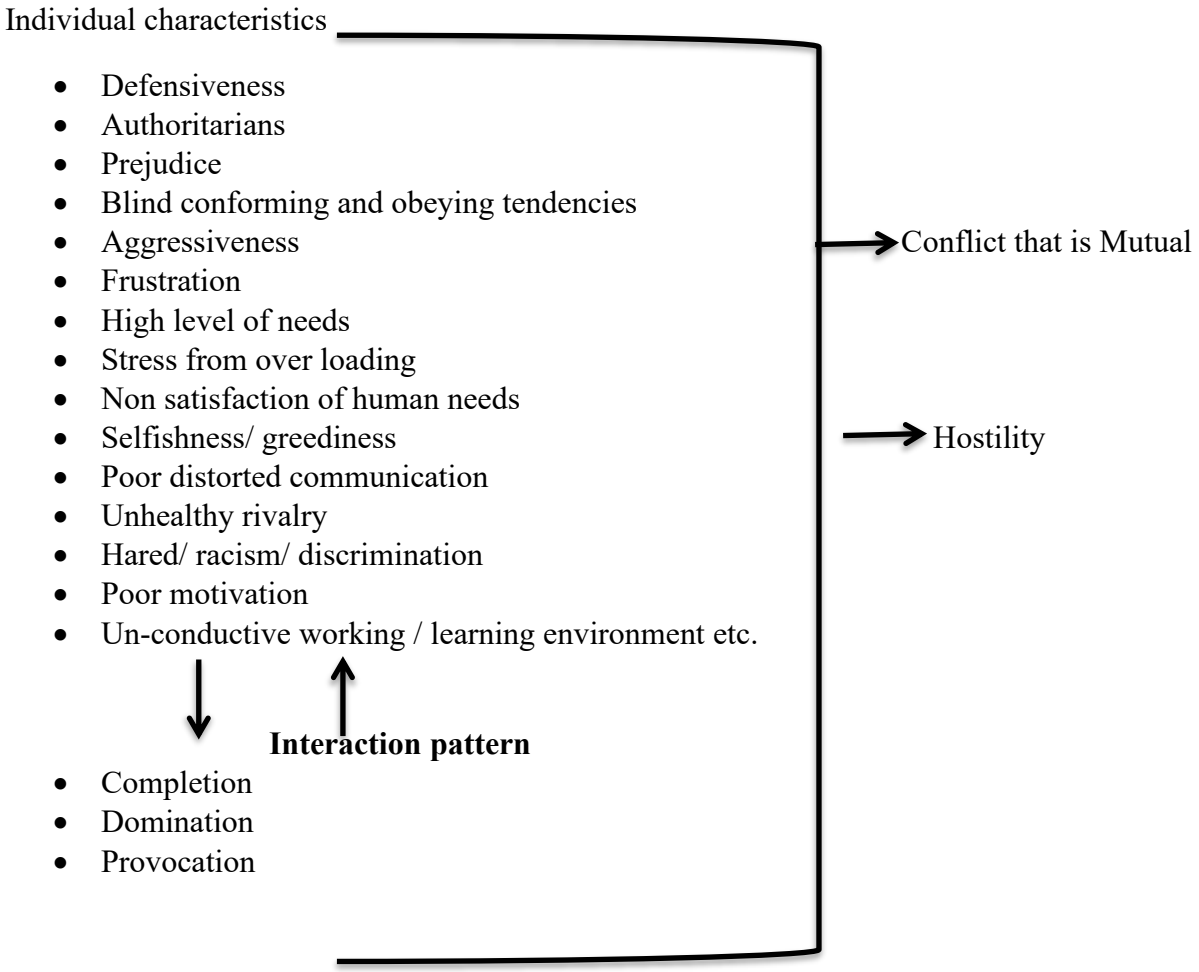
Internal sources of conflict would include:

- Style of management
- Nature of physical environment of the work place
- Orientation of staff
- Other conditions of service
- Fairness and efficiency or otherwise of the promotion system, and
- Effectiveness and fairness of grievance and disputes procedure

The external sources of conflict include:

- Government's industrial, economic and educational policies,
- Nature of labor legislation
- Unpatriotic and unethical behavior of political class
- National economic mismanagement
- General distribution of wealth and power in society.

For a comprehensive perception of conflict, Nye (1973) presented a conceptual framework of the dynamic of conflict promoting factors as shown below:



Conceptual Frame Work Of Dynamics Of Conflict Factors

Conflict promoting factors affect each other; individual characteristics are capable of instigating and intensifying interaction pattern, and vice versa (the arrows between these two sets interaction patterns. Once begins tends to intensify, and add to the very factors that produce it.

Management of Conflicts and the Way Forward in Colleges of Education

Analysis of conflicts in colleges of education shows that they affect the attainment of institutional goal positively or adversely. Conflict in some cases could facilitate cooperation, foster goal attainment in any institution if properly handled. On the other hand conflicts among staff, students, institutional and authority and community, if not well managed, could to lead irreparable loss of lives, destruction of properties and disruption of normal academic activities. The survival of any institution therefore, largely depends upon the developmental of better means of resolving conflicts (Aja, 2012). Management is the process by which human and non-human resources are coordinated to accomplish a given set objectives. (Nwachukwu, 1998), conflicts management according to Albert (2010) refers to the coordinated and timely application of political, economic, military and security measures taken in response to a situation threatening peace , with the aim of defusing the tensed situation, preventing escalation or achieving a peaceful settlement of a dispute. Aja in Handy (1978) indicates that the major way forward in management of conflicts include dialogue, arbitration, boxing the problem, confrontation and neglect/silence.

1. **By Dialogue:** the people in conflicts are brought together to expose and discuss the issues and problems involved in the conflict aimed at gaining a clearer view of factors causing and promoting the conflict. It gives those in conflicts the opportunity to express their feelings, their grievances and views on the matter. A healthy dialogue frees the mind of grudges and bitterness to bury the hatchet and settles the conflict.
2. **Arbitration:** is a process by which peace maker, arbitrators or peace panel settles the conflict through appealing to the conscience of those in conflict..
3. **By Confrontation:** the issue and problem can be subjected debate between those in conflicts or neutral groups in order to expose the problem and convince the combatants of its emptiness.
4. **In Boxing the Problem:** the group or organization identifies factors responsible for the conflicts. The problem is examined carefully through a critical exudation of its aims and destroying the problem or exposing the triviality or the much ado-about nothing inherent in the identified problem(s).
5. **Neglect or Silence:** can be use occasionally by chief executives to prove to those in conflict that the conflict is not important to merit the attention of the administrator. Neglect or Silence involves delaying tactics, which can disarm the combatant emotionally as they wait for days or months on end, without any practical action on the part of chief executive. The bottled-up emotion/anger can dwindle as they delay, neglect or silence continues to end the conflict caution should be taken in the use of particular strategy, because, silence or neglect may also gather momentum one day to erupt like volcano which may do more destruction than good.

In resolving tertiary institution conflicts, developing a constructive communication process and influential conflicts negotiator's personality are very important. No doubt, schools cannot avoid experiencing one conflict or the other but a great deal of such conflict can be managed and be guided from disrupting school efforts towards attaining it manifest and latent goals if the conflicting parties are systematic in the way they communicate their grievances, situation of the conflict and readiness to negotiate for peace and if the negotiator mediating the

resolution process is of good personality (Agbonna, Yusuf & Onafide, 2009). Conflict management in schools demand appropriate leadership style of the school administrator or chief executive. Demers in Magaula (2007) articulated three strategies of peaceful crisis resolution between and among warring parties, mediation, arbitration and reconciliation. Other strategies that can contribute to conflict management include effective catharsis, super-ordinate goals, empathy, grit theory, culture of civility, synergy, an address by an influential person, satisfaction of Maslow's hierarchy of human needs, prayers and separation devices.

Management of deviant behavior

Deviant behavior refers to behaviors, section of deviant that does not conform to the society or what society approves. It also constitutes all forms of crime and delinquency. In a nutshell, it is any behavior that is contrary to the emotional, social norms, values, law and order.

Today, there are manifestations of deviant behavior in institution; sub-institution and social group to the extent social members in air societies are not exempted. It is however worthy of note that no behavior is deviant in its own itself just as man is not deviant in his own nature. It is therefore the society that defines certain forms of behavior as deviant or normal.

There are fundamental issues worth outlining here first, an individual's behavior may be influence by their attitude second, and their behavior may be a prediction of their intentions. One may ask, what is attitude? And what is intention and how they can be useful in explaining what ones behavior is likely to be?

Causes of deviant behavior in colleges of education in Nasarawa state

The dictionary definition of the verb "to deviate'' is to run aside from away or cause, to depart from a procedure or link at thought or reasoning, deviants therefore involves variation, and deviant behavior is thud variant or unusual. A deviant person is the one who is unusual typically different from other. To call something deviant implies a departure from means or an unacceptable behavior. (Haralam, 2008).

The following are few identified cause of deviant behavior in schools or classroom by the American Observer (2007).

i. Large and over side schools
ii. Overcrowding environment
iii. Poor instructional material supply
iv. Disjointed family (of students)
v. Parent inadequacies
vi. Frequent changes of schools for students
vii. Bullying in the classroom or the school in general

Deviant behavior starts manifesting in children even before arrival into secondary schools when taken for granted by the homes or communities. Also behavior such as noise making in the classroom when not checked or punished in time may take another dimensions. It should be noted here the punishment does not necessarily mean corporal punishment, because such punishment when administered constantly make the students to become deviant.

Students in school display pattern of rule violating behavior in an attempt to reaffirm their freedom from parent and other adults at the adolescence stage if such behavior continues to go unpunished or wrongly punish may become too critical to handle. For example, when students sneaks out of school to attend some social events inside the town which result in their returning to school pretty late, and if found out and give a dozen strokes each, they may choose to make a habit of skipping classes altogether (after all, it is only some stroke of the cane). This behavior may result in serious truancy, negative self-concept and eventually crime.

Deviant behavior in our school in Nasarawa state have a problem metamorphosing into a serious challenge in school administrators teaching staff and students are now realizing that their school face serious problem in the classroom for example, teachers spend more time trying to maintain law and order than actual teaching.

Conclusion

There is no doubt that just as conflicts abound in human beings so it is in colleges of education. The school administrator therefore needs managerial expertise and leadership qualities to bring the staff, students and community together to fight a common course create conflict free situation for academic success. Ola and Oyibo (2000). Observed that the current orientation is that conflict is an inherent aspect of every organization that dysfunction conflict should be resolved, while functional conflicts should be accepted and in fact encouraged. Nigerians leaders as well as management of tertiary institutions in Nigeria also need to create avenues for discussing and designing popularly accepted non-violent strategy for managing conflicts. However, should instance deviant behavior in school persist, the school should be hold responsible since school is one of the behavior modification. The pattern of such behavior among students in school is such that boys and girls mostly between the ages 17-23 are often most involved.

Recommendation

It is recommended that school authorities in colleges of education should be more democratic in handling students' affairs, involved students in decision making process especially on issues that borders on them, Students should be called for dialogue from time to time to curb conflicts Authorities of colleges of education should always embark or focus more on preventive strategies in order to reduce crisis rather than curative measures. Conflict management in colleges require giving consideration to problem solving techniques along with proper use of authority, observance of rules and regulations, proper structuring of institution, provision of adequate communication networks and encouraging meaningful participation of stakeholders in resolving conflicts.

The strategies of the state in managing conflict need to be redesigned. For instance, the use of military operatives to trouble shoot crisis in colleges institutions were not the best way of managing conflict as they had increase the number of casualties.

In the work of mohammed Bhai as cited in Magagula (2007) courses on conflicts management and resolution, peace education, civic education good governance, basic and human right, separation of powers of government, respect for the rules of law and teaching of peace as a General Nigerian Studies (GNS) with a view of making Nigerian colleges of education conflict free is one of the lasting solution.

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KIDNAPPING IN THE SOUTH EAST REGION OF NIGERIA

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Abstract
The extent of social disorder experienced in recent times especially the menace of kidnapping has been a source of concern to all in the South East considering the devastating effect on all facets of the society. Thus the Phenomenon of kidnapping has assumed on alarming dimension leading to loss of lives, properties, money and rape has had a negative implication on all classes of people including women, men and children etc. It has also hampered development efforts by Government to transform the region. Thus, Nigeria's South East Region has attracted global attentions over the years both in the positive and negative dimension. On the positive side, the region harbours one of largest world's markets. On the negative side, the region has witnessed various forms of violence and crime including kidnapping. This paper examines the socio–cultural cum religious implications of kidnapping in the South East of Nigeria. Attempts shall also be made to proffer solutions towards addressing the scourge of kidnapping for a crime free and harmonious society, so that development can thrive.
Keywords: *Kidnapping, Socio-Cultural, Religious Implication.*

Introduction

Defining what is kidnapping poses a number of definitional problems in relation to a country's legal and moral view points as well as the availability of other variances as hostage taking and hijacking. However, the Oxford Advanced Learner's Dictionary 6th Edition define kidnapping as the act of taking somebody away illegally and keeping them as a prisoner, especially in order to get money or something else for returning them. Hakeem Jamiu (Media Wikipedia) defines kidnapping thus"

It refers to forceful abduction of a human being with the intention to hold them for ransom, or seize them away for the motive of harassment (physically, mentally or sexually), taking them hostage and various other motives. It is done by the way of taking the kidnapped person to a place where they are likely to be found and unlikely to be released till abductors demands are satisfied.

Kidnapping is a very serious crime but relatively unheard of in contemporary scholarship compared to robbery, burglary and other forms of societal vices. Kidnapping in which ever form has become a common occurrence in various parts of the world including the South Eastern Nigeria.

Although, statistics are hard to come by, reports suggest that the South Eastern (Nigeria) has the highest rate of kidnapping cases especially since the wake of the agitations by the people IBOP (Biafra). It is important to mention that the cases of kidnapping are numerous and continuous which this paper is not expected to treat.

Types of Kidnapping

i. **Kidnapping from Forest**: This is the type of kidnapping where the victims are abducted along the road and kept in the forest. This is the most used method as the forest provides a safe haven for the kidnappers who also perfect their mission in the forest. For example, the kidnap of 5 people along Edem-Abbi road in Nsukka zone on the 5th of September 2022.

ii. **Kidnapping in the high sea**: This happens when the victims are kidnapped on the high sea while traveling in the Nigerian water ways. An example is the kidnap of 14th April, 2009 involving some NLNG Staff at about 7:30pm along the Bonny water way. (Daily Sun. 02/06/2009).

iii. **Kidnapping in the Church**: This happens when kidnappers abduct their victims from the church and other places of worship. In most cases, victims are the clergy, children and wives of wealthy church members.

iv. **Kidnapping from Homes:** This is the most widely used method of kidnapping of victims from their house or offices and taken to unknown destinations. The kidnap of a commissioner's wife and a daughter Mrs. Edoga and her daughter from their house within the Isi-Uzo Local Government Area of Enugu State.

The menace of kidnapping has been identified to have some far reaching implications on the socio-cultural and religious life of the South Eastern people. Over the years, a number of scholars including anthropologists, religionists, Philosophers and social commentators have commented on the issues of kidnapping and the crime problem generally bodily to theories to ascertain the possible causes of kidnapping and crime. Iwarimie –Jaja (2010: 133) summed it up when he said that:

> *Most of such theories have focused attention on social behaviors or deviance which is a broad conceptual framework for understanding and explaining delinquency and criminality.*

However, it has been established in many that poverty, frustration, unemployment and disorganized families are not the only reasons why people commit crime like theft, burglary, fraud, murder, or armed robbery.

Hence Iwarimie –Jaja (2010:193) succinctly opined that:

In fact, though these hold, the major cause of criminal acts is the association of the Adolescent, or adult, with persons who have a need that is not different from those of his peers, but the desire to satisfy this need does not explain why he should engage in delinquent act, or why at an adult age, he may commit crime.

At the same time, it is necessary to mention that contemporary social vices like kidnapping, militancy and hostage taking had their roots in the Judeo-Christian Bible, Conceptualized in the anodyne of Cain killing his younger brother Abel which attracted the wrath of the Almighty God who declared,

> *And now, thou art curse from the earth, which hath opened her mouth to receive thy brother's blood from thy hand, when thou tillest the ground, it shall not henceforth yield unto thee the strength, a fugitive and vagabond shall thou be on earth. (Genesis 4:11-13)*

Today kidnapping has assumed a precarious dimension with a continuous rise in the number of cases. Whatever the factors are,

Kidnapping has formed part of the Nigerian vocabulary. Hence the need to unravel the socio-cultural and religious implications on the South East and Nigeria as a whole.

Theoretical Background

In recent times, sociologists have tried to x-ray the possible causes of some behaviour which work against the accepted norms of society. Some attribute it to societal influence. Others blame them on parental background.

Haralambus and Holbom(2006) hold that "In everyday language, to deviate means to story from acceptable part". They see the deviants as consisting of those acts which do not conform to the standards and expectations of a given society. However, they contend that deviants may be positively.

Sanctioned (rewards) or negatively sanctioned (punished). They could also be left alone without reward or punished as the case may be. In another respect, the opine that the term deviant is relative. In this wise, there is no absolute way of determining who actually is deviating. The behaviours of deviants can only be defined in consonance to a particular standard and since no standard way of behaviour is universally acceptable, the act of deviance could be socially defined. Similarly, an act can be considered deviant today but could be accepted as normal in the near future.

Haralambus and Holborn (2006) quoting Emile Durkhein (1938) see crime as an "inevitable and normal aspect of social life", in the view of Durkheim (1938) as cited by Haralambus and Holborn(2006) "Crime is present in every society", They go further to say that the crime rate in the developed world is for more than what is experienced in the developing nations. To Durkheim, crime is an inevitable aspect of all societies.

It seems that every society is involved with one crime or the other. In South East of Nigeria the crime of kidnapping has became the order of the day.

In this paper what the writer is saying is that the ritualist and kidnappers has taking the crime as the part of their life style that they practice every day of their life. Kidnapping has become very rampant in South East that nobody can move freely because of kidnappers, people are fearing of being kidnapped when they are traveling or even at their homes.

The youth of this era do not even have moral commitment again whatever that comes out of their heart is what they are doing. My prayer to God is to restore the moral behaviour of our youth. It is what Durkheim say that crime is an inevitable, if God did not restore the moral behaviour of youth crime will continue to increase.

According to Durkheim, it is not possible for everyone to have equal level of moral commitment. As a result, while some may like to obey the laws and keep to the norms of society, some others may be very reluctant to obey the law.

The South East People

The area referred to as the South East region was limited to the geopolitical zone occupied by the old Eastern region of Nigeria. This comprises the five states of Abia, Anambra, Ebonyi, Enugu and Imo. The South East occupies a central place in Nigeria. It is the hub of the nation economy. It accounts for over 80% of the human population. The region is largely on agrarian one, with vast arable land for agricultural purposes. There is also the presence of Rivers, lakes stream for fishing. The vegetable is thick with timber and wildlife for game. The people are highly religious. The religious tradition of the various ethnic groups is based purely on their culture and has been practiced from generation to generation, despite the introduction of modern religions like Islam and Christianity.

When we speak of African religion we mean the indigenous religion of Africans. It is the religion that has been handed down from generation to generation of Africans. It is not a fossil religion (a thing of the past) but a religion that Africans today have made theirs by living it and practicing it. (Awolalu and Donpamu 1979). The people engage in fishing and farming as their economic mainstay. The South East region which had remained peaceful prior to the marginalization, deprivation and dehumanization in the region has witnessed a lot of agitations, snowballing into Robbery, Cultism, Ritualist, Kidnapping e.t.c. and all forms of criminality. No wonder Obodoegbulam and Abraham (2012:1) submitted thus:

> *The struggle for self determination arises as a result of perceived marginalization, deprivation and dehumanization. It usually unacceptable for any individual to watch other misuse items or materials of value to him.*

However, this is not to say that criminality of any form should be encouraged because of perceived injustice.

Governmen Palliative Measures

1. The use of government security agents.
2. The use of vigilante groups.
3. Media sensitizations.
4. Resort to prayer.
5. Legislations.
6. Establishment of development agencies e.t.c.

Socio-Cultural Implications

There are negative socio-cultural implications on the people.

1. Kidnapping of people is a source of the violation of human rights guaranteed by the constitution of the Federal Republic of Nigeria.
   In most cases of kidnapping, the right of association, freedom of movement and the right to life are normally violated. It is a crime against humanity and the rights of persons and nations as guaranteed by the universal declaration of human rights especially articles 3,4 and 5, as indicated herein. Article 3 – everyone has the right to life, liberty and security of persons. Article 4 – no one shall be held in slavery or servitude in all their forms. Article 5 – on one shall b subjected to torture or to cruel, inhuman or degrading treatment or punishment. The African charter on human and people's rights adopted June, 27, 1981 and takes effect from October 21, 1986 also domesticated the principles and articles of the universal declaration of human rights to the effect that every person is entitled to freedom of movement, respect for his life, protection, and the right ti liberty and security of his person. Kidnapping, no doubt negates all these rights as persons are captured, detained against murdered.
2. Kidnapping is a threat to the survival of the society or the governments as people are innocently embarrassed on daily basis. This according to Ikechukwu Ezeh (Oral Information 2019/2022), causes tension and disregard to laid down cultural norms of the society. Sometimes it could lead to family disunity especially when there is suspicion among them.
3. It leads to increase in crime rate as kidnapping is infectious. This is because many unemployed graduates will be tempted to take to crime. Such youth are made to imbibe some form of negative orientations and seem to believe that kidnapping is a lucrative venture that ought to be embraced. Children were highly traumatized and tend to see a beclouded future of military, thurgery and killings.

RELIGIOUS IMPLICATIONS

1. The incessant cases of kidnapping have affected the worship of God (Church activities) negatively due to the fear of men, women and children to be kidnapped. Cosmas Ezema (Oral Information 22/9/2022) holds that why the people are always afraid of being kidnapped.
   Not all those that were kidnapped were lucky enough to leave the kidnappers den alive. Some of them died either in the process of resistance or as a result of the trauma they go through.
   The effect according to the report was not only the death of some persons (Church members) who attempted to prevent the kidnappers but a decline in the number of

members for fear of another attack. There was even suspicion among members who felt that some of their "members" were informants to the kidnappers.

2. Religiously too, money that could have been used to support the work of God was diverted to the payment of ransom to the kidnappers. Some Christians in attempt to escape being noticed by the kidnappers withhold their financial support for the church.
3. Kidnapping has also affected the level of attendance in church burials and other activities especially wake keep in honours of deed members.

Security and National Development

It has been established in many fora that development cannot thrive in an atmosphere of insecurity, rancor, suspicion, disunity and acrimony. Essentially, it is quite evident that crisis of many forms is a regular phenomenon in Nigeria and evidently according to Opoola (2010:8) "these crises erupted because people do not want to acknowledge the rights of individuals to practice his or her religious beliefs and tenets, control their resources and the lopsided nature of our federalism."

Thus, to ensure harmony and development of Nigeria, Obodegbulam and Abraham (2011:6) advocated,

> *That people cultivate the spirit of give and take. They should be able to carry everyone along as they attend to their individual and collective needs.*

This according to them will reduce insecurity in all the regions of this country for socio-economic, religious and political transformation of Nigeria. Afolabi (2012:10) lamented thus:
Today insecurity is so pronounced in the country that even citizens are not sure of what is going to happen to them, while foreigners are frightened, are no longer desirous to visit Nigeria. Perhaps, that is why many foreign investors are scared.

To worsen the matter, Opoola (2010:7) said, our times are characterized by living daily with the combined forces of destructiveness, untold number of wars of religion, warrior specialist, persecutors, inquisitions, violent intolerance, societal bigotries, various forces of religion disorientation and begeoning restlessness.

Although kidnapping in the South Eastern region is the case study, it is important to assert that insecurity appears to be the second name of Nigeria, as terrorism is the order of the day. This no doubt has hampered development in all regions of this country. The resultant effect is the abandonment in many developmental projects like the East – West Road and other projects within the region and the country. The problem of unemployment is heightened because investors are scared of losing both their lives and investing in a highly volatile country.

Myriads of anomalies have obviously necessitated transformation in Nigeria. Over the years, Nigeria had been battling with serious and unbridled Maladies and or straits.

For instances, corruption, nepotism, administrative bottle-necks, fraud, child trafficking, cling trafficking. Advanced free fraud(419), kidnapping, assassination e.t.c. have been on the increase. It is obvious that the astronomical increase in the above mention orgies is giving virtually everybody enormous concern. The earlier we address these problems especially the crime problem in Nigeria, the more development and transformations can be achieved in this country. Developmental here implies the process in which something passes degrees to a different state especially a more advanced and matured state (Bikisu 2008).

Recommendations

This paper recommends the following:

1. Government should continue to tackle the problem of unemployment to reduce the rate at which the youth of today embrace kidnapping as a means of livelihood.
2. Government at all levels should intensify efforts through a joint police and vigilante patrol to forestall wandering at odd times, thereby reducing the risk of kidnapping especially in night.
3. The community members (traditional rulers/elders) should teach their members especially the youth morals to discourage their indulgence in atrocious activities like kidnapping.
4. The South East issues of deprivation, cheating and underdevelopment should be addressed in order to reduce the rate of agitations by the people, leading to kidnapping for ransom.
5. There is need to apply traditional religious methods of identifying and punishing kidnappers to serve as deterrents to others who could have resorted to such atrocious deeds.
6. Corruption at all levels of governance should be discouraged. Hence all corruption cases should be given accelerated and expeditious hearing and the culprits (no matter their status) should be punished.
7. The church and other religious bodies should continue to preach peace, love and unity of all persons irrespective of their religious beliefs.

Conclusion

The menace of kidnapping has assumed a dangerous proportion, if not check is capable of Balkanizing the entire country. It is the considered opinion of this paper that the root cause of kidnapping should be addressed by both the government and the community, at least to ensure a harmonious society devoid of rancor and acrimony. This is in line with the position of Lawrence Hart(2009:31).

Africans are religious people, so the aspect of crime detection and other social vices should not only be handled secularly but religious too. The job of crime detection should not be handled by the police alone. The Dibias, Babalawos, the traditional priest e.t.c. should be called upon to help out in cases where the police cannot succeed. These traditionalists have the spiritual abilities to fish out those who are responsible for social disorder in the society.

On the part of the citizen, there is need for re-orientation and a paradigm shift to the effect that kidnapping is barbaric, devilish and that kidnappers are bound to suffer death penalty when caught.

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LINGUISTIC POLITENESS: AN INSTRUMENT FOR PEACE BUILDING AND MINIMIZING INSECURITY IN NIGERIA

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Abstract
Lack of peace and insecurity pose great challenge to the Nigeria nation. The way we communicate and address each other go a long way in building peace or destroying it, which has implication for national security. Without peace and security the objectives of Nigerian nation cannot be achieved. This paper highlights the role of linguistic politeness in building peace and minimizing insecurity in Nigeria. The paper discussed the concept of linguistic politeness, theory of linguistic politeness, peace building, linguistic national security and insecurity. The paper recommends among others that, there should be some sort of politeness education at all levels of Nigeria's education system to inculcate the spirit of politeness in Nigerians; and that parents should emphasis politeness to their children right from childhood so that it become part of their personality as they grow up to become adults.
Key Words: Linguistic Politeness, Peace Building, National Security, Nigeria

Introduction

Language, peace building, national security and development have intricate relations. Every nation's target is positive development and to attain it, there must be maximum security ensured not just through military force but something more subtle and powerful. Effective and appropriate use of language of communication (a generally accepted language) is very important. In other words, right choice of words that will not create threats, anxiety or danger for human existence (Okeke, 2012).

Nigeria has witnessed a lot of crises ranging from ethno-religious to ethno-political which have threatened the unity and peaceful co-existence of the diverse peoples of the country. The problem has become so challenging that some researcher (Thomas, 2013; James, 2015; and Musa, 2019) predict that if urgent measures are not taken to forestall these crises, Nigeria is likely to witness another civil war. Peace and security of life and property are very necessary for harmonious living among humans (Adamu, 2017).

The national security and peace building that have formed the major theme of many conferences recently, need collaborative efforts of every one not just the duty of the government and security agencies. In the words of Roberts (2021), national security is the ability of a country's government to protect its citizens, economy, and other institutions. Beyond the obvious protection against military attacks, national security in the 21st century includes several non-military missions.

Interestingly many factors have been identified as exacting impact on national security. Among those that constitute threats are: bad and weak government, human right violation, unjust and inequitable distribution of national resources (e.g, in political posts, industries, investments, funds, etc), disunited and unintegrated ethnics groups, ethnic and religious antagonisms, and cleavages, weak and poor economy marked by corruption, weak currency, etc, socio-economic hardship, unemployment, hunger, etc, weak military might, weak media, communal clashes, unhealthy competition among the ethnic groups for national resources,

political domination, abuse and misuse of power by some defense and security agents etc. (Odunlami, 2019).

Although the above factors can threaten national security, Odunlami (2019) seems to undermine language use which is an element central to all that he has mentioned above as none of these forces could be achieved without inappropriate use of language. However, he identifies some factors that enhance national security as: good and strong governance, respect for human rights, just and equitable distribution of national security and other positive factors that can be drawn from the negative factors mentioned above. This paper adds that effective and appropriate uses of language communication enhance peace building and national security.

Linguistic Politeness

Politeness comprises linguistic and non-linguistic behavior through which people indicate that they take others' feelings of how they should be treated into account. Politeness comes into operation through evaluative moments – the interactants' (or other participants') assessment of interactional behavior – and it is a key interpersonal interactional phenomenon, due to the fact that it helps people to build up and maintain interpersonal relationships (Kader, 2017).

Linguistic politeness can be defined as the ways in which language is employed in conversation to show consideration for the feelings and desires of one's interlocutors, to create and uphold interpersonal relationships (so-called politic behavior), and to comply with the rules for what society or one's culture considers appropriate behavior (Brown, 2015).

According to Brown (2015), linguistic politeness involves discourse strategies or devices which are perceived or evaluated by other as having been used to maintain harmonious relations and avoid causing unnecessary friction. Being polite involves adapting sensitively to evolving social relationships. Let us consider the dialogue between the lecturer and a course representative below:

Course Rep: Good morning, sir.
Lecturer: Morning, dear. Do I have lectures with you today?
Course Rep: Yes sir and exams will start on Monday.
Lecturer: So what?
Course Rep: Sir, we still have……
Lecturer: Walk out of my office, Nonsense

In the above discourse the power face of the addressee is threatened so he feels offended.

Politeness involves contributing to social harmony and avoiding social conflict. Watts (2013) reiterates that for polite language usage we might resort to expressions like: the language a person uses to avoid being too direct or language which display respect toward or consideration for other. Language which contains respectful forms like sir, madam, and language which contains certain polite formula utterances like please, thank you, excuse me, and apologies.

One can therefore refer to linguistic politeness as language use that enables smooth communication between participants according to the norms of social interaction and which shows consideration for each other's feelings. Being linguistically polite involves speaking to people appropriately in the light of their relationship. Inappropriate linguistic choices are usually considered as rudeness (Ifechelobi, 2014).

Theoretical Framework

The theoretical framework adopted for this work is Brown and Lewinson's (1987) politeness phenomena. They state:

> that every utterance is uniquely designed for its context. Among the aspects of context that are particularly determinate of language choice in the domain of politeness are the power- distance relationship of the interactants and the extent to which a speaker imposes on or requires

> something of the addressee. In being polite, a speaker is attempting to create an implicated context (the speaker stands in relation x to the addressee in respect of act y (Grundy, 2018).

In their theory they assume a "Model Person" with two kinds of face-the positive and negative face. Positive face is a person's wish to be well thought of. Its manifestations may include the desire to have others admire what we value, the desire to be understood by others and the desire to be treated as a friend and confidant. Example: A complaint about the quality of someone's work threatens the positive face. Negative face is our wish not to be imposed on by others and to be allowed to go about our business unimpeded and with our rights to free and self-determined action intact (Grundy, 2018). Example: Telling students that they cannot see you at the time they expect is a threat to their negative face.

Face Threatening Acts are created when an act of verbal or non-verbal communication runs contrary to the face wants of the addressee and or the speakers. For example when an addressee is criticized, accused, interrupted, insulted, disagreed with or that something he/she cherishes is disapproved of threatening an addressee's negative face include ordering, warning, advising, and threatening.

A speaker's positive face can also be threatened in acts like confessions, apologies, acceptance of a compliment and self-humiliation. Example: If a student confesses to being involved in examination malpractice.

Linguistic Politeness and Peace Building

Peace building emphasises people working together to create an atmosphere of peace that is welcoming and accommodating to all (Kedar, 2017). Peace building requires individuals to act towards one another in a respectful and responsible way. This can only be achieved when individuals make appropriate use of language in addressing people.

If people learn to talk politely, they will be able to make peace with whomever they interact with. Nigeria, given its diverse people with different cultural, traditional and religious background, will only see peace if the citizens learn to address one another in an appropriate manner. You can have your opinion about other people, which could be negative or positive but you don't have to bluntly tell them to their face, especially the negative opinion.

Unfortunately, Nigerians cannot hide their negative opinions about people of different religion and ethnic background. Log onto facebook and see how comments are full of insults and impoliteness which create nothing but hatred and threats to national security.

If kidnapped victims can make peace with their kidnappers by speaking politely about them, then we can achieve peace by simply speaking politely to one another. The kidnappers are harden criminals who kills at will but some of the captives were very careful not to speak impolitely about the kidnappers when allowed to address the government and the public to come to their aid. They called them (kidnappers) as "*bayin Allah* (God's servants)" and not "kidnappers" in order to sound polite. This makes the kidnappers feel happy and believe the captives are sympathetic too. So we can make peace with one another by simply being polite in our communication.

If we can be polite to everyone we meet irrespective of gender, religion, region or tribe, we will be able to establish peaceful environment that can accommodate all.

Linguistic Politeness and National Security

National security has been described as the ability of a state to cater for the protection and defence of its citizenry (. By state here, it does not only refer to the constituted authority but also to the general public. Many times conflict arises when we use vulgar words in addressing

other people. They feel offended and react and when we react, fight erupt and thus a threat to national security.

According to Thomas (2020) the major cause of conflict between individuals is impoliteness and a good number of such cases ended up in death and loss of properties. So if only they were polite in their talks, these lives and properties could have been saved.

Nigerians are so emotional and sensitive that conflict in one area creates a series of conflict in other places. If for examples there is fight between Hausa and Yoruba in Kano which leads to the death of the Yoruba, people in Ibadan, Ondo, Abeokuta and several other areas will try to retaliate on the Hausas living in those areas and vice-versa. So, linguistic politeness plays significant role in ensuring national security.

Strategies of Linguistic Politeness

Having seen the importance of linguistic politeness to peace building and national security, it has become imperative to highlight some strategies of linguistic politeness. This paper adopts the five super strategies proposed by Brown and Levinson (1987).

Based on the divisions of the positive face and negative face, Brown and Levinson introduce the concept of face-threatening acts (FTA). Some acts are threatening positive face; hence it is called positive FTA. Meanwhile, some acts of threatening negative face are referred as negative FTA. For Brown and Levinson, politeness is a linguistic effort to mitigate FTA: both positive and negative. There are five super strategies proposed by Brown and Levinson.

(1) Bald on record
(2) Positive Politeness
(3) Negative Politeness
(4) Off record
(5) Cancel FTA

The option of which super strategy to use on certain occasion depends on the combination of three socio-factors related to the FTA. There are at least three socio-factors which may affect the decision to use which super strategy: power, distance, and rank from Brown and Levinson (1987).

- Relative power (P) that the speaker has over the interlocutor (an asymmetric relation)
- Social distance (D) that binds the interlocutors to feel more intimate or familiar (a symmetric relation).
- Ranking of imposition (R) of an act that the speaker requests to the interlocutor.

The first socio-factor that influences the types of any conversational acts is power; it refers to the relative power of the speakers in society. Power is available and inherent in most societies and in some cases. Power is also closely related to the hierarchy system in society. Teachers have more power than the students and a president is more powerful than a vice president. A parent has more power than children. Power can go unnoticed without people noticing, nor objecting. For example; old people maintain more power than the young ones. Buyers can have more power than sellers during a commerce transaction. As expected with the politeness strategy, young people are demanded to use more indirect speech act such as addressing the elder with an appropriate honorific (Hendi, 2019).

Another socio-factor is social distance. Distance refers to the social bonding between two speakers. Two classmates who meet each other every day have a closer distance than two former classmates who have not met for ten years. A neighbor is relatively closer to us than a stranger we meet on the bus. However, the social bonding does not merely pertain to the proximity of space between speakers that unites them into familiarity. Distance is more related to the intimacy of relationship instead of the frequency of meetings or space proximity or familiarity. Let's take an example at schools. A teacher may use different politeness strategies

to two students of which the intimacy is on a different level, be it due to the familiarity or intimacy. When speaking to the student whom the teacher feels closer to, he will talk more casually that in return, the student will reply with more direct speech act with less formality but still maintaining other politeness strategies such as addressing appropriate honorific.
The third socio-factor is rank. Imposition ranking is the weight of the stake or request involved in the interaction. This factor is highly related to the other two aforementioned factors. Let's relate the rank with the power. The same request addressed to people who do not possess the same power level can demand different politeness. Asking people who have more power with us to sign some papers requires more politeness speech act than asking it to our subordinates. A similar situation can be found with people from a different social distance. Borrowing a car is considered a more difficult request than borrowing a pen to a stranger.

It can be summarized in this statement: the more powerful the person, the closer the distance between the speakers and the lower the rank of the stake will make the speaker consider more direct super-strategies. The weaker the person, the farther the distance between the speaker and the higher the rank of the stake will make the speaker to consider more indirect super-strategies. Since three factors are involved in considering the most appropriate strategies to use, it can be burdensome for speakers that they may end up having a misunderstanding. At the very worst case, the speaker will cancel the interaction to save his face.
To mitigate the FTA as proposed by Brown and Levinson, below are the explanations of the super-strategies.

Bald on record has three variations. The first one is when power, distance, and rank are guaranteed. The second one is when an emergency happens. The third one is conventional politeness involving direct utterance such as "Good Morning" and "See You Later"
Positive politeness consists of fifteen strategies. All these strategies are intended to save positive faces, i.e. to make other people feel wanted, liked, approved and appreciated. Fifteen strategies of positive politeness are: Notice and attend to his interests; exaggerate approval; intensify interest; in-group marking; seek agreement; avoid disagreement; assert common ground; joke; presupposition of what hearer wants; offer or promise; be optimistic; include speaker and hearer in the utterance; give or acquire reasons; assert reciprocity; and give gifts.
Negative politeness consists of ten strategies. All these strategies are intended to save negative faces, i.e. to give other people the sense of more freedom. Ten strategies of negative politeness are: be indirect conventionally; question and hedge; be pessimistic; minimize the stake; give deference; apologize; impersonalize speaker and hearer; compare the FTA with a general rule; nominalize; mention that the speaker is indebted and not burdened.

Off record is an act to obscure an utterance. This is an example of the violation of maxim of manner proposed by Grice (1975). In maxim of manner, a speaker is expected to avoid ambiguity and obscurity. However, in "off record" super strategy, the speaker wants to reduce the level of commitment between him and his utterance. There are fifteen strategies in off record acts: Provide hints; Provide clues based on association; presuppose; understate; overstate; tautologies; contradictions; be ironic; metaphors; Rhetorical questions; be ambiguous be vague; overgeneralize; displace hearer; be incomplete and/or use an ellipsis.
The fifth super strategy is not even a strategy. The speaker cancels the interaction because he calculates that no strategy can mitigate the risks of interaction. He may conclude that the FTA is too costly for his social undertaking.

These linguistic politeness strategies can be used by Nigerians in interacting with themselves depending on the circumstances surrounding the interaction.

Conclusion

In social interactions people must constantly make different linguistic choices of what they want to say, how we want to say it and the specific sentence types, words or sounds that best unite the what with the how. Correct choice of appropriate linguistic forms must be used to achieve politeness. Being on the receiving end of politeness affects both the speaker and addressee differently because polite utterances establish correct relationship between the speaker and the addressee. If we do not see the relationship between ourselves and the person who addresses us as they do, we will be upset by the strategies they employ since these strategies imply the nature of our relationship which is the heart of linguistic politeness.

From the strategies analyzed, it is discovered that a harmonious and peaceful co-existence is achieved through the use of positive polite utterances. Impolite or face threatening acts must be avoided as they lead to impolite responses, misunderstanding, friction and conflict. Utterances must be oriented to the positive face of those they interact with.

Recommendations

It is recommended that Nigerians should learn to be polite to one another irrespective of their differences.

There should be some sort of politeness education at all levels of Nigeria's education system to inculcate the spirit of politeness in Nigerians.

Parents should emphasis politeness to their children right from childhood so that it become part of their personality as they grow up to become adults.

Teachers should study and understand these linguistic politeness strategies in order to adopt them in dealing with their students since they serve as role model to students.

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POVERTY , UNEMPLOYMENT, CORRUPTION AS A TOOL FOR CRISES IN NIGERIA EDUCATION SYSTEM.

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Abstract
Education in Nigeria has witnessed a number of crises. The basic and the secondary levels have failed to lay solid foundations for the tertiary level. The crises that pervade the tertiary level resulted in the crises of manpower at all levels. This circle of crises combined to make education in the country a crisis child. This paper therefore focused on education crises in Nigeria. Examination malpractices, menace of secret cults, low enrolment, poor performance, poor products and abandoned projects are the major crises identified and discussed in the paper. Their dangers to the education sector in the country were highlighted. Among others, attitudinal change is highly recommended.

Keyword: Poverty, Uneployment, Corruption, Crises and Education.

Introduction

Education is at the center of building human capital (silas ,2015) . The evidence of the unfortunate state of education system in Nigeria is very glaring , just like other sectors, the nation's education system has been on a steady decline. As we know, incessant school closures due to strike action have been the norm of the day. Also, most of the classrooms in Nigerian schools are dilapidated, sub-standard and unfit for human habitation. There have been cases of school buildings that have collapsed killing children in some parts of Nigeria (silas,2015). Education is the process of developing the capacities and potentials of the individual to prepare that individual to be successful in a specific society or culture (Umar, 2015). From this perspective, education is serving primarily as an individual development function, Which begins at birth and continues throughout life. In the past, once the formal primary and secondary schooling was completed the process was finished, adults are quite often learning in informal setting throughout their working live and even into retirement.

Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its purpose is to foster and promote fullest individual self-realization for all people. Achieving these goals require understanding and commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Umar, 2015)

The crises we are experiencing now may well be more dramatic than any of the preceding ones, the rate of change in our age is faster than ever before, because the crises are more extensive, involving the entire country, and several major transitions are coinciding. The current crisis, therefore, is not just a crisis of individuals, governments, or social institutions; it is a crisis of planetary dimensions. As individuals, as a society, as a civilization, and as a planetary ecosystem, we are reaching the turning point (Silas, 2015).

The word, Crises‟ is a noun and originated from the Greek word „krisis‟ meaning "turning point in a disease

From the above, crisis is a turning point. In medical field for instance, it is the point at which the patient gets either better or worse. But the present crisis in education is different. Things can't get worse. They can only get better. We have reached an extreme in the swing of the pendulum where we can deliberate and chart a course for education in the country .For every country to have a successful education system the following factors has to be minimize or given consideration.

Poverty is an impediment to the assurance of quality of life in almost all countries of the world. Poverty has increased considerably in Nigeria compared to China, Brazil, Bangladesh and South Africa where poverty rates have declined significantly in the last two decades (Egunjobi, 2019). Globally, in 2019 Nigeria topped the list of countries having the majority of her citizens living in extreme poverty with 86.9m people, closely followed by India (71.5m), and then the Democratic Republic of Congo (DRC) (60.9m) (Abdulmalik, 2015). As expected, Nigeria topped the list in Africa with 86.9m people in this category, implying that 46.7% of its population (almost half of her population) lived in extreme poverty.

In 2019, the estimated population of Nigerian was about 180m, and about 126m of these are poor (Egunjobi, 2019). This trend shows that the rate of the increase of the population of people living in poverty has not only been increasing, but it has also been increasing at a higher rate. The unemployment rate in Nigeria increased from 33.30 % in the fourth quarter of 2020 from 27.10% in the second quarter; though it was 22.6% in 2018. Unemployment rate in Nigeria averaged 12.31% from 2006 until 2018, reaching an all-time high of 23.10 percent in the third quarter of 2018 from 5.10% in the fourth quarter of 2010 (NBS, 2019).

Corruption is sees as the use of public office for private gains Bardhan, (2013). He held a strong view of corruption to involve diverting public fund and resources into private pocket of government officials. These diverted funds are supposedly appropriated to the provision of public goods and services .

The major purpose of schooling until now has been to preserve the hegemony of the established culture to induct each new generation into the dominant worldview. The schools do not speak to the confused and fearful condition of the young generation who must inherit this troubled culture and this threatened nation. Consequently, Nigerian education has entered a period of upheaval and conflict from which it cannot emerge unchanged. From elementary to university level, the story is the same (Chinyere, 2015).

Theoritical Framework

The Rousseau's Theory: Jean Jacques Rousseau (1712–1778) wrote his educational treatise in literary form in the book Emile ,He believed that children should first be trained in a natural environment based on natural principles before allowing them to interact formally with others in school. This emanated from his notion that man is by nature, good but the society corrupts him. The Rousseau‟s theory is relevant to this work. Obviously, its major concern was the reconstruction of society in order to have right environment for proper education of children. A good society promotes sound education and sound education can only be obtained in a crisis-free academic institution.

The Marxian theory

Was originated from Karl Marx and Frederick Engel— brought with it a radical change to the perception of poverty by formulating the principle of exploitation of labour (Egunjobi, 2013). According to Marxists, the economy is controlled and ruled by a few rich capitalists who own and control the means of production and distribution, while the masses that form the bulk of the population are poor. To them, the introduction of labour-saving technology due to advancement in science and technology will result in the displacement of the workers, thereby

increasing the army of the unemployed, the unemployed, suffering from frustration and discontentment will eventually revolt against the oppression of the capitalists.

New Keynesian Theory of Unemployment

The new Keynesian school of thought opine that unemployment arises involuntarily and proposes reasons why wage rates might not quickly respond to shifts in supply and demand in the labour market. They believe that equilibrium in the labour market may not be achieved for an extended period of time, and this can result into unemployment, especially during economic recessions as experienced in Nigeria. As supported by Jhigan (2004), if there are more laborers seeking employment at the going wage rate than there are available jobs, involuntary unemployment occurs. This is relevant to Nigeria, workers are laid off because of the inability of employers even government to pay the minimum wage compounding the unemployment crises. This is because wage rates are typically not flexible downward and are largely determined by institutional forces, including trade union pressures, legislated government salary scales, and hiring practices of multinational corporations.

Crisis in Classroom Delivery

The world is facing crises, while countries have significantly increased access to education, being in schools isn't the same thing as learning. Students need to be able to interpret information, form opinions be creative, communicate well, collaborate and be resilient (World Bank 2019).

The World Bank vision is for all children and youth to be learning and acquiring the skills they need to be productive, fulfilled and involved citizens and workers, therefore change starts with a great teacher.

Fortunately for many students in every country, there are dedicated and enthusiastic teachers who, despite all challenges, enrich and transform their lives. They are heroes who defy the odds and make learning happen with passion, creatively and determination.

The title of this paper, "The Crisis of Education in Nigeria" in reference to any country must be considered a cause for serious concern because of the great value attached to education world-wide. It is widely acknowledged that education has social, economic, political, and security benefits for an individual, for a society and for a country. Education is almost everywhere considered as the key to economic prosperity and a vital instrument for combating disease, tackling poverty, and supporting sustainable development (Silas, 2015).

I have read reports in the country's newspapers that constitute strong evidence of the crisis of the education sector at all levels: from primary education through secondary to tertiary education. The crises of education in Nigeria have different dimensions and manifestations but efforts here are limited to ones discussed below.

Examination Malpractices

Examination malpractice is any illegal act committed by a student single handled or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examinations in order to obtain undeserved marks or grades. The means of perpetrating this illegal act may range from bringing in un-authorized materials to the examination hall, disrupting the conduct of examinations, buying examination papers, changing of grades after examination and impersonation to using money or candidate's body to earn marks (Silas 2015).

Examination malpractices constitute one of the greatest problems that have generated a lot of discussions among Nigerians because it threatens the very foundation of the educational system (Atonko 2010). Examination malpractices can take any of the forms discussed below;

Impersonation, Collusion ,Examination Leakages, Mass cheating, Smuggling of answer script, e.t.c.

Menace of Secret Cults

This is another crisis situation in the Nigerian education sector and the spread of cult activities to secondary schools and sadly, to some primary schools in the country has cultism more worrisome than ever. There are many definitions of the term, „secret cult" . In an elaborate and convincing term, Igodo (2002) defined a cult as an assemblage of people who share unconventional ideas and beliefs and involved themselves in eccentric conduct and manifestations mostly shrouded in secrecy. Precisely, any movement, organization or assemblage of people who share ideas and beliefs not to be made known to non-members is a cult. Equally, any association or organization that carries its activities, functions in secret is a cult.

They are concealed, covered, covert, disguised, hidden, unknown or behind closed door. The main ingredient of all these qualifications is that those who are not members of the cult do not know its activities. This conceptualization therefore reflects accurately the contemporary secret cults in our academic institutions.

Classification of Cults

The cult groups are classified into five main categories based on their respective modus operandi Igodo, (2002).

- Classical confraternities: These include those founded on nationalist ideology which later lost their ideology. A good example is the pyrate.
- Godfather confraternities: These include those that recruit members by promising to shield them from wickedness of teachers or lecturers or oppressive students as well as other cults. The Black Axe is an example.
- Female Confraternities: The last twelve groups in the list presented above are good examples. They assist the male confraternities as spies and sexual care givers. Some examples are Amazons and Black ladies club.
- Mafia Confraternities: These include those cults formed for drug peddling on campuses. The Mafia Lords is an example.
- Terrorist Confraternities: All the most violent cults fall under this category. The Supreme Vikings is a good example here.

The Dangers of Cultism

The scourge of cultism in Nigerian institutions of learning is everyday on the increase with the accompanying consequences of destruction, maiming, decapitation and death on its prowl and this has lately widened beyond the range of students to include academic and non-academic staff who may have stepped on certain aggrieved sections of the institutions. The litany of death and destruction of property through cult activities is endless, Amaefuna (2002). The cult groups operate with dangerous weapons like guns, machetes; axes, acids et cetera, and carry out their nefarious activities even in broad day light. In virtually all our universities, the story is the same. People are no longer safe. An atmosphere of insecurity of life and property pervades the air. All these mean that cult members in our schools operate with the sole intention to kill, and cause havocs.

Low Enrolment, Poor Performance, Poor Products and Abandoned Projects

The third crisis of education in Nigeria finds expression in low enrolment at basic level, poor performance at secondary and tertiary levels and abandoned projects in most tertiary institutions in the country (Silas 2015).

Basic Education: Low Enrolment and Low Quality Teachers

- 10.5 million Nigerian children of school-going age are not attending school – highest in the world.
- According to the World Economic Forum‟s Global Competitiveness Report Index, 2011-2012, Nigeria was ranked 140th out of 144 countries in primary education enrolment.
- Enrolment of children into schools is as low as 12.0% in some states.
- 6 million of 36 million girls out of school world-wide are Nigerians . (Silas ,2015)

Secondary Education: Students' Poor Performance Records

According to Chinyere, (2015):

- The following are the percentages of students who obtained five credits, including English and Mathematics in the May/June WAEC over the last few years: 23 per cent (2018), 26 per cent (2019).
- Regarding NECO, failure rate was 98 per cent in 2018, 88 per cent in 2019.
- Percentage of students who scored 200 and above (out of 400 total) in JAMB in the last few years ranged between 36 per cent (2010) and 46 per cent (2009) – overall average of 42 per cent.
- According to the World Economic Forum‟s Global Competitiveness Report Index, 2011-2012, Nigeria was ranked 120th out of 144 in secondary education enrolment (Amaefuna, 2002).

Universities: Some Specifics on Decline

According to Silas & Chinyere (2015):

- ❖ The most ridiculous situation in our universities was the recent reported dismissal of three graduates of the Enugu State University of Science and Technology from the National Youth Service Corps scheme for falling below the standard expected of graduates.
- ❖ Nigeria‟s university system is in crisis of manpower. Instead of having no less than eighty (80) per cent of the academics with Ph.Ds, only fourty three (43) per cent are Ph.D holders while the remaining fifty seven (57) per cent are not.
- ❖ Almost all the universities are over-staffed with non-teaching staff: in many universities, the number of non-teaching staff doubles, triples or quadruples that of teaching staff; and in some, the number of senior administrative staff alone is more than the total number of teaching staff.
- ❖ There is an average of 4 abandoned projects per university in Nigeria – with negative consequences for classrooms, laboratories, students‟ hostels, and staff accommodation. Poor infrastructure adversely affects teaching, research, learning and students‟ health and safety Silas & Chinyere (2015).

Causes Of Crisis In Education

Poverty: Poverty is multi-dimensional and does not have a clearly specified definition. However, basically the poor are those who are unable to obtain an adequate income, find a stable job, own property or maintain healthy living conditions. They also lack an adequate level of education, and cannot satisfy their basic health needs. Also, the poor have are unemployed, have low skills, and have few (if any) economic assets (Orokpo, 2018).

Generally, poverty has adverse effects on individuals, communities and the nation at large: it breeds social exclusion, isolation, fear, distress and deprivations (Danaan, 2018; Backwith,2015)

They are low income earners, powerless, voiceless, live in poor environments, and with low assess to social amenities and opportunities needed to improve the quality of life. Poverty may lead to loss of self-confidence, selfactualization, self-fulfilment, lack of good orientation, and the abandonment of cultural values and heritage such that people are ashamed of their cultural and racial identity, and are therefore ready to do anything to accomplish their egocentric goals (Danaan, 2018).

The National Policy on Poverty Eradication in Nigeria (2000) itemizes the features of poverty as follows: not having enough food to eat, unfit housing, high rate of infant mortality, inadequate health care and services, poor nutrition, low life expectancy, low level of economic infrastructures, and lack of productive assets. Similarly, scholars describe, among others: unstable political system; low level of accountability, especially among government functionaries; corruption and mismanagement of resources; poor policy formulation, implementation and evaluation; non-involvement of the poor; poor revenue allocation and distribution; ethnic and religious conflicts; and poor infrastructures (Orokpo, 2018). They believe that the bane of poverty in Nigeria is an incontestable fact that manifests in hunger, unemployment, malnutrition, disease, ignorance and poor access to credit facilities, as well as a general level of human hopelessness (Abiola & Olaopa, 2008).

Unemployment: In Nigeria, the total labour force is made up of persons aged 15–64 years; excluding students, home-keepers, retired persons, stay-at-home parents, and persons unable to work or not interested in work (Kale & Doguwa, 2015). However, unemployment rate refers to the proportion of the labour force who are available for work but do not work for at least 39 hours in a week preceding the survey period (Golubski, 2010). The International Labour Organisation (ILO) defines the unemployed as those who are either out of work, want job, have actively sought work in the last four weeks and are available to start work in the next two weeks. The Nigerian labour force participation rate was 55.9% in 2019. It averages is 59.9%, having an all-time high of 61.2% in 1990 and a record low of 53.6% in 2016. Youth unemployment on the other hand is intensifying. Large concentrations of youth, both trained and untrained, educated and uneducated, are idle and without any hope of securing a decent job. Youth unemployment was recorded as 13.72% in 2019.

Corruption: Senior, (2006) sees corruption as an action that involves secretly providing a good or a service to a third party so that he or she can influence certain actions which benefit the corrupt, a third party, or both in which the corrupt agent has authority. This implies illegal and prohibitive efforts of certain individuals employed by the governments to effectively implement government policies and programmes but turned against their employers to advance their own decisive intentions . Daniel Kaufmann as noted by (Pedro, 2006), extends the concept to include legal corruption in which power is abused within the confines of the law as those with power often have the ability to make laws for their protection. From the foregoing, it can be deduced that corruption refers to the abuse of public resources for private gain, through a hidden transaction that involves the violation of some standards of behavior. It also manifest in the form of favoritism, nepotism and clienteles. As observed by Clara (2017) acts that favor friends, family members or member of an association in job hiring or promoting a family member or staff member to a role they are not qualified for because they belongs to the same group also constitute corruption. Therefore corruption is a well-known phenomenon among scholars from different field.

Irrelevant Knowledge and Learning: When educators do not understand the nature of learning and knowledge, both the teacher and the student are trapped in a futile struggle.

Moral Decadence: Moral bankruptcy has ravaged our educational institutions today. Both teachers and students flout orders and pay less attention to moral issues. Absence of moral rectitude manifests themselves in the form of disrespect, quarrel, examination malpractices, indecent relationships, stealing, fighting, dereliction of duties etc. Odeh (2003) observed that "our educational institutions are breeding people who are specialized in all kinds of vices than they are specialized in virtue".

Family Up-bringing: Home Up-bringing plays serious roles in shaping and molding of people‟s characters. In most cases, display of good or bad behaviour is usually traceable to the family of the teacher or the student. Children are found in the mess of indiscipline either because they learnt the bad behaviour from their parents or that their parents did not train them to imbibe the good tenets of the society.

Peer Influence: Peer influence mostly affect the lifestyle of even those who were originally of good virtues. Ezeuwa (2005) observed that certain behaviours such as smoking, alcoholism, cultism, illicit sex, examination malpractices and indecent dressings are by-products of peer group influence.

Lack of Motivation: People especially teachers indulge in indecent acts especially when they are not adequately motivated. Teachers are poorly paid; they are owed arrears of statutory benefits, no regular training and re-training programmes. Problem of motivation does not only lead to indecent behaviours, but also to poor attitudes to work and other activities

Ignorance: Ignorance is a very strong negative factor that can lead to severe mistakes, actions and loses. Some lecturers and students who indulge in social vices seem not to be aware of the implications of their actions. That could be the reason such people brag about it and consider their actions virtuous to the detriment of the entire society.

Conclusion

Education in Nigeria is full of crises. These crises are responsible for the poor standard of education in the country. Among many crises, examination malpractices, cultism and low school enrolment, poor performance and teacher quality as well as abandoned projects have been identified and discussed in details. The ability of Nigerians especially the academia to handle the issues raised in this lecture will go a long way in making the education sector a crisis-free sector.

Recommendation

- Act on the law – and move beyond it: The 2003 Child's Rights Act stipulates that the "Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide

(a) free compulsory and universal primary education;

(b) free university education and

(c) free adult literacy programme.

- Nigeria also made laws against cultism and examination malpractices.
- The UBE Act also provided for the compulsory education of children of school-going age.
- Put policies in place to help the most disadvantaged– including those from poor households, in rural areas, and particularly girls in the north of the country. Unless the poorest families

receive support to pay for the costs of schooling, they will not be able to benefit from education. The government needs to invest in their education.

- Nigeria should turn the resource curse into a blessing for education.
- There is need for attitudinal change.
- Satisfactory conduct should be the basis of admission of students into Nigerian schools.

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ENHANCING SKILLS ACQUISITION IN SCIENCE AND TECHNOLOGY EDUCATION: A KEY TO VALUE EDUCATION AND REDUCTION OF CORRUPTION IN NIGERIA

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Abstract
Skills acquisition in science/technology in the development of the national economy cannot be overemphasized. Any of the nations with priority in skills acquisition in science and technology will among other things improve economic growth substantially; hence reduce the menace of corruption and other vices. Science/technology skill acquired will provide the best brains, first class professionals and exemplary techno crafts to transform Nigeria and Nigerians into a great country, where things work as they should be. The paper revealed that science/technology education has the capacity to influence values and attitudes of a person for positive transformation to meet up with current challenges of the society. The paper also is of the view that proper funding of science/technology education will equip citizens with proper skills capable of engaging the youths or providing employment. It also discussed the conceptual framework of science technology/corruption, role of skills acquisition in science and technology in reducing corruption and re-orienting learners for a better society. The paper recommends that proper funding is very crucial to science education in Nigeria.

Key Words*: value education, skills acquisition, science and technology education, insecurity, corruptions.*

Introduction

Education is expected to inculcate ethical conduct in scholars and students in order to create noble character like excellence, tolerance, incorruptibility, fairness and justice, hard-word, nationalism and patriotism

Education is expected to be a transmitter of worthwhile values. It is transferred to upcoming generations of the environment as they act on the environment. This transfer is carried on through the education process. Education is a means of life and living. The ultimate end of education is man's happiness. Education is expected to free individuals from the prejudices and irrational assumptions of everyday life and enlarge their experience. It was also to emancipate the human mind from error, prejudices, false opinions and values. Since solutions to problems can have more than one answer, this challenges the scientist to solve problems by observing and collecting data and constructing inferences from those data. Through this process students also acquire knowledge and develop a rich understanding of concepts, principles, models, theories and skills. Education is the ability to listen to almost anything without losing your temperature or your self-confidence. Education liberated individuals from ignorance, falsehood and superstition.

In this present age of science and technology when scientific knowledge has grown exponentially, technological innovations have progressed at a rapid pace, and the effects of science are clearly witnessed in all aspects of our lives. The British Science Council (2009) defined science as the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence (Okereke, Onyekwena and Ejeabukwa, 2016).

Today, Nigeria required people who could think and have acquired necessary content knowledge and skills in science and technology in order to provide solution to personal, social and economic problems. It is clear that the greatest challenge among others that is probably facing Nigeria is that of survival in the midst of numerous challenges in an intensive competitive world, which is completely dominated by the greatest might of science and technology. Nigeria is a country endowed with huge natural resources, in spite of these endowment and emphasis in science and technology education of her citizens, the social status of a large percentage of her citizens is characterised by corruption and unemployment (Alkamu and Ngap, 2016).

A country can be self-sufficient and self-reliant only if she can tap her natural resources to produce finished products for her basic needs. Facts are there that, there is mass corruption in Nigeria; this is partly due to emphasis on theory than skill acquisition, which can lead to self-employment of the citizens where they cannot secure white collar job. Anything that has become a menace or a problem to humanity, development and progress of a nation needs to be quickly addressed so that it does not cause setback, retrogression and havoc to the socio-economic status of the society.

The fear of the economic meltdown all over the world and economic recession after corona-virus pandemic has direct or indirect bearing to Nigeria perhaps this will wake the government to properly fund science and technology education as this will enhance value education and reduction of unemployment and corruption in Nigeria.

Concept of Corruption

Corruption is a vice that can ravage the entire fabric of the society. It is one common household phenomenon mentioned with its presence everywhere from individual home to the last stratum of the society. Various definitions have been given to the concept of corruption. The World Bank (1998) defines corruption as the use of public office for private gain. The definition includes bribery and extortion, which involves at least two parties the givers and the receivers. Some public features do engage in fraud and embezzlement. It is also defined as an anti-social behaviour conferring improper benefits contrary to large and moral norms which also undermines the authority to improve the living condition of the people (Edame, 2001). Corruption also means any abuse of a position of trust in order to gain an undue advantage.

Corruption, without any doubt, is a socio-economic vice that seems to defy remedy in Nigeria. Perhaps, one can associate the slow speed of development and high rate of poverty to corruption between the rules and the ruled in Nigeria. Nigeria has not been able to make any appreciable progress in its quest to be among the top twenty developed economics in the world. Corruption is the major cause. The agencies that were set up by government to investigate and try financial crimes have their heads full with corruption. That is to say, corruption has taken over every of our dealing in Nigeria. The administration under President MuhammaduBuhari has made the issue of fighting corruption as one of its main agenda. The president himself made it clear “if we don’t fight corruption, corruption will kill us”, indeed, Nigeria national institutions have decayed. The covid-19 exposed the Nigerian health institutions that is ill-equipped and cannot match the modern day facilities which are technologically driven. Our roads are in bad shapes, thereby giving rise to frequent accidents and death. The rise of

terrorism, militancy, kidnapping, rape and other vices in the country could be traced to the government that has failed it citizens because of corruption in the high places. Liatu (2016) says, no country can forge ahead in a situation where bribery and corruption have been institutionalized. No nation can advance where citizens are dismissed as fools by their kith and kin, simply because they refused to loot, plunder and abuse public office and public confidence. Corruption indeed has an adverse effect on social and economic development of the country and ultimately slows down economic growth. This agrees with the position of Transparent International (TI) that corruption is undermining development in Sub-Sahara Africa. Nigerian government must be very sincere and serious on the fight against corruption by ensuring that every corrupt individual is brought to book. The Independent and Corrupt Practices Commission (ICPC) and Economic and Financial Crime Commission (EFCC) should be allowed to do their work without government intervention; this will go a long way in curbing corruption in Nigeria.

Value Education

Education and value are two inseparable concepts which count on each other, without education, value cannot be imbibed. For a citizen to acquire value, there must be one form of education or the other, informal or formal. The formal one is the type that takes place mostly in the school with an organized time-table and a well-structured curriculum to create awareness about the proper use of the environment. Also there is need for informal education to be driven from home front where the child is taught basic values. The expectation is that parents, teachers as well as all other stakeholders are involved in inculcating appropriate values that will help the learner to value his/her cultures, adhere to guiding principles and standards of the society (Ovrire, 2016).

Values are part of life right from the period of infancy to adulthood. Kalusi (2006) opines that values are the essence of society. Education is a value laden enterprise directed to positively impact on the society practicing it. Enu and Esu(2011).

In Ovrire (2016) note that values are basic beliefs and attitude in a society whether of individuals or groups which are considered worthwhile and serve as a guide to choices and behaviours in our daily life. The National Orientation Agency (NOA, 2009) in Ovrire (2016) sees values therefore, as deep seated beliefs that influence people's actions and behaviours. It is therefore, essential that every individual, group and indeed, the entire nation must have core values which serve as the driving engines for growth and development. Bolarin (2005) identifies some dominant values which form the core values applied by a larger section of the Nigerian society to include the following: detesting laziness, dignity of labour, respect for parents/elders, hospitality, public spiritedness, respect for authority, hard work, respect for sanctity of life, honesty, cleanliness, sanitation and truthfulness. It is imperative to note that value vary from one society to another and are important to the ethical, psychological and sociological and environmental discourse because it affects every facet of human existence. Positive values are a necessity for the sustenance of the society (Okereke, Onyekwena and Ejeabukwa, 2016).

Enhancing Skills Acquisition in Science and Technology Education

Ile (2000) describe the skill acquisition process to include:

- Identification of investment opportunities;
- Choice of investment opportunities;
- Decision on the form of business enterprise;
- Factor combination;
- Business directionship;
- Risk bearing and

- Innovation.

All these can be acquired in science and technology education. The above skills and competencies will enable an individual seek and run an enterprise successfully. These skills are acquired through training that emphasized the acquisition and development of appropriate knowledge and skills that will enable an individual to maximize resources around him within limits of his capability (Ezenwenne, 2005 in (Alkamu and Ngap, 2016).

Challenges of Skill Acquisition in Science and Technology Education

There are various setbacks in acquiring skills in science and technology education:

- **Corruption**: Corrupt practices in Nigeria have numerous faces and are seen in almost every sector such as education. Corrupt practices are found in education at all levels from secondary to Universities. There are wide spreads of corruptions that affect the ability of the country and her citizen to enjoy personal security and development.
- **Improper funding**: Individuals at the head of institutions are been overtaken by the act of corrupt practices. The government on her part lacks the will power to fund science and technology education.

  Funding of university education in Nigeria yearly budget of Nigerian government revelled lack of focus and insincerity to good and quality education the UNESCO recommendation of 26% of the total budgetary allocation to education sector as reflected is yet to see the light of the day. The impact of this neglect is the year in, year out of Academic Staff Union of Universities (ASSU) Strike. Decline of quality of education associated erosion of integrity, high failure rates, lack of skilled persons required for driving the economic, social and political development of the country and the decline in international competitiveness of Nigerian education. The poor conditions of service in relation to remuneration, research facilities and opportunities; conferences attendance in Nigeria and oversees, training of junior technologist etc.
- **Lack of infrastructure**: Skill acquisition programmes are more of practical than theoretical skills; hence today learners are subjected to theories.
- **Lack of value education**: the desire for instant wealth has led many people to get involved in acts that are injurious to the society. People see skill acquisition as a waste of time.
- Lack of provision of well-funded, scientifically accurate and carefully designed education.
- Security issue in Nigeria has been worrisome for more than seven year now. Nigerian insecurity now lives in fear of uncertainty of death. A well governed state, should have a symbolise relationship between education, poor quality education for citizens, constitute a constraint on capacity for sustainable security in multifaceted dimensions in human security frame work.

The Way Forward

- **There is need for value re-orientation:** Attitudinal re-orientation has for long been recognized as the best way to address the myriad of social problems confronting the Nigerian society. The national orientation agency should go down to the basis to drive the process of a comprehensive programme of attitudinal transformation starting from the family, the school, institution, the traditional and religious bodies. According to Alapa (2016) opined that some years ago it would have been really appalling to hear of individuals stealing billions of naira, but that appear to be the norm today.
- **Emphasis should be placed on value education:** Value systems are those intrinsic attributes and characteristics which are innate in every person for the actualization and promotion of social order, cohesion and peaceful co-existence which are fundamental indices for growth and development in the society. Alapa (2016) opined that the Nigerian

society is characterized by high level of distrust and everybody has become a suspect of misplaced value.

- **There should be proper funding of science and technology education:** Science education involves the study of science in-depth and in addition, educational knowledge and concepts are learnt and verified. No country can be globally recognized without talking about its scientific advancements. Science education also equips teachers, learners and the society with knowledge, skills, equipment and freedom to perform noble task useful for improving socio-economic standard.
- Every individual education stakeholders has the responsibility of funding science education as it is one of several media through which society intends to transmit what it considers to be clear, worthwhile, helpful and valuable to the present and succeeding generations.
- Every science teacher should be re-oriented to teach cultural value while engaging students in the process of scientific inquiry. Also government can organize workshops for science teachers to sensitize them on their roles in fighting corruption.

Conclusion

If we don't fix our education, it means we are joking. Human resources is key. Today, lots of Nigerians are going out in droves that are brain drain. Our government must sit down with Academic Staff Union of Universities to solve the crises, if it entails borrowing let them do it. if we must come out of economic logjam the government must fund education the government must be urged to get her priority right.

Based on the available evidence from the study, it was concluded that the relevant science and technology education plays a significance role in promoting youth employment thereby reducing corruption practices. In order to further encourage the role played by the science teachers, government should step up workshops through which sensitization on curbing corruption in our society can be achieved. In the same vain, the relevant technology board should step up activities involving in-school and out-school training of youths in skills of their choice in order to create employment and reduce poverty and idleness.

The basic curriculum of the relevant science and technology education should be centred on value-orientation so as to encourage the appreciation of dignity of labour. Nigerian citizen who values hard work, self-actualization rather than dependency and who realize that one cannot have something from nothing. Skills acquisition in science and technology will create a Nigeria to belong and be grateful to inhabit. A Nigeria that promotes self-reliance, entrepreneurship, innovation, rewards hard work, protects its people and their property, and offers its children better prospects than those they may be tempted to seek elsewhere (Lydia and Mary, 2016).

Education is a key tool in combating poverty, promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness. Achieving peace, security through quality science education implies an active concept of peace and securities through values, life skill and knowledge in a spirit of quality, respect, empathy, understanding and mutual appreciation among individuals and groups in a nation. Science educational action for promoting the concepts of peace and security is seen in its content and training, educational resources and materials, school and university life, initiate straining for teachers, training for young people and adults. A culture of peace and security must take root in the classroom from an early age. It must be continued to be reflected in the curricular at all levels of education (Udeozo and Filshak, 2016).

Science education in its widest sense is a dynamic, long-term process; a life time experience. It means providing both children and adults with an understanding of and respect

for universal values and rights. It requires participation at all levels: family, schools, and places of work, playgrounds and the community, as well as the nation.

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ASSESSMENT OF INFLUENCE OF GENDER, AGE AND AREA OF SPECIALISATION ON LAGOS TERTIARY INSTITUTION STUDENTS' CHOICE OF BUSINESS EDUCATION AS A COURSE OF STUDY

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Abstract
This article focused on the influence of gender, age and department on the distribution of students that enrolled to study business education in tertiary institutions within mainland local government area of Lagos State, Nigeria. The design used for the study is descriptive survey design. A 17-item instrument was used for data collection after validation by business education experts. Cronbach alpha was used to find the internal consistency of the data. The alpha coefficient was found to be 0.7, it was therefore found useful for the study. Three research questions were raised to guide the study. The descriptive statistics used were frequencies and percentages. Findings indicate that there is a huge disparity in enrolment into business education study between male and female business education students, with female business education students having 69.1% and the male counterpart having a percentage of 30.9. The business education students are heavily clustered within the ages of 21-25years. Accounting students formed more than 80.0% of the business education students. It was therefore recommended that there is need for career guidance for secondary students who are potential candidate at the higher institution most especially those in the social science class that are likely to choose career in business education.
Key words: Assessment, Gender, Age, Area of specialization.

1.1 Introduction

Education is a means of equipping a person with necessary tools for survival in our society. The National Policy on Education (Federal Republic of Nigeria, 2012) also identifies the importance of education in national integration and development. It states that education is an instrument for national integration and development and that it enhances worth development both for individuals and for the entire society. The issue of equal access to education for all citizens of the nation irrespective of tribe, religion or class was also emphasised in the policy statement. The policy states, "there is need for equality of education opportunities to all Nigerian children irrespective of any real or imagined disabilities each according to his or her ability" (Federal Republic of Nigeria 2012). The focus of this research has to do with assessment of differences observed in enrollment in business education at the tertiary institutions across gender, age and area of specialization.

Business Education is a programme that equips its recipients with the necessary knowledge, skills and attitude that will enable him succeed in whatever business endeavor he may engaged in. Akume (2002) defined Business Education as a programme designed to prepare individuals for gainful employment as semi-skilled workers in occupations that are not generally considered professional by the society. This definition implied that Business Education is

Vocational Education, since Vocational Education is also seen as education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, trades or jobs. According to Aliyu (2002), people view business education from the micro point of view rather than the macro point of view. Aliyu (2002) maintained that business education is relevant in our socio-economic and political lives, as a nation in this century.

Aluwong (2007) observed that business education is education for general knowledge of business practices. It could be deduced from this definition that business education is education about business and not for business if it is meant to give general knowledge of business practices. According to Amoor (2009), worldwide, governments are doubling their efforts in promoting vocational Business Education in tertiary institutions, with a very firm and strong belief that skill formation enhances productivity and sustains competitiveness in the global economy. This is in agreement with Aina, (2014) who noted that in recent years, the debate on the knowledge-economy has drawn more attention of governments to Vocational (Business) and Technical Education. Kochhar (2015) posited that business education graduates are articulate, competent and versatile as entrepreneurs as well as capable of occupying middle and high level executive positions in government and commercial organizations.

Business Education as a major area of vocational education in Nigeria, is critical to the development of higher-order thinking skills needed by the youth to function effectively in their entrepreneurial and educational careers right after graduation. According to Ohiwerei (2013) business education prepares the mind, the brain, and the physical body of individuals toward positive contribution to development of societies. Business education therefore can be described as a major engine for improving core values of development. Research findings and observations has shown sharp differences in enrolment distributions generally, especially at the tertiary institutions across the globe. This calls for the attention of relevant stakeholders, including educational researchers and policy makers.

1.2 Theoretical Framework

This study is anchored on the Social Impact Theory (SIT. Social Impact theory (SIT) is a theory that uses mathematical equations to predict the level of social impact created by specific social situations. Latané (1981) described social impact as a phenomenon in which people affect one another in social situations. Through daily experiences such as embarrassment, persuasion, humor, and a plethora of other experiences, one can see the number of situations that are governed by the presence and actions of others. The impact can not only be observed visually, it also alters forces within the target such as thoughts, attitudes, incentives and physiological state. Latané (1981) noticed that social impact was governed by three laws that can be translated into mathematical equations. These rules are social forces, psycho-social law and multiplication/division of impact.

The first rule of social forces claims that when social forces function within a social structure, the result is social impact. Latané explained this interaction as I = f(SIN). That is, social impact is affected by strength (S), immediacy (I) and number of people (N). This theory postulates that the greater the number of sources of social impact in a social situation, the greater the impact would be. Thus, the equation I = f(SIN) describes social impact as a multiplicative function based on the number of people acting on the target. Within this equation, the strength (S) is a measure of how much influence, power, or intensity the target perceives the source to possess. The amount of influence, power, or intensity is often determined through factors such as age, social class, whether or not a previous relationship had existed, or anticipation of a future relationship existing. Immediacy (I) takes into account how

recent the event occurred and whether or not there were other intervening factors. The number of people (N) is the number of sources exerting social influence on the target. Therefore, I = f(SIN) equation illustrates that there is more social impact when higher status individuals are the source, when the action is more immediate, and when there are a greater number of sources.

The second rule that governs social impact is psychosocial law. The psychosocial law states that the most significant difference in social impact will occur in the transition from 0 to 1 source and as the number of sources increases, this difference will level out. The equation Latané uses for this law is I = sn^t. That is, some power (t) of the number of people (n) multiplied by the scaling constant (s) determines social impact. Latané applied this theory to previous studies done on imitation and conformity as well as on embarrassment. The third rule of social impact is multiplication/divisions of impact. This rule states that the strength, immediacy, and number of targets play a role in social impact. That is, the more strength and immediacy and the greater number of targets in a social situation causes the social impact to be divided amongst all of the targets. The equation that represents this division is I = f(1/SIN). This rule relates to diffusion of responsibility, in which individuals feel less accountable as the number of people present increases. In emergency situations, the impact of the emergency is reduced when more people are present.

The social impact theory is both a generalizable and a specific theory. For example, the psycho-social law can be used to predict instances of it uses on set of equations, which are applicable to many social situations' conformity, imitation and embarrassment. However, Nwogu A. (2011) opined that the theory is falsifiable as well. It makes predictions through the use of equations; the equations may not be able to accurately predict the outcome of social situations. While Social Impact theory explores social situations and can help predict the outcomes of social situations, it also has some shortcomings and questions that are left unresolved. This theory was found to be useful for the study because it stressed the change in behavior that one person causes in another, intentionally or unintentionally, as a result of the way the changed person perceives themselves in relationship to the influencer. Students' perception may influence others to imitate them depending on their relationship with such students. In addition, the theory emphasized the role of conformity and imitation which play vital role in career decision making of students. Social Impact theory explores social situations and can help predict the outcomes of social situations that can affect a young persons' classroom experience, academic performance, subject choice and well-being.

1.3 Conceptual Review

Recent studies by Odu (2016) and Longe, F. (2012) about the rural women's lives in Nigeria and other Africa countries indicate that most parents refused to send their daughters to school with the belief that it was not a worthwhile investment. They believed that girls would get married, leading to the loss of all the money invested on them. Most parents regarded this investment as a waste of money. Ogunswaju (2014), explains that socialization in our societies is patriarchal in nature and this gives boys an initial advantage of having basic knowledge in the sciences because of their earlier exposure to intuitive tendency. This implies that discrimination begins at the earliest age within the family and preference for sons is the norm. In many countries especially in Sub-Saharan countries, women are still under-represented in institutions of learning, which of course has implications in their representation in labour force.

According to UNESCO International institute for Higher Education in Latin America and the Caribbean (2020), universal access to higher education, devoid of discrimination and exclusion, is the cornerstone of the right to education. However, there has been an unfair distribution of education opportunities and this represents a drawback to achieving sustainable Development Goal (SDG) 4 and the other SDGs. Universal access to education is in line with

SDG 4 (Goal4.3) which envisages that by 2030 we must "ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university". It is therefore imperative that policymakers and educational institutions and researchers ensure that all students, irrespective of characteristics (gender, age, area of specialization) have equal and equitable opportunities to be educated. This however, is still far from reality. There has been a sharp disparity in enrollment (which gives access to the required education) across students' characteristics such as gender, age and area of specialization. In particular, for business education courses, there seems to be gender differences among students in their interests and area of specialization to participate in real-life learning tasks required to become entrepreneur and lifelong learners upon graduation.

The word *gender* usually refers to as a social construct that establishes and differentiates status and role between men and women particularly in the way they contribute to, participate in and are rewarded by the economy as well as most social institutions (Okoye & Arimonu 2016). Although women constitute a high percentage of students in business education across the globe, that these same women seem not to have the interests to participate in real-life learning is quite unimpressive. As such, gender differences among business education students is not just an issue that is attributed to Nigeria alone, but global phenomenon. Studies conducted by Bertrand (2018); Bertocchi and Bozzano (2019) and Cavaglia et al (2021) all confirmed gender differences in enrolment in University education. Also in a study conducted in thirty-six (36) OECD countries (OECD, 2019), thirty (30) out of the thirty-six (36) countries had more female undergraduates than males. Particularly in the UK, there are 1.31 women enrolled in undergraduate degrees for every man (HESA, 2019). A study carried out by Mead (2023) showed a higher percentage of women (71%) who intend to enroll in university compared to their male counterparts (56%).

The trend in Nigeria however seems to be at variance with the above. A few studies conducted in Nigeria earlier in the century showed lower female enrollment in universities when compared to the male counterparts. Okolo (2001) reported higher male enrollment across universities in Nigeria compared to their female counterparts. Though, there was an increase in female enrollment at the time, the differences in favour of male enrolment still existed. Adeyemi and Akpotu (2004) also conducted a study on the trend and pattern of enrollment across gender in Nigerian universities. In the study, findings indicated a gap between males and females also in favour of males across universities in Nigeria. In another study by Mukoro (2013) on enrollment between years 2003 and 2008; across the six (6) years studied, male enrollment was higher. Also, Masanja (2010) Women participation in Science, Mathematics and Technology Education is lower than their male counterparts.

Age and areas of specialization were also seen to influence choice of programmes in tertiary institutions. Yoshida (2020) discovered that overaged students in the lowest SES level (boys) were more likely to demonstrate worse enrolment patterns than their female counterparts. Also Introduction of National Policy of Education in Nigeria witnessed an increase in enrollment of primary school age children by 19.1 percent between 1999 and 2002. Owino and Odundo (2016) found that selection of area of specialization was determined by personal interests, parental guidance, career guidance and influence of lecturers. This corroborate Tskati, Diamini and Masuku (2016) whose study revealed that students' interest, department's image, sex and professionals were predictors for the choice of agriculture option offered by colleges in Swaziland.

1.4 Statement of the Problem

There is an obvious gender disparity in enrolment in business education particularly differences in their balance. By implication, male students tend to enroll more in accounting education

while more female prefers Office Technology and Management (OTME). This is because society believes that male would make a better Accountant while female will make a better Secretary and receptionist which has not been proven true. This appalling situation suffixed with the current very poor participation of women in the accounting department and men in the OTME department, tend to generate the fear as to whether women are still a part of the national development and integration.

This study, therefore, is a response to this challenge and is faced with problems of identifying the major causes of disparity in the choice of business education programme across gender, age and area of specialization.

1.5 Objectives of the Study

The major aim of the study is to examine the disparity in the choice of business education programme across gender, age and area of specialization. Specific objectives of the study are:

i. to examine gender disparity in enrolment into the business education programme;
ii. to assess disparity in enrolment into the business education programme across age groups; and
iii. to examine and investigate disparity in enrolment into the business education programme across areas of specialization of the students.

1.6 Research Questions

i. What is the percentage distribution of business education students by gender?
ii. What is the percentage distribution of business education students by age?
iii. What is the percentage distribution of business education students by departments?

1.7 Significance of the Study

The results of this study will be greatly beneficial not only to professionals in the teaching sector, but also to all stakeholders in diverse fields of education. Some of the major beneficiaries of the findings of this study will include: students, teachers, parents, policy planners, educational researchers

1.8 Scope and Delimitation of the Study

The study is restricted to the perception of gender, age and areas of specialisations of business education students in Federal College of Education and Yaba College of Technology in Lagos state.

2.1 Methodology

This study adopted survey research design. The population of the study consisted of all the final year business education students of Federal College of Education (Technical), Akoka and Yaba College of Technology. Purposive sampling technique was adopted for selecting subjects for the study based on their availability and willingness to participate in the study. Questionnaire was developed to elicit responses from respondents for data collection. The questionnaire was on the four-point Likert-type questions, with a choice of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The instrument was pilot-tested to ensure its reliability. Twenty copies of the questionnaire were administered on respondents who will not be part of the main study. The 17-item instrument was accepted as good and reliable since they have a reliability coefficient of 0.7. To guarantee the content validity of the instrument, the researcher consulted and checked the items with two other experts in the field, corrections

were made to the observations. The instruments were administered by two research assistants. The data collection exercise lasted for two weeks. The data collected was analysed using statistical Package for Social Science (SPSS) version 22.0.

3.0 Results and Discussion

3.1 Research Question One: What is the percentage distribution of business education students by gender?

Table 1: Distribution of business education students across gender

Gender	Number	Percent
Male	21	30.4
Female	47	68.1
Total	68	98.6

The Table 1 above depict that there are more female students in business education within the studied sample; with female students having the percentage of 69.1% while the male business education students made a 30.9 percent of sample. This indicates wide difference in number of male and female students on the enrolment of business education programme.

3.2 Research Question Two: What is the percentage distribution of business education students by age?

Table 2: Distribution of business education students across age

Age	Frequency	Percent
16-20years	8	8.7
21-25years	43	62.3
26-30years	17	24.6
Total	68	95.7

Table 2 above indicates that the business education students are heavily clustered within the age group of 21-25years; followed by ages 26-30 years while 16-20 years' group form the least group.

3.3 Research Question Two: What is the percentage distribution of business education students by area of specialisation?

Table 3: Distribution of business education students across area of specialization

Department	Frequency	Percent	Valid Percent
Accounting	58	84.1	85.3
OTME	10	14.5	14.7
Total	68	98.6	25.8
Total	68	95.7	100

Table 3 above indicates a very wide disparity between business education students in the department of Accounting and those of Office Technology and Management Education

(OTME). The percentages are 85.3 and 14.7 respectively which is ratio 6:1 in favour of accounting programme.

4.0 Discussion

The concern of this study are distribution of business education students by gender, age and area of specialisation. This gave rise to three research questions. The first research question centres on percentage distribution of business education students by gender, the result presented in table 1 reveals that there is a wide gap in percentages of female and male business education students with females more than double the percentage of their male counterparts. This data raises serious concern because studies in other areas such as sciences and engineering have always indicated a higher enrolment of males than females. The likely explanation for this is the belief on this part of the world especially in Nigeria that business education is a female domain.

The findings of this study is at agreement with the study conducted in thirty-six (36) OECD countries (OECD, 2019), where thirty (30) out of the thirty-six (36) countries had more female undergraduates than males. It is also in agreement with the finding of a study conducted in the UK, where findings show that there are 1.31 women enrolled in undergraduate degrees for every man (HESA, 2019). Also in a study carried out by Mead (2023), a higher percentage of women (71%) intend to enroll in university compared to their male counterparts (56%). The findings of this study however is at variance with other studies earlier conducted in Nigeria. Okolo (2001) reported higher male enrollment across universities in Nigeria compared to their female counterparts. Though, there was an increase in female enrollment at the time, the differences in favour of male enrolment still existed. Adeyemi and Akpotu (2004) also conducted a study on the trend and pattern of enrollment across gender in Nigerian universities. In the study, findings indicated a gap between males and females also in favour of males across universities in Nigeria. In another study by Mukoro (2013) on enrollment between years 2003 and 2008; across the six (6) years studied, male enrollment was higher. Also, Masanja (2010) Women participation in Science, Mathematics and Technology Education is lower than their male counterparts. It is interesting that findings of this study disagrees with the findings of the earlier studies in Nigeria but agrees with those of the western countries such as UK. The most likely explanation for the trend as earlier mentioned has to do with people's belief in Nigeria that business education generally is seen as female domain. Change in mindset can bring about the desired change in trend.

The second research question focuses on percentage distribution of business education students by age. The percentages ranked from 65.2% for students within 21-25years, to 25.8% for students within 26-30years and the least which is 9.1% for students within 16-20years. The common age bracket of graduation from secondary school in Nigeria is between 15 and 17 years; the concern now is what the students are doing before admission into tertiary institution. This may be the issue of suitability for admission into desired tertiary institution and preferred choice of course. On the long run the students can now pick any course that comes around after a long period of waiting. In other words, there is the likelihood that most of the students enrolling in business education had probably spent years after their secondary schools opting for their so called lucrative course such as medicine, engineering or law and failed repeatedly. The third research question is pivoted on percentage distribution of business education students by department. An interestingly wide gap was seen in two departments within the study sample. Accounting department had higher percentage of 85.3% as against OTME department with 14.7%. This shows we have more students in accounting than OTME. Could this be because of the general opinion in the society about accounting? The general of opinion of students is

that accounting as career is juicier in term of career opportunities financial security and society acceptability.

Age and areas of specialization were also seen to influence choice of programmes in tertiary institutions. Yoshida (2020) discovered that overaged students in the lowest SES level (boys) were more likely to demonstrate worse enrolment patterns than their female counterparts. Also Introduction of National Policy of Education in Nigeria witnessed an increase in enrollment of primary school age children by 19.1 percent between 1999 and 2002. Owino and Odundo (2016) found that selection of area of specialization was determined by personal interests, parental guidance, career guidance and influence of lecturers. This corroborate Tskati, Diamini and Masuku (2016) whose study revealed that students' interest, department's image, sex and professionals were predictors for the choice of agriculture option offered by colleges in Swaziland. Igbinedion (2011) observed that students enrolled in secretarial studies (now called Office Technology and Management in Nigeria were predominantly women.

5.0 Conclusion and Recommendations

Findings of this study showed sharp disparities in enrolment of students into business education programmes across gender, age and area of specialization. There is the need for career guidance for secondary students who are potential candidate at the higher institution most especially in business education by the school counsellors. There should be dedicated programmes put in places for this purpose by different stakeholders such as clubs and associations, churches and mosques as well as community based organisations and non-governmental organisations. Students should be rightly guided on choice of career at the early age. Government should put policy in place that will encourage young people to pursue career in business related subject. Parents have major roles to play in studying and observing areas of interest of their children and wards as this would enhance informed guidance.

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THE USE OF LIBRARIES TO EFFECT SECURITY IN NIGERIA EDUCATIONAL SYSTEM

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Abstract
Insecurity in education in Nigeria system of education are the greatest menace that plague the country Nigeria for a long time. It has eaten deep into the system and has affected educational development and the peace of the society. The use of libraries is a basic (human) right and an essential tool for achieving the goals of quality development and peace in the society. It provides vital information, inculcates ideas, and develops knowledge that is so essential to functioning well in today's information and knowledge based society. The paper looked at the security issues briefly and the use of libraries as a strong force of information knowledge to eradicate insecurity in the system and makes some suggestions. It was concluded that the idea of using libraries to effect security nowadays has been essential for enhancing quality education. Recommendations were proffered among others that students should be encouraged to make use of the information resources in the library.
Key words: Libraries, security, educational system, Library, Libraria

Introduction

There is a growly concern about the issue of insecurity in education and the society, degenerating from examination malpractices, strikes, kidnapping, boko haram, herdsmen assassinations, etc has affected the educational system of nation and the peaceful society with very poor economic development. Most of these problems are caused by wicked, self-centred and egoistic minded people that take joy in causing set-back to the development and promotion of sound society e.g. the national AUSS strike, the kidnapping of school girls proves insecurity in the system of education. Education which has been widely accepted as a foundation of social transformation and sustainable development of any given nation, it provides individuals with opportunity and basic skills to improve livelihood and health, to empower individual to become active participants in the development process but insecurity in system of education has negative effect on large numbers of people and has disrupt the progress of the society and the nation at large.

The security in Nigeria system of education is falling, it only requires everyone's attention, that all educational bodies to work together with the government to address the issue insecurity in the system through:

1. Revisiting the curriculum of early child education by enforcing the teaching of peace, unity and security.
2. Bring back the study and teaching of Nigeria history
3. Effective use of libraries information materials at all level of education.
4. Enforce, implement and supervise the educational system.

The library as defined by Iyanda and Salawu (2012) is a building, an instructional and self-development centre, which operates as an integral part of the entire school environment. Library is regarded as a service institution, its aim is to enable the users to make the effective use of resources and services. It is therefore, acquires materials, process it and made it available for user rather than preservation. Library as a centre of information, allows open access to its

collection to serve the user and also play pivotal role in promoting sustainable development in the society.

According to Kibat (2010) libraries have an important role in the advancement of knowledge, the school libraries, academic libraries and public libraries contributes to the development of education of the people in the society as each has a specific role to place in the life of the users. The libraries are stocked with education materials, full of information and knowledge in different formats to equip youths with lifelong learning skills and develop in them creative thinking and imaginative ideas that will enable them to live an ideal and responsible citizens.

Education is being referred to as an instrument used for facilitating growth and development because it is the means through which people socialize in their various communities thereby preserving their customs and traditions so as to modify them to be in line with existing ideologies, ideological expansion and reformation. Its plays the role of realization to the nation's productive power, toward human and cultural self-realization. Its definition by various scholars, with all, pointing at the acquisition of knowledge, towards behavioural change. Education in the view of Gbamanja as cited in (Vikoo, 2003), is defined as the process of changing the behaviour pattern of people, that is, change in their thinking, their feelings and their overt actions. Education provide remolding man's mental thinking positively, to be able to grow into a powerful social being, having higher standards of cultural wealth. The education we acquired formally or informally should transform us towards positive behavioural change.

It is believed that an educated society would mean a transformed society as educational system in Nigeria is that pivot upon which the future and prospects of the society lies. The government of Nigeria, in its resolve to achieve the prospects of education, has made attempts positively though by the introduction of libraries to every level of educations, supportive programmes and series of educational development programmes etc.

Conceptually, security means the state of being or feeling secured. It can also be the protection of a state or organization against criminal activity such as terrorism. Metz (2000) defined security as the protection and preservation of all that the society considers to be important and valuable. These include safety of individuals and groups from physical harm, the condition of life that are healthful and satisfying to all society's members. It also implies the preservation of economic environmental heritage passed on to future generations and protection of individuals and groups from arbitrary and coercive forms of political rules.

It was also observed in the commission on human security (CHS, 2003) that human security should not just be the absence of violence, conflicts, but must encompass human right good governance, access to education and health care, ensuring that each individual has opportunity and choice to fulfil his or her own potential. More so, to be secured is freedom from wants, fear and freedom for the future generation to inherit a healthy natural environment that lead to natural security.

The security education is the process of exposing the learner to the knowledge, values, skills and experiences included in the concepts of security which are necessary for citizen to achieve comprehensive national security.

Security Challenges in Nigeria

The Nigerian's security challenge is an offshoot of several imbalances in the educational system. Security should be safety and wellbeing of people everywhere, in their homes, place of studies, jobs and in their communities. Security is basically aimed at safeguarding the vital care of all lives from critical pervasive threats. Above all the security ensures confidence of safety and society.

The present conditions of Nigeria insecurity most especially in the political and educational system is very threating by its rate of degenerating from examination malpractices to youth restiveness, kidnappings to hostage-takings for monetary ransoms, conflicts into terrorism and insurgent attacks Boko-haram, political assassinations, arsons murders, cult-related activities, mass protests, human drug trafficking, innocent killing etc all these in a nation affects the educational system and the national economy from development.

Nigeria a nation with positive policies in education and various levels of educational institution attached with libraries which were solely responsible for equipping their storehouses with various relevant information materials in form of printed and unprinted formats to support academic curricula in teaching and learning. It will also help develop the knowledge and mind of the people by empowering them with adequate information especially those in the rural communities through the use of the public libraries or mobile or book boxes. As libraries always save as tools for educational advancement at all levels of education (Akintunde, 2004). The curriculum for the early childhood education should be revisited with special emphasis on security and peace. The implementation of peace and security at the early ages of education will help in solving must of the social problems in the society.

Some of the Insecurities

The wall of education has fallen due to serious threats of the education system – where evils has become the order to the day.

- Examination malpractices has come to stay, it has become the part of the system their say, - student no longer read at all, most parents, private school, invigilators collected money from students and encourage them to be "smart" get your certificate and leave the school.
- Strike actions help threaten the system when the students are about or taking examination, were asked to vacate the school without information on when to return. The prolonged school closure from covid-19 added insecurity, the irrecoverable collapse.
- Kidnapping involves all class of people especially the school system coming under violent attacks that ranges from kidnapping of both the facilities and students to outright suicide bombing which usually claim lives and destroys properties. All these are threats and crisis to the educational system.
- Farmer left the conflict zones with no reach to their source of information from the public libraries because they are killing and chasing farmers out of their farmlands.

Children were not in school, cannot help in the farmland and cannot study in the libraries at their own pace because of the menace of kidnappers that involved the act of taking or killing person against his/her will usually for random. This Inyang and Abraham (2013) posit that kidnapping has now become endemic in Nigeria. Many more reasons has been attributed to insecurity to system of education in Nigeria.

Using Library to solve insecurity

The use of libraries is a basic (human) right and an essential tool for achieving the goals of quality development and peace in the society. It provide vital information, inculcates ideas, and develops knowledge that is so essential to functioning well in today's information and knowledge based society.

It has the fundamental to equip youths with lifelong learning skills and career development through creative thinking and imaginative, and enabling them to live an ideal and responsible citizens.

The libraries can help in reducing the level of insecurity in the educational system by ensuring equitable distribution of information and telecommunication facilities in printed and unprinted formats to reach both urban and rural areas to help build and develop their information knowledge and the mind to ward positive thinking.

- The library with its stock of information organizes seminars, workshops and lectures to the users in rural and institutions to help them understand the information they are using for self-development.
- The youth in the society can be re-engined, by the library providing vital information to their basic condition for lifelong learning independent decision-making and cultural development of the individual social groups, it will change their behaviours, attitudes and mind-set.
- Libraries being a social institution and it is amonus on it to service the community in which it is located, it provides an exhibition, fliers containing information on who to improve on their agricultural products, or talks on their health etc.
- Provide mobile or bookbox library services to take information resources to rural areas so that the unemployed youth, the aged men and women that are interested in reading and writing can get informed. The mobile library must house not only books but all formats of information materials such as CDs and DVDs.
- The libraries can promote peace and sustainable development in the society, by creating awareness, this could take the form of jingles on radio and television stations, Bill boards containing information on where and how to eradicate insecurity could be erected at strategic positions like campuses and government parastatals etc.
- Provide, very strong information base for policy-makers to enable them discharge their duties with furnished adequate information in form of newspaper, magazines, learned journals, books, monographs, in-house memoranda (files), indexes abstracts, conference proceedings, theses and dissertation etc can help the youth live an ideal and responsible citizens.

Conclusion

The idea of using libraries to effect security nowadays has been essential for enhancing quality education. Library habitual an technical subject prove effective in provision constrictions like reading culture self-esteem tolerance broadening imagination of people views self-reliance developing wide knowledge an mind to help improve security in library education and the society in general.

Recommendations

- Students should be encouraged to make use of the information resources in the library.
- Nigerian system of education should be monitored with adequate supervision with the view of promoting functional education through early exposure to library and library facilities and materials.
- Librarians need to embark on mobile and book box libraries services in order to reach those in the rural villages and sensitize with the importance of public awareness.
- Government should try and provide enough funds as well as stage of the information communication technologies to libraries and ensure that librarians have access to ICT facilities in order to facilitate dissemination of information.
- The government need to carefully through policies promote the inculcation of reading culture and appreciates the value of information.
- The government should from time to time evaluate the standard of education and check the character of intake students

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ASSESSMENT ON PRICE HIKES THROUGH EXPECTED INFLATION IN NIGERIA PERIODIC MARKETS

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Abstract
In recent times, price-hikes have become such global economic concern because of the ties it has with rising inflation in international economic parlance. Inflation and price hikes are differentiated on grounds that inflation is sustained rising prices across different commodities and that price hikes is just upward change in prices for single commodity. The realities in under-developing economies like Nigeria negate such proposition. This paper was structured to assess price hikes through expected inflation in Nigeria periodic markets. The indices have indicated that increase in a single product triggered price-hikes in other products of varying sectors like cost of education and medical treatment are also affected by a percentage increase in fuel just as it also affects price of food commodities. The issue of "Transaction-Velocity" in periodic markets also comes to play as no exact commodity in these markets assume same price over a second in time difference. Also, price hike is sustained by mechanism of expectations of Nigerians for price to continuously rise, which has worsened situation of the purchase of needed basket of commodities. Price hikes in Nigeria thus have consequences of shrinking household budgets; affects output capacity of the nation when not controlled because of expected inflations. Central bank of Nigeria, State and local government have been advised to invest in agriculture and also adopt safety nets to cushion effects of price hikes in periodic markets and society.

Keywords: **Price-Hike, Expected Inflation, Headline Inflation, Periodic Markets, Transaction-Velocity and Central Banking Institutions**

Introduction
Underwhelming years of great expectations and stability of prices of commodities in everyday market have been waning out. These days after policies and counter economic as well as financial blueprints (policy frameworks) have been rolled out in the face of worsening economic living standards in Nigeria, there had always been brick walls that unexpectedly submerge significance of articulated works and directives of government to achieving macroeconomic goals in the polity

Intentionality to defining price hikes in markets across the world parlance have unearthed severe and sun-burning hardships people in communities across world go and this is the perfect explanation to the ordinary citizen about the widening gap between the rich and poor in all societies. Though, advanced nations may be considerably fair to theirs, because they are better-off than third world nations which are deep-rooted in gross mismanagement of resources, misdirection and misplacement of priorities.

Price hikes have been established by United Nations Economic and Social Commission for Western Asia (UNESCWA) (2020) as percentage increase in cost of commodities and services as well as ideas in markets across the world. To this end, 10 percent price hike is simply 10 percent increase in prices of commodities, services and ideas within markets. In much considerations, price hike in economic parlances are semblances of the concept of inflation

which in another sense is an economic woe bedeviling global transactions and markets. So much literatures have discussed on causes and looked into above conceptualization as global concern.

No wonder, All-Result-BD (2022) reiterated that price hikes are common phenomena known around the world. This supposes that price hike is not associated as just problem of one country but throughout the globe, the institute went further to state that price hike is one of the causal factors for recent economic protests against economic hardships in Bangladesh by its citizens. That, situation of price hike was at heightened level in such a manner that the very rich were unable and afraid to buy commodities in local markets not to talk of making investments which will likely cost more.

Realistically, All-Result-BD (2022) made it clear that price hike has affected foods, accommodation, education, healthcare treatment, manufacturing of items and even value of currency. Distinctly, sharp demarcation has been made between inflation and price hikes. On this fore background, inflation was described as expected and normal phenomenon which is a slow-paced increase in general prices of things in a country. This is due to the value-loss of any currency in the face of international currency-trade and other factors that determine currency value-loss. This means in intervals inflationary trends will show up in economic activities in any nation. But price hike is seen as persistent and prevailing increase in price of single commodity, service or idea that is sold. this price hike has been tagged as abnormal prices.

Succinctly, approach by above institute to have congruently established dichotomy between inflation and price hike is welcomed but they failed to x-ray stances of cross-pollination of prices which is a situation in which increase in one commodity price will make sellers of other commodities to increase prices of such other commodities that may have intercommunicating features with initial causal commodity. In Nigeria, price hike in petrol leads to price hike of transport fare which further translates into price hike in foods, production of new items, just to list a few.

The stronghold of this paper is anchored on submission by Federal Reserve Bank of San-Francisco (2007) that when prices of fuel hikes upward, it shrinks the budget of households, businesses, production and affects household utilities. The problem of some theorists and economists is that of narrowing price hikes to only rising prices of food commodities which is not the stem or key that initiates the cataclysmic price change in the economy. The price of fuel for example in Nigeria as third world economy drives hikes in prices of other commodities in the market.

Didactically, price hike in Nigerian markets are driven more by hideous phenomena which economists and analysts have paid least attention to. Nominally, expected inflation also known as inflation expectations is captured as the rate of inflation people expect which may technically be different from regions across the globe (Oxford Reference, 2022). Accordingly, it was stated that said phenomenon cannot be practically measured but are rated through people opinions on expectations. And the greater expected rate of inflation, greater is surplus of prices on commodities within market frameworks in any given region.

Associatively, inflation expectation in Nigeria is simply the rate at which average Nigerian-consumer, business owners, investors, and others expect prices of any commodity to rise in immediate future which is the next seconds or transaction velocity for which no commodity retains exact price in relation to time and place (Lee, Powell & Wessel, 2020). There is no doubt that goal of good government is price stability and general high employment but in the face of the phenomena such as price hike and expected inflation such policy will be a mirage. In Nigeria today, prices of both durable and non-durable commodities are insistently rising per second across states with too many incidents playing out as cases. The prices of food items are

rising every second as soon as it leaves the first contact point and then changes prices in next second and location. And changes in prices bear no correlation with initial prices sold on the commodities, this means that prices of commodities can be doubled or even tripled.

Undeniably, the Corona virus incidence in 2020 could be seen as global indicator in which hike in prices of commodities were recorded as terrifying. The mechanism through which prices of commodities rose so high was due to expectations of Nigerians during this period as work life was at standstill, sectors of the economy were transformed into digital systems but contributed less to price fall, incidents of clashes in Northern region of Nigeria between herders and farmers was also minimized yet agricultural produce was minimal because of straight-jacket control measures of movement and physical transactions that involved people.

Expectations of people about increases in prices of commodities were heightened and this reflected hikes in available goods. To this end it can be inferred that price hikes that have characterized periodic markets in Nigeria are mainly due to inflation expectations of people whether they are aware or not about inflation rates but can always have inclinations about tomorrow as hike in prices than general beliefs that prices sprout due to too many inexplicable factors.

The Nigeria periodic markets is the physical, economic, social and socio-cultural settings and locations where Nigerians sell and buy commodities, services and ideas at different prices from diverse people given change in time and locations. These markets are organized to hold on daily, weekly or even biweekly bases depending on geographical setting, culture and ethnicity. On this foregoing background, this paper is targeted to assess price hikes through expected inflations in Nigeria periodic markets as an economic problem faced by the country today.

1.2 STATEMENT OF PROBLEM

Obviously, economics is concerned with challenges and how to remedy such challenges through macroeconomic and microeconomic tools available to this broad field. In this paper, of paramount is the spasmodic price hikes in price of single commodity which translates into price hikes of other available baskets of commodities in different regional periodic markets in the country.

Particularly, the pandemic scenario revealed drastic fall in price of barrel of oil but price hikes in price of transportation fare, price hike in food commodities, household items, manufactured products, education, just to mention a few things. Specifically, post Corona-pandemic has established trends of price hikes in everyday buying and selling whereas industrious nations of the world have jerked back to boom. Indigenes in varying states of the federation have been unable to make purchases of desired goods even for locally produced commodities; price hikes has been on the increase in per second bases. the cases of "transaction-velocity" becomes a thing of much concern and the above term is described as the rate at which commodities do not retain exact price because of price hikes. This is also considered in relation to time and location.

This primarily means that each commodity seller after buying from point A, expect price hike in the next second as long as it favours sellers of commodities. To this end, this paper assesses price hikes through the mechanism of inflation expectations of Nigerians in periodic markets across the states. In Nigeria periodic markets in which market activities are for daily, weekly and even biweekly manner, prices of commodities have toed the pattern to hike upwards because of intense expectations of buyers and sellers and these have made purchase of goods and services by average Nigerian as impossible. For this reason, expected inflation is

considered as primal mechanism that triggered price hikes in periodic markets which can be explained through transaction-velocity of goods.

1.3 Research Questions

The following questions are put forward to structurally sharpen the direction of the study-

1. What is the relationship between price hike and expected inflation in Nigeria Periodic markets?
2. To what extent do price hikes influence buying and selling of commodities through expected inflation
3. To what extent does expected inflation bring about transaction velocity in Nigeria periodic markets?

1.4 Purpose of the Study

General goal of this paper is to establish assessment on price hike through expected inflation in Nigeria periodic markets. The specific purposes are as follows-

1. To determining relationship between price hikes and expected inflation in Nigerian periodic markets
2. To describing extent to which price hikes influence buying and selling of commodities through expected inflation
3. To describing extent to which expected inflation bring about transaction velocity in Nigeria periodic markets

2.1 Cases of Expected Inflation and Price Hikes Across Regions

According to Adeney, Arsov and Evans (2017) the core mechanism for stable prices of baskets of commodities is expected inflation. As this tends to provide adequate information about trend occurrence of future inflation statistics. And it is a tool for inflation. From the foregoing considerations, it means there is a link between price hikes of goods and services and expected inflation of Nigerians in periodic markets. As advanced nations have in recent times recorded low rates of inflation for a fairly long period of time; it then follows that price hikes across commodities have been very low meaning stable prices for that period of time. upon this premise, future expectations for inflation in those countries will be very low. This means that prices of goods and services will also be fairly stable in the future. This implied that no logical seller will raise price of goods beyond prevailing market established price.

Adeney et al (2017) maintained that inflation expectations affect how workers and firms set prices and wages in the society. Given this, high expectations drive high prices which cross-pollinates varying commodities. This critically is the case of price hikes in third world economies like Nigeria. As projected by Moore (2016) there are inflation expectation measures which have displayed varying trends over time and these various measures are -

i. Market-implied measures: this captures market observed prices of financial instruments with payoff linked to the future inflation consequence.
ii. another measure of inflation is the professional forecasters survey of inflation expectations- this points to projections of experts and analysts in the field based on existing indices and expectations of future inflations.
iii. the third is consumer or customer survey expectation- this projects how customers anticipate hikes in prices of commodities through expectations from current prices and inflations statistics in periodic markets. It is also stemmed that customers or consumers expected inflations are based on past experiences and the initiation of biases which may affect projections of inflationary trends. This foregoing stances suggest that trigger for

price hikes in periodic markets is expectations of inflations based on past experiences and current available data (Ballantyne, 2016; in Adeney etal, 2017).

In 2014 and early 2015, though there was fall in oil price and fair recovery between 2016, another type of inflation called headline inflation declined and this is similitude of expected inflation used by central banks of nations to study trends of inflations. This means that those years, price hikes were low because headline inflation was also low; this pointed that expected inflation was low within same circumference.

Objectively, Premium Times (2021) corona virus pandemic affected economic indices negatively in Nigeria as there was sharp steepened decline in output. This suggested that available commodities commanded high prices; these price hikes were seen in agricultural produce, manufactured goods, and in service sectors. As people expected prices to rise continually given the pandemic and harsher bans on movements of people and things; such cases translates into occasions for upward price changes from one good to another. Even though, lay Nigerian may be unaware of inflation rate then yet expectations for price hikes were driving forces for continual rising of prices in daily and weekly markets. And governments interventions were truncated by biases and political agenda of political office holders.

Armantier, Topa, Wilbert and Zafar (2016) averred, factors that drive changing expected inflations are practically short term and medium term periods. To these researchers, short term period is significant to changes in headline inflation which is similar to expected inflation. Concretely, it was established that overall inflation expectations are positively associated with price hikes. Meaning that as price hikes continued so will expected inflation of people move in same manner and direction. This statement when super-imposed on individual commodities affected food, fuel, education, rent and even third type of production (services).

By inference, as prices were eroding earning capacities of individuals; people in harsh economic conditions were unable to access necessities and other economic goods. This prompted for material and non-material assistance by international non-governmental organizations Like International Committee of the Red Cross. The following were statistics of material disbursement as a result of inability of people to make purchases of commodities in their local markets because of price hikes- 11289 people were empowered with skills to generate income,120 people were introduced to micro-finance programme in Kano, 180,666 people received essential household items to improve their living.

Relatively, price hikes and expected inflations in periodic markets are practically correlated and experience within same time velocity of transactions. As it cannot be denied that parallel market activities also undermine stability of prices in Nigerian states. Though, no new innovation is made in both financial and commodity markets; prices of goods and services in periodic markets rise continuously in short term period.

2.2 Causes of Price Hikes in Nigerian Periodic Markets

Too many factors have contributed terribly to price hikes in Nigeria periodic markets and such factors are thus-

(1) Civil Unrest: This context reveals what distortions of regional and local economic power as a result of wars, crises, unrests etc. can bring about. the outplay of civil unrest majorly lead to scarcity and then sharp increase in price for available commodities. As price hikes are initiated; tendencies for expectations of people on changes in prices will set in and also persist. And this fuels inflation in general. Local market prices for goods will also command high prices as a result of high expectations for inflationary tendencies. Such cases were recorded in Northeast when prices of majorly produced goods in Taraba and Maiduguri skyrocketed.

(2) Devaluation of Currency: the insistence by Bretton Wood Institutions (IMF and World Bank) on devaluation of Naira will only favour export of crude oil; but in true reality, it reduces purchasing power of Nigerians in local markets. Since Nigerian society is very volatile as relates to price hikes so also are phenomena in periodic markets. As known price hikes are often triggered by expectations of sellers, buyers and even professionals. For inflationary index to occur in the society then hike in fuel price will affect food commodities, education, manufacturing of goods etc.

(3) Increased Wages: It has always been known that as employees (labour) demand for high wages as a result of dazing effect of prices in the country, there is bound to be price hikes in the subsequent times, also as wages rise such data is made available to sellers which will certainly make them to expect more spending since purchasing power of employees has increased. This will sequentially lead to price hike in future due to expectation of sellers and producers of commodities in periodic markets.

(4) Price of Fuel: the prices of commodities across sectors are determined mostly by price of fuel. Simply put, the conveying of commodities from place to place depend heavily on movement of vehicles which also depends on price of fuel. More so, intentional hoarding by black marketers cause artificial scarcity thereby triggering hikes in commodity price tags.

(5) Expectation of Inflation: Most times, it is difficult to ascertain what causes inflation. But primal cause can be traced to expectations of people. As workers have ideas about inflations indices, they demand for more wages; hence marketers increase prices of commodities across periodic markets. this surely affects future prices and generate inflationary trend.

2.3 Consequences of Price Hikes in Nigeria

Given stance of this paper and the extent to which it x-rayed variables of this study, the following are consequences of price hikes through expected inflation on economic activities in Nigeria macroeconomic environment-

- It shrinks household budget and consumption
- It promotes extreme poverty as Nigerians become unable to purchase desired commodities in various periodic markets across states
- It reduces purchasing power of Nigerians, hence there will be agitations for increased wages
- It encourages industrial actions on the part of labour which technically shuts down economic powers of states, regions and even periodic markets
- It ushers in high expectations from Nigerians on continued increase in price of basket of goods in the periodic market per time
- Peoples taste change drastically from healthier options to more inferior alternatives which may likely affect their health status
- Results in wage-price spiral which emphasizes that increased expected inflation makes it impossible for inflation to fall even if unemployment is high.

3.1 When Expected Inflation Falls Lower Than Necessary In Periodic Markets (Cbn Should Worry)

The situation in which expected inflation goes necessarily as targeted, it is easier for central bank of Nigeria to pin inflation to an actual benchmark level especially 2 percent as proposed by most economists. Nonetheless, if expectations of inflation fall below 2 percent as estimated, this leads to reverse wage-price spiral where wages and prices fall below necessary and when

in extreme case, this may lead to deflation which is a situation worse than inflation and thus cripples the economic conditions as prices of goods and services crash over time.
Interestingly, expectations of inflation are closely related to interest rates and when expectations of inflation goes lower than necessary that is 2 percent- lenders, investors and businessmen find it dissuading and of little importance to borrow from institution and to commit financial and human resources for investment purposes. this will lead to a recession and then high unemployment of resources in Nigeria market and general society.

3.2 Measures to Curb Price Hikes Through Expected Inflation in Nigeria

The following are measures that can stake price hikes through expected inflation in Nigeria periodic markets

- Articulated and modified Monetary policy use: then central bank of Nigeria should adopt monetary policy tool especially short term interest rates to achieve reasonable level of inflation of 2 percent. On issue of expected inflation, central bank should communicate future course or path of monetary policy clearly to the citizenry. This is also called Forward-Guidance, so as to prevent unnecessary fears and expectations about price hikes and inflations
- Government should ensure safety of lives and property in all states of the federation which is its primal responsibility. Also causes of civil unrest should be looked into and ensured that such occurrences are tackled from the roots because this is one of the hideous factors which fuel price hikes
- Nigeria as developing nation should invest more in agriculture, this will spur productivity; this can be done by reallocation of resources to subsectors of agriculture
- Adoption of Safety Nets: since effects of price hikes majorly affects the poor of the society, government should adopt measure of conditional cash transfers in most cases'
- According to Nwogu, Monyuy, Ogaba (2021) investments by regional and state government help to reducing scarcity which is tantamount to price hikes. This means that states with local periodic markets should invest in those markets by collaborating with sellers and producers to supply commodities as well as influence reduction of prices in their local markets.

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IMPACT OF ENVIRONMENTAL FACTORS ON TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN KOGI STATE

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Abstract:
There are various challenges militating against effective teaching and learning process in public primary and secondary schools in Kogi State resulting in the continuous decrease in the quality of instruction in public schools which in turn as discouraged many parents/guardians from enrolling their children/wards into these school.. This study examines perceived impacts of environmental factors on teaching and learning in public secondary schools in Kogi state. Some of the identified Environmental factors negatively affecting teaching and learning in public secondary schools in Kogi state includes; school location, laboratory technical workshop environment, class equipment, class size, noise, light, nutrition, exercise and so on. Based on the findings, this study recommends: that it is important for government at the local, state and federal levels to provide adequate material resources to rural and urban schools in Kogi state to enhance teaching and learning processes. The principals of public secondary schools in Kogi state should also plan and adequately utilize the little funds available for developing priority areas in the school so as to improve the learning environment. This would make the learning environment attractive and comfortable for teaching and learning.
Keywords: Environmental factors, Teaching, Learning, Classroom, Noise and Lighting.

Introduction

The education system in Nigeria is faced with several challenges and the public primary, secondary and tertiary institutions are the worst hit. In recent times, there has been a growing public anxiety about teaching and learning conditions in Kogi State secondary schools which has led researchers, educators, government officials and the general public to question the quality of teaching and learning in these schools. Many factors have been identified to be responsible for the continuous decrease in the quality of instruction in public secondary schools which include teacher factors such as teacher's qualification, experience, competence and commitment. There are also school factors such as school location, equipment and facilities, accessibility and school leadership. There is need to take very urgent and proactive steps to forestall total collapse.

Environment is anything that surrounds the child, both at home and in the school. It plays an important role in determining the behavior and personality development of an individual. The bulk of the education and socialization of individuals occur within the environment, it is also universally accepted that education enables individuals to contribute to

the development and improvement in the quality of life for themselves, their communities and entire nation. This paper therefore examines the various environmental factors that influence the teaching and learning process in Kogi State public secondary schools, with a view to recommend ways of improvement in order to increase the quality of learning outcomes in these schools.

Environment in Teaching - Learning Process

A child's environment is his/her surrounding where he or she is learning. It is a natural world that may affect the child's learning activities. Thus a child's environment can be his/her home or school. Family members and people in the students' immediate environment constitute an important social environment for the students learning. Okeke (2009), stated that sometimes parents and family members contribute a lot in discouraging children from choosing science subjects, they make the student believe that science subject are difficult to understand. Such prejudices should not be promoted in school environment in order to help attract students to science subjects like biology, chemistry, physics, Agriculture. In Nigeria, environment is not fully utilized for teaching science and this has contributed to student poor performance especially in science. Environment is very important to science teaching as it is rich in materials that can be used for science improvisation as there are many places that students can visit for excursion and many community resources for science learning. Improvisation is the act of using alternative materials or equipment obtainable from the local environment, constructed by the teacher or with the help of local personnel to facilitate instruction. Balogun (2012), affirmed that '' improvised equipment that which is designed and/or constructed by the teacher or with the help of some carpenters, blacksmith, trade Centre, technical institute, polytechnic, etc. such an equipment is generally not mass production, rather it is made by or specific teacher or school.

The term local 'materials' refers to those materials which are easily obtained from the immediate environment irrespective of where they are produced. Improvisation in teaching and learning of various subject have become very important because the economic situation has made the cost of facilities and equipment very high amidst decreasing or near lack of purchasing power. According to Osuagwu (2010) improvisation is the provision of materials locally make by teachers, students, or an educational agency to represent the original materials or equipment. Enaiayeju (2003) posited that improvisation in teaching is the act of using alternative materials and resources to facilitate instruction whenever there is lack or shortage of some specific first hand teaching aids. It is not easy to achieve quality teaching - learning outcomes through the use of verbal words; therefor production of locally made instructional materials is very necessary.

Environmental psychology has shown that the physical environment has an impact on human thinking, behavior, feeling and attitude. Environment influence student learning and success as scientists now believe that environment is far more important to student success than genetics; for instance, a student is exposure to factors such as love, home atmosphere, affection, siblings, friends, class/schoolmates, neighbor's teacher's etc. help to shape the personality and intelligence quotient of such individual or student.

Learning Environment and Student Achievement

Learning environment includes the physical environment in which the student learns. It is made up of all the classrooms and set up for learning activities in a school facility. Physical environmental factors of a school system refer to touchable objects which include school facilities such as administrative building, classrooms, teachers offices, laboratories/workshops, libraries, health facilities and well laid out fields and sporting units, hostels, dining halls etc. A well-designed learning environment takes into consideration the essentials of the learning

process and the latest technological development. Gilavand, Espidkar and Gilavand (2016) affirmed that students studying under well designed environment increase their physical comfort and decrease their mental distress. Reinforcement theorist ague that motivation is in the environment, not in the person such as the teacher (stipek, 2013). However, it is the teacher who plays the greatest role in setting the atmosphere (Whitaker, 2013).

SCHOOL ENVIRONMENT

School environmental factors include all aspects within the students surrounding at school that influence the teaching-learning process. The school environment refers to factors within the school that influence the teaching – learning process which includes classrooms, library, technical workshop, teacher quality, teaching methods, peers, amongst others. (Adeshina, 1990) stated that the environmental factors provided in the school could enhance the extent to which students learn

A good school environment will enhance the quality of teaching – learning outcomes which will provide the students with good social, political and economic emancipation. It is believed that a well-planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching-learning process and academic performance of pupils. Relating this study to international occurrences are the assertions of Williams, Persaud and Turner (2008) quoting Marsden (2005) which reported that safe and orderly classroom environment, school facilities were significantly related to students' academic achievement in schools.

SCHOOL LOCATION

School location is where the school is located or sited. Kogi State schools are either located in urban or rural centres and the type of setting sometimes determines the prevailing environmental factors. Most rural set up in Nigeria are burdened by many challenges which include subsistence agriculture, bad roads, poor drinking water, large population, scattered families, illiteracy and ignorance, lack/irregular supply of electricity, few primary and secondary educational institutions and dirty environments. According to Adeshina (1990) the bulk of the Nigeria population. Like most developing countries live and earn their living in the rural areas. he further stated that a good percentage of this rural populace are non-literate with poor educational background. The school environments in these rural areas are not conducive for learning because of insufficiency/absence of basic facilities such as health clinics, toilet facilities, good drinking water, good looking buildings for classrooms, laboratories, technical workshops, staff offices, sport units etc.

In most of the places, because there are no good toilet facilities or water to keep them clean both human and animal faeces are seen littered all over the school compound omitting foul smell and causing air, land and water pollution when the faeces eventually gets washed into the community's rivers, streams, lakes and other natural water bodies which usually form their source of water for domestic uses. This endangers the health of both parents, students, teachers and other inhabitants of the community leading to an outbreak of various diseases such as cholera, typhoid fever, dysentery etc.

Most of the schools do not have good classrooms and furniture, buildings are old and dilapidated with leaking roofs, detached windows and doors and as such students are made to learn under shades and trees. Rainstorms sometimes occur resulting to disruption of teaching and learning. Furthermore, most timber dealers and even residents carry out mass destruction of trees that provide shade, beauty as well as purifying the environment, most times, school premises are not properly cleaned but left with overgrown grasses, pieces of broken furniture heaped in old dilapidated buildings which could become an abode for dangerous animal such as snakes, scorpions, rodents etc. All these practices degrade the environment, and are hazardous to teaching and learning process. Lewinski (2015) reported that there is a direct

positive relationship between good facilities possessed by schools and the performance of teachers and school children. He also stressed that facilities include painting the worn out walls, repairing the leaking roofs, fixing the broken concrete floors and chairs. The physical facility comprises of the movable and immovable object in schools that bring comfort to the learners such as classrooms, offices, laboratories and toilets, sports unit, good open fields.

Most rural communities in Nigeria lack infrastructural and social facilities such as good roads, electricity, health centers, good housing e.t.c. In addition the rural communities are less densely populated than the urban ones out in a large geographical area and secondary schools are located in communities in such a manner that students, teachers and other workers trek long distance to get to school; this could exert physical stress on them and influence their concentration on the teaching and learning process as well as causing lateness to school and absenteeism UNESCO (2002), stated that more than half of the world's population and more than half of the world's poor live in rural areas where hunger, illiteracy and low school achievement are common place. Also absenteeism and lateness were identified as a hindrance to effective teaching and learning of agricultural science (Ransford,Christiana,yuan and liu,2015). Such situation makes it difficult for the teacher to complete the syllabus on time.

Laboratory/Technical Workshop Environment

Teaching methods is a vital factor in academic achievement and students understand better when they are being taught with practical's which usually occur in the laboratories. The theoretical aspect of any subject must go in line with the practical aspect in order to attain positive behavioral change in the life of the learner. Performing practicals regularly helps to make abstract ideas more concrete for learners, It aids them to understand and to retain basic concepts better, make learning interesting, keeps the student active as well as create a conducive atmosphere for a particular class during teaching. This will enable students to discover facts and new ideas on their own. Some teachers are incompetent in the use of certain laboratory equipment while some students have wrong attitudes towards practical's. so availability of adequate equipment which can be used to perform practical's on a regular basis could arouse the students interest I n practical's as well as improving the teacher's competence or proficiency in handling various equipment.

In most public secondary schools, science is being taught as literature because of lack of facilities in the schools.

Akpan (2011) stated that laboratory is the method used in effective teaching and learning of science subjects, such as biology, chemistry, physics, agricultural science, etc. Iloeje (2005) in his lesson for effective biology practical activities affirmed that of all the five sight (eye) is the highest of all. This implies that practical lesson are very important as they help learners to comprehend lesson better and it is necessary to integrate practicals with theory according to kildare and okoro (2007) student understand better when they participate in practical experiments during practical lessons and obtain their results. Such student are able to remember the procedure involved and also feel proud of obtaining the correct result. Obidiwe (2005), in his discussion on science curriculum in Nigeria reported that whatever project is selected, theory and practical should go hand in hand .he further stated that the practical aspect of biology is neglected so much and when taught at all, the students are almost preparing for their senior secondary school certificate examination, as a result students student fail biology in their SSCE thus confirming the above situation.

Classroom Environment

The classroom is a room where the teacher and students/learners gather to hold lessons. Most of the classrooms in Kogi State public secondary schools either do not have electricity or where

available, the supply is very irregular. This is also obtains in the staff offices laboratories, technical workshops and even living homes. This leads to learners, teachers and other members of staff in the school working and learning under harsh/hot weather. In some schools especially in the urban centers, the classroom space is usually inadequate as most of the public secondary schools have large class size and students struggle for space. When the physical facilities such as classroom are inadequate, it could affect the quality of instruction as well as the academic disposition of the students. Good school environment with adequate physical facilities can foster desirable quality instruction, behavior, creativity harmonious relationships and problem solving skills.

Most classrooms especially in the rural/urban areas are not equipped with good furniture such as desks and chairs for students. They have to provide their own furniture which might not be adequate. Many of the teaching and non-teaching staff do not have comfortable chairs and tables to sit on, sometimes these classrooms have no doors and when available, they are dilapidated and have no locks thus creating an avenue for some residents of the community who could use the classrooms as church to remove the chairs from the classroom and for other people who could carry the furniture away from the school premises or play with them thereby destroying them. Frazer affirmed that the physical characteristics of the school have various effects on the teachers, pupils and the learning process such as poor lighting, noise, high level of carbon-dioxide emitted in classroom, in consistent temperature make teaching – learning process difficult. According to Asiyai, (2014), the nature of the classroom environment has positive influence on how well students achieve educational outcomes Mauilang, (2013), opined that when a teacher creates a welcoming environment and consider the needs of the students, learning outcomes will be ideal as students will effectively perform task they find personally important or interesting. Therefore, it is important that students should have a peaceful, caring and positive learning environment which enhances the joy of learning. Finally, Hayes (2010), concluded that teachers classroom and their interaction with their biology students are seen to have the greatest effect on biology students learning outcomes.

An instruction is the process of facilitating student learning through the use of appropriate instructional techniques and technology by the teacher. Some of the factors which can influence the quality of instruction in the rural areas include lack of or deplorable state of physical facilities, arbitrary transfer of the teachers who may likely wish to work in urban Centre's where modern social amenities such as electricity, good source of water, means of transportation, health facilities etc. are easily accessible.

Afolabi (2002) reported that most classrooms of the rural schools in ondo state were inadequate in terms of electricity, space, ventilation and insulation from heat also the incinerators and urinals were not conveniently placed and the school plants were poorly maintained. He further stated that these combined deficiencies constitute major impediments to quality of learning environments and resulted in the non-attainment of the set quality standards in secondary education, He therefore concluded by stating that desirable results of education could only be achieved with good quality of teaching in adequate environment.

Class Size: Class size means the number of student's/learners in any particular class in a school. Most schools located in the urban areas have large class sizes because of insufficiency in the number of building and classrooms, dense human population and high enrolment of students in schools, The usually high class size which occurs mostly in urban areas make it difficult to move freely inside the classroom. The students sit very close together hence they cannot move freely. This could make it difficult for them to perform certain task

Noise: Noise is known to have a major impact on human performance. Chiang and Lai (2008), investigated and identified some of the negative effects of working in a noisy room with focus on young children. They claimed that noise influence learning outcomes as well as the health of the occupants. That also noise undermines reading, writing and comprehension skills as well as overall academic performance of pupils as it makes it hard to focus on task being performed. The level of noise in urban communities is higher than that in rural communities as a result of several sources of noise such as cars, trucks, trailers, trains, airplanes, various kinds of factories activities, activities of artisans' using different working machines and tools while performing their tasks e.g. welders, carpenters, blaring of vehicle, bike horns, loudspeakers, musical gadgets, markets etc.

Noise is the type of pollution in which unnecessarily loud and unpleasant sounds of more than 80 decibels are produced. It can cause harm to humans. Prolonged exposure to noise can cause severe loss of hearing; it also gives rise to emotional stress irritability, lack of sleep, High blood pressure, psychological disturbance and decrease work productivity. Noise pollution can come from various sources; which include heavy machinery, traffic, transportation, construction sites, mining activities and airport runway. Major sources of noise pollution also include electronic sound devices, television set, radio, etc.

Light: The purpose of school light is to create an environment in which the act of seeing is made possible with minimal discomfort and effort. This enables students to concentrate on learning process rather than to worry about seeing problems. Furthermore, reading or performing some academic task using poor light, can degenerate the sight of individuals. The light requirements for carrying out various activities are different. Class lighting is provided in most schools through natural light such as windows, valves, while artificial light could be provided through the use of all kinds of electricity generating sets, solar systems, batteries etc. used to supply power to light lamps, bulbs. In choosing the location of a school, the amount directions and quality of light must be put into consideration. (Gilavand, Espidkar and Gilavand, 2016)

Nutrition: Experts on nutrition recommend that people should eat healthy meals, this includes students, teachers and other staff of the school. Regular consumption of balanced diets which contain all the six classes of food items such as proteins, carbohydrates, fats and oils vitamins, minerals and water in the right proportions allow our bodies to function at the highest level as well as provide energy needed to perform various tasks. Consumption of sugary foods should be reduced (UNICEF 2013) sugar foods cause inflammation resulting to decrease in blood flow and slowed body functions decreasing concentration and memory. When students do not consume balanced diets regularly, it results to malnutrition. Malnutrition is defined as a chronic condition which is a consequence of over or under consumption of any or several essential micronutrients relative to the individual's physiological and pathological requirements (Ecker and Nene, 2012). Chinyoka and Naidu (2013), affirmed that poor nutrition can be caused by lack of food or an unbalanced diet, which is missing or insufficient in one or more nutrients.

Regular consumption of a balanced diet is important in academic performance of children under age of fifteen. According to Brawl et al, (2012), underfeeding in childhood is thought to hinder mental development solely by producing permanent structural damage to the brain. Generally, school children should be fed with diets containing the necessary nutrients in the right proportion starting from their early age, as improper feeding of students /children has very grave consequences. Research has established that malnutrition in early life can limit long term intellectual development. (Lacourt and tissiton, 2011). Furthermore, (Brauw A. Meenaksh J. and Gilligan D. 2012). Reported that a deficiency of vitamin A affect about 100 million

children of 3-7years of age in the world and causes blindness. Finally, malnutrition weakens the immune system reducing the child's resistance to infections.

Exercise: Extracurricular activities such as sports/games are very important activities that should be included in the school curriculum. This will require the provision of sporting facilities of all kinds such as volley ball pitches, basketball pitches, lawn/table tennis courts, footballs, javelin, discuss, skipping ropes, well laid out field where sport activities can take place. The three requirements of human life are food, drink and oxygen. But their effect on survival have different timelines. You can live for about 30 days without food, about 7days without water. The human brain however is so active that it cannot go without oxygen for more than five minutes without risking serious and permanent damage. They further explained that exercise does provide oxygen and food via stimulated blood vessels that penetrate deeper into the tissues of the body, the more you exercise, the more tissues you can feed and the more toxic waste you can remove. Thus exercise improves the performance of all body functions in humans which include students and teachers.

Relationships: The type of relationship existing between the teacher and student is crucial to the success of teaching and learning process, when teachers form positive bonds with student's classroom becomes a space in which students can engage in academically and socially productive ways (Hamre and Pianta 2004). Positive teacher – student relationship is classified as having the presence of closeness warmth and positivity, they also asserted that when students have positive relationship with their teachers, they feel secured and can explore the classroom and school setting academically and socially. It helps them to take academic challenges and work relationship with peers as well as developing self – esteem and self-concept.

Teacher – student relationship can deteriorate for various reasons, first some teachers who may be new to the profession, want to gain acceptance and approval from students and may become too friendly or familiar, they begin to consider students as peers become too lenient with them and fail to support the professional standards set by more experienced and skilled teachers. The teachers regard for their students, their response to students question and interest, the emotional climate of the classroom all related to student achievement. The approach in the learning environment needs to encourage good teacher – student interactions as a peaceful, caring and positive learning environment enhance the joy of learning. According to Mualang (2013), when a teacher creates a welcoming environment and considers the need of the students, learning outcomes will be ideal and students will effectively perform tasks they find personally important or interesting. Asiyai (2014), also affirmed that the nature of the classroom has a powerful influence on how well students achieve educational outcomes.

The approach to teacher – student relationship could lead to poor classroom management and cause low student attainment levels and disrespect from some students. In addition, the teacher – student relationship could become poor when students are convinced rightly or wrongly that teachers do not care about them and are not interested in whether they pass or fail their examinations. In such situation the student will not trust the teachers and may disengage from subject taught by these teachers or seek help from other sources which might be dangerous. They thus become uncooperative in the classroom. Teacher – student relationships are strong predictors of behavioral and academic outcomes (Hamre and Pianta, 2008). Birch and Ladd (2012) also affirmed that students who have poor relationship with their teachers usually experience low rating of competence, less praise and poor academic outcomes. According to Hyman and Snook; (2011), who defined emotional maltreatment in schools as any disciplinary or motivational practice that psychologically hurts children. Such practices include humiliation, rejection, excessive authority, sarcasm, other disciplinary techniques that can

develop (in the child) a cluster of symptoms such as neurotic traits, habit disorders, shyness and withdrawal. Some of these manifestations may be temporary or may last the students entire life.

Learning is about relationships, anything we do or say in the learning environment could positively or negatively impact student competency and comprehension in the learning process. A teacher who builds positive relationships with students decrease the level of discomfort in the classroom and so students perform better in their academic activities. A happy environment helps students to learn better, Supportive and positive relationships between teachers and students ultimately promote a 'sense of school belonging' and encourage students to participate cooperatively in classroom activities (Chum and Elder, 2011)

Conclusion

This study has established that various environmental factors have grave consequences on teaching-learning process at all levels of education and public secondary schools in particular as the continuous degradation of physical facilities within the school environment, due to poor funding by successive governments at all levels and other cannot aid the young secondary school graduates to attain the laudable objectives of secondary education for sustainable national development.

Recommendations

Education is a critical tool used for social, economic, political and technological development of societies worldwide. Therefore, the importance of education to the development and sustenance of the state cannot be overemphasized as it helps in poverty eradication, self – reliance and national development. The following recommendations are hereby suggested.

- Physical facilities such as buildings used for various purposes should be renovated urgently and where necessary, very old dilapidated ones should be knocked down and replaced with modern structures. This will add colour to the school environment and make teaching – learning more fun in order to promote better learning outcomes.
- Physical facilities and other basic social amenities such as roads, pipe borne water, good transport systems, regular supply of electricity, Well equipped hospital/health centers manned by various categories of qualified health workers and other professionals which may be absent in the school and the host communities should be provided where they are available, but ill-equipped they should be equipped with modern instructional materials and equipment which will improve the quality of the teaching-learning process and outcomes.
- The conditions of services of teachers and other workers in the schools should be made more attractive, salaries, allowances, annual salary increment, and promotions paid in full as at when due. This will restore prestige of the teaching profession and attract highly intellectual youths to join the profession.
- Provisions of basic social amenities in the host communities will encourage students to study and teachers, other workers in the school and residents of the host communities to live decent and healthy lives.
- Also, the availability of basic amenities will encourage teachers and other workers and students to reside within the communities especially those schools which are located in the rural areas, will prevent and reduce lateness to school and absenteeism.
- Teachers, parents and students should strive to accommodate themselves in order to build a good relationship that will be beneficial to all and promote teaching – learning in schools

- Nutrition education should be taught in schools, health centres, places of worship, communities and all other settings this will teach the parents especially mothers the right food/diets which will help the family and children in particular to develop properly both mentally and physically. Families should endeavor to eat and enjoy a variety of fruits and vegetables regularly.

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NUTRITION EDUCATION AND PRACTICES AMONG MOTHERS ON CHILD UPBRINGING FOR GLOBAL CRISES AND REMEDIES IN MINNA METROPOLIS NIGER STATE.

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Abstract
The study aimed at establishing nutrition Education and practice among mothers on child upbringing for global economic crises and remedies in Minna metropolis. Three objectives and three research questions guided the study A survey research design was employed. Populations of the study consisted all the working class mother that have their children/wards in nursery and primary schools in Minna metropolis and a multi-stage sampling techniques was employed to select 60 respondents. A questionnaire was used for data collection and data collected were analyzed using percentage and mean. Result revealed that 75% of the working class mothers do not possess adequate nutrition knowledge, 87% get nutrition information from advertisement programme and tradition. 74% of their nutrition practice are detrimental to health as it consist of junk foods. Based on these findings it was recommended that working class mother in Minna metropolis should be enlightened nutritionally to improve quality of food consumption.

Keyword: Nutrition, knowledge, practice, child upbringing and quality good health

Introduction
Nutrition is the science that deals with the study of nutrients in foods and how the body cells use them to maintain and sustain life for adequate health. The study of nutrition therefore gives basic information on food nutritive value and how they influence good health as well as how they can also lead to ill health.

Nutrition knowledge and practice among mothers role in child health, proper nurturing till adulthood. Mothers are children caregivers, who ensure that the child survive and develop into useful adulthood. For this reason mother nutrition knowledge and practice should be a concern for quality good health. Often mothers nutrition knowledge and practice in the families are usually based on traditional values, food likes and dislike food habits taboos and fallacies and information obtained from food advertisement in the mass media among other (Nancy, 2016). The sources of nutrition knowledge do not have scientific bases for choosing foods consumed may have impact on children growth and development negatively especially with regards to micro nutrients needs that are very important for proper mental development at childhood. This is because traditional food practice do not put micro nutrient needs into consideration and most food advertised in the mass media are usually junks they lack micro nutrient (James, 2010)

Nutrition continues to play important role in the life of individual right from conception till death. Food and agricultural organization (FAO, 2008) reported that nutrition status of expectant mother impact positively or negative on the wellbeing of the baby growing in the womb. Often pregnant woman's mal-nutrition status resulting from either under nutrition or over nutrition directly affect the normal development of the body in the womb, because the foetus solely depends on the nutrients store of the mother throughout the gestation period. Child nutrition outcomes, stunting and wasting in particular, are recognized as key indicators for tracking the nutrition and health status of children. Against this background, the present study investigates: (i) whether mother's nutrition-related knowledge (mother's knowledge) can substitute for mother's education or is complementary in producing positive child nutrition outcomes in a population where access to education is limited (for example, Minna metropolis); and (ii) the education level at which mother's education is positively associated with child nutrition outcomes.

Statement of the problem

Nutritional outcomes among under-five children in Minna Metropolis are among the worse globally. More than one third of children under five years of age in Minna metropolis are stunted (i.e. too short for their age or with height for age <-2), Likewise, approximately 18% of under-five children are wasted (i.e. too thin for their height or with weight for height <-2) in the same year. The prevalence of child under nutrition is higher for less educated mothers, with about half of children of less educated mothers reported stunted in 2013. In addition, school attendance rate and educational attainment for women are very low in minna metropolis. More than half of women minna metropolis never attended school, and higher percentage of girls drop out of school before they attain 15 years of age, thereby denying them the basic knowledge of health and nutrition. In Minna metropolis, primary education does not include element of public health nutrition, but course on nutrition is part of curricula in the junior secondary. This work will contribute to the limited in-depth studies on education of mothers as a key driver of child malnutrition in Minna metropolis

Purpose of the Study

The main purpose of the study was to carry out a study on the nutrition knowledge and practice of mothers. Specifically, the study determined:

i. If mothers are exposed to basic nutrition knowledge
ii. their sources of nutrition knowledge
iii. if they can identify diseases that have nutrition effects
iv. if they can relay diet therapy measures in the treatment of ill health conditions that have nutrition cure

Research Question

The following research questions guided the study.

1) To what extent are mothers exposed to basic nutrition knowledge?
2) What are mother source of nutritional knowledge?
3) To what extent are mothers empowered to identifying diseases that have nutrition effect?
4) How are mothers, able to relate to diet therapy and modification in the management of diseases that have nutrition effect?

Significance of the Study
The findings of this study, when documented will be beneficial to mothers, as report of findings may form the data base of decision whether to improve on the quality and quantity of nutrition education. This will in turn improve the efficiency and healthier handling of there child.

Methodology
The researchers employed descriptive survey research design for the study. A survey research design was employed because the researchers will not manipulate any variable of study; rather the reports of finding will be based on what is obtainable in present nutrition status.
The population for the study comprised all sixty(60) mothers in minna metropolis area. Limawa (12), peda(12), Sabon-Gari(12) Angwan Sariki (12) and angwan daji(12) In the areas. Sample of sixty (60) mothers made up the sample of study the population was used because it was a manageable size.
A questionnaire consisted sections A and B was used for data collection, section A consisted of demographic data
The instrument validity was established by experts and two were lecturers in the department of VTE (Home Economics), in colleges of education minna and one lecturer in the department of food science, federal university of technology minna, based on content usefulness to eliciting information on the study subject matter.
The instrument reliability was established through test-retèst. Ten (10) samples of the questionnaire were administered to mothers who were part of the population but not part of the sampled. This was done twice within two weeks interval, and results generated on both occasions were analyzed using Pearson's (R) Correlation Coefficient and the result was 0.86.

Method of Data Collection
The researchers employed the assistance of two (one male and one female) who were residing within the sample area. They helped distribute the questionnaires to their fellow mothers. The researchers scrutinized the level of appropriateness in the completion of the questionnaire upon completion.

Method of Data Analysis
Data generated on the field survey was analyzed using frequency distribution, and mean. A mean of 2.5 and above indicated acceptance of opinion while a mean less than 2.5 and below indicated rejection of opinion.

Presentation of Results
Research question one; to what extent are mothers exposed to basic nutrition knowledge?
Table 1: Areas Covered in response of the respondent on Basic Nutrition Knowledge

S/N	ITEMS	VHE	HE	LE	VLE	D	DX2	SD	SDX	1 WX	RMK
I	Basic nutrient	14	56	21	63	17	34	8	8	2.7	AC
2	Functions	11	44	13	39	20	40	16	16	2.3	R
3	Deficiency effects	16	64	13	39	19	46	12	12	2.5	AC
4	Toxicity effect	12	28	12	36	23	36	18	18	2.1	R
5	Nutrients role in health care	5	20	8	24	21	42	26	26	2.0	R

Source: Field survey, 2022.

Table 1 above revealed that the mothers area exposed to basic nutrition knowledge of food nutrients and deficiency diseases associated with each nutrient (X>2.5), but nutrient functions, toxicity and role health in care wvere not effectively covered (X<2.5). This indicated that the six basic nutrients and their deficiency disease are adequately covered while food sources ofeach nutrients functions and toxicity were not.

Research question two: what are mother sources of nutrition Knowledge?

Table 2: The Response of the Respondent on Sources of Basic Nutrition Knowledge

S/N	ITEMS	VHE	HE	LE	VLE	D	DX2	SD	SDX	1 WX
6	Exposure in mothers	7	28	13	39	19	39	21	12	2.2R
7	Mass media	17	68	19	57	15	30	19	19	2.9 AC
21	(health talk)	19	57	17	68	15	30	19	19	2.9 Ac
8	Conferences & workshop	8	32	17	51	18	36	17	17	2.3R
9	Visit to health centre & Clinic	9	36	12	36	18	36	21	21	2.1R
10	At homes before enrolment	8	32		13		39		21	

Source: Field survey, 2022.

Table 2 above, revealed that the mothers source of basic nutrition knowledge were acquired through the mass media (radio and television health programmes) (X>2.5) while little knowledge were acquired in heath talk, conferences and workshops attended, visit to health centers and clinics pre-enrolment had(X<2.5), indicating that the Mother's major sources of basic nutrition knowledge were mass media health talks and programmes.

Research question three; Are mothers empowered to identifying diseases that have nutrition effect?

Table 3: the responses of the respondants on Knowledge of Diseases that has Nutrition effect

S/N	ITEMS	VHE	HE	LE	VLE	D	DX2	SD	SDX	1 WX	RMK
11	Diabetes	16	64	18	54	14	28	12	12	2.6	AC
12	Atherosclerosis	14	56	21	63	12	24	14	14	2.6	AC
13	Strokes	12	48	13	39	20	40	15	15	2.3	R
14	Cancer	5	20	11	33	21	42	23	23	1.9	R
15	Obesity	15	60	11	33	21	42	13	13	2.5	AC
16	HIV/AIDs	8	32	9	27	19	36	25	25	2.0	R

Source: Field survey, 2022.

Table 3 revealed that the mothers to relating the role of nutrition in the causes of disease such as diabetes, Atherosclerosis and obesity (x > 2.5)while the role of nutrition in the causes of strokes, cancer and HIV/AIDs were not fully understood (x <2.5). This indicates that the mothers were well exposed to the roles of nutrition in the causes of diabetes, atherosclerosis and obesity but could not establish the role of nutrition in strokes, cancer and HIV/AIDs.

Research question three; Are mothers, able to relate to diet therapy and modification in the management of diseases that have nutrition effect?

Table 4:the responses of the respondents on Knowledge of Diet Therapy and Modification in the Management of Discuses

S/N	ITEMS	SA	SAX	4 A	AX3	D	DX2	SD	SDX	WX	RMK
17	Diabetes	12	48	11	33	19	36	18	18	2.3	R
18	Atherosclerosis	7	28	11	33	24	48	16	16	2.0	R
19	Strokes	8	32	13	39	19	36	20	20	2.1	R
20	Cancer	6	24	9	27	21	42	24	24	1.9	R
21	Obesity	16	64	16	39	17	34	14	14	2.5	AC
22	HIV/AIDs	7	28	8	24	21.	42	24	24	1.9	R

Source: Field survey, 2014.

Table 4 revealed that the mothers exposed to diet therapy and modification in the management of obesity(X> 2.5), while diet therapy and modification for diseases such as diabetes, atherosclerosis, stroke, cancer and HIV/AIDs were not fully understood (X< 2.5). This indicates that the mothers could effectively manage obese health condition using diet therapy and modification but could not manage diabetes, atherosclerosis, stroke, cancer and HIV/AIDs effectively with diet therapy and modification.

Discussion of Result

This finding reveals that the mothers level of exposure to the relationship between nutrition and health is minimal, compared to Gerger (2006) report, which stated that 76% of human diseases originates from nutrition habits and food choice. WHO (2013) also reported that the present challenges of the world double burden of diseases results from inadequate nutrition knowledge, not hunger or food in-availability. This findings of limited nutrition knowledge in mothers will no doubt discourage young mothers from the application of diet therapy in the management of health conditions. In section B, research question one(1)revealed that the mothers exposes to the six basic nutrients and the deficiency diseases associated with the inadequate consumption of each of the basic nutrients (X>1),while their food sources, functions and toxicity were not exposed (X<1). This findings is in agreement with WHO (2004) report which stated that lack of adequate nutrition knowledge is a major challenge in the world health issues, because people inability to effectively select and combine foods available to them is responsible for diseases that have nutrition effect, Jones (2011) stated that the application of drugs in the management of health conditions without modification of food choice and feeding habits cannot be effective. Davis (2008) further reported that nutrition and medicinc are inseparable factors in the restoration of health conditions when one is sick. Research question 2 revealed that the mothers were adequately exposed to the roles of nutrition in the causes of diabetes, arthrosclerosis and obesity (X> 1) while the role of nutrition in the causes of strokes, cancer and HIV/AIDs were inadequate (X<1). This inadequacy of the role of nutrition in the causes of some diseases will in no doubt make the mothers ineffective in the management of those disease conditions which they are ignorance of. This finding, according to Kay (2012) report, will make the mothers inefficient in their medical practices especially with regards to disease that have nutrition effect. This position also collaborated with Davis (2008) report as stated earlier on. Research question 3 revealed that the mothers were adequately exposed to the application of diet therapy and modification in the management of obesity (X > 1) while other diseases such as diabetes, atherosclerosis, stroke, cancer and HIV/AIDs were inadequate (X<1). This finding will in no doubt make the mothers effective in management of obesity on graduation but ineffective in the management of other diseases that have nutrition undertone. This finding is in agreement with Shalon, (2002) report which stated that people health

condition improves as their basic nutrition knowledge and application in health management increases.

Conclusion

The study concluded that the status of nutrition exposure of mothers was inadequate in identifying food sources, functions and toxicity of some basic nutrition (X<2.5). Mothers cannot identify the role of nutrition in causes of disease conditions such as cancer, atherosclerosis, stroke, and HIV/AID; and that the mothers can only effectively apply diet therapy on the management of obesity only (X>2.5),while ignorance on other disease conditions.

Recommendation

Based on these findings, it was recommended that:

i. Health seminar/workshop should be organize for mother
ii. Improve their adequate knowledge of nutrition and its role in causes of diseases among others.

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THE CHALLENGES AND PROSPECTS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN THE NIGERIA EDUCATIONAL SECTOR

By

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Abstract

The paper examines the challenges and prospects of Information and Communication Technology (ICT) in the Nigeria Educational System. ICT is an acronyms of Information and Communication Technology. An extended term for information technology (IT). It is a technology that provide the management of diverse set of technological tools, resources to create, store, communicate, manage and optimizes the information. Moreso, it has become an integral part of the educational system and a great asset to the development of education, specially in Nigeria. The advent of ICT in developing and its impact on the socio-economic activities and the educational sector in our country Nigeria cannot be overemphasized. In spite of the numerous advancement of ICT to educational system, there are still many drawbacks and impediments in the field of ICT. Therefore, this paper examines the challenges and prospect of ICT in the Nigeria educational sector.

Introduction:

The advent of Information and Communication Technology (ICT) in developing and its impact on the socio-economic activities and the educational sector in our country Nigeria cannot be overemphasized. In spite of the numerous advancement of ICT to educational system, there are still many drawbacks and impediments in the field of ICT. In Nigeria, there are so many challenges facing the implementation of ICT in many facets of our educational system. Besides, the use of ICTs in schools have created a great positive impact on teaching, learning, and research. Despite the roles ICTs can play in education, schools in Nigeria have yet to extensively adopt them for teaching and learning. Possible efforts are geared towards integration of ICTs into the school system, but have not yet had much impact in our educational system.

The Challenges of information and communication technology (ICT) in education

The major factor of successful integration of ICT in education is teacher who play a significant role in transmitting changes enabled by ICT in teaching and learning. Without appropriately educated teachers we cannot expect positive effects of ICT introduction on education.

Information and Communication Technology (ICT) is one of the most efficient tools for advancing knowledge and skills and it is necessary for quality education in Nigerian schools. ICT tools help to accelerate the learning process, increase teachers efficiency and effectiveness and provide remedial instruction and enrichment of material, thus guaranteeing higher quality standards in secondary schools (Osakwe, 2012). Again, the Federal Republic of Nigeria (FRN, 2004) through National Policy on Education posits that the government should provide facilities and necessary infrastructure for the promotion of ICT at all levels of education.

Therefore, the need of increasing the availability of particular educational resources in various parts of curriculum materials such as motivational training materials for learners is with great

importance to help learners in retaining what the program delivers to them. In order to achieve this goal, Information technology (IT) in learning education plays an increasingly central role in institutions.

They have proven to be extremely effective teaching tools (Mandel, 1992). Teachers and learners at all level need to embrace the new ICT education and keep up with the advance for teaching and learning process (Lishan, 2006). Its successful integration in the system would also increase students and teachers awareness to develop an appropriate level of competence make them engage with their learning and lead to produce potential graduates as well as skilled manpower that can boost science education to meet vision 20;2020 and sustainable development.

The Inadequate power supply is one of the major problems confronting teaching and learning process in Nigeria with particular reference to computer among others as it brings about digression, failure to achieve the desired goals and objectives in time (Mohammed and Yarinchi, 2013) Electricity is essential for the operation of all ICT appliances without which they cannot function effectively (Osakwe, 2012). There is also inadequacy of well qualified personnel to train others and repair the broken down computers for continuity, progress and well being of Nigerian teachers and students in general (Mohammed and Yarinchi, 2013). Osakwe (2012) observes also that there is lack of qualified personnel in Nigeria Secondary schools to manage available systems, develop and use information communication technology facilities for the teaching learning process and posits that in schools where qualified personnel exist, they lack skills in designing and delivering courses and lectures in electronic formats. Ibadin, (2001), argue that there is acute shortage of well trained ICT handlers in secondary schools. When such policies exist, they tend to remain unclear and make little reference to implementation (James, 2001, cited by Evoh, 2007). There is lack of well articulated educational policy by the Nigerian government of which more attention is given to other sectors than to education thus posing problems to the development of ICT education in secondary schools (Osakwe, 2012). Idowu and Esere, (2013) states that there is a resistance to change by both students and academics from traditional pedagogical methods to more innovative, technology-based teaching and learning methods.

Problems of ICT in Nigeria:

6. The High Cost of Gadgets and Implementation

The cost of the acquisition of ICT gadgets and the installation of softwares are challenges. The main problems are high cost of getting, installing, operating, maintaining, and replacing ICT systems, use of unlicensed software, outdated hardware and software systems, lack of technical support for maintenance of systems (Balasubramanian et al., 2009). Also large sum of money are required at the time of implementation of digital equipment for all students and teachers.

7. Poor computer literacy level among teachers and students

The other major challenges of ICT in Nigeria educational assessment system is as a result of poor computer literacy level among teachers and students, due to lack of ICT skilled personnel, inadequate ICT infrastructures and lack of fund among the schools system.

8. The integration of ICT in teaching and learning

The lack of effective training, limited time and lack of teachers' competence is another key areas that posed significant challenge to the usage of ICT tools by teachers, thereby

creating limited accessibility and network connection and limited technical support staff.

9. The implementation of ICT in education

The implementation of ICT in schools is another teething problems in areas, such as lack of genuine software, inadequate computer in the classroom, low speed internet, lack of motivation from both teacher and student to use ICT, lack of proper training skills, the unavailability of latest ICT equipment, lack of expert technical staff and poor administrative support.

10. The Lack of training from government

The lack of training from government have made the teachers clueless on how to integrate ICT properly, lack of appropriate software, makes the teachers use ICT monotonically, lack of competence, lack of operating complex application; and lack of appropriate material which makes the teaching effective and interesting.

11. Unreliable Power Supply

One of the major problems, is on the area of unreliable power supply. Besides, for the Nigerian ICT sector to be effective, the power supply must be stable. The ICT sector and the various Telecoms equipment's all over the countries are powered by heavy duty diesel generators.

The Prospect of ICT in Education:

The use as well as application of ICT in education will be very beneficial in improving the Nigeria education sector. In Nigeria, a technologically-advanced workforce will lead to a rapid growth in ICT. Obviously, with a potential to improve media communications and telecommunications as well as skilled ICT Professionals who will be well train to identify as well as solve ICT problems in the Nigeria education sector and other parts of the world. Presently there are new instructional techniques that uses ICTs to provide a totally new modality of instructions. To the student, the use of ICT allows them to increase their individual learning skill. To the school, the use of new technologies enable students gain access to new tools that provide valuable as well as immediate feedback for the school literacy enhancement. However, this is not fully implemented yet in the Nigeria education sector.

In modern day education system, it is essential for every educated person to have the ability to use computer effectively. Thus, ICT skill packages such as spreadsheet, presentation, word processors as well as database has now been constituted as a set of computerized practice in bookkeeping, clerical and administrative work etc.(Reffell and Whitworths 2010). Presently, in Nigeria education sector the demand for ICT literacy as well as computer is increasing because employees have come to realize that ICT facilities as well as ICT trained personnel can enhance efficiency in terms of service delivery in teaching the ICT core subjects in schools as well as administrative duties as it relates to ICT. Thus, with the increased demand for computer and skilled ICT personnel, the teaching and learning of IT skills is a concern among other professionals.

Besides, every country needs an effective human capacity building and this can only be achieved through an improved education, in this technologically driven age, the need for ICT in Nigeria education sector cannot be overemphasized because everyone require ICT competence to survive the technology driven age. Thus, this calls for an early and regular acquisition of ICT skills by students

Issues in ICT Application in Nigeria Education sector

The application of ICT in the Nigeria schools has brought great developments in the Nigeria education sector. According to the National Policy on Education (Federal Government of Nigeria, 2010), the Federal Government of Nigeria recognized the prominent role of ICTs in the technological driven age and as well has integrated ICTs into Education in Nigeria for the implementation of this policy. The document states that government will provide basic infrastructure and training at the primary school level. Then at the basic school level computer education has been made a pre-vocational elective. Thus, it is a vocational infrastructure as well as training for the integration of ICTs in the school system.

In 1988, a policy was enacted by the Federal Government of Nigeria on computer education to establish pilot schools as well as diffuse computer education innovation to all secondary school first and then to tertiary schools and lastly to the primary schools. However, the project did not go beyond the distribution as well as installation of personal computers (Okebukola, 2007). Thus, in in 2004 Nigeria government attempted to introduce computer education schools again but could not achieve much, finally in 2020 the Federal government of Nigeria in the national policy on education (Federal Republic of Nigeria 2010) , recognize the prominent role of ICT in the modern world, decided to integrate ICTs into the Nigeria education system. Thus, computer education has been made a pre-vocational elective and is a vocational infrastructure as well as training for the integration of ICTs in the school system.

In June 2003, African summit of the world economic forum held in Durban, South Africa, in that submit New partnership for Africa's Development (NEPAD) launched an E-Schools elective for senior secondary school. This was an initiative that was initiated to equip all of African secondary schools with ICT Tools such as computers, copiers, scanners, communication devices, fax machines etc. thus, it also serve as a means of connecting African students to internet. The Human Capacity Building initiative of NEPAD was to execute over 10-years period plan firstly with secondary school for a 5-years period with the aim of reaching out to over 600,100 schools in Africa. Thus, imparting ICT skills to young African schools as well as to harness ICT to improve, enrich and expand education in African countries.

ICT Policies

April 2001, marks the beginning of ICT policy implementation in Nigeria. The Federal Executive Council approved the ICT policy by establishing the National Information Technology Development Agency (NITDA). Thus, this policy empowers NITDA to enter into strategic alliance as well as joint venture to collaborate with the private sector to realize the specific objective of the policy by ensuring that "Nigeria become an IT capable country in Africa as well as a key player in the information society by the year 2005 through the uses of IT as an engine for a sustainable development and global competitiveness. However, this vision is yet to be fulfilled. Below are some of the objectives of Nigeria's ICT policy

1. To ensure that ICT resources are readily available to promote efficient national development.
2. To empower Nigerians to participate in software and ICT development.
3. To establish and develop ICT infrastructure and maximize its use nationwide.
4. To integrate ICT into mainstream of education and training
5. To empower the youth with ICT skills and prepare them for global competitiveness
6. To encourage government and private sector joint venture collaboration
7. To develop human capital with emphasis on creating and supporting a knowledge-base society.

Conclusion

Information and Communication Technology (ICT) is a reliable tool, an asset to the development of the educational sector. It is undisputable fact that, no country can make a headway without the application of this notable technology in this digital era. However, if the government of Nigeria will embarked on the laydown policies of the information and Communication Technology (ICT) our challenges would be drastically reduced.

Recommendations

Based on the discussion above and the Nigerian's ICT policy, Government at all levels-federal, state and local should carry vigorous campaigns and activities aimed at encouraging ICT education in all schools.

2. Government should endeavor to provide adequate funds for schools for the purchase of ICT Gadgets, basic infrastructure and training for ICT programme in our various schools.
3. Government in collaboration with ministry of education should educate their workers on the trends of ICT, seminars and overseas programmes for ICT should be considered an option.
4. Government should work on our power supply in order to foster ICT development
5. Government should ensure that, Nigeria's policy on ICT are implemented.

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UTILIZING THE USE OF ASSISTIVE TECHNOLOGY DEVICES TO ENHANCE COMMUNICATION SKILLS OF CHILDREN WITH HEARING IMPAIRMENT IN SCHOOLS

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Abstract
Children with hearing impairment are those who have dysfunction in their sense of hearing organs. These children often have poor language and communication skills as well as fluency during communication. Children with hearing impairment require the use of Assistive Technologies (AT), both low technology and high technology devices in order to overcome their communication and interaction barriers. Inability to hear, use language to communicate verbally is a serious challenge to children with hearing impairment. These inabilities make the children to be at-risk for academic, employment and social interaction. In this paper, the writer discusses how assistive technologies can be utilized to teach children with hearing impairment, Different types of assistive technologies for use with children with hearing loss and benefits of using assistive technologies for children with hearing loss. The paper recommended that teachers and parents should ensure that sign language interpreter-video be used to improve the children's language and communication skills. Government, non-governmental organizations and school authorities should budget money to purchase assistive devices for distribution to children with hearing impairment at subsidized cost.

Key Words Assistive Technology, children with hearing impairment, communication skills, hearing impairment, Technology

Introduction

Children with hearing impairment experience different forms of exclusion, which cut them off from health, social services and limit their participation in academic, family, community and societal activities. These isolations often have serious effects on their future employment opportunities and participation in civic life. Assistive technology devices enable children with hearing impairment to take their place in society and contribute to their family and community. Assistive technologies are products and related services that help to improve the functioning of people with disabilities generally. The devices help children with disabilities to participate in various facets of life such as, communication, mobility, self-care, household tasks, family relationships, engagement in play and recreation.

Assistive technology also known as assistive device is an umbrella term for both assistive products and related services. The International Classification of Functioning, Disability and Health (ICFDH, (2014) defines assistive products and technology as any product, instrument, equipment or technology adapted or specially designed to improve the functioning of a person with a disability. Similarly, International Organization for Standardization (2011) defines assistive technology as a device or product produced specially for used by or for persons with disability to protect, support, train, measure or substitute for

body functions or structures to prevent impairments, limitations or participation restrictions. This devices according to the Convention on the Rights of Persons with Disabilities (2006) include; protective headgear for physical well-being of epileptic children, pressure relief cushion in wheelchair to protect a paralyzed child from pressure sores Ramps and handle bars to help children to access health facilities, hearing aid to help a child with a hearing impairment hears conversation around, parallel bars to help child with balance problem, communication board to support child with speech difficulties to express herself and screen reader to make a child to see and access information on the web.

Assistive technology can enhance the quality of life of both children and their families. ***For most children with hearing impairment, assistive technology makes things not only easier, but also possible for them. Assistive technologies*** include; computers, smart phones, hearing aids to mention a few. These devices help to enhance the communication ability of children with hearing impairment. However, AlShammari, Alsumait and Faisal (2018) stated that poor information about how to use the technologies to advance the communication and literacy skills of the hearing impaired children is a sign that the children will be at-risk for communication, employment and academic works in school. Their learning process will be slow and frustrating.

However, in many schools in Nigeria, most teachers are not conversant with the use of these technologies to enhance communication and learning needs of children with hearing impairment. This is because the children's language of communication is the sign language that often uses contracted signs as its vocabularies and syntax. These children often start schooling with poor communication skills and little fluency in sign language. Noon (2015) stated that approximately 90% deaf children of hearing parents are usually poor in sign language. They are usually unprepared for the literacy and communication skills in school due to language problem. Learning how to sign is a skill that children with hearing impairment must possess before they can performance well on entering school. This is because sign language is their first language.

Hearing impairment refers to a dysfunction in the sense of hearing organ. The impairment might be due to disease, exposure to loud noise, virus, disease, nerve damage or injury and aging to mention but a few. These might also be categorized into conductive or sensorineural hearing loss. Conductive hearing loss is damage in the outer or middle ear, while sensorineural hearing loss according to Milaham (2020) is damage to the cochlea, auditory nerve, brainstem or the brain. Hearing impairment therefore is an inability of the ear to receive and interpret sound or messages.

Loss of hearing organ deprives the individual access to sound. Hearing loss in children can range from mild (loss from 20-30 dB) where the child finds it hard to hear weak talk, marginal loses, (loss from 30- 40 dB) where the child has the ability to understand conversation at a distance of one meter only. to profound or hard-of-hearing to total deafness, moderate loses, (loss from 40-60 dB), hearing capacity that the individual can understand only loud conversation at a distance of one meter and severe hearing loss (loss from60-70 dB) which is an inability to hear while profound hearing loss (75 dB and higher) is a hearing loss that the individual only hears loud noises at 1-inch gap(Puspawati&Juharoh,2021).These levels hearing loss means that it is not uniform among affected persons. Milaham (2020) expressed that the most challenging needs of children with hearing loss is communication which also affects their ability to communicate. These children always experience linguistic problems due to their inability to acquire spoken language and understand sounds utterances. Szudek, Ostevik, Dziegielewski, Robinson-Anagor, Gomaa, Hodgetts and Rosner (2012) noted that most children with hearing loss are unable to receive sounds accurately and articulate words clearly.

In this paper, the writer discusses the use of assistive technologies in teaching children with hearing impairment, types of assistive technologies for children with hearing loss, benefit of assistive technology and barriers to assistive technology for children with hearing loss.

Uses of Hearing Assistive Technologies

The use of assistive technologies to enhance the communication and academic skills of children with hearing impairment cannot be overemphasized. These technologies help children to hear and communicate thereby easing their interaction with others using language. Puspawati and Juharoh (2021) stated that AT devices when use in the classroom helps children with hearing impairment to learn effectively. For example, technologies like word processor, internet, e-games computers and multimedia software can be used to give visual feedback to children. These makes communication and understanding auditory input easier for the children. Williams, Jamaliand Nicholas (2006) suggested that the best AT devices that can be used to teach children with hearing loss are; internet, virtual Learning Environments (VLE), Augmentative and Alternative Communication (AAC) and adaptive devices such as white cane. Kennewell (2013) also argued that AT can be used to provide children with hearing impairment with visual and signs or texts on screen. Using these help learners to expand their general knowledge and use of language without depending on spoken word. Besides, the use of AT devices enables group of deaf children to have more concepts as they plan and carry out given work within their social environment.

Word processing and other multimedia software help children with hearing impairment to develop writing skills. Advanced speech synthesizers when use can act as substitute voice to the child with hearing loss. It serves a compensatory tool for children who cannot communicate verbally. Adapted e-game computers have audible speaking voices for children with mild to moderate hearing loss. These children can also use recorded tapes, speech trainers, photo albums, articulation charts, concrete objects and other visual cues for language learning, speech training, and speech correction in and outside the classroom. Others might include text-telephones which allow phone conversations to be typed and read rather than spoken and heard. Computerized speech recognition's software allows the computer to change a spoken message into a readable text document that can be easily be read by the hearing impaired child (Ahmad, 2015).

Types of Assistive Technologies for Hearing Impaired

There are several assistive technologies that can be used to enhance the communication and educational barriers of children with hearing impairment. These devices according to Seok and DaCosta (2013) include;

Hearing Aid

This is a device that helps to improve sound level of a listener. This includes; assistive listening devices (ALD) and personal amplification. Assistive listening devices can be utilized by individuals or large groups of people, while personal amplification is use based on the needs and level of hearing of the individual. Hearing aids require the support of an audiologist to determine candidates for the different devices that can appropriately benefit from it. Assistive listening devices help to improve the signal-to-noise ratio in any given situation. In addition, it provides the listener with direct connection to the sound source, minimizes the effects of background noise, distance and room acoustics. It utilizes transmitter that sends a person's voice or other sound source to the receiver. It distributes the sound evenly throughout the environment or directly to individuals. Bankaitis (2007) stated that sound is usually transmitted in these ways: Frequency Modulation System (FM); Infrared (light); Induction Loop (electromagnetic); or through a direct connection. Some hearing aids have special connection

option called Direct Audio Input (DAI) that allows the user to connect directly to an FM system or Induction Loop receiver. In many instances, one can even connect directly to other devices such as a computer, TV, MP3, iPod, or radio. It helps to enhance the frequencies of sound and makes it much clearer to the hearer.

Behind The Ear Hearing Aid (BTE): This is an aid that is put behind the ear and is attached to either a custom ear mould or a universal ear tip that directs sound from the instrument into the ear. Its body rests on the postero-superior part of the auricle. BTE hearing aids are used by children and adults with severe to profound hearing loss.

In The Ear (ITE) aid: This is custom-made to fit within the external ear. The ITE hearing aids are the largest of the custom made hearing aids. They can be fitted in a wide range of patients, with mild to severe hearing loss.

In The Canal (ITC) aid: This is also a custom made and is small enough to fit almost entirely in the ear canal such that it is hardly noticeable.

Frequency Modulation (FM) System: FM systems work in the same way as the commercial FM radio. The system sends the auditory message through FM radio waves from a wireless transmitter directly to a small receiver worn by the listener. FM systems are equally effective for indoors or outdoors use. They can be portable or permanently installed. FM signals travel through walls, so the systems are not appropriate for confidential communication.

Infrared Systems - This uses radio waves that travel through barriers which makes them unusable in courtrooms and other situations in with confidentiality. Infrared systems use light waves to transmit sounds.

Audio Loop Systems - An audio or induction loop system transmits sound through a wire loop that surrounds the listening area. The electric current that flows through the loop creates an electromagnetic field that can be received and amplified by the hearing aid or cochlear implant equipped with a t-coil. Audio loop systems can be permanently installed in the classroom.

Amplified Phones: This phone has an in build amplifier and can be connected to an external amplifier to allows the user to increase the overall volume to their comfort level. This aid is mostly found in regular cell phones, but there are also specialized phones or external attachments designed specifically for users with hearing loss that provide even greater output levels.

Amplified Stethoscopes: This is an instrument that is used by hearing-impaired medical professionals and students. The stethoscope electronically amplifies sounds so that the person who is using it can hear more easily while performing an examination. The sound can be adjusted to reduce background noises. Many amplified stethoscopes are designed in such a way that the frequency of the sound can be adjusted from a low (bell) to a high (diaphragm) mode during examinations. It is use for listening to lower frequency sounds, such as sounds of the heart, while higher frequency sounds, like the lungs, can be heard using the diaphragm mode. Amplified stethoscopes are electronic and use batteries.

Alerting Device: This device is an amplified and/or visual signal or vibration use to assist persons with hard of hearing and the deaf. Alerting device uses sound and visual amplification or vibration techniques to alert the individuals with hearing impairment. Hersh and Johnson (2003) expressed that these devices help to alerts the child during emergency such as; fire outbreak, sound of the telephone ringing or a baby crying. Some of the alerting devices include:

(a) **Alarm Clocks;** these are in form flash lights or vibrating units.

(b) **Door Knock Light**: This makes use of light that flashes to alert people with hearing loss that somebody is at the door since they may not hear the knock.

(c) **Weather Alert**: Weather alert monitor has a special screen which alerts the user visually as to the nature of the alert; Tornado, storm, flood, etc. It also has a special kit

that fits many brands of weather radios that will alert the user via a strobe light or vibrator when an alarm is sounded.

(d) **Wrist Watches**: These wrist watches are specially made with visual alarms.

(e) **Call Alerts:** This is a telephone signal indicator designed for use by individuals with hearing disabilities. The device alerts the user on incoming call by flashing the lamp (Rekkedal 2012)

Communication Supportive Aid

This device helps the child to share thoughts with the external world. Communication supportive aid according to Hersh and Johnson (2003) are categorized as:

(a) **Telecommunication Device for Deaf (TDD)**, formerly known as teletype machine (TTY).This device allows the user to place phone calls using text through a regular phone line. Each TDD has a keyboard with a text screen. The user either connects it with another person that has a TDD or uses a relay service that converts the text into voice for the listener receiving the call.

(b) **Captioned/Text Telephones**: Like amplified phones or TDD, captioned telephones allow the user to see text from their telephone conversation as well as access relay services.

(c) **Computers with Web Cameras**: Children with hearing loss utilize combination of web, camera and computer Internet service to be able to visually connect with others people. This technology utilizes IP relay service using sign language instead of text.

(d) **The Communicator** - This device converts speech into text, speech to video sign language or computer-generated voice, text to computer-generated voice or video sign language providing access to acoustic information in real-time. With communicator, a hearing person can speak normally. The software in it converts spoken words into text. The user can type a response in which the computer then delivers it as text or say aloud using text-to-speech. Communicator was developed to help enhance the literacy levels of children with impairment, promote independent communication thereby boosting self-confidence. It serves as communication aid in the learning environment where sign-language interpreters are not available.

(f) **Mobile Phones**: The integration of mobile phones in learning in school is no longer a foreign strategy nowadays. Mobile phones are portable devices that can be moved from one place to another. These technologies help children to learn in different settings. These include Video Call (VC), WhatsApp video call, Google Meet, Zoom, Line and Skype. One of the elements of mobile technologies which is connectivity permits the online activities to happen via; smart phones, personal digital assistant PDAs, tablets, wireless laptop personal computer PCs, mini notebooks or net books and handheld gaming devices.

Benefit of Assistive Technologies to the Hearing Impaired

Harnessing assistive technology devices for the purpose of communication and education with and by children with hearing impairment is a viable and achievable means that can be used to fulfill the many obligations under the Convention on the Rights of the Child (CRC, 2006). Borg (2013) stated that for many children irrespective of disabilities, assistive

technology means the difference between inclusion and exclusion, between rights enjoyment and rights deprivation.

Effective utilization of assistive technology devices helps to enhance the academic performance and communication ability of children with hearing impairment. The children's language is enhanced making them to have confident in themselves and in what they do within their social environment. Baglama, Haksiz and Uzunboylu (2018) expressed that AT increases the students' motivation level to learn. It has positive effects on literacy skills of children with hearing impairment. Furthermore, Lidström and Hemmingsson (2014) stated that soft and hardware technologies are good in text-generation and speech. They ease the children's communication skills. Students are motivated towards academic activities and social interaction.

Compact Disc Read-Only-Memory (CD-ROM) and Multimedia if use effectively, can also provide children with hearing impairment access to information in a more convenient and visual form (Kennewell, 2013) Becta (2004) also noted that in developed countries such as Britain, the use of multimedia presentations, which combine text, pictures and sound enables hearing impaired children to experiment different methods of learning sounds. Additionally, teachers can use control software, data logging software and logo or turtle graphics to help children with hearing impairment improve their communication skills. Lidstrom and Hemmingson (2014) and Waseem, Ali and Tariq (2019) stated that AT benefit children with hearing impairment thus:

1. Creates a more simulating learning environment for learning
2. Improve the children's motivational and attitudinal level.
3. Creates awareness and help the children develop high order thinking skills
4. Create access to the children to participate in the teaching and learning process.
5. Increase the children's level of communication and literacy skills
6. Increase the children's memory capacity and problem solving skills.

BARRIERS TO ACQUISITION OF ASSISTIVE TECHNOLOGY

Disability is the outcome of the interaction between a child with impairment and an environment with barriers that hinder his or her participation on an equal basis with others. Assistive technology can be used to reduce or eliminate such barriers. However, obtaining such technology is not always possible due to product and service related barriers.

Lack of awareness: Many children with hearing impairment and their families have limited awareness of assistive products and services that can be used to enhance the communication needs of the child (Kamaleri, & Eide, 2011). This makes it difficult for children and their families to know what assistive technologies are available or suitable and how they can be beneficial. Limited awareness of assistive technology or purchasing capacity always leads to limited demand. Local productions are not being patronized.

Lack of governance, legislation, policies and national programmes: The 2005 Global survey on government action on the implementation of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities found that of the 114 responding countries, 50% had not passed relevant legislation and 48% did not have policies in place relating to the provision of assistive technology (Development S-NCfDa, 2005). This indicates that for many States the provision of assistive technology is a relatively low area of priority.

Lack of services: Assistive technology services are often in short supply and located far away from where children with disabilities live, particularly children with hearing impairment (WHO, 2011). In this global survey, 53% of the 114 responding countries had not initiated programmes relating to the provision of assistive technology (Development S-NCfDa, 2005). Non-governmental organizations rarely have the financial means or capacity to develop and sustain service delivery systems for children with disabilities.

Lack of products: In Nigeria, production of assistive products occurs on a small scale and mostly limited to wheel chairs and tricycle and are costly such that persons with disabilities have Limited or no access to such materials.

Inaccessible environments: Physically or cognitively, inaccessible environments act as barriers to assistive technology. For example, inaccessible transport systems or service centres prevent children with hearing impairment from having easy access to the services and products they need. Physical barriers include language, stairs or poor lighting, while cognitive barriers include texts that are not clear or symbols that are difficult to understand. The cost or availability of a hearing aid may prevent a child from having access to discussion around.

Lack of human resources: Lack of properly trained personnel in manufacturing or adapting products, or delivering services. In Nigeria, there are inadequate numbers of schools for the hearing impaired (Magnusson & Ramstrand, 2009).

Financial barriers: The costs of purchasing, maintaining and replacing assistive products and associated services and traveling costs constitute a major barrier. Costs can be especially prohibitive in the case of children, as they need their assistive products replaced or adjusted as they grow. Under the Universal Basic Education Programme in Nigeria, every child who needs assistive technology is entitled to it, regardless of the ability to pay. The funding mechanisms should be done by Government, insurance, donor or charity funding or Contributions from families, families, social organization such as the church and mosques.

Conclusion

Assistive ***technology plays an important useful roles in children with hearing impairments ability to learn, develop independence in academic tasks and employment tasks, participate actively in discussion, community and recreational activities and gain access to peers and teachers within the school environment. With the*** advances in hearing technology devices and proper use of it can help children with hearing impairment to have adequate auditory access to spoken language and participation in health, cultural and family life in their societies. Different assistive technology devices such as; hearing aids, behind the ear hearing aid, in the ear hearing aid, amplified phones, amplified stethoscopes and so forth are common assistive devices teachers can use for their children ***These technologies help children to learn to develop their strengths and eliminate their weaknesses as well as promoting their sense of belonging and interactive participation in life's activities.***

Recommendations

1. Government, non-governmental organizations and school authorities should budget money to purchase assistive devices for distribution to children with hearing impairment at subsidized cost.

2. Parent-Teacher Associations (PTAs) should take the lead to seek for financial help with the locality to provide suitable devices for the use of children with hearing impairment.

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PERCEIVED IMPACT OF SOCIAL VICES ON THE ACADEMIC PERFORMANCE OF STUDENTS IN NIGERIAN SENIOR SECONDARY SCHOOLS

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Abstract
This paper investigated the impact of Social Vices on the Academic Performance of students in Nigerian Senior Secondary Schools. The first step is to introduce the reader to the troubling circumstances in senior secondary schools caused by social vices. The meaning of academic performance and social vices are examined. The paper identified the various forms of social vices prevalent in Nigerian senior secondary schools as evident in several other research works as they affect the accomplishment of the objectives of senior secondary education programs. Causes and effects of social vices on the academic performance of senior secondary school students in Nigeria were equally discussed. A blue print explaining the interaction of social vices on the campuses of Nigerian senior secondary schools were illustrated. Finally, conclusions and recommendations were made as regards to tackling social vices in the Nigerian Senior Secondary school system.
Keywords: Social Vices, Peer Group, Negligence, Truancy, Drug Abuse, Cultism, Students Academic Performance, Corruption, Nigeria, Examination Malpractice**.**

Introduction

Knowledge which is an important commodity to any society is also known as education which is the cornerstone for development of a nation. Development helps to bring about meaningful transformation in the lives of the people in such a way that there is no wide gap between one section of the society and another.

Development is in line with growth and progressive change and these changes can be physical, mental or emotional (Eluekwute, Danburam, Zakariah and James 2021). In our society today, the provision of education is within institutions in primary, secondary schools and tertiary levels.

Some years ago(over sixty eight years), the Cambridge Conference on Africa Education defines education as the united concern of a people for the right upbringing of its children and improvement of its national life. Femi (2013) sees education as the transmission of life by the living to the living.

Elujekwute (2019) described social vices as an act of indiscipline and they are those acts and conditions that violate the societal norms and values. They are habits or behaviors of immoral activities such as cultism, robbery, ritual killing, kidnapping, smoking and drug peddling and among others. They are also seen as acts of indiscipline which interfere with the

teaching and learning process, manifesting itself in various ways including alcoholic and substance abuse, vandalism, bullying, truancy, inability or unwillingness to do home works. The causes of indiscipline in senior secondary schools in Nigeria include; hash schools rules, authoritarian methods, bad staff behaviors, poor communication results, lack of adequate schools facilities, influence from home and society.

Consequently, according to Ayobami (2011), who rightly observed that the solid moral and intellectual terrain expected to be found in secondary schools has suddenly become slippery veering towards an unprecedented magnitude of immorality. Over the past decades, educational administrators in secondary schools have mapped out strategies to combat social vices bedeviling our centers of learning. Some of such measures have resulted to increased punishment of students and sanctioning of erring staff that either aid and abet or condone social vices. This has become a nagging issue with regards to students' academic performance in secondary schools.

In Nigeria, negative modernization, devastating acculturation of other people's culture, deliberate poor governance, legendary and colossal corruption in all aspects of the nation's life exacerbated by the destructive impact of the mass media has eroded the cultural values and acceptable behavior pattern of our parents of the past age. Ebenwa-Okoh, Akpochafo and Onoyase (2013) notes that morality to a large extent across the society has been thrown to the trash can. Ungodly pursuit of mundane assets driven by a materialistic culture has relegated human life to the background. Peaceful and successful life is gradually eluding the inhabitants of our society. The social system of things has been unbearably charged with a bestial lust for money where the activities of social miscreants have suffocated almost every facet of human endeavor. Insurgence and militancy, agitation, unmitigated ethnic violence, religious bigotry, judicial ineptitude, financial impunity and a host of other indescribable antisocial behavioral dispositions are gradually becoming the acceptable order of the day. This anomaly has gradually found its way firmly entrenched in secondary schools in Nigeria. These anti-social behaviors have been swapped with the foundation objectives of the Nigerian senior secondary schools which are character and intellectual upbringing of learners.

Igwe and Nath (2005) reports that various form of social vices by students have negatively influenced the entire educational system. Most of institutional certificates and transcript records have been discredited for reasons traceable to academic and moral deficiencies. Okwu (2013) affirms that much damage has been done to the fabrics of the education industry in Nigeria is a corollary that calls These social vices are considered as social and educational plagues because like the plague of locust on farms, are disastrous and its numerous influx are unwholesome for decent lifestyles.

Insight into Student's Academic Performance

Academic performance is an assessment of the students' results in examinations such as terminal and seasonal examinations. According to Elujekwute (2019) academic performance which is synonymous to academic achievement is commonly measured by examination or continuous assessment. In the same vein, Bossaert, Doumen, Buyse and Verschieren (2011) defined academic performance as students' success in meeting short or long term goals in education. In the views of Elujekwute (2019) a student who earns good grades or awards in science has achieved in the academic field of science. Similarly, Wodi and Dokubo (2005) conceptualizes academic achievements (Performances) as the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. In view of the foregoing, one can confidently define academic performance as the attainment of educational aims and objectives by the students after having undergone a period of teaching and learning. It includes the performance of students in internal and external

examinations to the satisfaction of the examiners. This implies that for the students to record high academic performance, moderating factors in the teaching and learning process should be adequately controlled to achieve desired results. The prevalence of social vices in our society has originated from different sources. Igwe (2014), Ikechukwu (2014), and Erika and Elda (2015) identified causative factors to include perceived and presumed oppression, persistent lawlessness occasioned by a weak or compromised judicial system, absence of dedicated moral champions, lack of working security machinery to combat social vices, socioeconomic crises, persistently poor governance, among others. These causes, in addition to youthful exuberance that has predominated adolescents' and young adults lifestyle have bred a myriad of anti-social behaviors in secondary schools in Nigeria.

Concept of Social Vices

The term vices is a Latin word "vitium" meaning defect or failing. It is defined as a bad habit or immoral activities. Vices are common among young males and females, example include prostitution, indecent dressing, robbery, cultism, pocket picking, drug addiction, examination malpractice, hooliganism, thuggery, gambling, smoking, pre-marital sexual activities, rape, alcoholism, taking of illegal substances among others. Social vices are bad traits, unhealthy and frowned at by members of the society. Social vices simply put are behaviors which are at variance with societal expectations based on established moral codes. According to Igwe (2014) social vices are anti-social actions which breach societal norms, values and more and they range from obscene dressing to sexual harassment and promiscuity, cultism, kidnapping, examination malpractice, hooliganism, character assassination, impersonation, financial fraud, and among others. According to Omonijo, Nnedum, Fadugba, Uche and Biereenu-Nnabugwu (2013) social vices are any actions exhibited either by omission or commission on negligence which contravenes cultural values and established codes of conduct of a particular community or in a given situation or location. It has been observed in recent times that youths in Nigeria secondary schools are more vulnerable to social vices. The increase in the number of youths involved in social vices in recent times calls for serious attention. It then becomes imperative to find a solution to the involvement of the youths in social vices so as not to produce a generation of vipers and corrupt society and for the further of our great nation to be sustained.

Forms of Social Vices in Nigerian Senior Secondary Schools

The forms or types of social vices that commonly occur in secondary schools in Nigeria are:

Examination Malpractice: Examination malpractice is any examination not conducted in accordance with specified norms set by the examination institutions. Elujekwute (2019) defines examination malpractice as any irregular behavior exhibited by candidates or anybody charged with the conduct of examination in or outside the examination hall before, during or after such an examination. Examination malpractice simply means all forms of misconduct associated with the conduct of an examination which could take place before, during and after such examination. In other hand, malpractice refers to counter practice that is against ethics of examination. According to Olusasnami (2014) it is an act of disrespect to all rules and regulations guiding the good conduct of any examination or any evaluation process. In recent times, examination malpractice has gone from simple 'giraffing' to a variety of sophisticated methods. There are many causes of examination malpractice in Nigeria but only a few shall be mentioned here for lack of space. Chukwuemeka and Aghara (2013) opine that one of the major causes of examination malpractice can be attributed to moral decadence in Nigeria. The grave consequences of examination malpractice on the youths cannot be overemphasized such that examination malpractice has various negative effects on the society such as destruction of

academic image, psychological trauma on innocent students, poor study habits, moral decadence and among others.

Truancy and Absenteeism: Other social vices prevalent in the Nigerian secondary schools are truancy and absenteeism. The situation is so worrisome to the extent that Dagih (2015) laments that it is a common sight to run into multitudes of students closing before closure hours while other bunches deliberately absent themselves from classes. These habits when it persists breed people who turn out to be lazy and display nonchalant attitudes towards societal obligations.

Cultism: Cultism is a system of religious belief and practice or an ideology. Erika and Elda (2015) defines secret cults as a group of people who share and propagate peculiar secret beliefs divulged only to members. In addition, their initiation procedures often involve secret rituals like swearing-by some deity, human blood and other procedures, which send shivers down the spines of most people. Occultism or possession of mystical power is often associated with cults. However, because of their rather secret modus operandi, the veracity of this thinking is difficult to ascertain. Sometimes, secret cults attend functions of members like marriages, burial ceremonies, naming ceremonies and the like. Some secret societies appear in uniforms that are usually odd and easy to identify. Non-members that appear in their uniforms (usually black over black) are harassed, embarrassed and even beaten or killed. Some of their clandestine activities include nocturnal meetings in very odd places like cemeteries, valleys, abandoned buildings, among others. They usually engage themselves in gangsters' activities like taking of cocaine, marijuana (Indian hemp) and even drink human blood. They take delight in seeing fellow human beings suffer and die gruesomely.

Drug Abuse: Drugs include what are commonly called medicine and not only substances which alter mood, perception or normal awareness as some people erroneously believe. A drug, according to Yusuf (2014) and Igwe (2014) is a substance of biological or chemical origin which when applied to a living tissue produces an effect. Drug abuse refers to the use, especially by self-administration, of any drug in a manner that deviates from approved medical or social patterns within a given culture.

Government agencies refer to any use of an illicit substance as drug abuse for example heroin, marijuana (Indian hemp). The causes of drug abuse among students are not too different from those of adults. Oromareghake, Arisi and Igbo (2013) notes that drug abuse has many causes via: cultural, social, economical, psychological and family pathology. These causes include drug abuse through ignorance; deliberate drug abuse, drug abuse for pleasure; drug abuse for curiosity; incorrect drug dosage; drug habit and addiction; home, school or work environment; personal feeling of inadequacy; and membership of group/peer pressure. Some of the above causes are of particular interest to the educationist. For instance, it has been shown that most of the students who take drugs to aid them with their studies are those with poor educational records and sometimes also have a history of instability and family social problems.

Bullying and Fighting: In secondary schools, bullying and fighting is another social vices associated with students. In Nigeria of nowadays, it has become breeding grounds for touts and militia. Omonijo, Nnedum, Fadugba, Uche and Bierrenu-Nnabuguwu (2013) notes that, students brazenly engage in bullying young ones or fighting among themselves. They stressed that there have been cases where students of secondary schools have gone on rampage manhandling fellow students and even teachers. Students have at times gone wild causing arson and maiming mates and younger ones in the name of gangsters.

Sexual Promiscuity: Sexual promiscuity among students of secondary schools in Nigeria is another serious vice that calls for serious concern. Most of the students who for the first time gain some social freedom from their parents' watchful eyes and guidance easily fall prey to the

temptation of tasting the forbidden fruit. Some of them become so wild on the illicit lovemaking that they give most of their time and attention to it to the detriment of their studies. Igwe (2014) and Oluwasanmi (2014) maintain that they become so much engaged in nocturnal activities that they sleep throughout the daytime in hostels or during lectures for those who would want to register their presence in classes. Some other ones completely abandon their lectures to keep appointments with boy-friends or "sugar daddies". Sexual "promiscuity has lead to unwanted pregnancy, babies or even pre-mature death. In an attempt to get rid of an unwanted pregnancy, complications may result which may lead to hospitalization and absence from lectures for those who may survive.

Causes of Social Vices in Nigerian Secondary Schools

The causes of social vices in Nigerian secondary schools include the following:

Peer Group: This is the major cause of youth involvement in social vices. Students spend more time with their friends in schools or at home. Due to their weak nature and tender age they can easily be influence. Children have high level of curiosity to learn, to have fun and practice new things. Agree with me the proverb that says "show me your friends and I will tell you who you are" because it shows the significance of friends and how they influence lives. A child tends to behave like his or her friends so are labeled as cowards, JJC's, uncivilized or crude. A child who moves with children with poor academic performance can be like them in no time and will be lured to the short cuts to success such as examination malpractice. Being a virgin, which was once a thing of pride has now turned into an object of ridicule among students now. Parents and peer group seem to extend almost equal importance by the time children are well grown up into adolescence. Thus, the peer group provides the developing child with a broad range of behaviors, cultural and sub-cultural values. It is worthy of note that being integrated into a group in which drug use and approved is one of the strongest factors leading youths into illegal drugs and other social vices.

Negligence: Another cause of social vices is negligence by the parents or a broken home. Most children that engage themselves in vices are from broken homes. Lack of parental care supervision and attention can make children from the permissive and uninvolved parenting styles fall mostly into these traps. They move with wrong people, their movements are not queried; there academic progress is not being followed up. Negligence of parents can make the wards turn to their friends for love, emotions, care, advice that can lure them into deadly acts. An abandoned girl looks up to an opposite sex for love and affection vice versa. Some maids, house helps, family members and neighbors who are always around children in the absent of parents can introduce these children to sexual acts, warn and threaten them not to tell anyone. Even if the bold ones are determined to confide in their parents, they (parents) may be too busy or occupied to listen and see through things. Parental negligence to child's way of life is very vital, in any Child's behavioral attitude; the parent plays a huge role in the development of that attitude and whether genetic or during maturation stages of development of the child.

To Boost Self-Efficacy: Sometimes secondary schools students engage in social vices because they want to change or alter the way they feel, "to feel happier or better, to avoid pains, stress or frustration". Yusuf (2014) observes that they want to forget or to remember, to be accepted or be sociable sometimes to escape from burden or just to satisfy curiosity. However, in the long run, people who engage in one social vice or the other in the hope of solving one problem or the other run the risk of getting trapped in a spiral of increasing drug use that created new problems and finally leads to drugs dependence which worsens already worse situation.

The Mass Media: Evidence abounds that children, youths and undergraduates who watch' a lot of television programme learn to rely on stereotypes of the various groups presented by the media. lya (2018) reports that these children then transfer what they have learned from

television to real life situations. This, if the stereotype was presented and always watched by a child favors drugs taking the child will imbibe the culture of drug taking.

Perceived Impact of Social Vices on Students' Academic Performance of Senior Secondary Schools in Nigeria

Social vices affect the society as a whole and individual in particular. The mental, physical, academic, moral aspect of an individual are negatively affected students divert their time to these vices instead of being serious with academic works. There is wastage of time which leads to poor academic performance.

Deadly diseases: Deadly diseases that can lead to the termination of lives and career can be contacted. A pregnant lady will face emotional, psychological trauma which will make her loss focus and attention on her studies. She might eventually stop schooling, get expelled or quit for some period of time, if she is luck, she may return to school but her mates will be far ahead of her.

Dangerous act: Dangerous acts like cultism are rampant in schools. Greater attention is given to the cult to the detriment of academics. Much demand is expected from members. The cult is their priority while any other things including their studies are secondary. They forget their primary assignment in school by focusing on meeting the needs of other members, fighting, and initiation of innocent students. Being in a secret cult expose a child to other forms of illegal acts such as smoking, alcoholism, rape, taking of illegal substances, hooliganism, thuggery and others. They may lose their lives in fights or when there is a clash with opposing cults and some may be rusticated from schools. They might even progress to higher crimes such as highway and bank robbery. Rapist and their victims are exposed to sexual diseases like AIDS and other related STD. Female students might stop education due to early pregnancy. High numbers of student who engage in evil acts in a school reduce the morality and standard of the school. Parents tend to withdraw their wards from schools and the change of institution might have negative effects on students.

Lead to Self Destruction: Social vices lead to self- destruction of youth because when they are apprehended by law enforcement agencies, it may lead to their imprisonment, killing and many youth may become disabled when any of their sensitive organs are hit by gun or cutlass when attack by a rival cult or gang. Igwe (2014) states that a group of students that had indulged in the consumption of illicit drugs were found exhibiting severe mental complications and as such could not continue with their education. This will subsequently affect their performance in the labor market and the outside society.

The Psychological States of Students: Social vices may alter the psychological equilibrium of the students and may result to severe mental issues which force the victims to withdraw from regular school programmes. Oromareghake *et al.,* (2013) found out that students who engaged in social vices such as cultism, hooliganism and gangsterism ingested certain toxic substances that they thought could make them bolder. The acidic radicals in such substances like drugs impact negatively on their brains and it result to loss of mental balance. In a situation like this, such students can no longer concentrate on their studies and invariably perform poorly both in internal and external examinations.

Vandalization of school plant: Social vices such as gangsters lead to vandalization of school plant thereby impacting negatively on their studies and subsequent performance in academic tasks. Oluwansanmi (2014) reports cases where students went on rampage and burnt down entire school buildings and other valuable school plants. The end result in a situation like this, is that when finally normalcy returns in such schools, there will be shortage of pertinent school plant and this will negatively impact on teaching and learning which will also affect the performance of the students' academic achievement as well as in examinations.

Conclusion

The purpose of setting up secondary schools to prepare students for further academic endeavors and occupational opportunities. This and other parameters are used to measure the academic performance of the students. The performance of students should not be affected by any limiting factor. It has been found that social vices negatively impact on students' academic performance. This must be controlled and eradicated.

Recommendation/Way-forward

To combat the prevalence of social vices and their subsequent impact on the academic performance of senior secondary school students in Nigeria, the following recommendations were therefore made.

1. Social vices need to be curbed. Youths that engage in these dangerous acts need help, advice and rehabilitation for the addicted ones .Parents need to know their children's friends, status and their academic performance and this is majorly the role of our mothers also, should be close to their children. Close monitoring and time should be given to children by parents. Children should be taught the moral values and the word of God; this might help as a solution.
2. The educational administrators should ensure that adequate facilities such as classrooms or lecture halls and laboratories should be provided to ensure effective check and control of social vices in secondary schools.
3. Schools should have a high level of discipline; any student seen as a threat to others should be cautioned and rehabilitated.
4. Counseling centers' in our schools should braze up to their responsibilities of counseling students and provide follow up for students who renounces, and also our leaders should lead by good example and provide basic amenities for the students in secondary schools so as to decrease incidences of social vices.
6. Good behaviors should be rewarded and deviant ones sanctioned to serve as deterrence to intending culprits, also teachers should lead by example and should be firm yet fair in dealing with deviant students.

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PROMOTING THE MENTAL HEALTH OF STUDENTS IN THE ERA OF MAJOR GLOBAL CRISES: THE ROLE OF EDUCATIONAL COUNSELLORS

By

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Abstract
Schools are crucial in fostering students' mental health and acting as a vital learning environment for acquiring fundamental skills in the social, emotional, and behavioral domains. However, the many consequences of global crises including global conflicts, child abuse, COVID-19, and climate change frequently influence the school climate, having a serious impact on students' mental health. The current study suggested potential roles for educational counsellors in identifying and meeting the demand for mental health services that support social and emotional growth and wellness for all students. This study, which was based on role theory, explored the scenario of mental health disorders in schools, factors that affect mental health, how global crises affect children, ways to promote mental health, and the role that educational counsellors play in doing so. It was upheld that educational counsellors could respond to the mental health needs of all students by providing instruction that improves awareness of mental health, evaluation and advice regarding academic, career, and social/emotional development, short-term counseling interventions, and referrals to community resources for long-term support in promoting students' positive mental health.
Keywords: Educational counsellors, mental health, students, global conflict, child abuse, climate change and COVID-19.

Introduction

Students with mental disorders are characterized by significant shifts from how they regularly behave, learn, or manage their emotions, which create anguish and difficulty getting through the day. Mental health is defined as a "state of well-being in which every individual realizes his or her own potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to her or his community" (WHO, 2022). There are two ways that problems with mental health might present themselves: internally or externally. Students who experience mental health issues often struggle in school, have trouble focusing, perform poorly academically, and struggle in their social and interpersonal interactions (Nwachukwu, Olufunmilayo, Otor, Yakubu, Akingbade, Odefemi, Ikwunne, Kowe, Morakinyo, Oyebamiji and Adebayo, 2021). But if the right counseling services are implemented to assist a young person's mental health needs, we may frequently maximize success and reduce adverse effects for students. The educational counsellor's mental health interventions should be focused on each student's unique needs and flexible enough to offer more or less care as necessary (Pederson, Burnett-Zeigler, Fokuo, Wisner, Zumpf & Oshodi, 2020).

Psychological counseling, assessment, and intervention services are provided by educational counsellors to assist students. In order to provide secure, healthy, and encouraging learning environments that develop ties between the home, school, and community, school counseling personnel collaborate with teachers, families, school administration, and other professionals (Putri, Supriyanto, Martaningsih & Rosada, 2022). Educational counsellors assist students with a variety of concerns pertaining to academics, relationships with peers and family members, and emotion management, such as despair, anxiety, worry, or isolation. Because mental health issues resulting from global crises like global conflicts, child abuse, COVID-19, and climate change are common and frequently manifest during student hood and adolescence, they are treatable, and early detection and intervention strategies can help improve resilience and the capacity to succeed in school and life, the capacity of educational counsellors to recognize and support students' mental health in schools is important (Atilola, Ayinde, Obialo, Adeyemo, Adegbaju & Anthony, 2022; Ohunene, Audu, Ifeagacukwu & Ogunode, 2022). Professional educational counsellors can actively assist adolescents affected by global conflicts to flourish emotionally and academically by collaborating with, providing resources for, and supporting family members through partnerships. Therefore, educational counsellors are in a unique position to support and mentor students as they deal with the realities of international conflicts and child abuse (Clark, Ponjuan, Orrock, Wilson & Flores, 2013).

Counseling is also necessary for victims of child abuse to be able to process the emotional trauma that occurred from their abuse. Counseling frequently aims to help people regain their ability to trust others, as well as their communication skills and self-advocacy abilities (Brown & Grothaus, 2019). Counselors who focus on helping child abuse victims should be skilled at managing the mental health issues that arise as a result of the traumatic abuse. Counseling for child abuse is crucial, it cannot be overstated. If child abuse victims are left untreated, they will suffer many challenges in the future (Selph, Bougatsos, Blazina & Nelson, 2013). Child abuse victims frequently experience mental health problems, such as post-traumatic stress disorder, dissociative disorders, substance misuse, and anxiety disorders, as was mentioned above. Understanding and addressing the causes of these disorders can help people feel less anxious and help the world fight disasters. The COVID-19 pandemic is a global emergency that has a detrimental effect on students' mental health as well as their social, emotional, psychological, and educational well-being (Golberstein et al., 2020). Although dread and worry are common reactions to outbreaks in society, these emotions may make it more challenging for people to deal with the outbreak's effects. In other words, in addition to the risk of illness and death, the pandemic has also had a detrimental psychological impact. For instance, dread of illness, worry of being alone at home and delaying schooling, fear of families being unable to pay for students' tuition owing to a lack of income, and viewing depressing information on social media all had a negative impact on students' mental health.

Theoretical framework

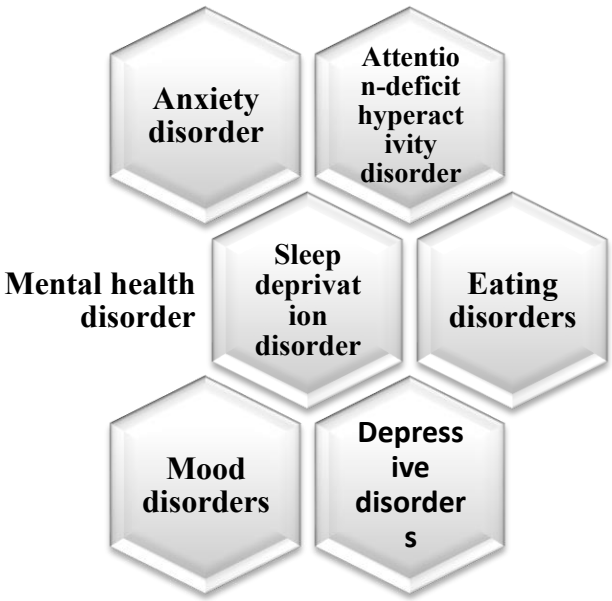
The present research is positioned within the organizational theory literature and used role theory to address issues regarding the professional responsibilities that educational counsellors have in the era of major global crises. Role theory offers a framework for analyzing expectations and roles in the setting of organizations (Kahn et al., 1964). This concept according to Richards, Hemphill and Templin (2018) is frequently used by academics to explain how particular individuals within an organization should operate in various situations. Roles are social positions that are linked to a person's identity, including their career, and are connected to societal norms of behavior (Biddle, 1986). Roles, however, are not constant and change depending on the structure in which they are found. The complexity of roles varies based on their breadth, difficulty (i.e., the level of expertise required to fulfill the role), and

coherence (i.e., how the components of the role fit together). Roles are "embedded inside social systems" (Biddle, 1979). Role concepts can be utilized to better comprehend an individual's and an organization's actions (Biddle, 1986). This is a useful framework to guide the research because we are looking at a highly specialized function inside the school, which in many schools may be a single role or one held by only a few people. According to role theory, job stress, which happens when employees and supervisors have divergent expectations about a given role and there is an imbalance between the amount of work required and the amount of time available, is one of the main elements determining counsellor's effectiveness.

In general, American Educational counsellor Association (2019) suggests that a educational counsellor's responsibilities include working with students in all grade levels and implementing a complete school counseling program to promote their growth in three areas: academic, social and emotional, and postsecondary. Individual counseling, group counseling, classroom instruction, family outreach, and college and job preparedness counseling are just a few of their professional duties. However, Baker, Zyromski and Granello (2021) suggests that these professionals deal with various expectations of their job and obligations from students, parents, school principals, teachers, and even counselors themselves, despite national standards, a professional model, and advice on suitable roles. Roles are context-bound, which means an individual's comprehension of the expectations for their position is influenced by organizational aspects in their surroundings. This is partly the cause of the problem. In order to comprehend counselors' experiences amid a global crisis where distant and hybrid schools further complicated their responsibilities, this study builds on previous literature in the field.

Mental health disorder: Situation in schools

Mental health is a condition of mental wellness that enables people to manage life's stressors, develop their potential, study and work effectively, and give back to their communities (Danowitz & Beddoes, 2018). It is a crucial element of health and well-being that supports both our individual and collective capacities for decision-making, relationship-building, and influencing the world in which we live.



Source: Adapted from Low, Rumker, Talkar, Torous, Cecchi, & Ghosh (2020)

Fig. 1: Mental health disorder in Nigerian schools.

The global conflict, child abuse, climate change, and COVID-19 stay-at-home orders have raised mental health and behavioral challenges in schools that have never been seen before (Hamadani, Hasan, Baldi, Hossain, Shiraji, Bhuiyan, Mehrin, Fisher, Tofail, Tipu, & Grantham-McGregor, 2020). Globally, 1 in 6 people are aged 10-19 years and according to World Health Organization (2023), half of all mental health disorders in adulthood start before age 14, and two-thirds before 24. It is estimated that 1 in 7 (14%), 10–19-year-olds experience mental health conditions, yet these remain largely unrecognised and untreated. Mental health conditions account for 16% of the global burden of disease and injury in people aged 10–19 years with suicide being the fourth leading cause of death in older adolescents (Maymunah, 2022). Since the onset of COVID-19, there is a 25% increase in the prevalence of anxiety and depression worldwide and young people are disproportionally at risk of suicidal and self-harming behaviours – In Nigeria, UNICEF in 2021 stated that 1 in 6 young Nigerians is depressed (UNICEF, 2023). Mentally healthy students are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and young people, use appropriate problem-solving skills, have nonaggressive behaviours, and add to positive school culture.

In Fig. 1, mental health problems may be brought on by governmental lockdowns, social isolation, domestic problems, death and illness, and uncertainty associated to these crises. such as anxiety disorder, attention-deficit hyperactivity disorder, eating disorders, mood disorders, depressive disorders, and sleep deprivation disorder, which may have a negative impact on students' motivation for academic performance and lead to behavioral problems in schools. There are various anxiety disorders. Obsessive compulsive disorder, Post-traumatic stress disorder, social phobias, and generalized anxiety disorder are a few of the most prevalent types that affect students. Some amount of worry is normal for any person to experience, student or adult, but when it makes it difficult for the student to function in school or in social interactions, it could be something more serious (Egbe, Ugwuanyi, Ede, Agbigwe, Onuorah, Okon & Ugwu, 2022).

A complicated neuro-developmental illness known as attention deficit hyperactivity disorder causes a wide range of symptoms. Many people believe that the main symptom is having trouble focusing, although that is not always the case. Attention deficit hyperactivity disorder impairs a student's capacity to understand their own emotions as well as to comprehend the needs and emotions of others (Hogan, Akpan, Ijezie & Edem, 2022). This frequently manifests as irritability and restlessness, but it can also manifest as difficulty adhering to directions and a propensity for daydreaming.

Students of all ages can suffer from eating disorders and mood problems, which are frequently triggered by stress or traumatic events (Gokkaya & Kargul, 2022). Sometimes, students struggle to recognize and manage their emotions, which causes them to resort to inappropriate coping techniques. Mood disorders can cause harmful and even suicidal thoughts, while eating disorders including anorexia, bulimia, and binge-eating disorder can become life-threatening. Trauma, suicidality, technology addiction, drug and alcohol abuse, family conflict, and other mental health concerns have increased. If these mental health problems are not properly handled in order to prevent catastrophes, then school safety may become an additional issue. Mental health issues in students can affect how they learn, behave, and manage their

emotions, which can result in a variety of issues both at home and in the classroom if they go undetected or untreated.

Determinants of mental health

Numerous individual, social, and structural factors may interact throughout to support or undermine mental health and cause a change on the mental health continuum. People may be more susceptible to mental health issues due to personal psychological and biological characteristics like emotional intelligence, substance use, and heredity (Kowe, Morakinyo, Oyebamiji, and Adebayo, 2021). Students are more likely to experience mental health disorders if they are exposed to unfavorable social, economic, geopolitical, and environmental factors such as violence, inequality, abuse, and environmental deprivation.

Risks can appear at any stage of life, but those that do so during developmentally vulnerable times, particularly early student life, are more harmful. A period of poor mental health, for instance, might be brought on by childhood abuse, trauma, or neglect, social isolation or loneliness, social disadvantage, poverty, or debt, bereavement, severe or protracted stress, having a chronic physical illness, living in substandard housing or being a long-term caregiver, abusing drugs or alcohol, engaging in domestic violence, bullying, or other forms of abuse (Atilola, Ayinde, Obialo, Adeyemo, Adegbaju & Anthony, 2022).

At various scales, society contains both threats and safeguards for mental health. Global risks, which include economic downturns, disease outbreaks, humanitarian crises, forced displacement, and the escalating climate issue, raise the risk for entire populations. Only a few risk and protective factors can be reliably predicted. Despite being exposed to a risk factor, the majority of people do not go on to acquire a mental health illness, while many people who have no known risk factor do so nonetheless (Pederson, Burnett-Zeigler, Fokuo, Wisner, Zumpf & Oshodi, 2020). However, the interrelated factors that affect mental health can either support or detract from it.

Effects of Global Crisis on students

A global crisis is an occurrence like a war, a recession, a pandemic, or extreme weather that affects all nations' economies, social structures, cultures, and politics, among many other things. A crisis may be of a national or international scope. Financial collapse, war, natural disasters like the tsunami, and the pandemic healthcare crisis are all examples of global crises. A global generation of students health and aspirations are being negatively impacted by a number of overlapping crises that hundreds of millions of students are caught in the middle of. Years of advancement are being undone, and in every country, insecurity, turmoil, and uncertainty are increasing.

During civil and internal conflicts, students are exposed to terrifying and horrifying conditions, an experience that could have long-lasting effects on posttraumatic stress disorder. Students who have been touched by conflict may have significant rates of anxiety and despair due to severe losses and interruptions in their life (Yamada & Matsushima, 2020). Food, gasoline, and fertilizer prices have skyrocketed as a result of the crisis, which has also severely disrupted supply chains and international trade, shaken the financial markets, and put the world's food security and humanitarian flows in jeopardy. Massive amounts of fossil fuels are consumed by the military, directly causing global warming (Jacobson, von-Krauland, Coughlin, Dukas, Nelson, Palmer & Rasmussen, 2022). Modern combat techniques such as bombings adversely destroy wildlife and biodiversity.



Students encounter enormous obstacles that seriously jeopardize their ambitions and dreams for a better life in the face of many calamities. They and their families are being forced to make awful decisions in order to survive due to conflict, starvation, displacement, and poverty. Students living in crisis zones around the global continue to experience attacks and abuse on a terrible scale, ranging from widespread murdering, maiming, abduction, and sexual violence to recruitment into armed organizations and strikes on schools, hospitals, and crucial water systems (Rosenthal & Thompson, 2020).

Attacks on educational institutions or healthcare facilities can target them and result in their complete or partial destruction. New COVID-19 varieties will emerge as a result of these crises, showing why nobody is safe unless everyone is. Hospitals and health systems are overburdened due to the more than five million deaths globally caused by COVID (Golberstein, Wen & Miller, 2020). The poorest people's livelihoods have been severely damaged by lockdown measures, particularly in nations with minimal social welfare. Many months of school closures have also caused hundreds of millions of students to miss out on months of education. As people struggled with loneliness, job losses, and the loss of friends and families, mental health problems increased around the world (NDTV, 2021). When students return to school following child abuse, armed war, climatic change, and COVID-19 stay-at-home orders, mental health specialists predict high levels of despair, substance misuse, posttraumatic stress disorder, and suicide.

Mental health promotion and prevention

The goal of mental health promotion is to develop conditions that support and sustain good mental health for all people. Enhancing protective factors and reducing risk factors are the goals of activities and treatments (individual, family related, environmental and economic in nature). With the chance to reach large numbers of students throughout their early years of cognitive, emotional, and behavioral development, schools are a great place for promoting mental health for students (Nwachukwu, Olufunmilayo, Otor, Yakubu, Akingbade, Odefemi, Ikwunne, Kowe, Morakinyo, Oyebamiji & Adebayo, 2021). The best school-based programs for promoting mental health are comprehensive, target various health outcomes, involve the entire school, emphasize the development of personal skills, involve parents and the larger community, and are implemented over time. In order to lower risks, foster resilience, and create

environments that support mental health, promotion and prevention interventions the individual, social, and structural determinants of mental health are first identified.

Fostering good mental health fundamentally involves promoting and improving resilience. The capacity to "bounce back" after adversity, failure, and stress is known as resilience. Students' mental health will be improved throughout adulthood if they are thought how to cope with life's unavoidable ups and downs (Atilola, Ayinde, Obialo, Adeyemo, Adegbaju & Anthony, 2022). Students who are resilient feel good about themselves, trust other people, and are generally upbeat about the future. Resilience can be developed through school-based initiatives that emphasize problem resolution, emotional literacy, and social skill development (Cavazos, Johnson, Fielding, Cavazos, Castro & Vela, 2010).

Interventions may be created for single people, particular groups, or entire communities. Promotion and prevention programs should encompass the education, labor, justice, transportation, environment, housing, and welfare sectors since changing the determinants of mental health frequently requires action beyond the health sector (Selph, Bougatsos, Blazina, & Nelson, 2013). Another goal in promoting student and adolescent mental health, is by enacting laws and policies that support and protect mental health, helping parents offer nurturing care, adopting school-based programs, and enhancing community and online environments.

Specific role of school counsellors in promoting the mental health of students in the era of major global crises.

Global conflict: Students who are impacted by a global conflict frequently experience a lot of uncertainty and movement. Students and adolescents from military families who are going through this crisis frequently experience pressures that have an impact on their academic and socio-emotional growth. Educational counsellors are in a unique position to help students who are affected by big global crises with their educational needs because of their position and expertise. By teaching courses on subjects like bullying prevention, conflict resolution, and respect for others, educational counsellors can address problems associated to international conflict (Baker, Zyromski & Granello, 2021). By helping students to develop their critical thinking and problem-solving abilities as well as their worldview and belief systems to be inclusive and celebrate diversity, they assist students in becoming ready to face these occurrences.

Educational counsellors participate in the school's office discipline referral procedures as well as small group and one-on-one counseling interventions to address specific learning and behavioral issues. It's important to keep up with and reinforce these exercises. In addition, the illustration below identifies six areas where educational counsellors should concentrate to actively assist students in comprehending and efficiently resolving international conflict. Many of the issues relating to international conflict might be direct or indirect, necessitating discussions between students and the educational counsellor in small groups or one-on-one (Ohunene, Audu, Ifeagacukwu & Ogunode, 2022). In these situations, counselors address highly individualized problems that have an impact on students' feeling of wellbeing, emotional stability, and executive function. Educational counsellors are frequently in the front lines of having to offer explanations when none are available and to offer comfort and support that appears insufficient to assist others in coming to terms with and healing the broken hearts, minds, and psyches of people who are devastated by such tragedies.

Programs for school counseling, as mentioned above, have an emphasis on both prevention and intervention. Teaching students effective coping skills is a crucial part of the educational counsellor's job. Educational counsellors should actively promote the delivery of activities that are focused on global conflict prevention and intervention. Being alert and

keeping an eye out for indications of thought and behavior patterns that could interfere with students' ability to study or have a negative impact on their life can help one to achieve this goal. Every student has access to comprehensive school counseling programs. The rights of children and families in the educational process are protected by counselors.

Child abuse: Counselors that assist abused students often concentrate on helping them process their experiences and emotions. The majority of counseling sessions take place in one-on-one settings, but if the goal is to reunite the family, the abused student will probably participate in family therapy. Additionally, child abuse counseling aims to assist students in resolving mental health problems brought on by abuse, such as post-traumatic stress disorder, anxiety disorders, or somatization disorder (Sanderson, 2013). It is the legal, moral, and ethical duty of the educational counsellor to alert the appropriate authorities about any suspected incidents of child abuse and neglect. In order to ensure that the essential supports are in place for students, educational counsellors seek to identify the behavioral, academic, and social/emotional effects of abuse and neglect on students.

Educational counsellors should acquire crucial understanding of policies and referral processes by remaining up to date on reporting requirements and state laws. Educational counsellors should understand child abuse and neglect and its impact on students' academic, career, and social/emotional development in addition to knowing current laws and being required to report incidents (Olotu, 2013). They should also provide interventions promoting resiliency, healthy interpersonal and communication skills, and self-worth, make referrals to outside organizations when necessary, involve families in the school community, and identify obstacles and limitations that prevent healthy family functioning.

Climate change*:* By assisting students in developing a comprehensive understanding of climate change and a future that is environment-friendly, guidance counselors can have a positive impact. With these responsibilities, educational counsellors are positioned to take the lead in tackling existential risks brought on by a changing world. Educational counsellors are in a unique position to lead collaborative efforts to address the climate catastrophe at the school level. In particular, they can address the existential dangers that a changing climate poses to students' current social and emotional well-being and view on the future (Nnadi, , Uzoekwe, Obi & Chigbu, 2021). By providing pro-active and timely school counseling services, educational counsellors can support students' wellbeing and resilience by implementing prevention and intervention strategies that focus on the psychological benefits of connecting with nature, students' reactions to climate change (such as worldview, eco-anxiety, eco-trauma, motivation, and ambivalence), and increasing students' self-efficacy as they think about their own futures that may be impacted by the environment. Students may be better prepared to deal with the scientific and social/emotional effects of climate change and to build the personal resilience to face the personal and community crisis of natural disasters if educational counsellor roles are clarified and made more specific when it comes to school responses to climate change.

The educational counsellor would naturally play a role in education pertaining to climate change awareness, including attending to the psychological and emotional needs of students as they learn about environmental conditions related to climate change impacts. This is because the educational counsellor has historically served as a bridge to services during times of crisis. Educational counsellors can mitigate the adverse consequences of climate change impacts in addition to offering supportive psychological education connected to it by implementing programs that foster resilience (Undiyaundeye & Denga, 2018). This can be achieved by employing techniques and methods for wellness assessment and promotion that go beyond the comprehensive perspective that educational counsellors have of their students. This research suggests partnerships between educational counsellors and science instructors,

recognizing the benefits of including educational counsellors in environmental education initiatives. These partnerships can better serve students' and the school community's needs in terms of how they are processing climate change psychologically as a whole.

Covid-19: There may be an increase in demand for mental health services as a result of the COVID-19 stay-at-home directive and school closings. Since this pandemic is a true crisis, educational counsellors have received training in how to approach crises both individually and methodically. Educational counsellors are prepared for the multitude of ongoing and emerging issues that may become more prominent following a crisis like COVID-19 (Vostanis & Bell, 2020). Educational counsellors are specially trained to handle the academic, career, and social/emotional needs of all students and have a beneficial influence on conduct, attendance, and academic performance. Even if reduced budget forces administrators to evaluate line items, they should acknowledge the crucial part educational counsellors play in addressing children' social and emotional needs and keep them on staff to help students, families, and the community through this difficult time.

The educational counsellor can engage with many districts, parents, and mental health stakeholders and is frequently the only mental health clinician able to diagnose, manage, and provide interventions for students who are at risk. Since adolescents typically spend the majority of their time at school, school employees typically become aware of mental health difficulties before families, even during non-pandemic periods. The job of the professional counselor is crucial in times of distress. It is expected of counselors to provide counseling to students, plan all counseling events, interact with staff, parents, and the crisis team, as well as reach out to nearby schools. Throughout the crises' intervention and postvention phases, counselors offer one-on-one counseling sessions. They are expected to consult with administrators, professors, parents, and professionals; provide individual and group interventions for children and staff during times of crisis; and coordinate services with the school and the community.

Conclusion

The present research examined the role of educational counselor in promoting the mental health of students in the era of major global crises such as global conflict, child abuse, climate change and COVID-19 stay-at-home orders. Due to social isolation and unfavorable experiences, trauma is becoming more common among students in this era of severe global crises, which is leading to a surge in mental health problems. Suicide instances, technology use, and school safety issues could all continue to climb if left unchecked. As a result, in addition to developing and implementing interventions to help students with their emotional and social development, schools through the services of educational counsellors will need to be ready to address the intellectual shortcomings brought on by these global crises. Educational counsellors are trained in human growth and development, group counseling, and counseling theories and procedures; as a result, they have the skills necessary to provide and manage short-term mental health assistance to students in need during major global crises.

Educational counsellors play a crucial role in the network of organizations that prevent child abuse by assisting students in coping with the devastating effects of global conflict, climate change, and COVID-19. Counselors at schools need to be able to advise and help students by offering the right services. Educational counsellors are devoted to offering students who are impacted by international conflict, child abuse, climate change, and COVID-19 high-quality services and research-based intervention strategies. Educational counsellors have a special contribution to provide because of their knowledge in trauma-informed methods to resilience, crisis response, developmental and wellness approaches, and a humanistic connection to students' and adolescents' lived experiences.

In order to effectively address the complex needs of various school communities as they deal with issues like child abuse, climate change, and COVID-19, educational counsellors should have a strong social justice lens. Educational counsellors play a crucial role in bringing together students, scientific and environmental educators, local/community specialists, and guests to assist with every aspect of growth and processing. They act as a center for stakeholders and collaborative partnerships.

Recommendations

The following recommendations are presented

- The schools should seek suggestions from students on how to create a welcoming, safe and comfortable classroom.
- Counsellors should provide students with accurate information around COVID-19
- Government should equip schools with the capacity to review mental health-related accommodation requests while maintaining the confidentiality of the student.
- The schools should strike a working group that recommends implementable best practices around exam and evaluations with a wellness viewpoint in mind.
- Government should develop an online resource to record good practices for embedding universal instructional design and mental wellness into teaching.
- Government should develop a protocol to include community partners when communicating adverse events that involve a member of the community, while ensuring that support services are available to those impacted by the event.

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RESOURCE AVAILABILITY AND SECONDARY EDUCATION PROGRMME DIVERSIFICATION IN NASARAWA STATE, NIGERIA

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Abstract

The study investigated the relationship between resource availability and secondary education diversification in Nasarawa state. A descriptive research design of correlation type was adopted. The population for the study are the principals, vice principals teachers in geography sciences, computer science, technical education entrepreneurship education and civic education subject were selected. The total number of 96 schools were stratified randomly selected .also, 960 respondents were also selected for the study. Three research question and four research hypotheses were generated for the study. The research instrument used was resource availability and secondary education diversification questionnaire (RASEDQ) the instrument contained statement items and were validated by experts in educational planning and Test and measurement split-half reliability method was used to test reliability index of .68 after subjecting the data collected to spearman ranking order statistics .05 significance level. The research questions were answered through descriptive statistics like percentages. While personal product moment correlation statistics was use to test all research hypotheses at .05 significance level. The result of findings shows that low positive significance relationship exists between the resources availability and secondary diversification process in Nasarawa state. It was however recommended that physical human and financial resources should be adequately provided towards effective diversification of secondary education, quality curriculum development skill acquisition, security, citizenship and virile environment. Effective secondary education diversification will enhance quality assurance in secondary education programme and the corticated obtained would be accorded and international respects.

Key Words: Resource Availability, Diversification, Secondary Education, Nigeria.

Introduction

Secondary education is the second stage traditionally found in formal education system beginning with students of about 11-13 years old and end usually at the age 15-17 years. It is also define as the transition between primary education and higher education federal republic and Nigeria (2009) national policy in educationstated that. Secondaryeducation is however regarded as the bedrock of any chosen career into any sector in the society. The choice of any career be it banker, engineer, lawyers, medical personals, technical and vocational experts starts from secondary education system. Olaore (2011) posited that the choice of any career in Nigeria education system demand effective function of school counseling service. He added that it is the school counselor that will assist the students to understand themselves and their choice of career which will help them to become responsible members of the society for socio-economic responsibility of individual is pride of the society.

Abodulkareen (2007) pointed accusing fingers to the failure of the past Nigerian educational system as being responsible for the most of the social vices example, social

insecurity, unemployment, high poverty level, crises and unconducsive learning environment in the society.

Abdulkareem however noted that the past educational system devoid of cultural technological and practical orientation and total respect for paper qualification. The moment you have at least five credits including English and mathematics you are qualify for admission and employment mindless if you have them through examination malpractice perpetration; the society don't mind. The result of secondary educational system had caused a lot of problems to the labour employers and admission officers to the extent that many candidates could not defend their certificates. Many graduates could not perform well in the various tertiary institutions, Nigerian secondary education certificate had lost its dignity and respect both in the international and national bodies. No wonder, that Olajide (2012) described the condition of secondary educational system as being pathetic to the extent that many secondary education graduates in Nigeria, could not pass any external examinations like, WASSCE, NECO, NABTEB, Grade II teacher certificate examinations, without being helped during their examination conducts. The author went further that many secondary schools graduates could not construct simple sentences without committing grammatical blunders. Kolawole (2010) observed that the quality of the certificates awarded secondary education graduates have lost the respect in the society due to the facts that, the products lacked moral values, respects for elders, poor practical orientations to ethical issues, insecurity, unemployment and perpetration of social crisis and social violence in the society. Ogundele and Oparinde (2013) posited that most of perpetrated evils in the society today are positively involved by the failure of the secondary education system. This is because the secondary school graduates are not given admission to the higher institutions nor employed into any labour organization, rather they roam about the street and used up by the undesirable elements to perpetrate all sorts of evils in the society. The authors cited examples of the evil involvement in the society as examination malpractices, cultism's, bullying, killing, fighting, rioting, kidnapping and demanding huge amount of money, Raping, armed robbery bombing, ritualism's, terrorism violence all which have adverse effects on the social and economic sectors of the society including education. For the national transformation and development, to be enhanced therefore there is the need to diversify the needed secondary educational system in order to meet up with the needs and societal aspirations.

Secondary education diversification can be defined as the systematic ways of refocusing secondary education system toward combating all threatening issues that are perpetrating in the society and where secondary education system should be diversified are unemployment, social insecurity environmental hazards, poor entrepreneurship mindsets. However, for the secondary educations to be diversified, the study need to investigate the available resources allocated to the schools. Ibitoye (2007) Defined resources as those types of materials, human and financial variables that are put in place towards enhancing effective diversification of secondary education system to where it would be beneficial to all members 'of the society. The authors however, cited examples of resources available in the school system as physical resources, human resources and financial resource, that are put in place that enhance effective teaching learning processes. The author cited examples of buildings, lumps and landscaping, equipment like laboratories, libraries, sport and games, instructional resources like teaching aids. All which are put in place towards enhancing teaching and learning process in the school. Oyedeji (2013) also described human resources as the needed people, personnel that are needed within the organisational institution that will drive the vehicles of educational system to a desired destination. Ogundele (2008) also described financial resources as those resources that involve all the monetary aspects of schools Which are used for capital, recurrent and miscellaneous expenses for enhancing smooth running ofthe secondary educational system.

However, the rationale for the study is to find out the need to diversify secondary education and resources allocated. Investigating if the allocated resources are relevant for a successful diversification and to find out the areas where to diversify secondary education system in Nasarawa State using available educational resources.

Statement of Problem

Over the years, educational resources are vital for effective goals achievement of educational goals including secondary education Jegede (2011) however called for adequate resources allocation and utilization if the educational standard is to be maintained in Nigeria. Since there is the need for effective diversification of secondary educationprogramme in Nasarawa State, The problems of this study however centred on the areas diversification, resource availability allocation, utilization and adequacy for enhancing effective diversification of the secondary education programmes and method of diversifying programmes for goals achievement of secondary education system especially in Nasarawa State.

Purpose of the Study

The purpose of this study is to examine the relationship between educational resources allocation and secondary education diversification in Nasarawa state. However specifically the study aimed at:

1. Investigating the available resources that are allocated for secondary education programme in Nasarawa State.
2. Finding out if the education resources are effectively utilized for effective diversification.
3. Examining the ‘adequacy of those resources for effective diversification of secondary education programmes.
4. Finding out the area and mode of diversifying secondary education system.
5. Making suggestions for effective diversification of secondary education in Nigeria.

Research Hypotheses

The following research hypotheses were generated to guide the study.

Ho_1: There is no significant relationship between resource availability and diversification of secondary education programme in Nasarawa State.

Ho_2: There is no significant relationship between resource availability and curricular activities diversification of secondary schools in Nasarawa State.

Ho_3: There is no significant relationship between resource availability and career choices diversification of secondary schools Nasarawa State.

Ho_4: There is no significant relationship between resource availability and empowerment diversification of secondary school in Nasarawa State.

Ho_5:There is no significant relationship betweenresources availability and ethical resolution diversification of secondary schools in Nasarawa State.

Methodology

The research design for this study was a descriptive research design of a correlation type. The study is a descriptive because it examines the available resources in secondary education and how they really influenced effective diversification in Nasarawa State Stratifies randomsampling techniques was used to select 960responded comprising of principals vice principals, head of department senior teachers, librarians and prefects. The instrument for data collection was Resources Availability& Secondary Education Diversification Questionnaires

(RASEDQ). The instrument as validated by the experts of Economic of Education Test and Measurement. Split-half reliability was used to test the reliability coefficient of the instrument after subjectedto analysis of spearman raking order statistics at .05 significance level. The reliability index of .65 showed that the instrument was reliable for use. All the research hypotheses were tested using Pearson product moment correlation statistics at .05 significance level.

Result

The null hypotheses were tested using Pearson product moment correlation statistics and tested at .05 significance level. Find below the result of the findings.

Ho_1: There is no significant relationship between resource availability and secondary education diversification in Nasarawa State.

Table1: Resource availability and secondaryeducation diversification in Nasarawa state, Nigeria.

Variables	*No*		*sd*	*df*	*Calculated r-value*	*Critical r-value*	*Decision*
Resource Availability	960	86.55	39.72	959			
Career Choice Diversification	960	48.94	26.21		.64	.195	Ho_1 Rejected

Table 1 shows that the calculated r-value of .64 is greater than the critical r-value of .195 at the degree of freedom of 959 and testate .05 significance hence the null hypotheses which stated that there is no significant relationship between resources availability and educational diversification of secondary schools is rejected. The result indicates that the availability of the physical, human and financial of resources at secondary education level encourage effective diversification of the secondary education programme in Nasarawa State. The result is however supported the finding of Olayemi (2014) which observed that whatever change or innovation one is expected from the system of education such educational system should be adequately endowed with buoyant resources at their disposal.The author also was of the opinion that when resources are not adequately available the Administrators should make improvisation. In secondary schools of Nasarawa State.The availability of physical human and financial resources aid effective change innovation and effective diversification process to suit the needs of the society.

Ho_2: There is no significant relationship between resources availability and curriculum diversification of secondary education in Nasarawa State.

Table2. Resource availability and curriculum diversification of Nasarawa State secondary schools.

Variables	*No*	$\bar{x}$	*sd*	*df*	*Calculated r-value*	*Critical r-value*	*Decision*
Resource Availability	960	86.55	39.72	959			
Curriculum Diversification	960	44.33	24.26		.61	.195	Ho_2 Rejected

Tables 2 also shows that the calculated r – value of .61is greater than the critical r – value of .195 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between resources availability and curriculum diversification of secondary education is however rejected. The result indicates that resourceavailability in secondary schools encourage the principals and the teachers to make effective curriculum diversification towards the societal needs and aspiration. The result is however supported by Frank (2005), which called on the curriculum planners to design the school curriculum to extent that it will be flexible and can be changed at any moment in order to meet up with the societal changes. However, the secondary school in Nasarawa State provided adequate resources that are necessary to diversify the curriculum towards the societal needs, aspiration and for meeting up with the regular socio — economic change. The educational resources availability therefore aid effective curriculum changer diversification.

$H0_3$: There is no significant relationship between Resource availabilityand career choice diversification of secondary education in Nasarawa State.

Table3. Resource availability and career choice diversification of secondary schools Nasarawa State

Variables	*No*	$\bar{x}$	*sd*	*df*	*Calculated r-value*	*Critical r-value*	*Decision*
Resource Availability	960	86.55	39.72	959			
Career Choice Diversification	960	53.21	41.34		.68	.195	Ho_3 Rejected

Table *3* also shows that the calculated r —value of .68 is greater than critical r —value of .195 at the degree of freedom of 959 and tested at.05 significance level. Hence the null hypothesis which stated that these are no significant relationship between resource availability and the career choice diversification is however rejected. The finding indicated that the allocated physical, financial and human resources encouraged effective career choice among the students. No matter and whatever career individual want to go for, be it lawyer, medical, teaching etc resource availability will aid career choiceNo wander that Olaore (2011), advocated for the necessary instructional resources such as Audio, visuals and audio visual materials for effective implementation of educational policy towards training of the students towards self-understanding of their capability. Abilityand knowledge about their future careers. Olaore (2011) however stated that education resources allocation is a panacea for effective counseling services for future career choices of students in secondary schools.

Ho4: There is no significant relationship between resource availability and empowerment diversification of secondary education in NasarawaState.

Table 4. Resource availability and empowerment diversification of secondary education in Narasawa State

Variables	*No*	$\bar{x}$	*sd*	*df*	*Calculated r-value*	*Critical r-value*	*Decision*
Resource Availability	960	86.55	39.55	959	.51	.196	
Empowerment Diversification	960	53.21	41.34		.68	.195	Ho_4 Rejected

Table 4 shows that the calculated r-value of .51 is greater than the critical r —value of .195 at the degree of freedom of 959 tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between resource availability and diversification of education towards empowerment of students is therefore rejected. Theresult indicates that the necessary resources that will develop entrepreneurial mindsets among the students is provided. The result is therefore in line with the finding of Ogundele and Gambo (2014) which advocated for the necessary resources that will make the teaching- learning process to be practically oriented. The authors said when practical orientation is given to the students it will empower them for entrepreneurship mindsted, the result was also negated by Bello and Ogundele (2014) which stated that if the resources are available and with no political support, entrepreneurship skills acquisition will be negated among the youth. It is therefore essential to provide necessary resources to make effective diversification real.

$H0_5$: there is no significant relationship between resource availability and ethical resolution diversification in secondary schools of Nasarawa State.

Table5. Resource availability and ethical resolution diversification of secondary education in Nasarawa State

Variables	*No*	$\bar{\times}$	*sd*	*df*	*Calculated r-value*	*Critical r-value*	*Decision*
Resource Availability	960	86.55	39.72	959			
Ethical Resolution Diversification	960	46.22	28.33		.58	.195	Ho_5 Rejected

Table 5 shows that the calculated r-value of .58 is greaterthan the critical r-value of .195 at the degree of freedom of 959 and tested at.05 significance level, hence the null hypothesis which stated that there is no significant relationship between resource availability and ethical resolution diversification of secondary schools in Nasarawa State is however rejected. The result however shows that for the ethical issues to be resolved there is the need for schools to make use of available all the necessary resources both printed, non-printed, projected and non-projected materials to be shown to the students and other members of the society, to differentiate what is right from what is wrong and be able to act well. The result was therefore supported by Odeniran (2006) which observed that the ethical values enable the students to identify what is right and wrong and will be able to stickwell to what is right. The author however stated that wrong actions society are baneful effects of poor diversification of education towards value orientation.Adeogun (2010) stated categorically the need to diversity Nigerian educational system towards value orientation to citizenship. Entrepreneurship mindset and respects to individual culture. To the author if Nigerian education is ethically diversified, Nigerian certificates will be accorded high respect both at the national and international communities.

Conclusion

Based on the analysis and the result of the finding, there is the need to diversify Nigerian secondary education towards relevant and societal based curriculum, career choices, youths empowerment and ethical issues in the society. However, effective diversification will definitely accord high respect for secondary education system. It should be noted that effective secondary education diversification demand adequate resources such as physical, human and

financial resources. These resources need to be made available and utilized for secondary education diversification. It could however be concluded, that the resource availability and utilization will aid effective diversificationofsecondary education in Nasarawa State and Nigeria as a whole.

Recommendations

Based on the findings of the study and conclusion, the following recommendations are made Educational resource provision should be a joint responsibility of all the stakeholders in secondary education. This is to say that educational resource in secondary schools should be provided for use by the stakeholder like government, parents, principals, teachers, non governmental bodies and the students. When the necessary resources areprovided in surplus adequate and relevant diversification will be made towards societal needs and aspirations. Curriculum planning and development should be flexible in order to make the available resource to be relevant for effective diversification of secondary education especially in Nasarawa State and Nigeria as a whole.

Effective students' counseling service should be provided so as to create awareness on various careers in the society. If the career counselors are aware of these available careers in *the* secondary school, they can help students in their choice of careers and adequate resources that will help them in the diversification towards enhancing effective career choice in education.

Also the secondary education managers should provide all necessary resources that will help in developing entrepreneurial mindset among the secondary schools students. For the resources or equipment provided will aid practical orientation to education and will enhance effective diversification of secondary education towards youths empowerments.

Furthermore, adequate financial resources should be provided to train adequate resource persons who will help in the training of the youths on reduce security problems, prostitutions, immoral values, cultism and all those that create security problems on the life and properties of the society. When adequate human and financial resources are provided for the teaching-learning processes, it will aid effective diversification or secondary education towards promoting ethical values in the society and the country as a whole.

Both the principals and teachers should be well trained through series of capacity building programmes like workshop, seminars and conferences. The training will surely enable the teachers to meet up with various challenges as a result of change and innovation in secondary education. Training will also help the teachers to make effective diversification of the secondary education.

Finally teachers' morale should be adequately enhanced through good incentives motivation, rewards, provision of instructional facilities and good salaries and remunerations.Teachers' morale therefore is a key factor for enhancing effective diversification of secondary education in the country.

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TECHNICAL AND VOCATIONAL EDUCATION: EMERGING ECONOMIC ISSUES, CHALLENGES AND A WAY FORWARD.

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Abstract
Technical education, as encapsulate in the Nigerian National Policy on Education, is concerned with qualitative technological human resources development directed towards a national pool of skilled and self reliant craftsmen, technicians and technologists in technical and vocational education fields. In Nigeria, the training of technical personnel has witnessed many emerging economic issues and challenges ranging from policies which have no bearing with our problems, curriculum that has little or no relationship with workplace and social needs, embezzlement of fund meant for education development purposes, lack of teacher motivation, inadequate facilities, inadequate funding, brain drain, poor staff training, bribery and corruption. This paper intends to critically examine some of the issues, challenges and way forward of technical, vocational education and training (TVET) in Nigeria and to suggest ways of improving the teaching and learning of technical and vocational education with greater interest and enthusiasm.

Key words: Vocational education, emerging issues, technical education, technical personnel

Introduction

Technical and vocational education is used as a comprehensive term in the educational process involving, in addition to general education, the study of technologies and related sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (FGN, 2004). Okoro (1993) quoted in Agapu and Andural (2007) and Momoh (2012) defines vocational education as a form of education whose primary purpose is to prepare persons for employment in recognized occupation. In the same vein he defines technical education as a post secondary vocational training programme which the major purpose is the production of technicians.

The terms technical education and vocational education are often used interchangeably but, they are separate and distinct terms. For the purpose of this paper there is the need to do some clarifications. Vocational education refers to skill based programmes which are designed for skill acquisition at lower level of education. Vocational education programmes focus on specific vocations for entry into defined workplace. Technical education, in the other hand is not designed for any particular vocation but provides general technical knowledge. This type of education prepares people for entry into recognized occupation at a higher level but usually lower than the first degree. In fact technical and vocational education is usually a merger of

technical education and vocational education i.e the inclusion of basic technical and scientific knowledge with the skill based vocational programme.

According to Uwaifo (2009), technical education is the training of technically oriented personnel who are to be the initiators, facilitators and implementers of technologically development of a nation. In his opinion, this training of its citizens on the need to be technologically literate would eventually lead to self reliance and sustainability. He observed that technical education more than any other profession has direct impact on the development of the country.

Again, technical education contributes so much ranging from electrical and electronics technology, metal work technology, mechanical/automobile technology, building technology, woodwork technology etc, technical education is practical oriented education which makes it unique in its content and approach thereby demanding special attention.

Unfortunately, despite all the glaring contributions of technical and vocational education in our nation, Nigeria is yet to accord this type of education the attention it deserves. This is one of the major reasons for the rising unemployment, poverty and unabated crimes in the society today. This paper is an attempt to explore some emerging economic issues, challenges and the way forward for vocational and technical education in Nigeria.

Issues

Vocational/technical education is designed to offer people the opportunity of improving themselves in their general proficiency, especially in relation to their present or future occupation. Nuru (2007) opined that changes in any nation's economy is required to prepare young people for the jobs of the future of which technical and vocational education have crucial roles to play. May (2007) observed that technical and vocational education are very much still neglected in the aspect of adequate funding, personnel, modern facilities, staff motivation which consequently are robbing the country of the economic development to be contributed by graduates of technical/vocational education. Asogwa and Diogu (2007) maintained that there is an urgent need for the Nigeria's attention to be redirected towards self reliant and sustainable means of livelihood which technical education provides.

Most analysts agree that employers of labour today demand more skills than they did in the past (Yang, 2008). Oranu (2010) also observed that there are many factors that have contributed to the ever rising demand for skills in the labour market which include the following; technological and organizational change, trade, deregulation of key industries and the decline of unions.

The too much emphasis on University education in Nigeria has always reduced the economic opportunities of those who are more work oriented than academics (Ojimba, 2012). Not everybody needs a University education. Who would employ them if everybody becomes a University graduate? Many of the so – called "expatriate engineers" receiving huge sum of money in dollars for road construction in Nigeria are graduates of vocational colleges but in Nigeria, the issue of technical and vocational education is not taking seriously.

The nation's poverty level has increased to about 70% that many Nigerians now live on less than one dollar a day. As earlier stated, higher institutions in Nigeria lack the tools and machines to train students to acquire the skills needed by employers of labour; the challenges of vocational and technical education are quite enormous thus:

Challenges

Technical and vocational education cannot contribute greatly to the reduction of abject poverty, hunger and unemployment because it is handicapped by numerous challenges (Eze, 2013). Oranu (2004) observed that the good intentions of successive Nigerian governments about TVE programmes are still fraught with a lot of challenges which include;

1. **Inadequate funding of Technical and Vocational Education:**
   No doubt, vocational technical education has made some notable impacts on the Nigerian society, especially in respect to the products of the training programme who are contributing their quota to the economic growth and development of the nation through various industrial establishments (Odu, 2013). Inadequate funding of vocational institutions has caused the turning out of half baked graduates because there is no fund to build and maintain workshops, laboratories or even purchase modern equipments (Aghenta, 1985). Staffing of Vocational technical education is generally inadequate because of poor funding. Experienced and skilful teachers may not be employed. Those that are employed, because of poor remuneration do not stay long in the teaching profession, but drift to some other more lucrative jobs especially in the industries and abroad. Consequently, inexperienced and unqualified technical teachers are employed thereby lowering academic standard, resulting to wastage in the achievement of technical education goals (Agbionu, 2003). Inadequate funding of Vocational technical institutions has often caused a lot of difficulties in the payment of staff salaries. It has also resulted to the retrenchment of teachers or retirement of teachers at early age. Furthermore, Momoh (2012) and Mohammed (2001) observed that government lack of commitment to technical education and inadequate funding has weakened technical education in Nigeria. A direct consequence of this is that while the number of technical education institution is declining that of general education is growing in bounds (Momoh, 2012).
2. **Inadequate facilities:**
   Most technical education departments in Nigerian Universities do not have laboratories or workshop space, let alone useable equipments and where they exist, they are grossly inadequate, as the workshops only have items or equipment that were provided when the departments were first established of which most of them are already obsolete or grounded (Ojimba, 2012). It is quite unfortunate and surprising too to know that most technical education departments still depends on engineering workshops and lecturers to teach technical education concepts in this 21st century. The available facilities, programme as at today are inadequate quantitatively and qualitatively and besides they are out- dated. Oryem Origa (2005) opined that only 40% of institutions of Higher Education in Nigeria have laboratory or workshop space for technical education programmes. The remaining 60% do not have laboratory or workshop space and this has resulted to the low quality of technology programmes in our higher institutions. He also observed that the few schools that have laboratories, experience acute shortage of laboratory equipment and supplies. The conclusion is that the situation is partly the reason it has been very difficult to carryout experiments effectively for students. This has also made teaching and research in science and technology difficult and therefore the country was producing insufficient and ill prepared technical education graduates for driving the technological and socio-economic development of Nigeria. The shabby performance of technical education graduate is no longer news as very important projects in the country, particularly, the construction industry are now run by technicians and craftsmen from neighbouring West African countries (Nworlu – Elechi,2013).
3. **Brain Drain:**
   This refers to the movement of technical teachers and lecturers of technical education which are very much needed for the socio-economic and technological development of Nigeria from one University to the other or to other professions where they feel will offer them better conditions of service. According to Bassi (2004) about 45% of all Nigerian professionals including technical educators have left the Nigerian shores over the years. Between 1997 and 2007 alone, Nigeria lost over 10,000 middle level and high level

managers to the western economies. About 500 lecturers from Nigerian tertiary institutions have continued to migrate each year, particularly to Europe, America and other African countries.

4. **Staff Training and Retention:**
   Training of academic staff is a continuous exercise to ensure consistent improvement in the quality of their products. The training can be acquired either locally or overseas. Usually, local training within the country is cheaper than overseas training but more strenuous because of inadequate facilities, literature and distractions rising from the need to meet the necessary demands. Overseas training requires a lot of foreign exchange but the enabling environment exist to achieve success in a record time. However, overtime, it has always been difficult to get the trainees back to their respective countries after the completion of their study. The salary and service benefits paid to technical education teachers in Nigeria is about the lowest in the world (Ojimba, 2012). This leads them to migrate to other countries for better pay.
5. **Curriculum of Technical Education:**
   The curriculum of a subject with practical content is generally organized into an average of 67% for the theoretical classes and 33% for workshop. Olunloyo (2002) noted that one of the issues confronting the design of appropriate curriculum for technical education is preparing students for the shift from the formal to Information Communication and Technology (ICT) paradigm in technology practice.

The slow pace of industrialization and technological growth in Nigeria can be attributed to the widening gap between science and technology as a result of the inability of technical education to adequately utilize the scientific ideas to promote technology. This suggests the need to overhaul technical education curricula in Nigeria. The overhauling of the curricula may not necessarily translate to the production of highly literate technical education experts of ready-made graduates for the industry which may result in rapid industrialization or economic growth of the nation unless solutions are proffered to some constraints that may militate against positive outcomes, but will adequately equip our youths with the relevant skills needed for their daily living. Ojimba (2012) identified six problems associated with the current curricula in Nigeria. They are:

i. The curricula are based on foreign model which has evolved under ideal conditions (staff, equipment, infrastructure, training opportunities, etc) that are not easily duplicated in developing countries.
ii. There is a basic lack of textbooks in the area and most of the available textbooks have foreign background and often illustrated with examples from outside the local environment.
iii. There is usually a shortage of highly competent indigenous teaching and support staff with sufficient practical experience of technology.
iv. The curricula are adjudged to be too academic and overloaded with intellectual content in pure science and mathematics at the expense of basic engineering and technology.
v. Inadequate provision of humanities, social sciences, business management concepts and entrepreneurial skills development. Because of the inadequate preparations of the students for the industry, some employers retain the graduates to make them productive in their organizations.
vi. The teaching approach follows the conventional method of transferring knowledge across through the lecturer reading out to the students, who would then take down notes. The educational system continues to place considerable value on this method of teaching

6. **Apathy of Political holders/law makers:** Education generally including technical and vocational education programme has been grossly neglected in Nigeria. Technical educators have the greatest challenge of convincing the law makers on the reason they should give priority attention to the programme in resources allocation. Many options of getting positive results have been advocated at different fora namely; lobbying, participation of technical educators in governance, wooing etc, yet the government is still playing a lopsided attitude to the proper development of the programme in Nigeria. Therefore, Nigeria will ever remain a technologically backward and dependent nation if this negative attitude and trend is not reversed.
7. **Nigerian Value System:** In Nigeria today too much emphasis is placed on University qualifications not minding whether the holder possesses the required knowledge and skill. But in advanced societies those with technical degrees are highly regarded. In fact, the value system in those countries depends on the person's skills and knowledge, and not on the stack of academic degrees one has. In the public service, graduates of technical education are often discriminated against and their career prospect limited. For this reason, secondary school leavers and parents prefer University education to technical education (Nworlu- Elechi, 2013).

Prospect of technical and vocational education and emerging economic issues.

It cannot be an over-statement to say that technical and vocational education is the engine of economic growth. No nation can prosecute a war without an army. In the same vein, Nigeria cannot develop without well – equipped technical and vocational institutions. It is a missing link in Nigeria's development policy (Dike, 2009). For this reason, the nation must invest heavily in education with particular attention given to vocational and technical education.

The National Board for Technical Education (NBTE) and teachers in this area should take up the campaign for more funds for vocational education and to launder its image in the society it has been this way in many societies (Ojimba, 2013). Nigeria should now begin to implement policies aimed at repositioning technical education for effective competition in the emerging global market. The United Nation Educational Scientific and Cultural Organization (UNESCO) has noted that revitalizing this sector is among the ways to improve economic opportunities for the youths. Nigeria Labour Congress (NLC) and the affiliated Unions could also give their support in this regard by setting up functional vocational training centres in the local government areas from where the people could go and acquire some job skills. Upgrading the skills of the workers which consequently would improves their capacity in productivity and attracts better pay packages (salaries, allowances and other benefits).

There is now the urgent need for NEEDS to include vocational education and job training in their laudable programme for economic growth and development strategies that is aimed at poverty reduction and job creation. Paying lip service by Nigerians in this regard will not solve the problem. The 1991 World Bank policy stressed on the development of a skilled labour force as an important factor for the development of any nation. Involving the private sector, employers of labour and training institutions can be the most effective and efficient way to develop the skills of the work force.

Recommendations

1. Adequate resources should be allocated to technical and vocational education. Inadequate funds affect the provision of essentials such as well – equipped laboratories and workshops, relevant textbooks and training manuals.
2. Vocational and technical education requires skilled and proficient teachers. Teachers preparation should be given a priority attention. There is the need for regular in – service training for teachers of technology to upgrade their skills. Periodical industrial training for teacher is a sine-qua-non in other to keep them abreast with the technological changes in the industry.
3. There is the need for our technical institutions to establish good relationship and linkages with similar institutions abroad as this will promote cross – fertilization of ideas and enhance technology transfer. By doing this the technical institutions will have access to new developments, exchange programmes and other numerous benefits available at those institutions whose technical programmes are well developed.
4. When there is collaboration between technical institutions and industries, the relationship will enable the parties appreciate and understand their needs and proffer the right solutions for the benefits of the society.
5. The curriculum taught in our vocational education institutions should be reviewed to meet the demands of the labour market.
6. There is need to start the teaching of industry-based increase employment opportunities for school leavers of vocational and technical institutions. It will also provide ample opportunities for school dropouts.
7. The government should urgently remove the dichotomy that exists between University and technical institution. Polytechnic institutions should be made to award degrees. This will not only attract more qualified students to vocational/technical education but will also encourage exchange of qualified lecturers/instructors between the two systems.
8. It is important to monitor and regulate the informal sector that produces most of our artisans. Such training outfits can be licensed to certify trainees at the end of the apprenticeship period on behalf of the government. Through this way, charlatans can be easily identified and separated.

Conclusion

Technicians and all who pass through the technical oriented institutions should be adequately and equitably remunerated. The dichotomy in the civil service between holders of 'General Studies' certificates and technical certificates must not only be eradicated as a matter of policy but in the thinking and attitude of government official. Technicians or technologists are not inferior to their counterparts. It is a matter of choice and we should make this known to our children right from the primary schools. There is an urgent need to overhaul the educational system in Nigeria. Investment in Vocational and technical Education and Skill training must be accorded priority attention. Since no country can favourably compete in the emerging global market place with poorly and unskilled labour. The Nigeria law makers, stakeholders in the education sector need to learn from the international experience as we struggle to establish a more responsive Technical Vocational Education (TVE) system as to meet the ever evolving demands of Nigerians towards our technological development.

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SECURITY CRISES IN NIGERIA: IMPLICATIONS FOR EDUCATIONAL MANAGEMENT

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Abstract
This study examined security crises, and its implications for management of education in Nigeria. The vision of the Nigeria educational system is a commitment to transforming the lives of people, communities and society at large without leaving anyone behind. But this become unachievable as the security situation of the country continue to deteriorate on daily basis. The current security crises in Nigeria that have mared educational management include: armed robbery, kidnapping, ethno-religious violence, political corruption, Fulani herdsmen and farmers conflict, and the Boko haram insurgency. All these deflect the effectiveness and efficiency of educational management in the country. The study suggest that, government should be more sincere in tackling the menace of Boko Haram insurgency and other security vices by equipping the military, Police and other security operatives to be able to confront these insurgents so as to allow education function appropriately for the management of education all over the country.
Keywords: Security Crises, Educational Management.

Introduction

The Nigeria state is confronted today with a myriad of security crises as mention by Alemika (2015:49), they include: armed robbery, kidnapping, ethno-religion violence, political corruption, fulani herdsmen-farmers conflict and Boko haram insurgency. Boko haram insurgency has constituted the major security crises in the northern region form 2009 till date. Infactically, education in the northern Nigeria, has been under severe and seemingly endless attacks as primary and secondary schools, colleges and universities have ceaselessly become targets of Boko Haram insurgents (Ugwumba & Odom, 2014:16). Boko Haram insurgency therefore is a source of security crises, posing a great threat to education in Nigeria (Olapiyam 2015:2). Buttressing this view, Ekundayo (in Ukwayi & Anam, 2017:30) assert that, Boko haram insurgency occasioned by religious fanaticism and intolerance presently constitutes the major and visible source of insecurity in Nigeria.

The global education community has made tremendous effort to increase and expand world wide access to education and established the education for All (EFA) since the year 2000, and this gave way to the Millennium Development Goals (MDGs). Unfortunately, at the end of 2015 which was set as a deadline for achieving the goals, the goals were yet to be attained. Eck Naidoo & Sachs-Israel (2016) revealed that, the world attention was shifted away from the six relevant EFA goals to a new education agenda that would earnestly address the education challenges by the 2030. These new education goals informed the Sustainable Development Goals (SDG), with its target for implementation at the global, regional and country levels, which was proposed at the United Nations General Assembly's Open Working Group (OWG) on the SDGs (Tang, 2015).

The education agenda for sustainability came into being through a process of extensive consultations among member states and with the collaboration of civil society and other important stakeholders coordinated by UNESCO and the EFA steering committee members (Tang 2015). The vision of education for Nigerian is a commitment to transforming the lives of people, communities and societies without leaving anyone behind. The global education community also acknowledge the need for safe and effective learning environments devoid of violence, conflict and sexist discrimination by stating that one of the means to achieve education agenda for the Nation is to "build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all" (UNESCO, 2016).

Elebu and James (in Olaniyan, 2015:32) are critical of the fact that, "any society characterized by any form of violence will not be conducive for any learning'. Unfortunately, this is the situation in Nigeria especially in the North where schools have to closed down due to incessant bombings, shooting, kidnapping and killing of school children and teachers as well as other forms of attacks from dreaded Boko Haram insurgents.

Boko Haram implies, "Western education is sinful or forbidden". Boko haram insurgents are a group of Nigeria Islamist militants whose goal is to enthrone sharia law and Islamic civilization in place of secular constitution, western education, western culture and modern science (Nwagbosco, 2012:51). Boko haram evolved in three different but intertwined phases in Nigeria. As noted by (Mohammad, 2014:4), the first, tagged the kanama phase (2003-2005), took place when a tiny militant Jihadist group led by Muhammad Ali declared war on the Nigeria state. Unfortunately, they were crushed and repelled by the Nigeria security operatives. The second phase started with the suppression of the kanama upheaval and ended following the military attack launched on Boko Haram in July 2009. This phase was the Dawa period. The third phase emerges following the conquest of the group by the Nigerian security forces in 2009, which led to the killing of its leader Mohammed Yusuf. The group members went into hiding and re-strategized in 2010 with the desperation to revenge the killing of their leader and arrest of most of their members. They started attacking anyone perceived to be their enemy. They became more desperate to burn down school buildings, Police stations, kill and kidnap foreign citizens, carrying out sporadic shooting, slaughtering of students and teachers, attacking priest and their churches (Mohammed, 2014).

Alenuka (2015) opined that, "in an ideal and well – governed nation, there is a symbiotic relationship between education and security. Insecurity undermines education and absence of or poor quality education for citizens constitute constraint on capacity for sustainable security in multifaceted dimension encapsulated in human security framework". In other words, security portends both positive and negative situations for education. School can only open for daily activities when students, teachers and parents fell safe and the environment is conducive and secure for teaching and learning activities. In Nigeria today, insecurity creates

tension, fear and doubt in the minds of all stakeholders in the education sector, especially in the northern and eastern region.

The concern however is the security crisis posed by Boko Haram insurgence, the Herdsmen, kidnappers etc as regards effective education management for sustainability in Nigeria. Against these background, the paper examined the security crises and the implications for effective education management. Therefore, this study intended to investigate if any meaningful educational management can take place in the atmosphere of tension and heightened security challenges as currently exist in Nigeria.

Education management in Nigeria

Management of education in Nigeria dates back to pre-independence on the introduction of Western education by the missionaries. Ogunbiyi, Aina and Soetan (2007) identified various period in educational management in Nigeria to be pre-independence or colonial and government take – over of schools. As asserted by Nwankwo (1987), that, management of education in Nigeria, reflect the earlier impact of the various agencies such as missionaries, British Colonial government and Nigeria herself, Each of these agencies left foot print that has guided the educational management and supervision in Nigeria. At the beginning of Western education in Nigeria around 1840s, education management was solely in the hands of the missionaries and the colonial administration made ordinance 1882. The first colonial government intervention in the national education management and control took place in 1887 with promulgation of the first Nigeria education ordinance between 1887 and 1960, the colonial government and the national played very significant roles in the national educational management (Nwagwu, 2003).

Nigeria got fully involved in the management of education beginning from the time of the Richards constitution of 1946 with the creation of the regional government who took control of the management of Nigeria education. Noted by Dada (2004), the giant step ever taken in the management of nation's education took place in 1969 with the convention of the national curriculum conference which led to the provision of the educational document titled national policy on education in 1977 that serves as a guide to the direction of our educational practice. The management of education in Nigeria, changed between the civilian and the military rules from 1960 – 1999 when the education sector witnessed several policies inconsistences. The Universal Basic Education (UBE) programme was introduced in 1999 as an intervention reform programme by the federal government aimed at providing access to, and ensuring quality of basic education throughout Nigeria. The objectives of the UBE programme was to,

1. Ensure an uninterrupted access to 9 year formal education by providing free and compulsory basic education for every child of school-going age under;
   - ❖ Early childhood care development Education
   - ❖ Six years of primary education
   - ❖ Three years of primary education
   - ❖ Three years of Junior Secondary Education
   - ❖ Three years of senior secondary education
2. Reduce school drop-out and improving relevance quality and efficiency and
3. Acquisition of literacy, numeracy, life skills and values for lifelong education and useful living.

Noted by Nwagwu (2003) is that, the numerous projects completed within the UBE programme which has been set as legacy are gradually fading away due to poor management. Dada (2004) also asserted that, many established primary schools by the UBE programmes in the states and local governments are deteriorating rapidly due to the handover of the reins of management into wrong hands, ridiculing the progress of the UBE programme. Education can

be described as an instrument par excellence for ensuring national development, this can only be achieved through effective and efficient management of education.

According to Yanling (2014), Nigeria education has witness some myriads of administrative problems confronting the system in the past few years. These is ranging from the decayed facilities and infrastructure to poor funding, poor quality products, low morale teachers, inadequate research and development, and the rear absence of on-the-job training. An efficient and sound system of education management is the basis of a good democracy. It is absolutely necessary to evolve an efficient system of education management at all levels; national, state, local, institutional, so that the light of education penetrates every nook and corner of this country to make it dream of democratic state a reality as early as possible (Yanling, 2014). Obviously, these things do not come by themselves, they have to be planned. A systematic and permanent system of educational management, with a philosophy and vision, has to be evolved to feed on young democracy with right kind of citizens.

Functions of Educational Management in Nigeria

Management is not a collection of disjointed task; rather it is a seamless wall, in which functions are closely integrated into a process or patterns. As observed by Ryan (2008), the functions of education management in Nigeria include;

Forecasting: it is a systematic assessment of the future conditions by collecting all sort of information about the present position of the system, its present and expected resources and trying to form a picture in terms of the accepted philosophy in a particular country to arrive at a fruitful forecast.

Decision-Making: This is the key factor in educational management. Here, various alternatives and consequences are considered for course of action, and a suitable course of action is determined. Okonkwo (2013) suggested the following points to be considered for any course of action: it should be simple and easily understood by all concerned, standards for target must be laid down and goals should be clear.

Organization: it is the combination of necessary human effort, material equipment's in systematic and effective correlation to accomplish the desire results. Under educational management, we organize: ideas and principles into school systems, curricular and co-curricular activities, time schedule, norms of achievement and so on, human beings into schools, classes, committees, groups, school staff, the inspecting staff and materials into building, furniture and equipment, libraries, laboratories, workshops, museums and art galleries.

Motivation: This aimed at making the people to be cheerfully willing to do the job we want them to do.

Communication: Down, up and across is also of great importance to the motivation of organization members.

Control: the administrator or manager must constantly check on their terms and their own performance and the standard lay down.

Cooperation: it is required of all elements, the persons, materials and ideas, knowledge and principles, to interweave them as to achieve common objectives and single effect. The administrator therefore look into: relations among people, allocation of task and division of labour

Evaluation: It is the good way to find out the success or failure of a project. Good measures are required to find out the reason why it failed or succeeded.

Recording and Reporting: These are essential elements of educational management which is answerable to the parents, the higher authorities and the society.

Supervision: This is to bring about a continuing improvement in the instructional programme.

Security Crises and Educational management in Nigeria

The enormous insecurity in Nigeria which the Boko Haram insurgency constitutes and the inability of government to quench it, this become a major threat to achieving an effective educational management in the nation (Gunter, 2004). Practically, it becomes impossible to ensure that the target for all gilrs and boys to have complete free, equitable and quality basis education is difficult because most villages are burnt down and most families are homeless with the present situation. Some parents have even lost hope in sending their children to school for fear of losing them to the insurgents who kidnap young girls to use for suicide bombing or force them into early marriage in their hideouts in Sambisa forest (Gunter, 2004).

Consequently, the managing of education in Nigeria to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary, secondary and tertiary education, does not seem to be achievable because government's effort at reconstructing schools and other infrastructure in the nation have consistently been sabotaged by terrorist who usually sneak into villages where there is no military presence to destroy and raid the villages, especially during the night. This has instilled a lot of fear in the minds of the parents in the insurgency ravaged north-east zone who are now afraid to release their kids for schooling (Mohammed. 2014). Asserted by Nwagboso (2012) that educational management in Nigeria is geared towards ensuring that, all women and men have access to quality, affordable, technical, vocational and tertiary education. But this is impossible because insurgents allegedly warn their victims not to return to schools, if not, they will recapture them and kill them. This kind of threat may adversely affect both girls and boys in the northern region of the country. Even the universities education seem to become difficult to managed as these insurgents sometimes bound them down and kidnapped lecturers, making the adult to developed fear of attending universities.

Management of education in Nigeria is to ensure education for all citizens (Ryam, 2008). But insurgency in the country have shown high level of vulnerability on people with disabilities, ravaging even the internally displaced people (IDP) camps to disrupt the welfare activities and education programmes planned for the displaced children.

The Literacy and numeracy achievement programmes instituted for adult men and women are also interrupted as the rate of insurgency in the north keep on increasing. The youth are been entice and brainwashed into joining their group, the adult men and women are threatened and numeracy for all Nigeria is not achievable as it is difficult to manage education effectively towards achieving that aim. The insurgents consider western education with its civilization as forbidden and they have been successfully planting the idea of "Western education is sinful" in the hearts of the northern youth who they have been able to recruit, rendering education management in Nigeria slow in achieving their aims and objectives.

CONCLUSION

The former British Prime Minister Tony Blaire spoke to the United Nations counter-terrorism body on 21stNovember,2013 and told them that Broad base cross cultural education is crucial for management of education and defeating terrorism. Since security measures will not succeed alone, and that is termism, based on perversion of religious belief, a fanaticism that abuses faith to justify violence against innocent civilians (Babalola, 2013).

Report from UNESCO show that hundreds or millions who have an education of poor and hazards quality leave school more or less illiterates. Gilled (2004) said that for Nigeria schools in some ways the argument for getting every child into school speaks for itself, but in a crowded noisy world even things that should be obvious have been spoken for and advocated. The abduction of school girls in Nigeria by Boko haram insurgents should act as an alarm bell for the threat of extremism and a catalyst for protecting education in Nigeria. This situation has

to focused the wold attention on what is happening more broadly, that education is under attack and education management render ineffective. Gilled (2004) suggested that, not only for the world to come to aid of girls in Nigeria, but it is that the world should make sure that the power of education is extended to children even in the most difficult circumstances.

Suggestion

In new of the security crises constituting an impediment to educational management in Nigeria, the following suggestions are imperative:

1 The federal government should stepped up security facilities in schools and educational institutions in trouble states to encourage teachers, students and other stakeholders to stay in schools without fear of attacks from insurgents.
2 The security at the IDP camps should be strengthened also to provide safe environment for teaching and learning and other aids and emergency service workers.
3 Federal government should be more sincere in tackling the menace of Boko Haram by equipping the military, police and other security agencies better to be able to confront the insurgents headlong without retreating for fear of being over powered for lack of adequate equipment.
4 Security operatives ranging from the military to civil defense should work together to strengthened their intelligence gathering techniques so as to outsmart the insurgents at any point.
5 The federal government should collaborate with the international communities for the provision of military hardware and training in tackling the menace of Boko Haram effectively.

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SECURITY ISSUES AND THE NIGERIAN EDUCATIONAL SYSTEM: EFFECTS IN NIGERIAN SCHOOLS AND WAYS FORWARD

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Abstract
Education in Nigeria comes with its fair share of challenges, but when students risk losing their freedom or lives at school, our tomorrow is under attack. This paper centers its discussion on the effects of security issues on Nigerian educational system. Secondary data were used to support the points raised in the paper. The data were sourced from printed materials and online publications by recognized institutions and individual authors. The paper identified Militancy in the Niger Delta Region, Clashes between Fulani herdsmen and farmers, Ethnic conflicts, Religious conflicts, Cold war among ethnic nationalities, area boys syndrome, Gang conflicts and cult wars, Kidnapping, Robbery, Mob attack and lynching of suspected criminals, Ritual killings involving innocent people, Police brutality and Extra judicial killings as some of the security issues in Nigeria. The paper highlights, loss of manpower in educational institutions, poor quality of education, destruction of infrastructural facilities, brain-drain, closure of educational institutions, discouragement of educational pursue by children and reduction of private investment in education as the effects of security issues in the Nigerian educational system. Based on this, the paper recommended that the federal, state and local government should develop the political will to fight all forms of insecurity in the country, through the application of best strategies; direct Nigerian Police Force to establish a department for school security; deploy security personnel to guide all educational institutions in the country; employ every strategies to solve the problems of school attacks in Nigeria; address the problem of unemployment in the country and increase the number of security surveillance in every part of the country. Also, all school administrators should increase school security to the best of their capabilities.

Keywords: Security issues, Insecurity, Nigeria, Educational system, Government

Introduction

The deteriorating security situation in Nigeria is worrisome. Recently, Nigeria has witnessed an unprecedented level of insecurity ranging from intra-communal, inter-communal and inter-ethnic clashes; religious violence; armed robbery; assassination, kidnapping and "boko haram" insurgency (Mutiullah cited in Abubakar, 2011). Insecurity in Nigeria is causing developmental challenges such as endemic penury, high rate of unemployment, inured corruption, low industrial output, unstable and deteriorating exchange rate, high

inflation rate, inadequate physical and social infrastructure, large domestic debt, and rising external debt.

Insecurity have been defined by different scholars. according to Achumba, Ighomereho & Akpor-robaro, (2013) insecurity is the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe. Oluyomi, & Grace, (2016) see insecurity as concerned with feelings of uncertainty, dangers or threats to life while Hassan (2014), viewed insecurity as a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. Insecurity is a threat to learning. Prevailing peace or conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools.

The importance of education has been adequately discussed in many fora and in different literature (Nwanne Nzewunwa, 2009; Ojukwu & Nwanma, 2015 andOjukwu & Onuoha, 2016; Osanti, 2012). It is in the realization of the importance of education of a child that the government of the Federal Republic of Nigeria in its 1999 constitution made a declaration of the right of every Nigerian child to education, irrespective of gender, tribe, religion, or race. It makes sense to state that the lofty vision of education as enunciated in the constitution of the Federal Republic of Nigeria would be realized in a serene and conducive school environment. According to Lehr (2014), the noble goals of education can never be achieved in a vacuum. They would be achieved in a conducive and peaceful school environment. If there is a feeling of insecurity within and outside the school environment, both students and teachers are likely to be deterred and this may inhibit the academic performance of the students.

According to Akintunde & Musa (2016), an insecure school environment affect the learning of children. Situations of insecurity trigger traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment are equally affected as parents pull their children out of schools while in some extreme cases, insecurity has led to the closure of schools. For instance, Borno State schools were shut-down in major towns as a result of insurgency (Ameh, 2015). These attacks on schools usually lead to vandalization and outright destruction of school facilities which discourage the establishment of new schools. Consequently, government resources are depleted as funds meant for other developmental projects are channeled to tackling the aftermath of attacks. In the end, educational attainment in terms of quality of graduates and manpower suffers which impinges on overall national development aspirations

Given the importance of education and human capital towards sustainable socio-economic development, there is the need to deploy extraordinary measures to tackle the spate of attacks on school facilities in Nigeria.

Concept of insecurity in Nigerian schools

For Beland (2005), insecurity is "the state of fear or anxiety stemming from a concrete or alleged lack of protection. It refers to lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic security and social security. Insecurity is conceived as a situation where human and national security of a state is compromised by internal or external forces or interest exacerbated by the former's weak or poor economic, military and/or human resource development conditions (Onifade ,Imhonopi, &Urim, M 2013). Best (2006) defined insecurity as degenerated stage of conflict, threats to human security,

intense violence characterized by fighting death, injury, etc., occurs. Olamosu (2000), viewed insecurity as a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened.

From the above definition, insecurity can be summed to mean the state of been afraid of attack from any part of the environment. There are many factors responsible for the insecurity in Nigeria. Some of the factors includes; unemployment, poverty, illiteracy, marginalization, political factor, international influence communal crisis etc. There are many forms of insecurity in Nigeria. Oluwa (2014) in Bassey (2016) listed the following as types of insecurity in Nigeria which include: Militancy in the Niger Delta Region, Clashes between Fulani herdsmen and farmers, Ethnic conflicts, Religious conflicts, Cold war among ethnic nationalities, area boys syndrome, Gang conflicts and cult wars, Kidnapping, Robbery, Mob attack and lynching of suspected criminals (an act which could be Premeditated), Ritual killings involving innocent people, Police brutality and Extra judicial killings.

Nigerian educational institutions are the most affected institutions in recents times. Nnamdi (2021), outlined reasons why educational institutions is been attacked by insurgents. For one, schools are soft targets. They often have weak security, with few or no fences, and guards are few and poorly trained. State and Federal security forces are unlikely to be an impediment, as they are stretched woefully across the length and breadth of the country. Secondly, mass abductions of children is an issue that require public outrage, than kidnapping adult villagers or travelers on highways. The media glare forces the government almost immediately into negotiations and may result in quicker government concessions to speed up the children's release. Thirdly, kidnappers appear to be highly motivated by the concessions they can extract in exchange for releasing abductees, although state and federal officials have repeatedly denied making any. Hard evidence remains slim, but there have been several reports since the Chibok case in 2014 of governments paying ransom, releasing armed group members from detention or agreeing to halt military operations.

Effects of insecurity in Nigerian schools

The effects of insecurity on the Nigerian educational institutions includes loss of manpower in infrastructural facilities, brain-drain, closure of educational institutions, educational wastages, and discouragement of educational pursue by children and encouragement of foreign education and internal displacement of Learners.

1. Loss of Manpower in Educational Institutions

Nigerian educational institutions depends on the quality and qualities of professional teachers available. Insecurity in Nigeria is affecting educational institution because many professional teachers have lost their lives due to the problem of insecurity in the country. This act has reduced the number of teachers for effective learning to take place in school especially in the Northern part of the country. Insecurity in Nigeria, particularly in Northern part of Nigeria is responsible for the death of professional teachers in the Nigeria. Many professional teachers, school administrators and students have been killed because of insecurity in the country.

According to The cable (2019) citing the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's North-East since the start of the insurgency in 2009. The implication of this is that, the quality of education will reduce since the educational sector will be faced with the problem of inadequate professional teachers.

2. Poor Quality of Education

One of the objectives of schools is to ensure delivery of quality education in all educational institutions. Insecurity in Nigeria is contributing to poor quality education because school scheme of work and syllables are not covered in most educational institutions due to school closure. Many educational institutions in the country are always been closed down due to insecurity. The inability of these educational institutions to cover their scheme of work and syllable is reducing the quality of education. For instance, the entire educational institutions in Borno, Kaduna and Kano State were closed down because of insecurity, many students were forced to go home and teaching and learning stopped. Upon resumption, the students were asked to start their examinations. Insecurity, forces students to graduate without completion of scheme of work and then move over to the next class without covering the stipulated scheme of work and this situation breeds poor quality of education.

Some schools are not closed down by government but end up churning out half-baked graduates as a result of insecurity. Schools are not able to spend stipulated number of months per term. Schools in unsafe areas and lack adequate qualified teachers. As such, students are not properly taught (Oluyomi, & Grace, 2016).

3. Destructions of Infrastructural Facilities

Another effect of insecurity on education in Nigeria is the massive destruction of infrastructural facilities. School administration depends on the availability of infrastructural facilities to implement educational programmes. Many school facilities like classrooms, administrative block, ICT facilities, tables, chairs and desks have been destroyed by insurgencies and Boko Haram members in the Northern part of the country. Human right watch (2016) reported that "Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers. "The Education Needs Assessment found that out of 260 school sites, 28% had been damaged by bullets, shelling's of shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups of military in close proximity. "Between 2009 and 2015, attacks in north eastern Nigeria destroyed more than 910 schools and forced at least 1,500 to close down (HRW,2016). School buildings and facilities are destroyed during insurgency or crises. Many secondary schools have been burnt down by insurgents. School facilities become inadequate (Oluyomi, & Grace, 2016).

4. Brain-Drain

Administration of school is impossible without adequate manpower to man the classrooms and to carry out other academic services within the schools. The insecurity in Nigeria and especially in the Northern Nigeria is causing mass movement of professional teachers from one state to another, leaving many educational institutions without teachers. Many teachers and lecturers are resigning their appointments due to insecurity in Northern Nigeria. The implication of this mass migration of teachers from this region is that, less teachers will be available to teach and this will affect the quality of education because, there will be inadequate professional teachers to attend to the students.

5. Closure of Educational Institutions

The insecurity in Nigeria have led many state government, to order closure of all educational institutions in their states to prevent further attacks. Borno State ordered the closure of all educational institutions in the state because of insecurity. Human Right Watch (2016) submitted that in Borno, one of the most affected states, schools at AL displaced people, or IDPs, who occupied most of the schools, were relocated elsewhere. The crisis caused by the Boko Haram insurgency in north-East Nigeria means that over 57 per cent of school in Borno, the worst-hit state, are closed, even as the new school year begins (UNICEF, 2017).More states in Northern Nigeria ordered all schools to close following kidnapping of hundreds of pupils in Katsina State as reported by (BB.C, 2020). The implication of school closure on students is

that, it will affect the quality of education. Scheme of works and syllable meant to be covered are not covered due to the insecurity and school closure. Government had to close down many secondary schools in crises-prone areas for several months. Timothy (2021) submits that since the recent wave of kidnappings by criminal gangs demanding ransom, many state authorities, including those in Kano, Yobe, Niger, and Zamfara, have ordered the closure of boarding schools. Nnamdi (2021) noted that, concerns about the students' safety have prompted governors of six states in the region – Niger, Kano, Katsina, Jigawa Zamfara and Sokoto – as well as Yobe in the North East, to shut some or all boarding schools particularly in the most vulnerable Local Government Areas, until a semblance of security has been restored. Nigeria Union of Teachers spokesperson Emmanuel Hwande says the closures will have consequences. "It will disrupt the free flow of academic calendar, the flow of the children's education pursuit. It will subject the children to trauma," he said. UNICEF says the closing down of schools is not the best approach (Timothy, 2021).

6. Discouragement of Educational Pursuit by Children

Insecurity in the country is discouraging parents and children from coming to attending because of fear of been kidnapped or been killed by insurgence. Attacks on educational institutions in Nigeria is discouraging parents and students from going to schools especially in Northern Nigeria. Many parents have decided to keep their children at home instead of been killed and kidnapped at schools where safety is not guaranteed. In the face of security threats in Nigeria, parents consider pulling their children out of schools. Timothy (2021) observed that UNICEF say the recent spate of abductions is having a huge negative impact on education in Nigeria. "At a time when the pandemic is rife, and some parents have withdrawn their children from school, or have not sent their children back to school, the insecurity and threats to educational facilities can only compound an already difficult situation," said Peter Hawkins, UNICEF Nigeria country representative. While Nnamdi (2021) observed that the attacks could curtail attendance once school reopen. Already, many parents say they no longer consider schools safe. Many Muslim parents in the North West are skeptical of what they perceive as a Western model of education; it is likely that some won't allow their children to return. Moreover, given the wide spread of insecurity in the region, the abductions could prompt teachers and other staff to quit and seek employment elsewhere.

7. Reduction of Private Investment in Education

Insecurity faced by the country is preventing investments in the development of educational institutions in the country because, such investment if embarked upon may be destroyed by the insurgency. This actions is preventing investment in education and many private sectors too are discourage on establishing private schools because of the fear of attacks. Oluyomi, & Grace (2016), submitted that the Child's learning is affected in that he/she has limited number of schools to choose from. Government and private owners are unable to open new schools. A child that has flare for technical training may not get such a school to attend as proprietors are scared of establishing new schools in crises-prone areas.

Conclusion

The paper concluded that insecurity have affected the entire educational institutions in Nigeria. The paper identified loss of manpower in educational institutions, poor quality of education, destruction of infrastructural facilities, brain-drain, closure of educational institutions, discouragement of educational pursue by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education as the effect of insecurity in Nigerian educational institutions.

Ways forward

To solve the identified problems, the following recommendations are made:

i. The government should develop the political will to fight all forms of insecurity in the country through the application of best strategies.

ii. The Federal Government should deploy security personnel to guide all educational institutions in the country. The government should increase the level of its security through employing dedicated and intelligent security personnel.

iii. The Nigerian government should direct Nigerian Police Force to establish a department for school security. The department should be saddled with the responsibility of providing security to all educational institutions in the country.

iv. The Nigerian government should direct the Nigerian security and civil defense to establish department of forest security. This department will prevent the kidnappers from using forest for kidnapping activities and hide-out.

v. The government should employ the engagement and negotiation strategies to free the students in the hands of the kidnappers to engage the bandits and other criminal element in the country.

vi. Government should employ every strategies to solve the problems of school attacks in Nigeria by addressing the problem of unemployment in the country and increasing the number of security surveillance in every part of the country.

vii. All school administrators should increase school security to the best of their capabilities.

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IMPACT OF SECURITY EDUCATION ON THE TEACHER'S EDUCATIONAL PROGRAMMES IN IMO STATE

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Abstract

The study was designed to examine impact of security education on the teacher's educational programmes in Imo state. The study employed a descriptive survey design. The population consisted of all pre-service teachers in Alvan Ikoku Federal College of Education, Owerri, South east Nigeria. A multi-stage sampling technique was utilized to select a sample size of 180 pre-service teachers which form the sample size. Data collected were analyzed using the descriptive statistics of mean and standard deviation. The findings obtained from the study shows that despite the rational for security education in the teacher's education programmes, the effectiveness of the scheme has been inhibited by some factors such as non availability of human and material resources for such program in teacher's educations institutions. Based on the findings the paper concludes with some recommendations that teacher's professional development should be intensified through seminars and conferences on innovations needed for effective security education. This will provide professional teachers in the field with good mastery of the subject matter and methodology for teaching the subject. Also, curriculum revision and innovation should put in place on the subject matter of security education to ensure effective instructions

Key words: security education, teacher education and implementation

Introduction

All over the world, education is considered as an instrument that facilitates political economic, social, technological advancement and national development. Education is also seen as a process of acquiring skills, obtaining relevant knowledge and aptitudes in order to survive in the society (Adunola, 2010). Therefore, education must be a wholistic, encompassing qualitative and quantitative process which must include "relevant curriculum, availability of adequate human and non-human resources, assessments of educational programmes and processes through proper supervision and evaluation of educational outcomes to ensure quality assurance, control and nation security (Osakwe, 2013)

According to Benavot (2002), education has become a universal remedy that if appropriately put in place or implemented effectively will help in curbing the rising profile of various challenges in our society. Thus, it is therefore imperative to use the weapons of education to fight insecurity which is one of the major challenges facing the Nigeria state. All things being equal, there is a symbiotic relationship between education and security as observed by Buari, (2011). The extent to which education can be used as a weapon to fight insecurity depends largely on the quality of teacher education in the country, because no educational system rises above the quality of its teachers. (Buari, 2011).

According to Ojukwu (2017), insecurity threats witness in both schools and society especially in school environment significantly affects the academic performance of secondary school

students. Milam, (2010) in Duszka (2015), demonstrated that safer schools had higher academic scores. In the light of the above, the impact of security education on teacher's education programmes cannot be overestimated. It is probably in recognition to this that the Nigerian government developed the Security Education Curriculum for schools through the Nigerian Educational Research Development Council (NERDC) and ensure full implementation in most tertiary institutions which teacher education programmes is not an exclusion.

According to Edozie (2014), Security Education may be seen as that cooperative, dynamic and lifelong process through which a society generates knowledge, values and skills for its survival, sustenance, enlightenment and empowerment against all forms of danger and threats to its wellbeing and coexistence. Hence, it is a set of methods, activities, experiences and preventive measures that lead to the protection from falling into the crime of all kinds (Al-Basheer, 2015). Security education can also be defined as "the teaching and learning of the security concepts and experiences necessary to achieve national security" (Al- Sakran, 2015).

In addition, the objectives for implementing security education into the teachers educational programme is aimed towards creating security awareness among pre service teachers in Colleges of Education on various security threats around the school and environment which they belong to and the need to take precautive measures.

Security education is meant to enhance personal security, which is the hallmark of the survival and growth of individual members of a society. It is highly significant in the determination of how people should operate in the school, knowing quite well that the educational system has become a subject of attack in this era, in which asymmetric warfare has become common in societies and If the introduction of security education in teacher education programme must succeed, there is an urgent need to revised the curriculum to suit the course content of security education in our schools.

In the light of the above, the imperatives associated with the integration and implementation of security education into teachers education programmes, Osuala (2016) is of the view than there is a clear distinction between security education curriculums and security conscious.

Moreover, the resources for the implementation of the security education curriculum in schools are not adequate. This is supported by to Osuala (2016) and Okezie (2019) who posited that the conceptualization of security education, the preparation of pre-service and in-service teachers, and the need for teacher education institutions to update their programmes to tackle the challenge of insecurity pose serious challenges to effective implementation of the subject. Obiefule (2016) is of the view that teachers education programme must ensure that the pre-service and in-service teachers at all levels must engage themselves in capacity building through professional development which is a vital prerequisites for innovation implementation.

In a related development, there has been an upsurge of criminal activities such as kidnapping reigning cases of broad day-light robberies, hired assassinations, political sponsored killings, looting of government treasuries by those in government, fraudulent banking activities, terrorism, cultism, child abuse (like child trafficking, child labour, child kidnapping, sexual abuse, physical abuse, neglect and psychological or emotional abuse) among other anti-social crimes. All these have contributed to the security problem being witnessed in Nigeria. The resultant effect of this state of insecurity is that, the country does not experience meaningful development (Ekejuiba, & Uche 2011)

Also, the need for security awareness through the implementation of security education into the teacher's educational programmes is so crucial that the Federal Republic of Nigeria

(1999) captured it in section 14 (2) (b) of the Constitution which states that 'the security and welfare of the people shall be the primary purpose of government' Furthermore, it is expedient to note also that Federal government through its established security agencies cannot provide adequate security in the nation as a way forward the imperative of security education is considered a way forward foe all educational centers. There seem to be a deep dearth in research, knowledge and literature in this area. Hence, to fill this gap, it becomes necessary that the present study is undertaken to examine the impact of implementing security education into the teacher education programmes in Imo state.

Purpose of the study

The main purpose of the study is to examine the impact of implementing security education into the teacher education programmes in Imo state. The study specific objectives are as follows:

1. To determine the extent to which security education has helped in raising security consciousness among teachers in Imo state .
2. To ascertain the challenges facing the effective implementation of security education in the teacher education programme in Imo state..
3. proffer possible way forward for effective implementation security education into the teacher education programmes. in Imo state .

Methodology

Study Design: Descriptive survey research design was adopted for the study. Survey research design was considered appropriate for the study because it generalizes the findings of the study to a population, using a representative sample (Osuala & Ihekwoaba 2013). Survey researches typically employ questionnaires to determine the opinion, perception and attitudes of people about issues.

Area of the Study: This study was carried out in Alvan Ikoku Federal College, of Education; Owerri located along Orlu Road in Owerri the capital of Imo State Nigeria. The college has seven schools which include, School of Vocational and Technical Education, School of Languages, School of Education, School of General Studies, School of social sciences, school of Arts and Primary and Early child education.

Population for the Study: The population consisted of all pre-service teachers in lvan Ikoku Federal College of Education, Owerri, South east Nigeria.

Sample and Sampling Technique: Multi-stage sampling technique was utilized to select a sample size of 180 pre-service teachers from the seven schools in the in Alvan Ikoku Federal College of Education, Owerri .

Instrument for Data Collection: The instrument for data collection was a structured questionnaire which was based on the research questions guiding the study. The questionnaire was based on 4- point rating scale ranging from strongly agrees to strongly disagree. The pre-service teachers were requested to show their degree of agreement with each item by ticking one of the options for each of the items.

Validation and Reliability of the Instrument: Three experts from department of Educational foundation and curriculum studies and, one from department of measurement and evaluation all from Alvan Ikoku Federal College of Education, Owerri validated the instrument and their suggestions were effected and used to enhance the instrument. After validation the instrument was administered on 20 respondents who were used to establish the internal consistency of the instrument using Cronbach Alpha procedure. Cronbach Alpha was used because of its elevated

consistency level. A reliability of 0.902 and 0.875 were obtained for each of the clusters of the research questions respectively. The reliability coefficients obtained indicated very high reliability of the instrument.

Method of Data Collection: The questionnaire was administered on the respondents by direct contact method by the researchers with the help of three research assistants. A total of 180 questionnaires were distributed, and all were retrieved, properly completed. Thus there was a return rate of 100%, and these were duly used for data analysis. This return rate was achieved because the researchers properly explained the aim of the research to the respondents, patiently waited and collected the completed copies on the spot.

Data Analysis: Descriptive statistics (mean and standard deviation) were used for data analysis, for the research questions. A mean of 2.50 was used as the benchmark for decision making for each item, since a 4-point rating scale was used for the study. Thus any item with a mean of 2.50 and above was considered as agreed or accepted by the respondents, while any item with a mean below 2.50 was considered as disagreed or unaccepted.

Results

Research Question 1 To what extent does security education help in raising security consciousness among pre-service teachers?

Table 1: Mean Responses Of Respondents on the Extent To Which Security Education Help in Raising Security Consciousness Among Pre-Service Teachers

S/N	Security education help in raising security consciousness in the following ways	X	SD	Decision
1.	Defense against Security Risks	2.78	1.06	Agreed
2.	It helps in reducing security incidents.	2.86	1.01	Agreed
3.	It also gives information on how to protect ourselves and others especially during emergencies	2.84	1.07	Agreed
4.	It gives knowledge of how to handle dangers in the communities and neighborhoods.	3.14	1.13	Agreed
5.	It increases security awareness in the school, at home and outside	2.97	1.10	Agreed
6.	It helps in cooperation effectively with security agents.	3.03	1.11	Agreed
7.	Expose individual to self-protection & defense	3.3	1.13	Agreed
8.	Enhances immediate Response to Threats	2.87	1.14	Agreed
	Grand Mean and Standard Deviation	**7.93**	0.955	

Source: Field survey, 2022

Table 1 showed that all the items had mean scores above 2.5 cut off point indicating that all the items were accepted as how security education help in raising security consciousness among pre-service teachers in College of education.

Research Question 2 What are the challenges facing the effective implementation of security education in the teachers education programme. ?

Table 2: Mean Responses of Respondents on the Challenges Facing The Effective Implementation of Security Education in the Teachers Education Programme.

S/N	Challenges facing the effective implementation of security education are as follows	X	SD	Decision
1	Lack of timely and promptness in the handling of security issues by government.	3.18	1.16	Agreed
2	Lack of citizen's involvement in state security management.	3.15	1.21	Agreed
3	Low standard of security awareness.	3.39	1.24	Agreed
4	Reluctance by citizens to volunteer security information to law enforcement agencies	3.39	1.15	Agreed
5	Unavailability of books	3.01	1.15	Agreed
6	Overlapping of content,	3.39	1.28	Agreed
7	Lack of demarcation	2.97	1.01	Agreed
8	Lack of preparation and professional development	3.02	1.21	Agreed
9	excessive academic burden on students;	2.95	1.06	Agreed
10	Integration of lessons in the real-life context.	3.06	1.01	Agreed

Source: Field survey, 2022

Table 2 showed that all the items had mean scores above 2.5 cut off point signifying that all the items were agreed as challenges facing the effective implementation of security education in the teachers education programme

Research Question 3 What are the possible ways forward for effective implementation of security education into the teacher education programmes**?**

Table 3: Mean Responses of Respondents on the Possible Way Forward For Effective Implementation Security Education into the Teacher Education Programmes

S/N	possible way forward for effective implementation security education include the following	$\bar{x}$	SD	Decision
1	Provision of leadership role in the revision of the curricula for Studies teacher education programmes	2.97	1.04	,,
2	Continuous Professional development programmes for pre-service and in-service teachers on security update	2.67	0.97	
3	Revision of the national curriculum through curriculum innovation and development	2.7	0.99	,,
4	Development of undergraduate and postgraduate programmes insecurity education	2.66	0.96	,,
5	Promoting school-community security partnership	3.02	1.04	,,
6	provision of security guards,	3.02	1.07	,,
7	Support Establish Collaborative Teaming.	2.91	1.04	
8	Developing learning targets & common formative assessments.	2.78	1.01	,,
9	Continued development of Curriculum Improvement	2.82	1.00	,,
10	Personalized learning for all pre-service teachers	2.96	1.02	,,

Table 3 above showed that all the items had mean scores above 2.5 cut off point signifying that all the items were agreed as possible way forward for effective implementation of security education in teacher education programme

Discussion of Findings

The findings in table 1 shows the extent to which security education has help in raising security consciousness among teachers. The findings of the study sustained that security education has help individual in self defense against security risk, reducing security incidents, increases security awareness, enhances immediate response to threats also helps in cooperation effectively with security agents among others impact. The findings of the study is not surprising because the findings corroborated with the view of Edozie (2014), who reported that security education provide the society with knowledge, values and skills for its survival, sustenance, enlightenment and empowerment against all forms of danger and threats to its wellbeing and coexistence. The findings lay credence to the findings of Buari, (2011) who stated that all things being equal, there is a symbiotic relationship between education and security. Furthermore, the findings supported the view of Al- Sakran, (2008) who is of the view that security education is necessary to achieve the national security.

The findings of the study in table 2 shows that there are challenges facing the effective implementation of security education in the teachers education programme. The findings outline some of the challenges to include but not limited to Unavailability of books, Overlapping of content, Lack of preparation and professional development, Integration of lessons in the real-life context and excessive academic burden on students; as some of the challenges. The findings of the study is in line with the findings of Osuala (2016) who reported that despite the need for effective implementation of security education in teachers training institutions, security education curriculum are not security conscious. Moreover, the resources for the implementation of the security education curriculum in schools are not adequate. Furthermore, the findings of the study is in line with the view of Okezie (2019) who stated that conceptualization of security education, alongside the need for teacher education institutions to update their programmes to tackle the challenge of insecurity pose serious challenges to effective implementation of the subject.

The findings in table 3 revealed that there are possible ways forward for effective implementation of security education in the teacher education programmes. The findings of the study outline that provision of leadership role in the revision of the curricula for studies in teacher education programmes, continuous Professional development programmes for pre-service and in-service teachers on security update and revision of the national curriculum through curriculum innovation and development are some of the possible way forward for effective implementation security education into the teacher's education programmes. The findings of the study is in consonant with the view of Obiefule (2016) who reported that teachers education programme must ensure that the pre-service and in-service teachers at all levels must engage themselves in capacity building through professional development.

Conclusion

Based on the findings the following conclusion were made that implementing security education will help individuals in self defense against security risk, reducing security casualties, increases security awareness and enhances immediate response to threats. It can also help in cooperation effectively with security agents among others impact. Despite the need for implementing security education in teacher education programmes there are still challenges militating against the effective implementation of such course. Hence, the need to address such challenges.

Recommendations

The following recommendations are made:

1. Teacher's professional development should be intensified through seminars and conference on innovations needed for effective security education. This will provide professional teachers in the field with good mastery of the subject matter and methodology for teaching the subject.
2. Curriculum revision and innovation should put in place on the subject matter security education to ensure effective instructions
3. Finally, there is the need to increase the supply of resources for implementation of curricula in schools, such as computers to access the internet for current news.

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TEACHER EDUCATION AND SECURITY CHALLENGES ON NIGERIA EDUCATION SYSTEM

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Abstract
Nigeria as a major player in global affairs and a leading nation in Africa has had its fair share of insecurity emanating from diverse sources such as civil war, insurgency, terrorism, herdsmen/farmers crises, kidnapping, recurring violent religious crises, ethnic and poverty-induced militancy as well as crises occasioned by clamour for self-determination. Like it was before the attainment of political independence, security remains a major challenge in Nigeria. The most fundamental function of a state is to secure the lives of her citizenry and make them live amicably. Any nation that is unable to provide security puts a serious threat to the peoples' lives and their continuous corporate existence is in jeopardy. This paper examines the importance of teacher education to national security and development of Nigeria educational system, and the roles of quality education at addressing this challenge. The paper recommends among others the re-invention of, moral, civic, technical and entrepreneurship education at all levels with the aim of providing right political education and entrepreneurship skills to the people.

Keywords: Teacher Education, Security, Challenges, Nigeria Education System

Introduction

Security basically refers to the totality of measures undertaken to ensure protection of lives and tangible assets such as landed property, and even protection of vital data of various organisations in the country including government establishments. In line with this explanation, Odekunle (2012) succinctly averred that security is a protection or defence of people against all kinds of victimization including protection from external militancy attack, economic want, poverty, illiteracy, disease or ill-health, political exclusion, social exploitation, criminality act, etcetera. In order words, security could be said to encompass the socio-economic wellbeing of the people which enables the coexistence in peace and harmony of all agents of development, and enhances the ability of each to function without hindrance.

According to Ayodeji, Olutayo, Abimbola, and Saheed (2018), the security challenges of a nation could be internal or external. The internal ones in Nigeria refer to problems of armed robbery, Boko Haram, Herdsmen/Farmers crises, kidnapping and hostage-taking, terrorism, militancy, sea piracy. The problem also includes ethnic, religious and electoral violence as well as the Niger Delta crisis and IPOB "seat at home". On the other hand, the external security challenges are supposed to be coming from outside the nation. For now such problems are minimal. Apart from the Bakassi crisis between Nigeria and Cameroun over the ownership of the Bakassi peninsula, the country does not have much external threat. The problem of arms and human trafficking often reported by the media all result from the country's inability to effectively police her borders. It results more from systemic failures and corruption than any other thing.

Teacher education is an important training program in any educational setup. It deals with procedures, provisions, and policies, to make candidates learn and gain knowledge about various concepts (Teachmint, 2022). Under teacher education, the teachers can be trained on modern concepts and ideas in order to expand their boundaries of knowledge and adapt to the new learning environment. For example, with the advancing technologies, they are trained on e-teaching and virtual learning methods by teaching them how to handle the technologies and tools for effective teaching.

Teacher education or teacher training refers to the policies, procedures, and provision designed to equip teachers with the knowledge, attitudes, behaviours, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school, and wider community (Wikipedia, 2019). The way the education is carried out is usually a subject of political discussion in several nations, which showcases both the value attached by different cultures and societies to prepare young people for their life. This education is an important element of any education system, which must be reviewed for effectiveness.

Education promotes human development both at individual and collective levels and this enhances better employment and a possible exit from the world of poverty. A formidable education system leads to employment and promotes gradual exit from poverty. The consequence of the decay in our education system is alarming as well as insulting. The truth about the unemployable status of most of our graduates due to obvious lack of defense of their certificates at job interviews is indeed worrisome. Internationally, Nigerian universities certificates are suspected in the international community following the fact that Nigerian graduates are subjected to series of stringent examinations before they can qualify to take up a job. In these countries, their reason is that Nigeria's education is sub-standard and therefore cannot be accepted as standard international qualification.

Back home, this can be said to be true to an extent because of the consequences of our dilapidated education system. Corruption, lack of and decayed educational facilities, professional teachers and funds hamper learning in the country. Obviously, when people are not properly trained to acquire requisite knowledge for good employment, unemployment results and poverty deepens. "Unemployment is one of the major economic problems facing Nigeria. Currently, it is estimated that about 40 million Nigerians are unemployed. A recent study on the unemployment situation in Nigeria by the World Bank revealed that one out of every five adults in Nigeria is unemployed just as only one out of every ten (10) university graduates in Nigeria is gainfully employed. Though in most cases, the job are not readily available forcing more than one-third of Nigerians to live below ₦100 a day. This is a very serious security challenge.

In recent times, education in Nigeria has become so expensive that it is unaffordable to the majority of the poor in Nigeria. It only appears that education is for the rich alone. The thriving of privately owned and well equipped citadel of learning over the dilapidated public or government-owned and controlled schools, takes education into exorbitant hands. Consequently, this has forced a lot of people out of school since they cannot afford it. The young men tend towards crime while the young girls are forced into marriages at tender ages and when not, go into prostitution and usually end up having unwanted pregnancies and even effected with HIV/AIDS. In this regard, our human security is endangered; indicative of an apparent need for a systemic revolution.

In light of these, we shall be discussing how teacher education can improve National security and enhance Nigeria educational system under the following subheadings:

1. Conceptualization of key words
2. Causes of insecurity in Nigeria

4. Quality education: Panacea for security challenges
5. Role of education in checkmating insecurity
6. Conclusion and recommendations

Conceptual Clarification

Security

We cannot define national security without, first of all, conceptualizing the word security. Wikipedia defined security as freedom from, or resilience against, potential harm (or other unwanted coercive change) caused by others, (https//en.m.wikipedia.org), Nmom (2013) described this term security as a total peaceful state of mind of an individual, the group, the state, the nation at a particular point in time and space. He reasoned that it may not be an absence of violence or some sort of physical assault or some disruptions but a relative peace that can guarantee quality life and social cohesion for survival of the individual group or nation. From the above two definitions, one can deduce that security is perceived in terms of protecting the generality of the people, and it is a collective responsibility of the government and the people. Hence, the notion of community policing has become a recurrent decimal in security parlance in Nigeria. According to Mezieobi (2012) the term security brings to mind issues that pertain, predominantly, to one or a combination of the following whenever it is discussed:

a. The defence and protection of national integrity or Nigeria's sovereignty, territorial and political jurisdictions from external and internal interferences or intervention;
b. Personal safety of members of political class who are in control of the helm of affairs of governance, in addition to safeguarding or protecting their office, hence the incredible allocation of funds for security services;
c. The security agents or forces, civil defence corps protecting the lives and properties of the mass of the defenseless citizenry against the menace of the men of the underworld;
d. Forestalling or deterring possible internal attacks or crises and subjugating insurgency;
e. Keeping the security agents on active security alert and readiness at all points in time;
f. Checkmating impending or actual internal threats to state or national security or anti-social behaviours by those who are deliberately undermining or sabotaging government efforts;
g. Checkmating social problems such as Boko-Haram saga and youth militancy, kidnapping/abduction that may pose threat to state and national security and detract the political cadre in control of state affairs from active commitment to their functions; and;
h. Making the environment free from insecurity in order to attract international investment. This is in line with Robert McNamara's earlier quoted assertion on the relationship between growth, national development and peace and security.

From the definitions above, security therefore can mean the state of being free from danger, risk or threat. It covers freedom from anxiety, fear, the safety of a state or organization against criminal activities and attacks like terrorism, theft or espionage (Ogheneakoke, 2014). The security interests of any nation therefore include safety of lives and properties, economic, physiological, mental well-being and the freedom to pursue the attainment of objectives without hindrance (Otoibhi, 2012).

In the opinion of Brown (2013), National security is the ability to preserve the nation's physical integrity and territory, to maintain its economic relations with the rest of the world on reasonable terms, to preserve its nature, institutions and governance from outside disruption, and to control its borders. Also, national security is a condition where our most cherished values and beliefs, our democratic way of life, our institutions of governance and our unity, welfare and well-being as a nation and people are permanently protected and continuously enhanced.

It is the requirement to maintain the survival of the nation through the use of quality education, economic power, military and political power, diplomacy and power projection. It can be described as the aggregation of the security interest of the individuals, political entities, human associations and ethnic groups which make up the nation (Osakwe, 2013), Succinctly put, national security is the security of a nation state, including its citizens, economy, and institutions, which is regarded as a duty of government (https//en.m. wikipedia.org).

National security therefore refers to policy enacted by governments to ensure the survival and safety of the nation-state, including but not limited to the exercise of diplomatic, economic and military power in both peace and war. In other words, it means the freedom from foreign domination which is the sine-qua-non for the sustenance of the state through the instrumentality of economic, diplomacy, power projection and political power.

Insecurity

The term insecurity can be conceptualized according to the discipline or subject of study. For instance, Nigerians talk of insecurity when describing a state or situation of declining safety of lives and properties, apprehension over increasing rate of terrorism, armed robbery, kidnappings, political upheavals, religious conflicts, assassinations, secret cults-related criminal acts, intra and inter ethnic strife, hijacking, riots, demonstrations, etc. But for the purpose of this study, we will adopt the definition of Effiom and Edinyang (2013) who defined insecurity as the state of being subjected to danger and injury. It is a feeling of unusual nervousness that may be triggered by perceiving of oneself to be vulnerable.

Education

Education is very important to the development of any society. In fact, according to Freire (1970) education is a major weapon of social change and should not be neglected by any human society that craves for development in all ramifications of the word. The Nigerian government recognizes the importance of education to the overall growth of the nation and "as instrument for effecting national development" to the extent that the Nigeria's philosophy of education is based on the following set of beliefs:

a. Education is an instrument for national development and social change
b. Education is vital for the promotion of a progressive and united Nigeria
c. Education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society.
d. Education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, colour, ethnic background and any peculiar individual challenges: and
e. Education is to be qualitative, comprehensive, functional and relevant to the needs of the society (FGN, 2004).

Teacher Education

Teacher education is an important training program in any educational setup. It deals with procedures, provisions, and policies, to make candidates learn and gain knowledge about various concepts. They get trained to equip themselves with the best teaching skills, knowledge, attitudes, and behaviors which are required to perform effectively in any learning environment like a classroom or school.

Teacher education helps the teachers to learn how to deal with the students and make them learn effectively. It is an ongoing process as the industry is always evolving and new effective ways of teaching keep emerging. Under teacher education, the teachers can be trained on modern concepts and ideas in order to expand their boundaries of knowledge and adapt to the new learning environment. For example, with the advancing technologies, they are trained

on e-teaching and virtual learning methods by teaching them how to handle the technologies and tools for effective teaching.

When it comes to teacher education, there seem to be several distinct components of it, while the two major ones include pre-service education and in-service education. In pre-service education, the candidates are being educated before they have undertaken any teaching. Alternatively, in-service teacher education refers to education given to candidates that have already begun teaching.

The way the education is carried out is usually a subject of political discussion in several nations, which showcases both the value attached by different cultures and societies to prepare young people for their life. This education is an important element of any education system, which must be reviewed for effectiveness.

Causes of Insecurity in Nigeria

Ogheneakoke (2014) identified a plethora of factors as causes of insecurity in Nigeria. These include, but not limited to, the following:

i. Corruption
ii, Marginalization
iii. Social inequality
iv. Ethnicity
v. Poverty and greed
vi. Loss of value system
vii. Religious intolerance
viii. Foreign infiltration - insurgency
ix. Bad leadership
x. Youth unemployment
xi. Porosity of our boarders
xii. Falling standard of education
xiii. Poor judiciary system
xiv. Cultism and cult activities
xv. High value for material things
xvi. Manipulation of electoral processes by political parties
xvii. Lack of trust on security agents
xviii. Human right abuses
xix. Injustice
xx. Lack of transparency

Quality Education: Panacea for Security Challenges

Quality education is the one that frees the mind of its recipients from their misconceptions (Omoroje, Egbule, & Emuebie, 2020). Education has earlier been defined as a process by which individuals are assisted formally through proper direction and guidance to develop their capacities for their own benefits and that of the society. Omoroje, Egbule & Emuebie (2020) maintained that there is need to carry out a total overhaul of the curriculum at all levels of education with a view to providing its recipients broad based education in the development of the mind, soul and body; and in comprehending the environment and in the development of appropriate attitudes, skills, abilities and competencies to co-exist with and contribute to the development of the society. The country should train, sustain and nurture men to serve in her security and intelligence outfit; these people are selected from the best and the brightest citizens who are endowed with keen and subtle intellect. They asserted that recruitment into defense and military intelligence outfits needs scrupulous assessment of the

recruits' educational background, intellectual sharpness, smartness and patriotism. Graduates with the best grades should be deployed not those who got ranks by the federal character formula.

Education helps to create informed citizenry which is vital to our democratic society. It increases the potential for individual to perform as citizens. The introduction of vocational programmes into the school curriculum will be a good innovation that will go a long way to strengthening the popular liberal education. There is also the need to introduce moral and civic education into the curriculum. Graduates should actually be found worthy first in character and then in learning. Also political education should be given to the people. This type of education considers the conduct of public life in the polis or polity. This education is necessary to enable people acquire some basic skills, knowledge and competencies that distinguish them from others and may be used to describe their work as political education.

Role of Teacher Education in checking Insecurity

Teaching and learning in schools are expected to be in line with the demands of curriculum innovation. On this note, Obanya (2003) in Ozoemena (2016) explained that team building, teacher empowerment, delegation of authority, garnering of support for schools programmes, use of information and increased community participation in the provision of curriculum resources are parts of curriculum innovation process and could be seen as a process of influencing men and women to acquire the many physical, moral, social capabilities and the values the community demanded of them by the society into which they are born and within which they must function.

There is a significant relationship between national security and teacher education; a cursory look at the personality of Boko-Haram Islamists and bandits in the Northern region of Nigeria reveals high level or rate of illiteracy among them. It is in the light of this that the Emir of Kano, HRM Lamido Sanusi, admonished the elites of the region to establish schools, instead of building mosques. Also, in a bid to help reduce the rate of illiteracy the past administration of Dr. Goodluck Jonathan established Nomadic education and Al-Majari schools in the Northern region.

According to Nandi (2013), teacher education helps in developing intelligent social actors with the ability to make rational decisions and act intelligently. It also helps to address issues of poverty, violent crimes and illiteracy. Through teacher education, the moral personality of man is built up as it equips learner with the skills of moral judgment that in turn guides his actions and behaviours. In other words, the right type of values such as honesty, respect for elders, integrity inter alia is inculcated into the young ones. Quality teacher education also promotes the spirit of nationalism and patriotism among youths. Through teacher education, it has been discovered that youths develop positive attitudes of togetherness, comradeship and cooperation towards the entire nation.

UNESCO (2008) stated that "No development can be possible without humans, and no humans can reach development without quality education". It is in light of this, that Anadi (2008) opined that for a nation to be developed and secured, there must be a very considerable proportion of trained educated citizens in that nation not only to act as doctors, engineers, teachers, agriculturist, scientists, and the likes, but also to create a new class sufficiently large and hence, sufficiently strong to establish its own values of justice, security, selection on merit, flexibility, empiricism and efficiency. For this to be actualized, our education system (primary, secondary and tertiary levels) must be practical and functional. Therefore, quality teacher education is the primary agents of national security and development for bringing the vision of society into reality. "For example, if the militants, Boko-Haram, armed robbers and kidnapers were properly nurtured with quality formal, informal and indigenous education from the grass

root level, all these security threats/challenges such as terrorism, riots/civil unrest, demonstrations, intolerance, cult-related criminal acts, religious intolerance, arm robbery, intra and inter-ethnic strife, drug trafficking, human trafficking, kidnapping, hijacks and many other vices threatening lives and properties would not have been in existence" (Osakwe, 2013).

Conclusion

This paper believes that insecurity is a serious challenge to the corporate existence of Nigeria and to the lives of individuals. The country cannot afford to be indifferent and non-committal to these issues of national security challenges. The government has been taking panic approach of resolving the issue by making huge budgetary allocation to defence. The central lessons that inform and underpin every other recommendation to emerge from this paper is that quality teacher education should prepare citizens for proper integration into the society and that would make them useful to themselves and the society at large.

Recommendations

As a result of the revelations and implications of this discourse, the following recommendations become imperative:

1. The Federal Government (FG) should formulate and effectively implement policies and programmes capable of addressing the root causes of insecurity in Nigeria - such as high level of illiteracy, poverty, unemployment, environmental degradation, dearth of infrastructural facilities, uneven development, among others.
2. Government should provide more fund to education in order to make quality and proper teacher education available to the people.
3. There should be regular revision and introduction of innovative curricula such as in Civic Education, Family living Education, Entrepreneurship Education which will help to bridge the gap between people's knowledge and practice.
4. Curriculum should include both teacher education and security education.
5. The government should resuscitate the National Directorate of Employment (NDE) and reposition the agricultural sector so as to play active role in job creation for Nigerian youths. This is where quality vocational education/skill acquisition comes into play as we earlier postulated in this paper; establishment of technical schools and polytechnics should be given priorities when educational policies are being formulated.
6. Government policy should be premised on the rational pursuit of restoring the current educational arrangement to ensure that youths/adolescents legally have free and compulsory education up to the age of 18 years with good legislation made available to enforce its implementation and any other excellent provisions put in place, if possible, formulate a set of ethics or codes of conducts for parenting.
7. There is a need for collective security arrangement by all levels of government in Nigeria - Federal, State and Local governments. The current arrangement where security apparatuses are totally in control by the central/federal government needs to be looked into and redressed. This is where the issue of community policing comes into focus. This security configuration should produce a committee at village, community, local, state and federal levels with the responsibility of providing sensitive security information for security agencies at their areas of operation. This will ultimately assist in identifying criminals, their sponsors and hideouts in the country.
8. Lastly, government should reorganize the country's intelligence system and build a capable and more proactive security apparatus in Nigeria. This will add more values in checking incessant bombings, robbery, kidnapping and violent crimes/crises by hoodlums in the country.

* For all these to be achieved, quality teacher education for the masses is key.

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THE APPLICATION OF INFORMATION AND TECHNOLOGY TOOLS TO ENHANCE THE TEACHING AND LEARNING LANGUAGES IN NIGERIA

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Abstract
Information communication technology is used in this study to draw the attention of the language education teachers the need for this new method in our teaching and learning of languages in our schools. The paper discussed the evolution of the changes that involve the teachers in language education to adopt. As the new knowledge merges, the old gives way. The information communication technology as used in this paper is a set of diverse technological tools and resources used to transmit, store, create and exchange information. It is also necessary in a unified communication and integration in the telecommunication. As an integral part of teaching and learning. The paper emphasized the need for digitally trained ICT language teachers that can lead the learners to high order reasoning and thinking. It was also reported in the paper the transformation of our educational system and especially the language education as a result of the acceptance of ICT. There is therefore need to incorporate ICT in our educational curriculum. The paper also requested the education managers, the supervisors and others connected to the administration of education to support teachers on their training in ICT programme. References were made on the genesis of the information, communication and technology.

Introduction

The theories of evolution, adaptation, changes in our habitat entails mutation and other types of adaptation in our nature as man continued struggling to survive as a living being. This is also true of human activities. When there is a change in our environment, there will be a need for modification to be able to adapt to the changed environment. There is a new change or an introduction of new techniques in the education, the new modalities should be applied to meet with the new techniques (that has evolved).

The international change in education that include the teaching and learning of a new programme, including course taught in our indigenous and second language has to be part of our curriculum in education, in this case language education. This new scenario in our education, have tools and methodology for handling them. Eze, (2018) said that as the new knowledge emerges, the old ones give way for the new ones, in pursuit of knowledge there is the need for dynamism in the implication. There have been changes in the creation of awareness in the globe through historic period to industrial revolution, then to science and technology, today we have information Communication Technology (ICT). This is a diverse sets of technological tools and resources needed to transmit, store, create or exchange information. In extensional term, it involves a unified communication and the integration of telecommunication (telephones and wireless signals) as well as computers, software, storage and audiovisual which enable the process of storage, transmission, understanding and

manipulation of information. The tools are the set of latest developed technologies that allow more and efficient communication which have modified the way of accessory of knowledge and in turn improve human relation.

Language education and ICT

In teaching and learning in language education, diverse set of ICT tools are used to communicate, create ,disseminate, store and manipulate information between the teachers and the learners. It is also in content that information communication technology (ICT) has also become an integral part to the teaching and learning in language classroom (teaching and learning). The interaction through such approaches as replacing chalkboards with the interactive digital white board, using students own smart phones or other devices for teaching and learning or classroom demonstration and interaction between the teachers and the lerarnes. Flipped classroom models are also necessary in this case where students can watch their lectures at home on computers or even on their smart phones. It is also necessary for the proper and correct use of classroom time table for more interactive exercise.

With teachers that are digitally literate and trained in the use of ICT, this approach in language education can lead to higher order reasoning and thinking, and the development of the appropriate skill needed in the present time. Another point is that the use of well trained ICT compliance teacher in the language classrooms is that it provides the learners with creative and individualized option and equip the learners with the ability to express themselves in the understanding of the subject matter before them. At this time, the teachers and the learners are set and fully prepared to deal with the ongoing technological changes in our society which direct and dictate our teaching experiences. We have not forgotten the roles played by the digitally literate people during the covid-19 pandemic. It will be remembered that the online learning has been available for more than a century through printed manuals, at that time, it was regarded as distant learning in Nigeria for example, we had London General Certificate in Education (GCE). Subsequently, at the beginning of 20th century, radio, audio and video tape emerged. At the beginning of the 21st century, the online educational modalities spread with the advent of the www (world wide web). The coming of covid-19 pandemic which resulted in the closure of schools at all levels in virtually all the countries of the world gave a catalystic effect on the changes in educational process worldwide. This is because, it caused an abrupt shift from face to face classroom interaction to online classes. Nigeria a developing country embraced this educational transformation without enough time to plan and prepare for the take off of the new learning processes .

The need for digital learning

Information communication and other aspect of digital culture have positively changed the way people live, play, work and learn. It is also imperative in the construction, distribution of the knowledge items and power around the world. A digitally sound person is always needed anywhere in the globe. Even if you look at the political gladiators today in Nigeria for the 2023 General Election, they will show you correctly the importance of ICT compliance and digital awareness of the candidate in the context. Furthermore, any graduate of whatever field who is not familiar with digital culture is increasingly at disadvantage in the national and global economy. A digital trained language teacher is always ahead of others. The skill of searching for, discerning and producing information as well as critical use of new media for full participation in all aspect of human endeavour has became an important consideration for curriculum framework in language education.

UNESCO (2022) reported that in many countries, digital literacy is being built through the incorporation of Information Communication Technology in school curriculum. The minimum recommendation for a common educational application of ICT include: one laptop

per child. It is recommended that the laptop must be the less expensive one, this is designed for use in the school. The laptop according to Critine et al, (2020) should have features like low power consumption, low cost operating system and special reprogramming and mesh network system. This is ideal but providing one laptop each for all the children in the school can be too costly for the developing countries. It is not easy for Nigeria leaders to think in line with the recommendation, for now it is far from their thinking.

Language teachers need for ICT

The language teachers need specific professional development opportunities in their assignments to use ICT for informative teaching and learning assessment, individualized instruction, assessment of online resources and fostering students interaction and collaboration. Eze (2021) said that ICT should positively impact language teacher general attitude towards the use of ICT in the classroom teaching and in language laboratory and their general teaching and learning outcome. It is also important for the language teachers to avail themselves of the training workshops as provided as it will equip them with specific guidance on the effective use of ICT in the proper demonstration of their teaching and learning of their course or disciplined areas. The language teachers that are not drilled well on digital literacy tend to use ICT as skilled based application, limiting the students academic thinking.

To support teachers in their attempt to be ICT compliance and develop their children on the use of ICT for their career prospect, Jonathan and Tara (2021) said that it is also important for education managers, supervisors, teacher educators and all the decision makers in education to have their own share of training in digital learning and ICT.

In language education, ICT cannot be under estimated in the teaching and learning process. This is because, in Ukwungwu (2005), the activity provide training in the application of Pedagogical Principles in teaching and learning languages in a technological world. The language education in the word of Anthonio et al (2016) is an open area with open access to resources online course, virtual classroom and social network based information and communication technology. The ICT toady is increasingly used to give learners access to information, promote interactions and communication needed to enhance digital literacy skills. The online tuition were recommended and effectively used during covid-19 pandemic era. Gulling et-al; (2016) reported an increasing and rapid development of tools and resources that present opportunities and challenges to language education in the digital literacy programmes.

Pauline et-al, (2022) emphasized the need for digital literacy in the teaching and learning of language education in the twenty first century (21^{st}) is purely basic in the growth of academic literacy, if used in a sound pedagogical way that correspond to the need of the learner. It is also important that the use of ICT in language education be introduced and supported in a sustainable way and in the range of that sound pedagogical approach that promote life-long learning.

Dilek (2016) noted that the last two decades witnessed the integration of ICT in language teaching, today it has become major topic in language teaching, today it has become major topic in language educational realm. The past two decade have provided a lot of evidence showing positive effect of the use of Information Communication Technology (ICT) on our language learners. Ugwu (2013) observed that the society is rapidly changing and that teachers have to at the same time adopt this new roles in professional development more especially in the rapidly changing Science and Technology era. Cristina (2020) said that there is the need to explore the required skill needed to enhance language learning using ICT tools. The ICT teaching tools emphasizes on obtaining, analyzing and organizing information from the field. This exposes the learners the chance of being familiar with different types of information and communication technology. The classroom interaction with ICT tools in the teaching and

learning necessitate the types of application in the ICT tools necessary to enhance the teaching and learning of the subject matter within the planned teaching and learning activities. Eze, (2011) looked at the differences between information communication technology in educational system and the information and communication technology in the general term. In the first place, the information described a fact, an idea or knowledge that is capable of being released to another through a medium. Communication on the other hand is an electronic transfer of information from one location to another.

Conclusion

Information according to Eze (2011) is a fact, an idea or knowledge that can be transferred from a person to a person through a medium. The electronic transfer of information from one location to another is called communication. The technology in educational field is the modernization of information scientifically. The use of ordinary voice to disseminate information is the first approach to circulate information, when this information is transferred from one location to another, then communication has taken place. The introduction of the use of metallic gong to make announcement is an introduction of technology in information and communication. In many setting, not only at village, this is still invoke. We can also remember that schools use bell to announce to the learners that it is time to come to schools and time to depart from schools to their individual homes. A sound of bell in many gathering always draw the attention of the members to the issue at the time for silence. To enhance the teaching and learning of language, there is therefore the need for the introduction of model information and technology to enhance the teaching and learning of the subject matter. Here the chalkboard demonstrations are being replaced with smart white board and chalk is being replaced with a white board marker. If we can reflect back, we can remember when letter writing was the main means of communication or information circulation. Greeting cards mostly at festive period is today looked at as an ancient practice to be followed soon with invitation cards that is being replaced by WhatApp platforms.

For proper development of our professionalism in the teaching and learning of language education, there is that need for teachers to embrace information communication and technology to improve on their assignment. There is an improved effectiveness in the use of language laboratory as a result of the advent of ICT, not only that lecturers are being presented using power point projectors in the classrooms, students can today use their smart phones to create google classroom for interactions among themselves and with their teachers. The result of the above is an increased teaching and learning outcome.

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THE ROLE OF ENGLISH LANGUAGE IN POLITICS, SECURITY AND THE NIGERIAN EDUCATIONAL SYSTEM

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Abstract

In a multi-lingual and divergent ethnic country like Nigeria, social interaction, mutual trust and patriotism are usually very difficult to achieve. In such a pluralistic linguistic and cultural setting, there is always inevitable necessity for people of diverse tongues to interact and operate smoothly in social, political, economic, educational and cultural settings or institutions. If these social interactions are to yield positive and visible results, culminating in growth and development of the individuals and the nation in general, they must be done via a language devoid of mutual suspicion, distrust, hatred and insecurity. To this extent, the English language, which is the only language in Nigeria that possesses the capacity to unify the babel tongues of the various ethnic and linguistic groups, provides intelligibility in inter-personal and group communication in the operation of social structures This paper therefore, traces and provides sufficient evidence to prove that the English language alone holds the key to politics, security and educational system through the provision of level playing group and platform for various divergent linguistic groups to contribute their quota to the growth and development of the geographical entity called Nigeria. Therefore, there is need to review the curriculum of Nigerian education at all levels in line with the prevailing situations. Education system should be reviewed in such a way that it will make beneficiaries job creators rather than job seekers. In other words, there is need for proper synergy between education, vocational studies and entrepreneurship skills.

Key words: English language, politics, security, Educational system

Introduction

The language question has been a thorny and much discussed one in Nigeria. The fact that the language question has become a genuine political and linguistic problem can be seen from the attention it has received and the discussion it has generated in educational and linguistic circles. Language is used among humans to establish, adjust and maintain interpersonal relationships and convey ideas and notions that are believed to be in the overall interest of a group, institution or community (Austin 1962; Searle 1969; Stubbs, 1995). This, in effect, demonstrates that language is a form of action, which can generate counter actions and reactions in forms other than language. Fairclough (1989) also argues that ideologies are closely linked to power and language because language use is a demonstration of power. Language has often been used as a medium of domination and social force; it has often been used as a political tool hence it plays a significant role in human actions and reactions (Ayoola, 2007:71).

At the close of the twentieth century and in spite of its legislated position as the 'official language' in Nigeria, English metamorphosed from the official language of education, government and business to the unproclaimed lingua franca as well as the convenient language of both official and intimate 'record keeping' and communication (Udofot, 2003).

Nigeria as a multi-lingual, multi-ethnic and pluralistic cultural nation faces a number of social, political, security, linguistic and religions problems. For example, the people in the Nigerian federation speak several languages, ranging from the major ethnic languages of the Hausa, , Igbo and Yoruba to the diverse languages of the minorities of Fulfude, Kanuri, Mumuye Tiv, Ijaw, Gwari, Igala, Idoma, Efik, and Ibibio to mention but few. In this kind of divergent linguistic setting, human interaction and relationship amongst the various distinct groups would be difficult if not impossible, without an independent and neutral language which many people can speak and understand freely and effortlessly. Ordinarily, because of the monolingual propensity of different actors in various fields in Nigeria, there would be mutual distrust and suspicion among the operators of national assignments leading to hatred and gross insecurity, if there is no language which each of the divergent linguistic/cultural groups can speak and write.

For example, while the three major ethnic groups will be suspicious of one another, the vast minority ethnic groups would be suspicious of the three major languages and political groups as forming unholy alliance against them. The obvious mutual distrust among these groups would naturally have a devastating impact on the overall development of the geographical entity called Nigeria.

The above socio-cultural cum linguistic scenario would naturally impede negatively on national integration, security and development. To overcome the above envisaged problems, a language that possesses the characteristic features of national acceptability, mutual intelligibility and social neutrality needs to be put in a central position to act as a bridge through which all the different ethnic/linguistic and cultural groups can cross into the mainstream of the national culture. And the only language that can step into the big shoes painted above is the English language.

Literature review

There are varied definitions of the concept of education. It is seen as a race course, the transmission of what is worthwhile from generation to generation, and "the various ways in which a society transmits knowledge, including factual information and occupational skills, as well as cultural norms and values, to its members. Education also involves formal instruction under the direction of specially trained teachers Macionnis cited in Azikiwe (2008.

21). Education is also seen as a process by which individuals are assisted formally through proper direction and guidance to develop their capacities not only for their own benefit but for the society at large. Suffice to say that the essence of education is to develop individuals so that they can become effective and efficient in what they do and also contribute to the advancement of the society where they live. Orikpe (2013) avers that education plays a critical role in changing the behavioural patterns of citizens to the desired direction. The next concept for clarification is national security.

The issue of security is not alien as it has been the central focus of primitive society. In the same vein,Audu, Lukeman and Mohammed (2014) argued that since the end of the cold war, there appears to be shift from viewing security from state-centric perspective to a broader view that places emphasis on individuals, in which national security also encapsulates human security, human right and national development. National security according to Iredia (2011) simply mean, the capacity of a state to overcome challenges confronting her. He added that national security is not limited to military might, defence or law enforcement; it covers basic dimensions like job, water and food security. National security is also seen as a state or condition in which most cherished values of a country and the people are permanently protected and continuously enhanced.

The concept of security also denotes the condition or feeling of safety from harm or danger. It also means the defence and protection of values acquired. To Oche (cited Nwaneggo and Odigbo (2013) security has to do with freedom from danger or threat to a nation's ability to protect and develop itself, promote its cherished values, legitimate interests and enhance the well-being of its people. Internal security implies freedom from danger to life and prosperity. Audu, Lukeman and Mohammed (2014.16) explained security as any mechanism devised to alleviate the most serious threats that prevent people from pursuing their cherished values. From the various explanations of security above it can be deduced that insecurity implies a state of vulnerability to attacks, danger or threats to a people, their properties, cherished values and the inability of the nation to protect its citizenry

The English Language, Ethnic Languages and the Unity/ Development of Nigeria

The English language plays a major role in the affairs of this nation because of its premier and honoured position as a national language, official language or lingua franca. To this extent, other ethnic languages feel threatened and intimidated by the English language because of their limited influence in the unity and development of the nation. For example, the Igbo language feels so threatened by the English language to the extent that scholars and opinion leaders in Igbo land continue to express real or imaginary fears that at the rate the English language is influencing the Igbo people, it will be a matter of years when the Igbo language will go into total extinction. This fear is hinged on the fact that many Igbo men and women, children and adults cannot fluently express themselves in Igbo language –their mother tongue – because of the influence of the English language. Some who try to speak Igbo suffer obvious linguistic problems called code-mixing and code-switching. This paper does not intend to go into examples of code switching and code mixing which produce what one may refer to as "English-Igbo."

The point being made above is that the English language is so powerful and influential that ethnic languages feel greatly jeopardized and threatened by the English language.

The Hausa, among the three major ethnic groups in Nigeria, are the most proud in terms of using their language. In respect of this, a dangerous sect that calls itself Boko Haram, feels so much threatened by the English language in particular and Western education in general, that it has embarked on a "twenty first century Jihad" and blind genocide through

suicide bombing of Christian churches, federal government establishments, private and public buildings and media houses, with a view to stopping the use of the English language and the influence of the West in Nigeria. This sect suffers from what we may call "West phobia" (Fear of the West) and English-phobia (fear of the English language).

The picture above shows that every ethnic and linguistic group in Nigeria is doing everything possible, (legal and extra-legal in some cases) to preserve its language or mother tongue. Ironically, these Nigerians with diverse languages often congregate as members of the nation called Nigeria (an indivisible and indissoluble one), where they are expected to communicate intelligibly in schools, colleges, universities, hospitals, the judiciary, army, navy, legislature, civil service, banks, air force among so many other areas of human activities as Nigerians.

Security and the Nigerian System of Education

Education and security can influence each other positively or negatively depending on the context. This is necessarily so because it enables individuals, groups, countries and human race to explore, appreciate, understand and develop their physical and social environments for the satisfaction of their needs. An educated person has broad view of issues as against narrow and parochial outlook. Education makes people to be tolerant of other people's religion, belief, culture, limitations and promote social harmony and security. It is ability to listen to almost anything without losing your temper or your self-confidence. A good number of conflicts often arise from ignorance and manipulation of ethnic and religious identity. In fact, education (not just passing through the four walls of the school) system produces tolerant and civil citizens who are able to understand and live with people from different ethnic, economic, religious and cultural backgrounds and other forms of identities.

Evidence of Insecurity in Nigeria

The thesis of this paper and indeed its essence is to show that there is insecurity in Nigeria as the statistics below shows but that the rate of in security will seriously skyrocket to a point of national disintegration and overall regression in diverse sectors of the politics, education and family, if a neutral means of mass communication for mutual intelligibility amongst the various ethnic/cultural groups such as the English language is not given the prominent and indispensable place it deserves in the Nigerian Federation. Let us glance through instances of high level of insecurity within a given period. For example, "The Nation Newspapers" of 18th May, 2012, reported the Minister of Police Affairs, Navy Captain Caleb Olubolade (rtd) as saying:

In 2011 alone, the Nigeria Police reported that the fundamentalist Islamic group – Boko Haram –launched 118 terror attacks in Nigeria, killing 308 people in six states in the North central Nigeria, plus the Federal capital, Abuja (online). It is on record that the Boko Haram sect is fighting against Western Education and Western civilization, whose nucleus is the English language through which Western discoveries in arts, science and technology are distributed throughout the world. Therefore, a fight against Western civilization is a fight against the English language and a fight against all forms of unity, integration, security and development in Nigeria. Apart from the specific figures of evidence of insecurity given above by the police, the researcher went ahead to gather more statistics to show how insecure Nigeria is and how more insecure it will be in the absence of the English language.

Roles of the English Language in Achieving Nigerian system of education, Security and politics

In this part of the discourse, the researcher looks at the specific areas in which the English language plays inevitable and indispensable roles in achieving Nigerian system of education, security and politics:

a. The English Language and Education in Nigeria

The development of any nation depends highly on the quality of its educational system and the education of every nation relies on a language for the teaching of its curriculum to its citizens. From the multi-lingual nature of Nigeria, education through teaching and learning encounters takes place via the English language. To this extent, whether it is at the primary, secondary or tertiary levels of education, the English language is used as a language of instruction, examination and evaluation.

b. **The English Language and Law Making In Nigeria**

The purpose of making laws is to protect the rich and safeguard the weak. A lawless society is a Hobbesian society where there is the philosophy of the survival of the fittest. To eschew a lawless society, Nigerians make laws that guide the behaviour and activities of its citizens. In Nigeria, it is only the English language that is used in making laws that can be uniformly applied to all Nigerians irrespective of language, tribe, religion and culture. For example, paragraph 55 of the 1999constitution, emphatically states that the business of the National Assembly shall be conducted in the English language.

c. The English Language and the Nigerian Judicial System

In Nigeria today, civil and criminal cases are heard, judged and disposed of in a language which all lawyers, judges and justices can speak, understand and appreciate. In the Appeal and Supreme Courts, judges/ justices are The English language as a panacea for national Security appointed from various ethnic groups but are expected to speak a uniform language in the court and give judgement in a language which majority of Nigerians can speak and understand

d. The English Language and the Nigerian Commercial Sector

The life of any nation depends so much on its economic or commercial activities. The demand for and supply of goods and services determine to a great extent, the rate of economic growth and development of a nation. These socio-economic activities are done through a common language which all operators of the system can speak and understand.

e. The English Language, Politics and Governance in Nigeria

Politics, to a great extent, is the life of every nation, whether it is completely civilian, quasi civilian or military. It is through politics that governance is achieved. In Nigeria, national political parties are formed beyond ethnic or cultural boundaries. Parties that have ambition to control the federal governance must possess obvious national outlook, constitution and characteristics. This means, membership of such a political party must cut across ethnic, linguistic, social and cultural boundaries.

Educational system, National Security and politics in Nigeria

Nigeria Is a nation beset with numerous socio-economic, educational and political problems which have retarded its growth and development. Nigeria Is bedevilled with the dwindling standard of education, various Indices of Insecurity such as armed robbery, kidnapping, banditry, youth restiveness, boundary disputes, ethno-religious crises, militancy, murder, poverty, unemployment etc and bad governance manifested in corruption, non provision of basic necessities of life etc. Education Is the bedrock of societal development and no nation can rise above the quality of Its citizens 'educational level as the type of education given to the

people of a nation determines the type of governance that might exist in the country and the rate of its development. Where there is a state of insecurity and bad governance, there is absence of quality education and development is as elusive as a mirage. Quality education and good governance are remedy to Insecurity and underdevelopment or stagnation. There are about 40 million unemployed youths In Nigeria. Security Is an Illusion If a greater population of a society are poor, unemployed, miserable and aggrieved. Leadership problem is the major problem facing Nigeria. Quality education, national security and good governance bring a healthy development to a nation. They are a serious concern in every nation and this paper is poised to investigate them.

Conclusions

For Nigeria to remain one indivisible and indissoluble country and for Nigerians to interact freely in the area of Education, polity, economy, defence, legislation, judiciary, sports and games among other sectors, without any iota of distrust, suspicion and feeling of insecurity and poor integration. The English language provides a soft landing pad and a level playing ground for all Nigerians to mutually communicate and contribute their quota to the overall development of the geographical entity called Nigeria. This is because language is the symbolic life of any nation and indeed a source of power, unity, security and development. Therefore, without the English language, Nigeria would be a mere geographical expression

Recommendations

The following suggestions are hereby by made: There is need to review the curriculum of Nigerian education at all levels in line with the prevailing situations. Education system should be reviewed in such a way that it will make beneficiaries job creators rather than job seekers. In other words, there is need for proper synergy between education, vocational studies and entrepreneurship skills.

The government should embark on mass employment of the youths. The governors of states in the north should work towards sensitizing their people towards placing high premium on Western education that will liberate the mind so as to douse radical religious ideology that constitute insecurity in the country.

The government should review policy on retirement age so as to create vacancies for the unemployed youth. This can be done without creating another problem provided government put up a workable pension scheme in which retirees are paid their gratuities and pension promptly. If the pension Scheme is good, people won't be requesting for an upward review of retirement age, thereby, closing the door of employment opportunities for younger generations.

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THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN CURBING GLOBAL CRISIS IN EDUCATION

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Abstract
The study investigates the role of ICT in curbing global crisis in Education. Information communication technology (ICT) has no doubt the potential to increase the rate of diffusion of a very wide range of technologies, applications, and platforms across the globe. ICT diffusion is key to accelerated education sector. The accelerated uptake of ICT-based services constitutes the key to achieving gains in curbing global crisis in Education. In fact, ICT not only empowers other technologies and services, it in itself is also one of the technologies that can accelerate uptake in gains for curbing global crisis in Education. The study observed that, though countries of the Nations are making efforts to join the ICT fray, these efforts appear to be ineffective. Countries of the world still experience a lag in its implementation due to general neglect and other factors, comprising corruption. This continues to be the major challenge facing access to ICT facilities in countries like ours for curbing global crisis in Education. The study concludes that despite the roles ICT can play in curbing global crisis in Education, public and private sectors are yet to extensively adopt them to maximally gain in curbing global crisis in Education. Efforts geared towards integration of ICT into the public and private sectors, have not had much impact. Problems such as lack of users' Professional knowledge and technical knowhow and poor information infrastructure militates against these efforts. The study recommends that efforts should be made by government and private sector to provide adequate ICT facilities to public and private education sectors for maximum achievement gains for curbing global crisis in Education.

Key Words – *Information communication technology, curbing, global crisis, Education*

Introduction

Global crisis in education occurs at all levels of education in both developed and developing nations of the world. That is, the primary, secondary and tertiary levels, as well as in adult education. This is regardless of whether the education is public or private in every country of

the world. The fast evolving trend in Information and communication technology (ICT**)** has the capability of tackling educational crisis. According to Kent and Facer (2004), the evolution of digital technologies began first with the invention of the internet; which has made it possible for learners and other public members to access information without delay. Through ICT, there have been drastic changes and significant influence on Education and other sectors.

Information and communication technology (ICT) is a diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, visio/video-conferencing, etc.). **Information and Communication Technology (ICT) in education** is the mode of education that uses information and communications technology to support, enhance, and optimize the delivery of information.

Information and Communication Technology has been defined as "a broad based technology (including its methods, management and application) that supports the creation, storage, manipulation and communication of information" (French, 1996). According to Nworgu (2007), information technology means a set of tools that helps you work with information and perform tasks related to information processing". The definition of French is more encompassing than that of Nworgu, which was limited to information processing and did not extend to the communication of ICT. Essentially, the term originated as Information Technology (IT) until recently when it was thought that the communication component ought to be highlighted because of its significance. It was then that the concept transformed to Information and Communication Technology (ICT) (Olusanya and Oleyede, 2003).

ICT today is in many parts of the world enabling transformation of the most expensive public services such as education, health, transportation, etc. This transformation includes the capability of ICT in curbing global crisis in Education. Against this background, the paper presents a range of perspectives of Information and communication technology (ICT) on the most promising actions or policy elements for optimal leveraging of ICT for curbing global crisis in Education.

Causes of Global Crisis in Education

It has been proven that education is a pathway out of poverty, however, the current state of global education reveals just how narrow and inaccessible this pathway is, especially to the world's poorest populations, especially in developing countries. Millions of children in developing nations will never have the opportunity to even step into a classroom. To complicate the matter further, attending school is not always synonymous with receiving an education. Around the globe, there are currently 250 million students who are unable to read, write, or do basic mathematics, despite having spent several years in school due to global crisis in education (Global Partnership for Education, 2014).

There are several reasons for global crisis in education such incessant strikes by academic staff union of universities in Nigeria, pandemic, cultism, etc. According to Mona and Malmö (2019), some of the main factors that limit student access to education include:

i. **Lack of schools:** Long distances from the nearest school prohibit many students from attending, especially for families in rural towns. In other places, there are simply no schools available.
ii. **Financial obstacles:** Even in a majority of public schools, education comes at the price of school uniforms, testing, gifts to teachers, and supplies.
iii. **Lack of teachers:** Particularly in Sub-Saharan Africa, government efforts have led to skyrocketing enrollment rates in primary schools over the past 25 years. However, the

growth in the number of teachers has not kept pace with these new attendees. With a surge in class sizes, instruction quality has suffered.

iv. **Teacher Absenteeism:** Not only are Latin American and African schools burdened by a shortage of teachers, but also teachers who are unavailable to their students.

v. **Lack of Training**: Many teachers lack the qualifications to teach students.

The problems outlined above mean that millions of children are still denied their basic right to education. While there is no quick and simple recipe for curing the broken global education system, there are constructive steps that must be taken to move forward and which many organizations are taking.

Ways by which Information and Communication technology (ICT) can Curbed Global Crisis in Education

Due to the evolving trends in ICT, the following are some of the ways it can curb global crisis in education not withstanding some of it disadvantages:

1. **Mobile Learning**: New advances in hardware and software are making mobile "smart phones" indispensible tools. Just as cell phones have leapfrogged fixed line technology in the telecommunications industry. The mobile devices with internet access and computing capabilities have overtaken personal computers as the information appliance of choice in the classroom.
2. **Cloud computing**: Applications have increasingly moved off the stand alone desk top computer and increasingly onto server farms accessible through the Internet. The implications of this trend for education systems are huge; they make cheaper information appliances available which do not require the processing power or size of the personal computer (PC). The challenge is providing the ubiquitous connectivity to access information sitting in the "cloud".
3. **One-to-One computing:** The trend in classrooms around the world is to provide an information appliance to every learner and create learning environments that assume universal access to the technology. Whether the hardware involved is one laptop per child (OLPC), or increasingly a net computer, smart phone, or the re-emergence of the tablet, classrooms should prepare for the universal availability of personal learning devices.
4. **Ubiquitous learning**: With the emergence of increasingly robust connectivity infrastructure and cheaper computers, school systems around the world are developing the ability to provide learning opportunities to students "anytime, anywhere". This trend requires a rethinking of the traditional 40 minute lesson. In addition to hardware and Internet access, it requires the availability of virtual mentors or teachers, and/or opportunities for peer to peer and self-paced, deeper learning.
5. **Gaming**: online game experience is extremely common among young people and games offer an opportunity for an increased social interaction and civic engagement among youths. The phenomenal success of games with a focus on active participation, built in incentives and interaction that current educational methods are not falling short and educational games could more effectively attract the interest and attention of learners.
6. **Smart portfolio assessment**: The collection, management, sorting, and retrieving of data related to learning will help teachers to better understand learning gaps and customize content and pedagogical approaches. Also, assessment is increasingly moving toward

frequent formative assessments which lend itself to real-time data and less on high-pressure exams as the mark of excellence. Tools are increasingly available to students to gather their work together in a kind of online portfolio; whenever they add a tweet, blog post, or photo to any online service, it will appear in their personal portfolio which can be both peer and teacher assessed.

7. **Teacher managers/mentors**: The role of the teacher in the classroom is being transformed from that of the font of knowledge to an instructional manager helping to guide students through individualized learning pathways, identifying relevant learning resources, creating collaborative learning opportunities, and providing insight and support both during formal class time and outside of the designated 40 minute instruction period. This shift is easier said than done and ultimately the success or failure of technology projects in the classroom hinge on the human factor and the willingness of a teacher to step into unchartered territory.

8. **Online learning:** ICT and its tools have led to the emergence of online learning. Through this, the teachers and the students are learning innovative ways in the education process. ICTs have looked after that education reaches through it worldwide and even in remote areas. No matter where the students are, it has ensured that every learner derives its benefits.
9. **Accessible to all:** ICT in education allows accessibility to all types of learners. All students can learn through the material provided. Even the special needs students can maximize the benefits through the usage of ICT. ICT has also covered issues like the "digital divide" and allows even less fortunate people to access the tools for their educational needs and enhance learning.
10. **Higher-order thinking and skill developments:** ICT promotes high order thinking and reasoning skills. These skills enable the process of evaluation, planning, monitoring, controlling, reflecting, etc. To use ICT tools effectively, one must be able to explain and justify the solutions to the problems. For using ICTs, the students should be able to discuss, test, and evaluate the strategies and methods they use.

Problems Associated with ICT Usage in Curbing Global Crisis in Education

It has been identified that, using ICT has a lot of gains in curbing global crisis in Education, but these gains will depend on deploying the rapidly growing range of ICT applications in education. Unfortunately, In spite of the bright prospect of ICT in curbing global crisis in Education, they are grossly lacking in Nigeria in particular and let alone its circulation across other developing countries of the nations. A lot of problems are confronting the use of ICT in curbing global crisis in Education. Torruam and Abur (2013) highlight some of these problems as follows:

i. **Professional knowledge and technical expertise:** Information Communication and Technology (ICT) is a fairly new area of importance especially in developing communities like Nigeria, etc. It is a lightly technical field, and to understand how it curbs global crisis in Education, one first has to understand the operational functionality of the materials. As much as materials differ in terms of technical components, design and set-up, they also differ in terms of functionality. Same are multi-dimensional; capable of various functions such as giving logical out comes, manipulating information etc. Without the user who is knowledgeable enough, ICT cannot create the desired change

and progress aimed at curbing global crisis in Education. User's knowledge has a great impact on the effective application of ICT to curbing global crisis in Education.

ii. **Lack of computers:** Computers are still very expensive and despite spirited efforts by the government agencies, Nongovernmental organizations (NGO), corporate organizations and individuals to donate computers to as many schools as possible, there still remains a big percentage of the schools unable to purchase computers for use by their pupils and teachers.

iii. **Lack of electricity:** Developing countries have not been able to connect all parts of their countries to their national electricity grid. Furthermore, there is no stable electricity and infrastructure to attract foreign investment which developing countries are lacking. Consequently, the educational sector that fall under such area is left handicapped and may not be able to offer computer to the sector to achieve maximum gains for curbing global crisis in Education.

iv. **Broken down computers:** while a good number of schools have benefited from donated used computers, they have not been adequately equipped with the same on maintenance and repair, hence its very common to see schools full of broken down computers, some repairable and some not. This has actually been a major problem, and therefore, many governments have now put strict measures on any person, NGO or corporate bodies willing to donate second hand computers. (It is seen as a dumping ground); e-waste management.

v. **Burglary:** The fact that computers are still very expensive; makes them a target for thieves who usually have ready markets at a much less price. This has made many schools to incur extra expenses trying to burglar proof the computer rooms. This extra expense makes some schools shy away from purchasing computers.

vi. **Lack of internet or slow connectivity:** Most schools are not able to connect to the World Wide Web, due to the high costs involved in the connectivity.

vii. **Increased moral degradation:** Internet pornography, cyber bullying and other anti-social behaviors are worrisome emerging problems that prevent many schools from using ICT despite its numerous advantages in curbing global crisis in education.

Conclusion

ICT has every sign of long survival as long as such digital devices become more available. That means when the devices become more affordable, the connectivity bandwidths become widely used with less constraints and the multimedia applications will prosper. Therefore, the achievement and gains in curbing global crisis in Education will increasingly rely on ICT. For ICT to succeed in any nation to curb global crisis in Education there is the need to build on another important pillar i.e. the existence of befitting infrastructure, electricity and some degree of viable connectivity. A growing difference in market liberalization of the Internet-access supply is leading to another kind of "digital divide" on the global scale. Therefore, countries should introduce telecommunications regulations that will discourage the development of Internet-access service. Government needs to ensure that the entire public education sector is fully supported by high-quality ICT infrastructure in other to achieve maximum gains of ICT in curbing global crisis in Education.

Recommendations

In order to ensure that ICT are widely adopted and used for maximum gains of curbing global crisis in education, the following recommendations are made.

i. Government should provide and support education sector both public and private at all levels with adequate ICT facilities.

ii. Government should ensure adequate electricity supply in both public and private sectors.
iii. Education programs should be organized for students, employee at all level on e-learning and e-teaching.
iv. Public outreach campaigns on the importance and use of ICT should be ensured.
v. Government should ensure creation of free online libraries with e-books, e-journals, e-magazines use for all low-income earners.

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RELIGION AND POLITICS: THE CHALLENGES OF GLOBAL CRISES ON NIGERIA EDUCATION SYSTEM

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Abstract

It is difficult to differentiate between religion and politics. Religion can be used as well as politics in a negative way. In contemporary society, much attention is given to science and technology thereby less attention on religion. This paper begins with the definition of religion, education and politics. The paper examines the role of religion in education and politics. Religion and politics have equal responsibility in the welfare of citizens and thus, those in authority have the mandate bestowed on them to act on political and religious matters in a complementary way. Religion and politics share an intimate and complex relationship, however, when properly used, it helps in educating the society. The paper further explains that when people understand the fact that religion is a personal affair, the future of the society will be good. It concludes that dialogue between different religious groups can be arranged to educate the populace on the need for tolerance and peaceful coexistence. This paper recommends that a forum for exchange of ideas and information for common understanding, consensus and cooperation should be created.

Keywords: Politics, religion, education, tolerance and cooperation.

Introduction

Nigeria is a multi-religious society with different religions; the major being Christianity, Islam and traditional religions. Religion is seen as a force to reckon within modern Nigeria. According to Uka (2013), "public education of Nigerian citizens on issues of religion is a necessity". The role played by religion in education and politics is indispensable to human nature, even though religion has its positive and negation roles. Religion can serve as a catalyst for national development. Even in a scientific and technological age, the role played by religion in education and politics is an important factor for educational and political development.

It is obvious that religion plays an important function in educating the society. It influences the traditional setting that has greatly influenced the life pattern of the people. Bassey (2010) opines that, "Religion and politics is an attempt to relate a religion to the political character of the society in which it exists". Some scholars share divergent views about the relationship between these two words. Some believe that, religion is a private choice and has nothing to do with politics. On the other hand for others, it is like drinking water. Therefore, it should not be mixed.

The Concept of Religion

There is no single accepted definition of religion because of varied reasons which is based on individual perception. However, scholars define it from different perspectives. Anyawu (2004) defines religion as, "human interaction with the supernatural in order to cope with life's crises …". This means that for one to accept religion, there must be an interaction of a being which transcends any other; a supreme being. Omoregbe (1999) opines that, "Religion is man's relationship with the supernatural. It is essentially a relationship, a link established between two persons namely: a human person and a divine person believed to exist". It goes to show here, that a divine person exists for a relation to exist.

Uka (2013:125) writes that:

> Religion is a reality in human experience and pervades through life. It describes man's relationship with the supernatural world or the ultimate reality generally referred to as God. This relationship finds expression in beliefs, creeds, symbols and forms of worship. The notion of religion is different from that of a religion. Religion deals with questions of human expression, that are deep and serious such as: why do some people suffer while others prosper? Why and how do things exist? What lies beyond death?

There is no single acceptable definition of religion from scholars. What is presented is based on their beliefs, values and norms.

Iwe (1987:2) defines religion thus:

> Religion is man's natural and inmate consciousness of his dependence on a transcendent supra human being and the consequent natural and spontaneous propensity to render homage and worship to him or a configuration of doctrines, laws and rituals by which man expresses his loyalty to a transcendental being.

One can say that, religion is concerned with the worship of transcendent or supernatural beings, since there is no precise and agreed definition of religion. Umoh (2010:45) traced the origin of religion from the Latin *relegate*, to bind, which suggests the broadest possible boundaries for the territory of religious belief and encourages the acceptance of the argument.

These questions spring from the problem of human existence and meaning. The question of human meaning has to do with values, its conservation and enhancement. Therefore, our concern for religion has to do with facts and feelings about ultimate value questions, which are related to the meaning and purpose of human life here and in the hereafter.

A "religion" has to do with a particular religious group does or beliefs. For example; why do Muslims go to pilgrimage to Mecca? Why do they pray five times a day? Why do Christians take Holy Communion? Why do they observe such festivals as Christmas, Easter, Ascension, Pentecost, and so on. Why do Buddhists lay flower before the Buddha's image in their temple? Any question that has to do with "why" sometimes is difficult to answer. Even the adherer's will find it difficult to answer such questions. Some of these questions are beyond human understanding hence, cannot be answered from the human point of view.

When we talk about religion, we use it in a wider sense. Specifically, we refer to religions in a plural form. Uka (2013:125) elucidates that:

> What we call "religion" today refers to religions such as Christianity, Judaism, Islam, Buddhism, Shintoism, Confucianism, African Traditional Religion (ATR) and others. These religions belong to a particular people's way of interpreting reality, or their belief system through which they relate to the seen and the unseen world around them…this religious identity has been the foundation of the separation of each from other and the case of inter-group conflict.

For example, religious conflicts have been known to exist between the Canaanites and the Israelites, the Jews and the Muslims, the Muslims and the Christians (as in Nigeria).... Each particular religion has a particular character because of the people who practice it. Jegede (2012:54) asserts that, "Without doubt, the greatest threat to peaceful coexistence, economic and political development as well as national security has always been religious conflict". Religion therefore, can be seen as a universal phenomenon as man's response to God.

Religion is often used to educate people wrongly. Whenever and wherever this is done, much protest and conflict ensures leading to injury (both physical and internal), destruction of properties and even death.

An Overview of Politics

Politics is a word that is fast replacing many administrative, social, religious, economic and even moral modes of human life and existence especially in Nigeria. This is because of the role politics plays in the gradual change of human life and activities as it is used to relate to it. The definition given by scholars push people to use as desired. Babalola (2005), posit that, "politics is the protection of domain, acquisition of power, support building, influence gathering and self-serving". Some people based their political affiliation based on power and the protection of their domain.

Keywood (2000) in Babalola (2005), described politics in four broad fold. He succinctly elucidates them as:

> Politics in government is (primarily associated with the art of government and the affairs of the state); politics of life (concerned with the conduct and management of community affairs); politics as conflict resolution (concerned with the expression and resolution of conflicts through compromise, conciliation, negotiation and other strategies) and politics as power (a process through which the production, distribution and use of scarce resources is determined in all areas of social existence).

Other scholars have defined politics from different perception. Amadioha (2008:87) cites Ban Field (1955) who defines politics as, the "activity by which an issue is agitated or settled". In his opinion, an agitation or a settlement is considered, politics. He further captures Abernathy and Combo (1956) to define politics in terms of "its interrelated components thus: authority and control, presence of public interest and actions and presence of legitimacy and accountability". The presence of an authority in control, depicts interest and actions as politics.

The Concept of Education

Education is a word that has received various definitions. Fafunwa (2004), views education as, "the aggregate of all the processes by which a child or young adult develops the abilities, attitude and other forms of behavior which are of positive value to the society in which he lives". The inculcation of right attitude and behavior is what Fafunwa advocates in his definition of education. Aliyu (2001), defines education as, "the method by which a society transmits from one generation to the next its knowledge, culture and values". In this definition, the transmission of knowledge also encompasses the inclusion of culture and values.

Mehta and Poonga (1997), in their description of education state that education is not only to equip the new generations with skills so essential for earning a livelihood, but also to create among them an awareness to social and environmental realities and inculcate in them scientific temper, independence of mind and spirit which are of paramount importance for them to become responsible citizens. Lawrence (1977:34) defines education as, "the deliberate, systematic, and sustained effort to transmit, evoke or acquire knowledge, attitude, values, skills

or sensibilities as well as any outcome of that effort". An importance of education is to inculcate right discipline, attitude and desirable attribute to life.

Education sharpens the learner's mind to be able to do what is expected of him in bringing progress and development of the society at large. When learning takes place, it brings development. O'Connor (1957:22) is of the view that, education seeks to provide both men and women with the basic minimum skills for further knowledge as they properly exist in the society. The knowledge acquired helps them keep in touch with more training which also make them appreciate the culture and moral of human achievement. In view of this, education develops an individual and society at large. If an individual is educated, it is expected that he/she will practice what he has acquired.

Uka (2013:127), further observe that:

> In all these we find that education takes place within the society. Consequently, the society demands from its members they acquire at school, a minimum body of knowledge and skills and certain desirable attitudes and modes of behavior such as self-discipline and a sense of responsibility. In other words, the value of any study or any education is its relatedness and usefulness to social life.

Education in a multi-cultural or multi-religious society is expected to teach individuals certain things about life, other people's culture and religions other than the one they belong or adhere to.

Educating an individual means educating the society, since the educated person lives within the society. The society benefits from his/her education. Okon, (2011:38) cites Scoff Anne Daughtrey who point out that:

> The educated citizen is sensitive to the disparities of human circumstances; the educated citizen acts correct unsatisfactory conditions; the educated citizen seeks to understanding social structures and social process; … citizen has defenses against propaganda; … respects honest differences of opinion; …has a regard for the nations resources; ...measures scientific advance by its contribution to the general welfare and is a cooperative member of the world community.

In addition to the above, the educated citizen is expected to respect the law, be economically literate, must be ready and willing to accept his civic responsibilities and stand to uphold the loyalty to democratic ideals. This is an obvious fact that, it is in the education for citizenship that education and politics meets.

The Socio-ethical Values of Religion in the Society

Religion plays an important role in shaping the political, economic and social landscape of the Nigerian society. Africans generally are religious. Africans hardly find it easy to separate their religious beliefs and practices from politics. Where an African man is found, he goes with his religion. Thus, Lere (2011:10) cites Mbiti who asserts that most Africans are "in all things religious" arguing that religion plays a vital role in the moral, spiritual, educational, political and social development of the country. According to him, the fact that "about 99% of Nigerians profess membership of one religion or the other is no news. The number of Nigerians who perform pilgrimage to Jerusalem, Mecca and Rome annually is the highest in Africa. This intense sense of religiosity is also reflected in the high number of religious public holidays, which amount to about twelve annually (Lere, 2011:30).

Uka (2013:126) presents the following as the socio-ethical values of religion in society:

- They encourage love expressed in friendship, kinship, good neighborliness, benevolence and self-service;
- They insist on justice which is a moral virtue that regulates interpersonal and social relations and the external conducts of human beings;

- They stand for truth, expressed in wisdom and knowledge of their God;
- They encourage tolerance, both in thought, worship and belief;
- They generate power internally through self-conduct resolution, coverage, perseverance, initiative and drive to overcome evil;
- They seek to secure good health by ensuring adequate functioning of their body and spirit.

The Role of Religion in Education

Religion has and plays a vital role in education and politics. Iwe (2003) listed the following:

- Mutual respect for members of the group and others outside the group;
- The equitable allocation of whatever is one's due within the group;
- Scrupulous avoidance of such attitudes and practices which subvert or corrode mutual love and respect such as class spirit, ethnicism, statism and sexism;
- Readiness for services and sacrifice for the welfare of the group, it and when legitimate circumstance so demand;
- Refraining from all acts capable of weakening or tarnishing the image and teaching of the group or their prophets;
- The promotion of the good name of the religious group through achievement in the area of mobility and the pursuit of excellence; merit and social justice;
- Prayer for welfare of the country for its leaders, its economy and its inhabitants;
- Loyalty and rational obedience to constituted authority. (both within the group and in the nation) and to the principles of the rule of law and public order;
- The recognition and the exercise of religious liberty, power and privilege asp sacred trust to be used with mobility and accountability.

One can confidently say that, where religion is properly understood and practiced, it can bring a transformation to the community, foster tolerance, mutual respect, peaceful coexistence, and unity. For this to be achieved, we need the educational process to be implemented in enlightening the populace.

The Effect of Politics on Religion

In every sector of human endeavour such as: religion, education, admission or appointment processes and others, politics is used as a measuring yardstick. Belonging to a particular political party, ethnicity or religion entails your securing favours, opportunity or attention for hearing or fulfilment of desires. Where one does not belong to a particular party, especially the ruling party, then favours may not be granted and this has often led to bias and conflicts in many undertakings. Umoh (2010:48) opines that:

> The injection of politics into almost any other realm automatically creates a general sense of conflict because politics is at its basest levels, a power struggle. This interaction can cause difficulty for religious groups that prefer to present themselves in an inclusive, rather than divisive way. Conflict is however, almost unavoidable.

The politics of any religious group involve factions with different perspective. Those who adhere to other faith (or to no faith at all) often take offence at their actions. And when a particular religion controls a government anyone who does not agree with the tenets of the faith will have conflict not only with the religion but also with the government that it administers.

Sometimes, government policies affect a particular religion based on a law passed which can be a threat to lives or religion. Okeke (2007), a Nigerian author, views politics as “a civilizing agent and a way of ruling in divided society without violence”. It becomes imperative for individuals and government to be mindful of policy implementation or laws being passed

as this may adversely affect the peaceful coexistence of the people and deter progress in all spheres of life.

Conclusion

It is difficult to put a clear distinction between religion and politics. This is because the two share an intimate and complex relationship. There is a form of cooperation between the two terms. The church and the mosque must be aware of its duties toward its members. It is the responsibilities of the religious institutions to educate their members so that the society will have a better future. Religious leaders should adhere strictly to the teachings of their religious tenets. This will minimise religious fanaticism and bigotry. The ideals of religious and political education in a multi-religious society should be protected. It should be noted that, religious education could become a veritable instrument for promoting harmony, good neighbourliness, and stability in an unstable, multi-religious society like Nigeria.

Recommendations

In the light of the above discussion, the following recommendations are hereby proffered as the role of religion in education and politics:

1. Proper religious education should be taught and orientation to be given so that ignorance can be wiped away;
2. Parents and siblings should encourage folk stories that will emphasize tolerance, endurance, justice and peaceful co-existence;
3. Dialogue between different religious groups can be arranged to hold. This will create a common forum for exchange of ideas and information for common understanding, consensus and cooperation;
4. Professional body for the study of religion should be set up. This will eradicate ignorance through conferences and seminars;
5. Religious institutions are to be encouraged to avoid deliberate use of arms in resolving conflicts.

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TOXIC IMPACT OF GLOBALISATION ON NIGERIAN LANGUAGES AND CULTURES: ANALYSIS OF ELLITISM AND IMPOSITIONS.

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Abstract

Western impositions and toxic impact of globalisation on Nigerian languages and cultures constitute some of the challenges of global crises on Nigerian education system. Quite disheartening enough, these issues are largely neglected by contemporary Nigerian elite and the masses alike. The aim of this study is to descriptively analyse and show how elitism and negative attitude abet Western impositions and toxic impact of globalisation on Nigerian languages and cultures in contemporary time. Oral and telephone interviews and observation form the primary data. The secondary data are drawn from library and internet textual materials. Descriptive survey and analytic methods, qualitative approach and content analysis are employed. The analysis reveals that elitism and negative attitude of a larger number of Nigerian elite abet Western impositions (e.g. English Language, Western norms, values and systems) and toxic impact of globalisation on Nigerian languages and cultures. Besides, average Nigerians also exhibit negative attitude towards, neglect and endanger their indigenous languages and cultures. The wholesome implication is identity crisis over linguistic and general cultural space in the global scene. The study concludes that the identity crisis follows the culture clash between Western and indigenous Nigerian cultures and languages, as Nigerians incessantly abandon theirs for Western ones, and thereby endanger and erode them.

Keywords: Elitism, Negative attitude, Toxic impact, Globalisation, Nigerian languages/cultures

Introduction

Most contemporary Nigerians, especially those of the elite class, largely neglect their Nigerian-African established ways of life, languages, values, norms, customs, traditions, worldviews, various non-material systems and material aspects of their indigenous cultures. The Nigerians, like many other Africans, who do so usually dump their cultures (languages inclusive) for the Western and other alien equivalents, which are in no way better than theirs (Allimi, 2005; Prah, 2009; Omagu, 2012; Robert, Besong & Dibie, 2016; Robert & Besong, 2016). Nigeria has been continuously led by bad elite that destroy and waste its systems and resources, and frustrate its development and wellbeing with negative elitist deeds, such incitement, identity politics, character and opponent assassinations, ethnic mobilisation of their ethno-religious youths against the nation and its masses. Elitism concerns elite in totality, from its formation to functions, deeds and misdeeds. It is used here to refer to practices, behavioural patterns, idiosyncrasies, mis/deeds and ontological and otherwise dispositions of the elite. As colonial superimpositions continue to linger in Nigeria, as in other ex-colonies, the indigenous systems, including its education system and national development are continually endangered, threatened and eroded by the superimpositions.

Erasing, or at least dealing appropriately with, the superimpositions their posed challenges, requires sustained good deeds by elite and leaders of the nation. By failing to erase or deal with Western superimpositions on Nigeria and the toxic impact of globalisation on Nigerian languages and cultures, it implies that Nigerian elite abet these ills. Globalisation continuously impacts both positively and negatively on various spheres of life in both developed and developing nations. These include education, trade, technology, competition, investments and capital flows, employment, culture, and structures of organisations (Nova, 2020; UKEssays, 2018; Rodrik, 1997). The good deeds of a nation's elite determine the extent of its national development and wellbeing (Kia & Vurasi, 2013). The otherwise from the elite produces negative, unproductive, misleading, harmful and unfavourable results that adversely affect the society having such elite that show elitist irresponsibility. In view of the trend of elitism and negative attitude towards Nigerian indigenous heritage and systems, constituting Nigerian wholesome cultures that include languages, this study rises to dissect how the elite abet the aforementioned ills and thereby rouse deserving attention to the misdeeds of the elite that abet Western impositions and the toxic impact of globalisation.

Elitism, Western Impositions and Globalisation

The African cultural contact and experience with the West brought upon Africa along with its culture certain destructive superimpositions, which have continued to provoke African scholars since the 1940's till date. The quest to correct colonial wrongs against Africa and its identities, cultures, languages, philosophy and entirety gave rise to what has become known as identity struggles of the 1940s/50s in African studies like philosophy (Eze, 1997, pp. 1-21; Asiegbu, 2016, pp. 6-9). Colonial superimpositions, with the major impositions being language, religion, politics, westernisation and Eurocentricism, have continued to exert more negative than positive impacts on Africa, its peoples, culture, societal systems and institutions and entirety (Fanon, 1963; Rodney, 1972; Wiredu, 1972 & 1998; Bolton, 2007; Dibie & Robert, 2018). The situations at stake, arising from the colonial superimpositions, are worrisome. Maikanti et al. (2021) agree that the language imposition has worsened the multilingual situations in Africa. Given that English is the leading most spoken language of the world and most activities of globalisation are being done in English, it is suitable to code-mix and code-switch African indigenous languages with English language in discourses. In what could be regarded as making a clarion call on the Yoruba to engage in code-mixing Yoruba with English, Salami (1991) affirms the importance of code-mixing in a multilingual linguistic environment, such as ours in Nigeria and most other parts of Africa.

Colonialism came with forced western impositions on all colonised territories that are now ex-colonies. Nigeria is not left out of the impositions, which are described in strong terms by African scholars as superimpositions. In contemporary time, the superimpositions brought to place by colonialism are further sustained through globalisation, neo-colonialism, westernisation and Eurocentrism. The major superimpositions are Western religion, politics, technology, science, thought, literature, education, psychology and patterns of social life that include dress code and sexuality, among others. Western education, religion, polity and technology are the frontline instruments of propagating and enforcing Western ways of life. Globalisation revolves around the sustained efforts and practices of making the world one big global village or community for merged villages, communities and states of the world, whereby there is limitless and borderless network of interactions, transactions, exchanges, and various activities, which are particularly made possible with new media. This definition attempted herein reflects what many scholars and other individuals and groups have described globalisation in the literature.

UKEssays (2018) states that globalisation, in short, points to the whole efforts toward making the world a global community or one village. It adds that goods that were only found in western countries can now be found across the globe as a result of globalisation. The problem with this description of globalisation is that of stressing goods found in the West without proportionate emphasis on the goods obtained in the non-Western worlds, from where the so-called 'goods in western countries were got from. The reality also is that the world cannot be realistically made one regardless of its digitalisation by technological and scientific advances. It should be noted that developing nations are not left out in sciences, technology, development and other spheres. The underdevelopment nomenclature is a western creation for prove of betterment and superiority after draining the so-called developing nations dry. It should be noted that both developed and developing nations, as two sets of parties involved in the globalisation project, benefit from each other. In fact, the pre-empted benefits the developed nations of the West would (and do) get from the developing nations were the remote factors considered before founding globalisation.

As Wiredu (1980 & 1998) affirms, religion, politics and language are three most significant avenues of Western superimpositions on Africa and other continents the West had penetrated with colonialism. Yet, religion and politics are noted to have been indeed sufficiently dangerous and worse than the menace of the language superimposition, as they have been causing contemporary Africa more harm than good (Wiredu, 1984, 2002 & 1998). To break out of the spells of the superimpositions, post-colonial African scholars and authorities have continued to clamour for decolonisation. Given the trends of elitism and negative attitude towards indigenous languages and cultures, decolonisation is imperative. Instead of holding on to English, to unreasonably show elitism, civility, modernity, urbanity and Western literacy, it is rather ideal to consistently make use of code-switching and code-mixing to decolonise linguistically. This would involve current mixture and use of both Western and indigenous (non-Western) linguistic codes and property in formal settings, while purely holding on to the indigenous ones alone in informal settings. The push-pull factors behind code-mixing of and to indigenous and alien languages (e.g. Igbo and English) include the extreme influence of English language; the misrepresentation of African thought in English; the inadequacy of the English language in African context; and the affirmed commonly realisable theoretical and practical potentials of indigenous languages.

The others are being aware of the efficacy of language-based techniques for addressing problems; the necessity for and consciousness towards meaningful moderate decolonisation; and the imperative of intellectual consolidation of and contribution to earlier works on decolonisation in particular and the whole African philosophy in general. The importance of language is why Kwasi Wiredu considers it to be the first intellectual pillar to be decolonised (Wiredu, 1980 & 1992; Osuagwu & Chimakonam, 2018). Meaningful decolonisation has to begin with language decolonisation project and techniques. This is because language is conduit of communication and the pillar of intellectual exercise. If African studies are done in African languages, as wa Thiong'o and Kezilahabi recommend, or done using African concepts (linguistic codes, concepts and property) for conceptualisations, as Wiredu and Oelofsen recommend, developing and using language-based techniques for and to promote African studies, the African story in literature and history, and African indigenous ideas in philosophy and other disciplines would be easy (Osuagwu & Chimakonam, 2018). Meaningful African/Nigerian elitism ought to be that which conceives being elite as being willing servants of the state, who are ready to shoulder the burdens of the state and its citizenry, and produce lasting solutions to the burdens. The solutions are targeted at productivity, development, *welfarism*, etc. through good governance and elitism, and efficient service delivery by all elite

in general and politicians (i.e. political elite) in particular. Nationalism is a phase of elitism that focused on proffering lasting solutions to the then state issues confronting the colonised African and other non-Western states.

Nigerian elite practise the elitism of not 'finding something different after the end of the European game of colonialism' (Fanon, 1963, p. 252). They keep on 'paying tribute to Europe/America by creating states, institutions and societies which draw their inspiration from her' (Fanon (1963, p. 252). Nigerian elite do not yield to the above warning given by Frantz Fanon and thereby exhibit negative attitude and practise elitism that abet Western impositions and the toxic (negative) impact of globalisation on Nigerian languages and cultures. He warns against the tendency as well as act of imitating the West, saying, 'Look at them [America and Europe] today swaying between atomic and spiritual disintegration'; we need not sway between atomic and spiritual disintegration, as they do. But because our Nigerian elite thread the paths of the West, Nigerians now sway between atomic and spiritual disintegration. It should be noted that atomic disintegration is to technology, the adverse impact of technology, inclusive of atomic bombs, guns and weaponries for insecurity. And, spiritual disintegration implies religious intolerance and crises, which now characterise the Nigerian state. Our Nigerian elite have refused as well as failed to: 'invent, make discoveries, seek response elsewhere [other] than in Europe/America, work out new concepts, and try to set a new man.' They are rather largely 'obsessed by the desire to catch up with Europe' (Fanon, 1963, pp. 254-5).

Toxic Impact of Globalisation and Western Impositions on Nigeria

The toxic effects of globalisation abound. In fact, they are even more than the positive ones. Globalisation impacts on both developed and developing nations (UKEssays, 2018; Lere, 2014). According to UKEssays (2018), toxic effect affects everyone. The destructive nature of these effects is why this paper calls them toxic impact of globalisation. It should be noted that globalisation and Western impositions exert similar or the same effects on Nigeria and the like other nations. This thought is affirmed by Nova (2020), Khapoya (2013) and Plocha et al. (2011), among others. Accordingly, Western culture imperialism is sustained by globalisation, as westernisation and neo-colonialism are used to erode non-Western cultures, inclusive of indigenous languages (Maikanti et al., 2021; Robert & Besong, 2016). Unfavourable trade policies, rooted in international politics and prejudices, affect developing nations in the course of international trade and economic transactions. As Allimi (2005) points out, communication channels operating in contemporary Nigeria showcase a successful imposition of alien values, faith and psychology on our culture. This is because they are agents of culture imperialism and the endangerment as well as attrition of Nigerian languages and cultures (Robert & Besong, 2016).

Foreign culture is over promoted and preferred in Nigeria, with the elite taking precedence in the disposition of the negative acts of doing so on traditional and new media (Robert & Besong, 2016; Prah, 2009; Allimi, 2005). Western culture mimicry has become the order of the day (Prah, 2009; Robert & Besong, 2016). In the bids to demonstrate as well as show-off elitism, most Nigerian parents, elitist and common ones alike, forbid their children and wards from speaking their mother-tongues (Maikanti et al., 2021; Dibie & Robert, 2018; Robert & Dibie, 2015), 'leaving them with no cultural identity as they can only poorly speak or/and write the Second Language, L2, but could barely say a word in their mother-tongue' (Robert & Besong, 2016, p. 319). Allimi (2005) and Prah (2009), among others, note that anything indigenous, African or Nigerian is considered barbaric, archaic and local by most Nigerians and other Africans. Having elitist traces, it is quite clear that the elite lay the foundation for culture

erosion in Nigeria, as in most other parts of Africa. The foundation is sustained and put to practice by the same elite, who at the same time groom the younger ones to thread their paths.

Western mimicry among Nigerians, especially the elite goes beyond the use of alien languages to preferring and adopting Western dress code; practising the new sexualities (queer–homosexuality) of the West; substituting, consuming and promoting foreign commodities, music, movies, newspapers, magazines and TV channels, and other arts; and what have you (Besong, 2019; Robert, Besong & Dibie, 2016; Chikaan & Ahmad, 2011; Aseka, 2010; Dare, 2010; Prah, 2009; Allimi, 2005; Anyaegbunam, 2005). Anyaegbunam (2005, p. 48) notes that citizens 'with the right culture and attitude towards Nigeria' would not dab, endanger, or erode Nigerian cultural embodiments, systems and products. Tony Momoh is quoted in Anyaegbunam (2005, p. 48) to have said that 'a culturally aware person has won more than half of his battle for liberation.' The implication is that most of the Nigerians who are not culturally aware have unfinished battle for liberation to conquer, though most of them are neither aware nor conscious of this battle. 'Cultural foundation,' Tony Momoh said, 'is the meaningfulness and springboard of freedom' (Anyaegbunam, 2005, p. 48). This foundation is lacking in most elitist children in Nigeria and beyond.

Again, Anyaegbunam (2005, p. 48) quotes Lomo Kenyatta to have said that 'the British came, gave us the Bible and took our land.' The overall message of this sage is that the British colonialists eroded our cultural heritages, upon introducing Christianity to us, Nigerians/Africans. Ngozi Anyagbunam adds that 'they [the British] have come again in the 21st century; but this time, they gave us some dollars and made us [the media, the school, elite (elitist parents) and even individuals] their parrots.' To that end, Robert and Besong (2016, p. 319) note that 'the mass media (the press) are the lead parrots of neo-colonialism that is sporadically eroding our indigenous cultures and all their embodiments.' They add that 'the greatest mistake to avoid is to define Nigeria's national culture in terms of the culture of the elite' (Robert & Besong, 2016, p. 319). Thus, the elite have no culture of their own. The one they craft gradually through elitism is deficient and has no specific cultural identity, despite being an offshoot of Western culture. It has no place in their indigenous cultures and is only a corrupted or derived Western culture. Robert and Besong (2016, p. 319) regret that 'African cultures with all their embodiments are being incessantly polluted and westernised by our mass media, which have rather resorted to Eurocentric [biased] journalism/broadcasting, like the western scholars/artists of such rendition.' The pollution, as Chiakaan and Ahmed (2011, p. 62) note, 'is a product of pornographic films or programmes on television and pictures in newspapers, magazines and internet.'

Globalisation has created new crops of elite in the global community. These elite are westernised by their Western fellows in contact with them. In the sustained bids to impress the Westerners in contact with them, non-Western elite (Nigerian elite) get westernised and make reasonable efforts to westernise those they could. Western cultures, languages, systems and behavioural patterns have become the order of the day as a result of globalisation (UKEssays, 2018). The regulatory bodies put in place to control trades, socio-economic and political transactions undoubtedly exert both negative influences on citizens of the other nations in contact with them (Nova, 2020; Bolton, 2007; Rodney, 1972; Fanon, 1963). The sustained interactions as well as interdependence among nations in the web of globalisation have caused over reliance on some other nations for solutions to problems that could be addressed with indigenous systems and measures. Developed nations take advantage of their scientific and technological advancement to exploit human and natural resources of developing nations. While increased foreign investments are possible with globalisation, indigenous industries get

degraded and silenced, as they suffer relegation, negligence, unfavourable competition and poor patronage. As UKEssays (2018) notes, even most managers of organisations favour international companies and business deals much more than the local ones, which are largely underrated.

While it is true that the wave of globalisation has caused and continuous to cause various changes from negative to positive cultural practices, the changes are largely indiscriminately carried out to the endangerment as well as the extinction of indigenous systems. There are mixed languages, customs, norms, values, dress code, marriage, sexuality, family systems, interaction patterns, interpersonal and intergroup relations, cooking styles, etc. in the web of globalisation. Those of the West have not only spread across the globe, but also continually submerged those of most non-Western nations. New ways of life are learnt and imbibed mindlessly by many, particularly those who consider the alien ways (of the West in particular) as being better than or superior to their own indigenous equivalents. Justice and equal treatments of all and sundry are obtained now much more than before the rise of globalisation. However, international politics and propaganda, and the differences in legal systems, judicious sources of adjudication, languages, religions, cultural orientations and other practices leave adverse effects on smaller (and/or less developed) nations in the globalisation circle.

With technology gradually replacing labour, unemployment increasing among developing nations. Labour regulations and policies having foreign traces are unfavourable to most of the indigenous employees. The salary scale and working conditions of foreigners in Nigeria differ from those of Nigerians in the same establishments and sectors with them. They enjoy the job benefits and security that Nigerian employees do not. This amounts to structural imbalance, inequality and rights infringement, workplace injustice and politics and job streaming against indigenous employees. These cause job dissatisfaction, low employee commitment, poor performance and low productivity. As compulsion is used on indigenous employees to get results amidst unfavourable working conditions, alienation and breach of contract arise, with little or nothing done about them perpetually. Besides, alienation of labour and the trend of underemployment are common challenges caused by globalisation and Western impositions in developing nations, such as Nigeria. Again, job security is now minimal in both developed and developing nations as a result of outsourcing, in and out flow of labour, the mechanisation of many jobs, the introduction and use of artificial intelligences for different job operations, the availability of cheaper labour, etc.

Studies confirm that the negative effects of globalisation on developed nations include jobs insecurity, fluctuation in prices, terrorism, fluctuation in currency, and capital flows (Nova, 2020; UKEssays, 2018; Lere, 2014; Khapoya, 2013; Plocha et al., 2011; Rodrik, 1997). Certainly, these effects are worse on developing nations. Health conditions among people in developing nations have deteriorated (Nova, 2020; Khapoya, 2013), particularly as multinational companies pollute the environment without care. One of the sources of increased health challenges is the industrial (fast) food syndrome. Industrial pollution is another source of health challenges posed by globalisation to developing nations. Obviously, these effects are toxic. Also, the circulation of currencies of various nations has had drastic adverse effects on Nigerian currency (the Naira), such that it is gradually losing value in terms of its affordability of commodities. Globalisation brought to place exchange rate inequality between Western currencies and those of African nations like Nigeria. This has caused the devaluing of Nigerian Naira, whereby $1 is currently ₦700-above.

Furthermore, racism and shared prejudices and falsehoods are made manifest against Nigerians in the course of interacting and transacting with peoples of the Western world, who most of them hold and spread negative views about Nigeria, Nigerians and even Africa as a whole. Thus, globalisation makes it possible for such Westerners to spoil our image and good reputation, besides destroying our indigenous systems and ways of life. The easiness in movement across borders has caused rural drift, brain drain syndrome, human and substance trafficking across borders, especially in Europe. Many Nigerians have been made prostitutes, hooligans, 'slaves', refugees, displaced persons and nonentities in many European nations. Globalisation makes these possible. Then, elitism and negative attitude orchestrate, enforce, promote and sustain these ills that most Nigerians would not have known or suffered if there were globalisation and Western impositions.

Positive Impact of Globalisation and Western Impositions

Despite its negative effects, globalisation has some positive effects (UKEssays, 2018). These include simplification of business transactions and management, trade and commerce, social interactions and relations, international relations and diplomacy, etc. The simplification of these endeavours is possible with the scientific and technological improvement in communication, technology, transportation, education, economy, trade regulations, politics and other spheres (UKEssays, 2018). Nigeria, like other nations of the globe, does not only interact consistently, but competes as well. The circulation of currencies of various nations is made by globalisation. The use of automated credit card devices (e.g. ATM), which are products of advanced technology, is possible in the world of globalisation, etc. (UKEssays, 2018).

Improvement and feats in international trade are also benefits of globalisation to developing economies. Trade restrictions, international tariffs and rigid migration laws have all been reduced to the barest minimum. Globalisation has been erasing the barriers to trade and diplomacy, inclusive of price control and reduction in cost of production, distribution, marketing, advertisement and management. As foreigners troop into developing nations for cheap business operations and more profits, developing nations tap from the prospects of foreign investments. The investors contribute to the economies of their host communities and nations. The participation of developing nations in international economic activities and policies impacts positively on their economies (Nova, 2020; UKEssays, 2018; Lere, 2014; Khapoya, 2013; Plocha et al., 2011; Rodrik, 1997).

Globalisation has eased movement across nations of the world in both developed and underdeveloped nations. Market and other economic transactions have got widened and bettered by globalisation, particularly with the activities of multinational corporations in different countries of the world (UKEssays, 2018). Nations compete well with what they have comparative advantages over others and transact as well as circulate what others do not have (UKEssays, 2018). In developing nations (e.g. China, India and Vietnam), globalisation is said to have reduced poverty (UKEssays, 2018), and created employment opportunities as well as bettered working conditions for the working populations of these nations.

As affirmed by Nova (2020), among others, technological feats are one set of the positive sides of globalisation enjoyed by developing nations from the developed ones, as they globalise and digitalise. More so, educationally, globalisation has caused a lot of significant changes in the education sector, including the introduction of online education systems and avenues. Teaching and learning have been made easy and common in developing nations. Teaching and learning aids (instructional materials) and school infrastructural facilities are made available and accessible to many people in the developing nations, as in the developed nations. The rate of

male and female enrolments across all levels of education has increased, while enrolment has become sustainably gender inclusive.

Elitism and Negative Attitude as Abetting Factors

Elitism and negative attitude towards indigenous languages and cultures, as evidenced in Nigeria, have great implications. Negligence, relegation, endangerment and attrition of indigenous systems, and loss of and crisis over cultural and linguistic identities are the gravest implications of these ugly trends. Adegbite (2003, p. 185) is of the view that Nigerian elite show elitism by abandoning their indigenous systems, most especially languages, for those of the West. Nigerian elite are affirmed to attach extreme value, relevance and prominence to alien languages and other aspects of Western (alien) cultures to the peril of the indigenous ones (Robert, Besong & Dibie, 2016; Robert & Dibie, 2015; Adegbite, 2003). As Adegbite (2003) confirms, the elite inculcate negative attitude in their children and wards, such that the latter too begin to hold, exhibit and spread negative attitude towards their indigenous systems. These elitist trained children and wards also un/consciously transfer same or even worse attitude to others around and under them.

Adegbite (2003, pp. 185-6) realised and noted that Nigerian undergraduate students, who had internalised and regularly showed such attitudes, were willing to change and embrace their Nigerian systems– Nigerian languages and cultures, upon enlightenment. Apart from Hausa undergraduate students studied by Adegbite (2003), all others preferred English Language to any other languages. This attitude has a bearing to parenting. Elitist parents mostly behave as if understanding and speaking English is the base of life. Prah (2009) blames African elite for imitating and presenting Western ways of life to their African subjects as better ways of life, failing to develop African systems to be like the worthwhile and cherished Western ways of life one could think of. The attitude of exclusively upholding Western languages, cultures and societal systems at the expense of indigenous ones, as exhibited by Nigerian elite and their children, wards and disciples, shows the extent to which they are influenced and plagued by westernisation, Western impositions, toxic impact of globalisation and wholesome cultural and linguistic imperialism (Bamgbose, 1985; Prah, 2009; Robert & Dibie, 2015; Robert & Besong, 2016; Robert, Besong & Dibie, 2016).

Identity politics is one strong factor behind elitism (Gethin, Martínez-Toledano & Piketty, 2021), just as it is behind class division and demarcation that ground majorities versus minorities and the associated issues. While the polity of every nation is dominated by the political elite, the national affairs of every nation are in the hands of the elite– political, educational and other categories of elite. As Gethin, Martínez-Toledano and Piketty (2021) note, in this era of globalisation, cultural anxiety and economic insecurity are major sources of worry among people. The worry "has allowed 'populism' to irrevocably take root in our political systems." And, the worry followed the emergence of "a new form of 'elitism' over several decades" (Gethin, Martínez-Toledano & Piketty, 2021, p. 3). By confirming that western democracies face political crises in this age of globalisation, Gethin, Martínez-Toledano and Piketty (2021, p. 3) implicitly point out that globalisation has not been able to salvage the democracies that most non-western nations look up to, or even imbibe totally. They aver that tackling these crises among the western nations 'requires giving back a voice to the many citizens,' who feel misrepresented by extant 'democratic institutions'.

Besides, 'sufficient ambitious and credible platforms' have to be created 'to convince them [the elite] that globalisation and technical change can serve the interests of more than a narrow minority' (Gethin, Martínez-Toledano & Piketty, 2021, p. 3). By implication, Nigerian elite

ought to realise that globalisation has toxic impact and its interesting brought forth changes do not serve only the purpose of elitism. Thus, clamouring or holding on to elitism to abet western impositions and the toxic impact of globalisation amounts to and as well demonstrates deviance and negative attitude among the elite. The deviance is made elitist and institutionalised by the elite. The elitist formation of deviance, as what follows elitism, causes sustained worry about cultural apprehension over culture erosion, economic insecurity, political hegemony and the absence of real or ideal sovereignty. The foregoing realities highlight the concern of this study, which is that of worry about elitism and negative attitude as factors that abet western impositions and toxic impact of globalisation on Nigerian languages and cultures.

As to elitism and negative attitude being what abet the erosion of Nigerian languages and cultures by westernisation and globalisation, this study argues that elitist failure and negative attitude account for the sustenance as well as the prevalence of Western impositions and toxic (negative) impact of globalisation in contemporary Nigeria. The argument is given credence by Kia and Vurasi (2013, p. 165), who observe that 'the failure and success of national development depends on elite's effectiveness in knitting together political influence so that it responds to national demand of the system.' Similarly, Prah (2009) observes that the post-colonial African elite have continually acted in ways that prove them as being incapable of manning the affairs of their nations, and thereby failing the masses timelessly. The way Nigerian elite fail woefully in their elitist responsibilities is why Kia and Vurasi (2013, p. 165) regret that 'Nigeria has never been lucky enough to have good elites, because Nigerian elites toe ethnic ties with the absence of a coherent system of choice in politics and economy.' They add that 'everywhere, elites are viewed as essential elements of political and social life of the country, and in every country.'

The implication of Kia and Vurasi's (2013, p. 165) above statement is that Western elite across ages are those behind what they have, which non-Western as well as underdeveloped Western nations do not have. And, Nigerian elite, like those of other developing nations, are those behind its underdevelopment, backwardness and nationhood challenges in the post-colonial era. The stability of society depends on its elite on one hand and 'on ways in which the elite is organised and fits with other sectors' on the other hand. The formation of elite in society is 'legitimated by their identification with the most pervasive goals in society.' Regrettably, Nigerian elite do not identify with the most pervasive goals of the Nigerian society. Rather, their goals are personal and those are what they consistently pursue and see to their realisation. Given this reality, the national interests of Nigeria, which include its languages and cultures that must be upheld, preserved, developed and transmitted across generations, are abused, endangered and eroded.

The worthwhile elitism of American elite made it possible for 'American interests and values' to remain 'unthreatened by foreign powers for at least a century prior to World War II' (Higley, 2012, p. 351). As Higley (2012, p. 351) affirms, for this reason, America was able to 'cultivate its own affairs and refrain from a sustained engagement with the larger world.' This feat was made by its elite that practised worthwhile political elitism. Nigerian elite have failed to uphold worthwhile elitism of the true nationalistic spirit that the nationalists had initially at the beginning of their liberation struggle. They fail to realise and show that elitism, particularly political elitism, is a viable means for achieving ideals and feats, particularly of democratic equality and the common good of all. Thus, Nigerian elite have to borrow a leave from those of America and other like nations of the world to cultivate their own affairs and refrain from the current sustained engagement with the larger world, just as American elite did successfully.

Conclusion

Given the analysis, it is quite clear that elitism and negative attitude are factors that abet Western impositions and the toxic impact of globalisation on Nigerian languages and cultures. This study calls for a radical change from these trends, towards attaining sustained indigenous cultural identity, development and prominence across the globe example the free movement of capital, goods, labour, technology and innovation has lowered the cost of providing goods and services. The misdeeds of the elite become ways of life among other Nigerian masses. Thus, the abetting of these trends continuously spreads and sustains against indigenous systems. The study concludes that the identity crisis follows the culture clash between Western and indigenous Nigerian cultures and languages, as Nigerians incessantly abandon theirs for Western ones, and thereby endanger and erode them. Positive elitism and attitude is the panacea.

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GLOBAL ISSUES IN SPECIAL NEEDS EDUCATION: A HINDRANCE TO DISABILITIES

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Abstract

With preceding concerns, the paper presume to the fact that the area of special needs education for special needs learners is always faced with different forms of global issues that ranges from physical, social, psychological, economic to attitudinal as well as religion and political issues respectively. However, these issues in the field often exclude its beneficiaries from acting fully and effectively in their environments they lives. Person with special needs lack equal access to public and basic resources in all rounds such as right to education, right to employment, right to social integration, right to freedom of speech, right to political participation among other vital issues concern. Moreover, with the effective utilization of the valuable human and material resources in the field of special needs education, and with the proactive government in initiating policies for the welfare of persons with special needs, the programme will remain unabortive. Therefore, this paper titled; global issues in special needs education: Hindrance to disability; it discuses, what makes a special needs education and its effects to person with disability, causes of disabilities that leds to special need; and also suggests ways of resolving issues in special needs education. Conclusion was drawn accordingly as the paper recommends that; efforts should be geared into making special needs education possible through funding and the provision of the needed facilities.

Keywords: Global issues, special needs education, hindrance to disability, persons with special needs

Introduction

Globally the field of special needs education and its clients always face all forms of problems and issues that range from physical, social, economic to attitudinal. These issues in the field often exclude its beneficiaries from acting fully and effectively in their environments or societies. Persons with special needs lack equal access to public and basic resources like right to education; right to employment; right to social integration. These persons suffer stigmatization, negative attitude from the society; poor health care systems and above all legal support system become a fantasy. All these are due to the non recognition the field of special needs education face globally.

Special needs education is concerned with those persons who have physical, cognitive, language, learning, sensory and emotional abilities that deviate from those of the general population. The educators of special needs children provide instructions specifically tailored to meet individualized needs, making education available to students who if not, would have limited access to education.

Special needs persons include all children who, for whatever reasons, are failing to benefit from their right. Unegbu (2006) in Ibrahim (2019) define special people as those with significant sensory deficits or unusual high intellectual that are not properly addressed in the regular programmes. That means that a highly intelligent child is a child with outstanding achievement and ability who is not well catered for in the regular classroom. Moreover, Kanu

(2008) sees special needs as exceptional persons which comprise of children, youths and adults with one form of disability or learning difficulty or the other.

Nwachukwu (2006) in Ibrahim (2019) defined special needs child as a person who deviate from the ordinary child such that they requires special attention, special services to areas that could make life more meaningful and worth living and those who require special education services in order to benefit from the regular school curriculum. These persons are those who have learning difficulties or disabilities and are required to have additional accommodations and resources in their curriculum.

Accordingly, an international disability movement in 2006 took a bold step with the adoption of the Convention on the Rights of Persons with Disabilities (Adebisi, Jerry, Rasaki & Igwe, 2014. The United Nations really work to change the attitudes and approaches of the society and governments of all nations to special needs education issues towards ensuring that persons with special needs have full equality and participation in public and social lives. This design of the convention of the United Nations has the intention to break all issues facing special needs education and its beneficiaries. It is also a human rights instrument that contains development dimension, which is intended to realize equality and participation of persons with special needs in all development processes.

Recently, the UN General Assembly has emphasized that the genuine achievement of Millennium Development Goals (MDGs), Education For All (EFA) and other globally agreed development goals, needs the integration and inclusion of the rights and opinion of persons with special needs in all endeavours at national, regional and international levels. The General Assembly, in realizing this goal, convened high level meeting of disability in 2011 at the level of Head of Government to discuss the way forward towards 2015 and beyond. The aim of this target as adopted as an action – oriented document that provides policy guidance that will assist in translating the international commitment for a disability – inclusive society and strengthen global effort to ensure accessibility for inclusion of persons with special needs in all areas of development. Looking at the effort of the UN in the Convention, its laudable intention is to promote accessibility, remove or break all kinds of issues and to achieve the full and equal participation of persons with special needs in our society.

The trend in social policy in many countries of the world during the past three decades in the special needs education has been on promoting inclusive programmes and how global issues facing person with special needs are removed, and to combat exclusionary and discriminatory practices (Disabled People International, DPI, 2005; Lindsay , 2007; and Adebisi, Jerry, Rasaki & Igwe, 2014). The fundamental principle of special needs education is that all children with special needs learn in a least restrictive environment, regardless of any difficulties and differences they may have (UNESCO, 2013). But, throughout the world, children with special needs are often marginalized within or, indeed, even sometimes excluded from the scheme of things (Igwe, 2014).

With the preceding concerns, the paper presumed on the fact that, the area of special needs education for special needs learners is always faced with different forms of global issues that ranges from physical, social, psychological, economic to attitudinal as well as religious and political issues respectively. perhaps, these issues in the field often exclude its beneficiaries from acting fully and effectively in their environments they live. Individuals with special needs lack equal access to public and basic resources in all rounds such as right to education, right to employment, right to social integration, right to freedom of speech, right to political participation among others. These person suffer stigmatization, negative attitude from the society, poor health care systems and above all, the legal support system become a fantasy. This is due to the non recognition, the field of special needs education face globally.

Therefore this paper will discuss the field of special needs education and its position in the Nigeria's national education policy. It will discuss the global issues facing special needs education and its effects on persons with disabilities. Causes of disabilities that leds to ways of resolving special needs, there issues in special needs education.

What makes a special needs education

Special needs education is concerned with those persons who have physical, cognitive, language, learning, sensory, and/or emotional abilities that deviate from those of the general population. Special needs educators provide instructions specifically tailored to meet individualized needs, making education available to students who if not, would have limited access to education. However, the Nigerian National Policy on Education (2004) in Adebisi, Jerry, Rasaki & Igwe (2014) defined Special Needs Education (SNE) as the: Education of children and adult who have learning difficulties because of the different kinds of handicaps blindness, partial sightedness, deafness, hardness of hearing, mental retardation, social maladjustment, limb deformation or malformation etc; due to circumstances of birth, inheritance, social position, mental and physical health patterns, or accident later in life. As a result such children and adult are unable to cope with the regular school class organization and methods.

Special needs education in the above definition is a formal, special educational training given to the people (children and adults) with special needs, who fall into two categories: the disabled and the gifted and talented. The disabled include the children and adult with hearing impairment, visual impairment, physical and health impairment, intellectual disabilities, learning disabilities, multiple handicap… emotional disturbance. On the other hand, the gifted and talented are in other end of the spectrum of special needs. Their teaching and learning methods of traditional formal setting may be inappropriate. Nigeria's National Policy on Education (2013) stated the three key objectives of special needs education as to:

i. To give concrete meaning to the idea of equalizing educational opportunities to all children, disabilities notwithstanding.
ii. Provision of adequate education for all people with special needs in order that they may fully contribute their quota to the development of the nation.
iii. Diversified and appropriate curriculum for all the beneficiaries.

But one of the areas where the policy became a global issue is that, the federal government did to specify the administrative structures or functions of the three tiers of government. This failure made it difficult for proper funding and service delivery and has consequences to the welfare package of the people with special needs (Adebisi & Onye, 2013). More so, the policy does not classify the criteria for those personnel that would head the special needs education departments and institutions. That is why you can see in some of the educational agencies or non-professionals heading special education units.

Global issues in special needs education

Special needs education has revolved around several key issues since the first edition of the national policy on Education in 1977. These are:

i. That government has the responsibility of taking care of its citizens and providing the best means and opportunities to enable each individual maximize his/her abilities and potentials
ii. That access to education is a fundamental human right of the child
iii. That the recognition and identification of the range of needs –common and special is the key strategy in planning for and meeting the needs of all categories of learners
iv. That there is ability in disability

v. That there are about 10,000,000 Nigerian children who are out of school
vi. That HIV/AIDS continues to be a major issue among out of school children who are orphaned.

The National Policy on Education has always recognized the issues and different needs of potential groups of learners- their physical, social, mental, economic status notwithstanding and in relation to the formal education system. Section 1 (c) states that every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her abilities. Section 19(1) and (3) of the constitution of the Federal Republic of Nigeria (2013) states that "Government shall strive to eradicate illiteracy, and to this end, government shall as and when practicable provide: (a) free, compulsory, and universal primary education, (b) free secondary education, (c) free university education, and (d) free adult literacy programmes.

In recognition of the existence of people with disabilities, the Federal Ministry of Education (2004) classified such as; the disabled, the disadvantaged and the gifted and talented.

1. The Disabled: These are people with impairments (physical or sensory) who because of these impairments/disabilities cannot cope with regular school/class organization and methods without formal training. People under this category include,
i. Visually impaired (blind and partially sighted)
ii. Hearing impaired (deaf and the partially hearing)
iii. Physically and health impaired (deformed limbs, asthmatic, mentally retarded
iv. Emotionally disturbed (hyperactive, hypoactive/the socially maladjusted/behaviour disorder)
v. Speech impaired (stamerers/stuterers)
vi. Learning disabled (psychological/neurological educational phobia and challenges)
2. The Disadvantaged: These are the children of the nomadic pastorals, migrant fishers, folks, migrant farmers, hunters etc, who due to their life styles and means of livelihood, are unable to have access to conventional education provision and therefore require special education to cater for their particular/peculiar needs and circumstances.
3. The Gifted and Talented: These are people who are endowed with special traits (in arts, creativity, music, leadership, intellectual precocity etc) and therefore find themselves insufficiently challenged by the regular school/college/university programmes.

Nigeria has not focused adequately to full inclusion but this notwithstanding; a lot of energy and resources has been dissipated on studies, researches and writings by educationists towards drawing the attention of stakeholders in education to the need for special needs programmes in Nigerian. This has led to organization of a number of conferences and seminars. It is argued that the old special education system with its restrictive practices cannot successfully address these problems of special needs children. The answer thus lies in special education or special needs education in changing and reorganizing the entire school system to accept all children and cater for their varied special or ordinary learning needs and difficulties Obani (2002). The big question is, how possible is it to adopt special needs programme in Nigerian in the face of numerous teething issues ravaging the system.

However, supporters of inclusive education take the position that homogenous grouping impedes equal education for all. There are lots of issues to be considered and conditions to be met in order to make special need effective. These groups of children with disabilities have special needs in many areas of life as it affects their physical ability. Some are deaf, dumb, lame, blind and other forms of disabilities. Therefore, some of these issues can be as follows:

Unsuccessful funding: For a successful development of special needs education, this could be regarded as the prime reason for the delayed and slow pace of development in special needs

education services in all levels of educational system as experienced in the regular school system. As often, accommodation decisions are made based on budgetary considerations rather than on an assessment of the actual needs of students with special needs. However, it can be identified that funding is the major constraint to the growth of special needs education in Nigeria and other parts of the world. The coordinating services and offering individual supports to children with special needs demand additional money and inadequate funding hinder professional development in the field of special needs education. The available fund for special needs education projects are not accesses by the administrators of special needs education, thereby making the children with special needs to suffer unnecessarily in the areas of infrastructure, equipment and learning materials.

Unaccessibility to education: In decades, the establishment of special needs schools and units in the mainstream schools and rehabilitation centres access the country for training of vocational skills by the Federal Government of Nigeria has a serious setback. This can be justified as no achievement has been recorded in the education of persons with disabilities, given that old building, equipment, materials acquired become obsolete. Many children with special needs are out of school especially in some rural areas because, special need schools or inclusive schools are not available to them. However, it can be claim that many parents and community are not aware of the ignorance of the education of their children with special needs. Some believe that their children cannot be educated or achieve in school. Thereby, learning with only option of allow them beg on the street or keep them at home. But in other way round, the society and governments at all levels, pay attention to a particular disability for example, hearing impairment, visual impairment and physical handicap more than other disabilities.

Negative attitude towards special needs persons: Negative attitude is the greatest challenge in the field of special needs education. This undeniably is true because negative attitudes towards the fields in terms of funding and politics and poor policies with slow or non-implementation, in turn leads to negative attitudes to its clients. Students with disabilities continue to face negative attitudes and stereotypes in the education system. Lack of knowledge about the subject matter, lack of trained educators, staff and students make it difficult for persons with special needs to access educational services equally with their counterparts.

Insuccessful policy implementation or policy issue: The stipulation of National Policy on Education (Federal Government of Nigeria (FGN), 2013) to special needs education is clear that the right of persons with disabilities is a National duty and serving these persons adequately must be a collective effort. But the Federal Government of Nigeria has failed to stipulate the administrative structures or functions of the three tiers of government, thereby making it difficult for proper funding and service delivery. This means that the document in the policy does not categorize the criteria for those personnel that would head the special needs education departments and institutions. This gives reason for some of the educational agencies, non-professionals in heading special education units and breaches. This is an unclear policy that suffers the implementation and administration of special needs education in the country.
Unavailability of useful facilities: Lack of facilities has been a major challenge to special needs education in Nigeria. Perhaps, the lack of support services pose challenge to enrolment and education of persons with special needs. Evidence exist by researchers like Anumonye (1991) in Adebisi, Jerry, Rasaki & Igwe (2014), Eleweke (1997) and Obi (2007) which suggests clearly that most students with special needs are unable to enroll into special or regular schools in the country, as they may not receive support services to assist them in the school. The lack of facilities and support services for effective inclusion imply that many academically qualified students with special needs especially students with visually and hearing impaired

may be unable to attend regular neightbourhood schools, colleges and universities. However, data Ibrahim (2019) have it that the provision of support services in public special and inclusive schools are lacking.

Lack of knowledge from the parents: Families and communities are seriously expected to be involved and participated more actively in service provision for persons with special needs as it has been in the affairs of others. The family is the first and basic institution in our culture and the primary place in which children learn to interact with their environment. Therefore, the important position of the family in the development of the individual cannot be quantified.

It is an undeniable fact that, the family especially parents always have better insight regarding the uniqueness and needs of their children which can be of assistance in planning treatment and educational programmes. That is why a change in attitude towards the persons with special needs start from the parents since most of the superstitious beliefs, values and customs that powerfully affect the persons with special needs negatively are rooted in the communities.

Unsupportive legislative law: The passage of disability bill by the National Assembly awaiting assent by the president is dragging too long (Adebisi, Jerry, Rasaki & Igwe, 2014). This delay and insensitivity on the part of government hamper the implementation of the formulated policies for the rights, education and inclusiveness of persons with special needs. Evidences has speculated that most of the promises in the National Policy on Education document, relating to the implementation of plans and programmes for special needs education and provision of other essential services have remained at the theory level due to lack of mandatory legislations to give supports to their implementation. Therefore, without a supporting legislation, the implementation of the provisions in the NPE document is not essential obligatory on the Nigerian government. In the nonexistence of the supporting legislation, it can be disputed that the contents of the NPE document lacks organizational backing and administrative clear cut line of action. As a result, it can be determine that explanation and achievement of programmes and policies contained in the NPE and other documents remain subjective.

Unemployment of professionals in handling special need persons: Unemployment of personnel, training and retraining form the major challenge or hindrances to special needs education in Nigeria. The massive recruitment of professionals in the education of learners with special needs would make great impact in the identification, referral, diagnosis, treatment, and provision of appropriate educational and related services. An adequate number of trained professionals is required in the provision of meaningful educational services to students with special needs.

Universities and colleges turn out graduates in disability related fields every year but they remained underutilized and unemployed. Special education teachers, psychologists, physiotherapists, social workers, nurses, doctors, vocational instructors, counsellors among others are not really employed directly to take care of educational, motor, social, psychological, vocational needs of persons with disabilities. Emphasis have been made by Eleweke (2003) that a successful education of students with special needs requires the involvement of different professionals who will be of assistance in the area of identification, referral, diagnoses, treatment and provision of appropriate educational services.

However, evidence indicates that Nigerian schools are faced with shortage of qualified teachers and support personnel and where it exists, professionals leave the job for other greener pressure as a result of lack of better treatment on the parts of the employers. With this effort it remains aborted that most of the schools in the country do not have adequate number of

qualified teachers. The programmes of the training of support personnel such as educational audiologists, psychologists, special and language pathologists and communication support workers such as interpreters are not offered in most of the institutions of higher education in Nigeria respectively.

Lack of administrative skills: This challenge manifest in the area of allocation, administration and distribution of fund and resources. Lack of interest and passion on the part of administrators of special needs related boards or agencies could be the sole problem of this bureaucratic bottle net. This means that the implementation of special needs education services lay in the hand of political will. It can be maintained that if there are political will by the policy makers, things would be done in favour of persons with special needs. A great measure of improvement must have been made for their benefit, but since the reverse seems to be the case, the interest of what those policy makers seem to be on what to gain, other than wellbeing of the beneficiaries.

Causes of disability that leds to special needs

Some people have been disabled since birth, other become more disabled over time while some are disabled suddenly, because of an accident or disease. But many disabilities in children are caused by harmful conditions of women's lives. If they can get enough nutritious food to eat, can protect themselves from work with toxic chemicals, and can get good health care, including care at the time of childbirth

i. **Poverty and malnutrition**: Poverty is one of the biggest causes of disability. Poor people are most vulnerable to disability because they are forced to live and work in unsafe environments with poor sanitation, crowded living conditions, and with little access to education, clean water, or enough good food. This makes diseases such as tuberculosis, polio and the severe disabilities, cause much more common because diseases get passed from one person to another more easily. Many children who are born in poor families may be born with disabilities or may die in infancy. This may be because the mother did not get enough to eat when she was pregnant. Or it may be because she did not get enough to eat when she was a girl. Starting in childhood, a girl is often given less food to eat than a boy. As a result, she may grow more slowly and her bones may not develop properly, which can later cause difficulty during childbirth especially if she does not receive good health care. If a child does not get enough good food to eat, she or he may become blind or have trouble learning or understanding.
ii. **War:** In today's wars, more civilians than soldiers are killed or disabled, and most of them are women and children. Explosions cause people to become deaf, blind, and lose their limbs, as well as causing other injuries. Their mental health is also badly affected by the violence. The destruction of homes, schools, health centers, and means of livelihood that results from conflicts and wars leads to increased disability, poverty, and disease. Land mines, cluster bombs, bullets, and chemicals used in wars cause more disabilities in the world today than anything else. They often injure women who are carrying out their daily activities, such as farming, or gathering water and wood.
iii. **Poor access to health care**: Good health care can prevent many disabilities. Difficult labor and birth can cause a baby to be born with a disability such as cerebral palsy. Trained birth attendants who can identify risks and handle emergencies can prevent babies from being born with many disabilities. Immunization can also prevent many disabilities. But many times vaccines are not available, or people who are poor or live far from cities cannot afford them.
iv. **Illness:** Some illnesses, a pregnant woman may get can cause physical or learning problems when her baby is born. Illnesses that can cause birth defects include German measles (rubella), which is a common cause of deafness in newborn babies. There is a

vaccine that gives protection against rubella, but a woman who gets an immunization of the rubella vaccine should not get pregnant for one month after ward. Some illnesses a baby or small child may get can also cause disability, such as meningitis, polio, and measles. It is important for newborn babies to get immunizations for protection. Children who live in places where leprosy (Hansen's disease) is common need to be tested as early as possible.

v. **Accident**: Many women and children get disabling injuries at home by burns from cooking fires, falls, road accidents, and breathing or drinking toxic chemicals. Workplace accidents, especially in less regulated sectors such as construction, agriculture, mining, and smaller businesses, are a common source of disability.

Ways of resolving issues confronting special needs education

To make the education of special needs a success, it requires the attention of practitioners and policy makers in schools, local authorities, the health service and the voluntary sector as well as other stakeholders in special needs education working in collaboration. However, this action also requires governments' vision for the education of children with special needs to provide clear national leadership supported by an ambition programmes of sustained action. This implies that the challenges to special needs education can be curbed using the following strategies which are supported by Ibrahim (2019), Adebisi, Jerry, Rasaki, Igwe (2014) as well as Nkechi (2013)

i. Ensuring that children who have difficulties in learning receive the help they need as soon as possible and that parents of children with special needs have access to suitable childcare.
ii. Developing teachers' skills and strategies for meeting the needs of children with special needs.
iii. The government to mobilize people to form more NGO, to pursue the cause of people with special needs.
iv. Ensuring that adults with special needs living on the streets needs to be rehabilitated and gainfully engaged.
v. Delivering improvements in partnership with NGOs and other National and International agencies on approaches to improve special needs education.
vi. Ensuring the healthcare, educational and social care system are organized around the needs of children and their families, with better information, sharing and assessments leading to early intervention.
vii. Ensuring person with special needs are allowed to have access to good quality childcare and early years provision in their local community.
viii. Ensuring that the legislative provisions are cater for the health, education, social welfare, removal of stigma, negative attitudes and other benefits that will enable social inclusion.

Conclusion

Globally, the most devastating issue in special needs education is the low literacy rate that continues to lag below poverty line, making the scenario in services a complex situation. Compounding this situation, are the issues of HIV/Aids, war, insufficient number of required trained professionals, lack of prescribed standard in the delivery systems and quality control, policy implementation and inadequate resources among others. With the effective utilization of the valuable human and material resources in the field of special needs education, and with the proactive government in initiating policies for the welfare of persons with special needs and with many more provision of good services and centres being established with programme and services will meet to curb issues in field of special needs education in Nigeria.

The legislation, if assented to by the government, will in all certainty, strengthen its measures in making available quality services. In this endeavour, the non-governmental organizations are partners with the government in making it a reality for every child in needs to be provide with necessities of life from early intervention to quality service delivery.

Recommendations

The following recommendation are made in line with the discussion above:

i. They should be consistency in government educational policy. If the government emphasis and effective policy is on special need children, the establishment of new special schools by either the federal or state government should be stopped as they are currently enough special schools to cater for children with severe cases of disabilities while emphasis should be on sustenance of the already built schools.
ii. Efforts should be geared into making special needs education possible through funding and the provision of the needed facilities.
iii. Also, there is need to understand that the success of special needs education is hindered by other challenge like community's attitude towards special needs, lack of adequate involvement of all stakeholders among others. As such, special needs delivery services should be done in order to ensure that the best is achieved from the objectives of special need education.

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VOCATIONAL EDUCATION AND EMERGING ECONOMIC ISSUES: PERSEPECTIVES FROM HOME ECONOMICS

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Abstract
This paper attempts to look into vocational education and emerging economic issues that have arisen over time in Nigeria. Despite the crucial importance of vocational education in Nigeria, especially as it relates to human capital development, there has emerged numerous issues that have tended to stunt the growth of vocational education in its attempt to attain the fullest height and accelerate socio-economic development. This paper also attempts to examine and analyse these issues that have affected the growth of vocational education in Nigeria. It also proffers solutions and useful recommendation that will tend to expose the issues.
Keywords: *Vocational Education, Home Economics, Nigeria, Economic Issues*

Introduction

Vocational education as a form of education whose primary purpose is to prepare persons for employment in recognized occupation. The term vocational education is often used interchangeably with technical education but, they are separate and distinct terms. Vocational education refers to skill-based programs which are designed for skill acquisition at lower level of education. Vocational education program focuses on specific vocations for entry into defined workplace wherein technical education, on the other hand is not designed for any particular vocation but provides general technical knowledge. This type of education prepares people for entry into recognized occupation at a higher level but usually lower than the first degree. In fact, technical and vocational education is usually a merger of technical education and vocational education i.e. the inclusion of basic technical and scientific knowledge with the skill based vocational programme.

There are numerous emerging issues involved in the vocationalisation of education in Nigeria and these issues have either stunted the growth of vocational education or have contributed to the realization of the goals of vocational education. The literature on vocational education has been written from different perspectives by different writers. Obeta (2017) defines vocational education as the type of education that prepares people for entry and growth in an occupation. It equips students with the necessary skills, knowledge and attitude for employment in an industry either as paid employee or in self-employment. Vocational education, according to Okoro (2019), consists of six major areas namely Industrial technology education, Business education, Agricultural education, Home economics education, Distributive education and Health education. Those skill areas are usually offered at the secondary and post-secondary

education levels in Nigeria. As Roberts (1971), noted, a review of the literature of vocational education indicates that variations have existed in the meaning of terms commonly used and in concepts and their implications.

Some individuals have suggested that vocational education is the education or training of workers. Also, vocational education is education for manual work, which suggests that it is concerned with works involving mental activities. It was said that vocational education is education in certain specific subjects and frequently more subjects confined to the secondary schools. Ayodele (2015), defines vocational education as a type of education or training designed for preparing the individual learner to earn a living (to be self-reliant) or increase his earnings in an occupation where technical information and an understanding of the laws of science and technology as applicable to modem design, production, distribution and services are essential for success.

However, vocational education as stated by Egwaoje (2017) has a common element in most of the suggested meanings which is that of providing the individuals with knowledge, skills and attitude required in the world of work. He further stated that since the Colonial era, various institutions and organizations in Nigeria have been established to provide vocational education, and/or training services to the general public and/or to special segments of the community. More recently, there have been renewed efforts by the government to provide functional technical/vocational education to its citizens. It was his opinion that despite all these efforts by the government and the extensive public funds invested in vocational education, the nation is still confronted with the apparently unending problems of youth unemployment and economic recession.

The Emerging Issues

There is need to analyse the concept of vocational education in order to be able to effectively examine the emerging issues in the steady advancement of vocational education in Nigeria. Okoro (2019) stated that vocational education consists of six major areas namely industrial technology education, business education, agricultural education, home economics education, distributive education and health education. This paper will focus more on the emerging issues in home economics education as a segment of the concept of vocational education in Nigeria. It should be pertinent to state that an emerging issue in vocational education is the issue of inferiority of these vocations as compared to the regular secondary grammar school education. The perception of vocational education by the members of the public is not of the same status with the regular education in Nigeria.

When compared with the evolution and quantity of secondary schools, the vocational technical schools have remained scanty in number. There has been times in Nigeria when less than 300 vocational technical Colleges were functioning with an enrolment of less than 60,000 against over countless of secondary schools with an enrolment of over 8 million and the ratio of enrolment in vocational technical colleges to secondary schools stood at 1:133 (Unifun, 1998). It can be seen that the emphasis was on secondary grammar school education rather than vocational education.

There was no easy realization of the positive effects vocational education had on economic and technological growth of the economy. The less emphasis on vocationalisation of education led to shortage of manpower in the technical sector of the economy which had a negative effect on socio-economic development.

According to Egwaoje (2017), this lack of support and recognition was because of the poor understanding or misconception of vocational education practically or functionally. The general public did not see the usefulness of vocational education to business/commerce and industry. The major issue here is the lack of emphasis on vocational education initially. Egwaoje is of the view that the rapid stride in science and technology has contributed immensely to the development of new industries and the presence of new technologies have led to the demands for training and retraining in new skills in the existing and new occupational areas so that people might fit into today's and tomorrow's world of works.

According to Baker (2018), the moment opportunities are expanding in such technical areas as computer, science, medicine and engineering. The consequence of this lack of emphasis on vocational education is the resultant effect of lack of qualified teachers in this field which increase the lack of the practical skills required in vocational education. He further stressed using the available records that only a very small percentage (about 1.5%) of the recommended courses in Vocational Technical Colleges were taught, as qualified teachers in these areas were few. Tools and equipment were inadequate and efforts are now been made by government to improve on this ugly situation.

The benefit generated for the development of vocation education was as a result of the reforms in the educational sector of the economy. The reforms led to much awareness on the necessity for growth in vocational education. Education according to Ekwujuru (2007) has always been regarded as the primary agent of transforming a society towards sustainable development and increasing people's capabilities to transform their vision for the society into reality. There is a strong connection existing between educational development, economic, political and social trends and national growth in education which not only provides scientific and technical skills, it also provides the motivation, justification and social support for pursuing and applying them.

Education enables a country to bring forth the values, behaviour and life styles appropriate for a sustainable future. It is a lifelong learning process that is not limited to the four walls of the classroom or the spatial location of an institution. Reform of the educational system will enhance this life long process through a dynamic and progressive engagement of all citizens by encouraging them to develop their individuality and bring forth their sense of creativity, empathy, equality, justice and internationality.

Obaji (2016) stated that in Nigeria, the reform of the educational system is one of the most important issues currently on national political and socio-economic agenda. The goal of educational reform is to draw attention to the need for government to focus on the core function and to implement performance related reforms and changes in managerial principles in the delivery of educational services for a progressive development of the educational system. This is in order to build a society that allows every citizen to have their dream or goal and a system that encourages everyone to fully demonstrate their creativity and challenging spirit.

It is therefore, the reform in the educational system that has brought much focus and emphasis on vocational education in Nigeria. It is also important to clearly state that another emergent issue in vocational education especially as it pertains to Home Economics Education (Molokwu 2011), is the marginalization of the subject in Nigeria and the subject has lived in the ghetto for many years. Several research areas covering courses and programme modifications as well as shift in knowledge base and paradigms, and development of pro-active strategies for legislating and projecting the image of Home Economics have been identified as challenges for the 21st century. Molokwu stated further that the responsibility for this shift falls heavily on

home economists in the Universities and other institutions of higher learning that are research oriented. Funding remains a major and critical issue in educational shift and improvement. Projects and funding do not come easily for home economics. The reasons are not farfetched, they are rooted in the problems of poor public image, lack of legislation/political participation by home economists and poor administrative support. It is thus clear that funding of home economics education is an emergent issue in the study of the vocation (Okoye & Arimonu 2016). Christy (2016) state that home economics as a vital subject at all levels of education is potentially rich in psychomotor cognitive and effective learning opportunities.

Consequently, instructional materials are essential to students to benefit maximally from the learning experience. These include chalkboard, graphs, charts, posters, pictures, specimens, radio, television, firm strip projector, the slid projector, etc. Various authorities have expressed the importance of instructional materials in the study of home economics (Anyakoha 2010). What can be deduced from the foregoing is that funding is a problem and instructional materials are vital to the study of home economics which makes funding of vital importance in order to procure instructional materials.

Closely related to the foregoing emerging issues is the burning issue of the scarcity of qualified manpower to teach the subject of home economics in our secondary and tertiary schools. This is largely due to the less priority placed on vocational education in Nigeria. It is clear that the present education policy has given a measure of recognition to home economics as a school subject on paper only-while the actual implementation has constantly been hampered by lack of adequate facilities and poor funding. The New Policy on Education (FRN, 2004), stated that only few schools are able to prepare students for family living and the world of work as specified by the National Policy on education. Molokwu (2011) noted that in the school system, home economics has been acutely marginalized. A common feature is to divert home economics funds to other subjects and even deploy home economists to teach other subjects. Where it is taught, it is under very difficult and embarrassing situation. Ojiako (2012), stated that besides low student enrolment in technical programs there is acute shortage of competent and professionally qualified teachers for the vocational education programs. As in science, technical teachers are few compared to teachers in traditional secondary schools.

Presently, only few higher education institutions offer undergraduate and higher degree courses for technical teacher preparation and this act will eventually die down vocational educational if care is not taken. Egwaoje (2017), is of the view that qualified teachers in these subjects were very few, tools and equipment were inadequate and efforts are now been made by government to improve this ugly situation. He finally stated that the problem of staffing is a very serious problem in the emergence of home economics education in Vocationalism in Nigeria, which problem is been tackled by the present educational reforms.

Another emerging issue in home economics education is the foundation that the subject will create for family growth and development. Kieren, Vaines and Badir (2009), challenges Home Economists to engage continually in personal and professional reflection leading to a philosophy, knowledge base and practice that enables and empowers individuals and families to live and flourish in today's challenging and perplexing world, Molokwu (2011), poses the question whether Home Economics can promote the conditions that would enable and empower individuals and families to flourish and cope with the demands of the times. Has Home Economics relied too much on old tradition and old knowledge base and paradigms? Brown and Paolucci (2012) redefined the mission of Home Economics as follows; To enable families both as individual units and as social institutions to build and maintain systems of

actions which lead to (i) to maturing in individual self-formation and (ii) to enlightened cooperative participation in the critique and formulation of social goals and means of accomplishing them.

Hargrove and Bubolz (2011), emphasized that if families as democratic social institutions can be enabled to their present place in the society, they can be empowered to anticipate and participate in taking society to where they want to go. Looking back at the practice of Home Economics under the Nigeria situation and circumstances, it can be said that the past practices were wrongly mismanage. Baldwin (2014), noted that the world is not static and the nature and needs of family and society are rapidly and relentlessly changing, to re-examine and restructure our philosophy, knowledge base and practice.

Molokwu (2011) concluded that the historical home economics packages as received from the colonial education have served its time. It is now time to move on in a new direction to meet the demand of our time. And that since the family remains the central issue in Home Economics; it is pertinent to examine the family traditions in the context of the Nigerian situation. In Nigeria today, the concept of family poses a vital research question.

Conclusion

It is finally stated that in our national democratic dispensation, one should consider a mark of democratic education which creates in the future citizenry a penchant and sense of responsibility for openness, informed public scrutiny and an equal participation at all levels. It is hereby stated that we should reform our schools and we shall find little reform needed in our prisons. It is believed that the only cure to moral or value change is to reform and educate the people with the problem. The people are the youths and children who are yet developing or the adult who have from all indications been part of the system that need to be reformed.

However, this paper has largely examined the emerging issues in vocational education in Nigeria with special reference to home economics education, and it is submitted that there is urgent need for a total political revolution in the emphasis on Home Economics Education in Nigeria, and a lot of political awareness should be created as to the importance of this type of education as a way of developing economy.

Recommendations

The following recommendations are therefore made as a way forward;

- Government must make frantic efforts to formulate policies that will re-emphasize the importance of vocational education as a necessary tool for economic development.
- Government should provide an enabling environment for mobilizing Home Economists for political awareness and development of political skills.
- There is need for a vigorous implementation and adequate funding by government so that instructional equipment/materials can be acquired.
- Government should organize seminars/conferences which will emphasize the usefulness of vocational education in the new millennium. Also, vocational education teachers should be encouraged to embark on research and sponsored for courses and refresher programs to sharpen their knowledge and intellect.

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STUDENTS PERCEPTION OF THE USE OF FLIPPED CLASSROOM TEACHING/LEARNING FOR EFFECTIVE INSTRUCTIONAL DELIVERY IN UNIVERSITY OF NIGERIA NSUKKA ENUGU STATE

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Abstract
The study was carried out to determine Student's perception of the use of flipped classroom teaching/learning for effective instructional delivery on Nigeria education system in the University of Nigeria Nsukka, Enugu State. The purpose of the study were: to determined the technologies applied in flipped classroom, to ascertain the opinion of students on the efficiency of the use of flipped classroom for effective instructional delivery, and to identify the barriers to effective use of flipped classroom for instructional delivery and to identify strategies for improving the use of flipped classroom for effective instructional delivery. Four research questions guided the study. The study adopted survey research design. The population for the study comprised 58 students of Home Economics and Industrial Technical in Vocational and Technical Education. There was no sampling because of the manageable size of the population. The Instrument used for data collection was structured questionnaire. Mean and standard deviation was used to analyze the data for answering research questions. It was therefore found that all the respondents have high perception of the use of flipped classroom teaching and learning for the effective instructional delivery in University of Nigeria Nsukka because they agreed to all the items presented as it regards the use of flipped classroom teaching and learning for the effective instructional delivery. It was recommended that The NCC, the NCCE should restructure a formidable and skill-oriented curriculum for the Home Economics and Industrial Technical students. Teachers should create a student-centered learning environment: Relevant resources such as introduction of virtual realities for training in Vocational Education should be provided in the Nigerian universities.

Keyword: vocational education, perception, flipped, classroom teaching, effective instruction, delivery

Introduction

Technological development has transformed the style of teaching-learning behavior from passive learning to active learning and from traditional classroom to modern classroom. Blended learning is one of the emerging approaches which are supported by multimedia technology. In a blended learning approach, students learn in a conventional style with face-

to-face interactive learning in the classroom that is mixed with other elements such as online learning outside the class-room thereby encouraging independent work for global crises solution on Nigeria education system. Corcoran (2013pp 22-23) stresses that blended learning is a combination of classroom activities and online learning experiences outside the class. The author also believes that 'blended learning is a fundamental redesign of the instructional model with a shift from lecture-centered to student-centered instruction where students become active and interactive learners' Also, cross wel (2013), point out that 'at the activity and course levels, blended learning can be used to design learning activities, interactions among students, and interactions between or with instructors. As the term combine learning gets more attention from educators, various types of combine learning are being developed. Flipped classroom is one of those variants implemented in current teaching and learning practices (Daghan & Akkoyunlu, 2014 pp 333 -338).

A flipped classroom is one where students are introduced to content at home, and practice working through it at school. In this blended learning approach, face-to-face interaction is mixed with independent study via technology for remedies of challenges. Flipped Classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. In traditional schools, each topic in class receives a fixed amount of time for all students. Berrett, (2012) state that in flipped classrooms students are engaged in learning activities both inside and outside the classroom Inside the classroom, the focus is on interactive group activities, while outside the class watching video lessons and conducting discussions by asking and responding to the questions using texts is the main focus. Students watch pre-recorded videos at home, and then come to school to do the homework armed with questions and at least some background knowledge. Bergmann and Sams (2014) define flipped classroom as a 'direct instruction [which] is done through video or some other learning object that students can use individually prior to coming to classes. According to them 'this time shift then allows the teacher to use class time for work that is either better done as a large group, or that requires individualized teacher attention' (Bergmann &Sams, 2014,)The concept behind the flipped classroom is rethinking when students have access to the resources they need most. If the problem is that students need help doing the work rather than being introduced to the new thinking behind the work, than the solution the flipped classroom takes is to reverse that pattern

A side benefit is that teachers can record lectures that emphasize critical ideas, power standards, and even the pace of a given curriculum map. It also has the side benefit of allowing students to pause, rewind, and Google terms; re-watch, etc., as well as creating a ready-made library for student review, make-up work, etc. They will learn independently with the guidance of technology tools and the lecturer will act as a facilitator. The technologies to be used is an essential part of making this flipped class room work.

Technology in the twenty-first century puts direct access to information, and the Internet can be handily accessed through numerous technology tools such as laptop, computer, and Smartphone. Now more than ever, students spend much of their waking time on using some sort of technology tools; by using this technology, it is possible for them to interact with friends, instructors, and learning content everywhere, not only in the class but also outside the class through distance learning. Also, many free learning materials have been provided on Web sites for learning activities. Even more, the use of the traditional learning approach which focuses on the instructor as the center of knowledge is irrelevant in today's digital age (Chen 2014 pp 16 -27). As a solution, traditional classroom activities such as lectures, labs, homework, and exams can be moved to the Web 2.0 technology and students can study everywhere outside the classroom (Staker& Horn, 2012). This positive impact of technology growth has influenced the development of instructional technology in education and replaced

the use of the blackboard with online video lectures (Clark, 2015 pp 91-115). An entry of technological tools have flooded today's classrooms with the rising trend of wireless technologies and an increasing focus by school districts to seek one-to-one technology initiatives, teachers search to find the best tools and techniques to employ for increased student achievement. As new technologies emerge, teachers need to think seriously about best practices in relation to these technologies. One instructional strategy that has shown promise for student learning is flipped teaching, a strategy that has evolved into a platform for promoting serious thinking, relationship, and social interaction with peers on an academic level.

Social implications are another factor to be considered when addressing the blend of technology as part of the flipped classroom. Social media, including Face book, Whatsapp, Twitter, and text messaging, have been proved to be effective tools in motivating students to collaborate academically outside of the classroom using a tool that they are already socially comfortable with.

Vocational and Technical education is the academic and vocational preparation of students for jobs involving applied skill and modern technology. A kind of education which equips with skills that involve the use of practical approaches and other material instruments in executing projects guidance in more specific areas relating to technology including electronics, computers, web design, and other fields requiring vocational and industrial training. This will help the student to use the strategy to provide the nut and bolts equipments', utensils, and tools, that is comfortable to students out of class and then uses the classroom time to employ meaningful discussion or application. This increases the vocational and technical student way of thinking by using what they like doing which is related to their field of study which deals with technologies, skills and a lot of practical work such as going back home and putting what he/she has learn to his own benefit this could give the student good perception of the flipped classroom teaching/learning.

Statement of the Problem

In order for effective learning to occur in the classroom, a teacher's instruction must be matched to the learners that receive the instruction. Student acceptance understanding and engagement area important part of the achievement of modern instructional practices

In order for students to learn successfully within the flipped classroom, the researcher must consider more than just the tools used and strategies employed. More specifically, lecturer need a deeper understanding about how students perceive flipped classroom in relation to other methods and how students view it impacting on their skill to think seriously, to work together, and to make use of social and educational tools for academic purposes as solution in global crises.

The current gap in this study include the level of skills possess by lecturer on the use of flipped classroom for effective instructional delivery Furthermore, an understanding of whether or not students perceive this strategy as leading to more meaningful learning, increased instructional delivery and changing social interaction in the classroom is still lacking. The problem being addressed in this study is a gap in literature related to how Home economics and industrial technical education student perceive the use of flipped classroom for effective instructional delivery, including how they perceive it in influencing their critical thinking skills and social interaction within peers.

Purpose of the Study

The general purpose of the study is to carry out an assessment on vocational and technical education student's perception of the use of flipped classroom teaching/learning for effective instructional delivery in university of Nigeria Nsukka Enugu State.

Specifically, the study sought to:

- Determine technologies applied by the teachers/students in flipped classroom
- Ascertain the opinion of students on the efficacy of the use of flipped classroom for effective instructional delivery
- Identify the barriers to effective use of flipped classroom for instructional delivery in home economics and industrial technical education of UNN.
- Identify the strategies for effective use of flipped classroom for instructional delivery.

Research Questions

The study will therefore answer the following research questions

- What are the technologies used or applied by teachers/students in flipped classroom?
- What is the opinion of student on the use in flipped classroom for effective instructional delivery?
- What are the barriers of flipped classroom for instructional delivery in home Economics and Industrial Technical Education UNN?
- What are the strategies for improving the use of flipped classroom for effective instructional delivery?

Hypothesis

The following null hypothesis guided the study, and tested at 0.5 level of significance

H_{01}: There is no significant difference in the mean responses of male and female students on the on the technologies used by teacher in flipped classroom.

H_{02}: There is no significant different in the mean responses of male of female students on the use of flipped classroom for effective instructional delivery.

H_{03}: There is no significant different in the mean responses of male and female students on the barrier of flipped classroom for instructional delivery in industrial technical education.

H_{04}: There is no significant different in the mean responses of male and female students on the strategies for improving the use of flipped classroom for effective instructional delivery.

Theoretical Review

Schema Theory

Piaget (2014) originally posed schema theory for explaining how concepts were learned and linked in memory along with environmental stimuli and emotions related to the experience. Schemas are units of understanding that interconnect thoughts and ideas in memory (Piaget, 2014). In this theory, this process can be recalled as a schema and used effectively by the learner. Plass, Moreno, and Brunken (2010) explained the value of schema formation in this way: First, a highly complex schema can be manipulated as one element rather than as multiple interacting elements when brought into working memory. Second, well developed schema can be processed automatically, minimizing the demands of cognitive resources to tackle the task at hand.

Schema theory is often used as a conceptual or theoretical framework for research studies in cognitive psychology and social psychology. Schema theory itself was more recently studied by Anderson et al. (2014) and McVee, Dunsmore, and Gavelek (2015).

Authors in both studies indicated that schema involve more than just the information contained in the lesson. As content is learned in the classroom, schemata are formed that encompass the entire learning experience. Learning experiences that occur in rich context and which encourage learners to consider information through a variety of avenues and tasks will lead to greater mastery and generalization. The subsequent schema formed this way can be linked to future content with greater ease. In terms of the flipped model, findings by Anderson et al. (2015) support the approach that schemata must be established. Furthermore, varied level of support, based on strength of schema, should be available. These varied levels of support are often achieved through the in class activities intended to firm up and deepen student learning.

Schema theory was chosen to be a part of this theoretical framework for two reasons.
First, schema theory, as presented by Anderson et al. (2014) lent insight to this study by providing the framework how students stored and remembered concepts. The method that individuals make connections and form the web of experiences is how learning takes place. Flipped teaching targets increased learning through removing lower order thinking tasks from the classroom setting so that time can be freed up for higher order thinking and authentic tasks. In this model, the instructor seeks to increase the amount that a student learns by increasing responsibility for mastery level learning outside of the classroom, while expecting students to deepen their knowledge further through guided classroom activities and authentic application assignments.

Second, Schema theory explains how thoughts are coded into memory and the relationship that pre training has with cognitive load. Schema theory supports cognitive load theory by confirming that concepts can be considered through break into pieces information and by emphasizing that certain tasks employ more regions of the brain. Additionally, the pathways moving between these regions carry a larger cognitive load, requiring more time and work to process.

Methodology

A descriptive survey research design was used for this study.The design was considered appropriate for this study because it enabled the researcher to elicit information from the entire population. Moreover it is less expensive, have greater efficiency and accuracy. The researcher does not have any intention to manipulate the study's variables but to study them as they naturally appear.The population for this study consisted of all home Economics and Industrial Technical Education in Vocational Technical Education students.

The entire population for the study is 58.There will be no sampling due to the small size of the population.The instrument for data collection was the questionnaire. The questionnaire items were gathered after review of literature on management and human resource skills. The questionnaire consists of two parts. Part 1 solicited for personal information of respondents. Part 2 was divided into four sections, A, B, C, D. Section A sought information on the technologies used by teachers/students in flipped classroom; section B will solicited for the opinion of students on the efficiency used in flipped classroom for effective instructional delivery. Section C solicited for the barriers of flipped classroom for instructional delivery in Home Economics and industrial technical Education UNN. Section D will solicit the strategies for improving the use of flipped classroom for effective instructional delivery.

The sealing responses of the instrument was based on five point likert scale of strongly agree (S A) 5, agree (A) 4, Undecided (UN) 3, Disagree (D) 2, Strongly Disagree (SD) 1.
The instrument that was used for data collection was subjected to face validation. Three lecturers two from the department of Industrial Technical and one from Home Economics Education, University of Nigeria, Nsuuka, were required to face validate the research

instrument. These were asked to identify ambiguities proffer suggestions for improving the instrument towards meeting the objectives of the study. This validates input on the items were utilized in developing the final instrument for data collection.

The reliability of the instrument was established using cronbach alpha. The questionnaire was administered on 20 students in the department of Industrial Technical Education in (ESUT) Enugu State which is not part of the area of the study and the reliability estimated to determine the reliability of the instrument. Cronbach Alpha was used to determine the internal consistency of the instrument and reliability coefficients of 0.823, 0.816, 0.692, and 0.772 were obtained respectively for the four clusters of the instruments with the general score of 0.881.The scores obtained shows a high reliability index, showing the instrument was appropriate for the study

Method of Data Collection

A letter of introduction to the respondents was used to establish a rapport between the researcher and the respondents. This was attached to the questionnaires to be administered on the respondents by the researcher. The researcher negotiated with the school authorities before administering the questionnaire to home economics and industrial technical student. The students were given sufficient time to respond to the questionnaire before retrieval. This method of administration adapted ensured high response rate of 100% returns.

Method of Data Analysis

In analyzing the research questions, frequency counts and mean was used for all the four research questions. A mean of 3.50 and above will be regarded as being agreed while an item with mean below 3.50 will disagreed upon. All the four null hypotheses were tested using t-test at 0.05 level of significance if the t-cal is more than the t-tab, the null Hypothesis was rejected; but if the t-cal is less than the t-tab, the null hypothesis were Accepted.

Result

This chapter deals with the presentation of results and data analysis. The results are arranged according to the research questions to which they relate.

Research Question One: What are the technologies used or applied by teacher/students in flipped classroom?

Table 4.1: Mean and standard deviation of respondents on the technologies used or applied by teacher/students in flipped classroom

S/N	ITEM STATEMENT	Mean	SD	Remark
1.	Wikis and blogs tools can be employed to interact virtually outside the class and to work collaboratively to solve problems or to exchange ideas.	4.14	0.63	Agreed
2.	Laptops, tablet or mobile phone can be used by student and lecturers as reading devices, watching videos lectures independently.	4.69	0.47	Agreed
3.	Google drive is a technology tool for flipped classroom that has many advantages for processing programs, including real time automatic updates visible to all users, a feature that enables robust discussion and sharing.	4.31	0.47	Agreed
4.	YouTube is a tool used in flipped classroom which teacher to structure coursework according to topic and create a playlist while enjoying basic video editing features, such as captioning, sound trackers and trimming/stabilizing.	4.38	0.49	Agreed
5.	Camatasia studio perhaps the most popular screen casting technology available, teacher can source new and existing screen captures, power points presentation.	3.03	0.49	Disagreed
6.	Learning management system (LMS) help you create an organized content and track the progress rate of the learners.	3.40	0.62	Disagreed
	Grand Mean and Standard Deviation	**4.04**	**0.27**	**Agreed**

Source: Computed field data 2022.

In the table 4.1 above, the result show that respondents agreed to items 1, 2, 3, and 4, with mean ranging from 4.14 - 4.69 and disagreed to items 5 and 6 with a mean range of 3.03 – 3.40 as the technologies used or applied by teacher/students in flipped classroom. The grand mean rating is 4.0 is above the benchmark mean score of 3.50 This means that on a general note, that the presented items are technologies used or applied by teacher/students in flipped classroom. The result in table 4.1 also show that the Standard deviation of the six items were all less than 1.5 indicating that all scores in their responses on technologies used or applied by teacher/students in flipped classroom did not differ much from the mean scores which also implies that the opinion of the respondents are closely related.

Research Question Two: What is the perception of students on the efficacy used in flipped classroom for effective instructional delivery?

Table 4.2: Mean and standard deviation of respondents onperception of students on the efficacy used in flipped classroom for effective instructional delivery

S/N	ITEM STATEMENT	Mean	SD	Remark
7.	Enhance their engagement in classroom activity, participate in discussions, exchange ideas and solve problems with pears.	4.17	0.38	Agreed
8.	Instruction helps student to work together in a group interactively to solve problems.	4.34	0.48	Agreed
9.	Having more opportunities to collaborate with each other.	4.55	0.50	Agreed
10	Blending of new technology and the traditional classroom has established interacting learning.	4.41	0.56	Agreed
11	It enables students to build a learning community and exchange ideas to solve problems.	4.24	0.51	Agreed
12	Students can enrich the dialogue with friends both inside and outside the class.	4.48	0.50	Agreed
13	Flipped learning increases student interaction and enhanced interactions between all parties.	4.28	0.45	Agreed
14	Flipped enabled participation and engagement of discussion in class and improved high level of confident to apply their knowledge.	4.62	0.49	Agreed
	Grand mean and Standard Deviation	**4.39**	**0.18**	**Agreed**

Source; Computed Field data 2022

In the table 4.2 above, the result show that respondents agreed to all the items presented that is items 7- 14, with mean ranging from of 4.17 to 4.62 as the perception of students on the efficacy used in flipped classroom for effective instructional delivery. Among the eight items presented, item 14 with a mean score of 4.69 is the highest while item 7 with a mean score of 4.17 is the lowest perception of students on the efficacy used in flipped classroom for effective instructional delivery. The grand mean rating is 4.39 is above the benchmark mean score of 3.50. This means that on a general note, that the students have high perception on the efficacy used in flipped classroom for effective instructional delivery.The result in table 4.2 also show that the Standard deviation of the eight items were all less than 1.5 indicating that all scores in their responses on perception of students on the efficacy used in flipped classroom for effective instructional delivery did not differ much from the mean scores which also implies that the opinion of the respondents are closely related.

Research Question Three: What are the barriers of flipped classroom for effective instructional delivery in home economics and industrial technical education?

Table 4.3: Mean and standard deviation of respondents onthe barriers of flipped classroom for effective instructional delivery in industrial technical education

S/N	ITEM STATEMENT	Mean	SD	Remark
15.	Students had difficulty adapting to the flipped classroom because of the new approach.	4.48	0.50	Agreed
16.	Challenging students not having time to watch the video lesson outside the classroom.	4.31	0.47	Agreed
17.	Instructors faced problems in practicing flipped learning, as more time would be spent on designing good content	4.52	0.50	Agreed
18.	Poor quality of video usually become a common problem in flipped classroom practices	4.45	0.73	Agreed
19.	Unattractive content and design of a video lecture, the students find it tedious to watch outside the class.	4.34	0.48	Agreed
20	Lack of alignment of the new system to the current system.	4.28	0.45	Agreed
21	Possible loss of control (digital, devices, online software, databases – whom will audit them)	3.93	0.45	Agreed
22	Project management/risk management this related to project scope, time, tasks, milestone, and capital management.	3.66	0.48	Agreed
23	Lack of in house skill – with teacher's typical time pressed schedule.	4.34	0.61	Agreed
24	Capital (money) and time.	4.52	0.50	Agreed
	Grand Mean and Standard deviation	**4.28**	**0.16**	**Agreed**

Source; Computed Field data 2022

In the table 4.3 above, the result show that respondents agreed to all the items presented that is items 15- 24, with mean ranging from of 3.66 – 4.52 as the barriers of flipped classroom for effective instructional delivery in home economics and industrial technical education. Among the ten items presented, item 17 and 24 with a mean score of 4.52 is the highest while item 22 with a mean score of 3.66 is the lowest barriers of flipped classroom for effective instructional delivery in home economic and industrial technical education. The grand mean rating is 4.39 is above the benchmark mean score of 3.50. This means that on a general note, that the presented items are the barriers of flipped classroom for effective instructional delivery in home economic and industrial technical educationThe result in table 4.3 also show that the Standard deviation of the ten items were all less than 1.5 indicating that all scores in their responses on the barriers of flipped classroom for effective instructional delivery in industrial technical education did not differ much from the mean scores which also implies that the opinion of the respondents are closely related.

Research Question Four: What are the strategies for improving the use of flipped classroom for effective instructional delivery?

Table 4.3: Mean and standard deviation of respondents on the strategies for improving the use of flipped classroom for effective instructional delivery

S/N	ITEM STATEMENT	Mean	SD	Remark
25.	create a student-centered learning environment	4.31	0.65	Agreed
26.	Allow students easy access to the course material at any point in time and from any location.	4.93	0.26	Agreed
27.	Evaluating the learning outcomes	4.52	0.50	Agreed
28.	Encourage interaction with the content that is posted, ignite discussions, and solicit feedback.	4.28	0.87	Agreed
29.	Interaction with teachers so as to exchange ideas on how the entire experience can be better.	4.10	0.61	Agreed
	Grand Mean and Standard deviation	**4.43**	**0.32**	**Agreed**

Source; Computed Field data 2022

In the table 4.4 above, the result show that respondents agreed to all the items presented that is items 25-29, with mean ranging from of 4.10 – 4.93 as the strategies for improving the use of flipped classroom for effective instructional delivery. Among the five items presented, item 26 with a mean score of 4.93 is the highest while item 29 with a mean score of 4.10 is the lowest strategies for improving the use of flipped classroom for effective instructional delivery. The grand mean rating is 4.43 is above the benchmark mean score of 3.50. This means that on a general note, that the presented items are the strategies for improving the use of flipped classroom for effective instructional delivery.

The result in table 4.4 also show that the Standard deviation of the five items were all less than 1.5 indicating that all scores in their responses on the barriers of the strategies for improving the use of flipped classroom for effective instructional delivery did not differ much from the mean scores which also implies that the opinion of the respondents are closely related.

Discussion on the Findings

The findings of the study are discussed in line with the specific purpose of the study as follows: The technologies used or applied by teacher/students in flipped classroom. It was revealedin this study that the respondents (male and female students) agreed that all the presented items are the technologies used or applied by teacher/students in flipped classroom. The technologies used or applied by teacher/students in flipped classroom include: Wikis and blogs can be employed to interact virtually outside the class and to work collaboratively to solve problems or to exchange ideas: Laptops, tablet or mobile phone can be used by student and lecturers as reading devices, watching videos lectures independently: Google drive is a technology tool for flipped classroom that has many advantages for processing programs, including real time automatic updates visible to all users, a feature that enables robust discussion and sharing:: YouTube is a tool used in flipped classroom which teacher to structure coursework according to topic and create a playlist while enjoying basic video editing features, such as captioning, sound trackers and trimming/stabilizing.

This present study is consistent with Kim et al. (2014) who reported that students in a flipped classroom watched video lectures on YouTube and collaborated on Google Docs and Google Hangout..Supporting the findings of the study, Anstrong (2011) mentioned that the activity of teaching and learning is not only limited to behind the classroom wall, but can also take place outside the class. Therefore, by using various technology media or online platforms, students can study virtually, watch learning subjects for free all the time and interact with students and instructors outside of the class.

The perception of students on the efficacy used in flipped classroom for effective instructional delivery. It was revealed in this study that respondents (male and female students) agreed that all the presented items are the efficacy used in flipped classroom for effective instructional delivery**.** The high perception of students on the efficacy used in flipped classroom for effective instructional delivery include: Enhance their engagement in classroom activity: participate in discussions, exchange ideas and solve problems with pears: :Instruction helps student to work together in a group interactively to solve problems: Having more opportunities to collaborate with each other: Blending of new technology and the traditional classroom has established interacting learning: It enables students to build a learning community and exchange ideas to solve problems: Students can enrich the dialogue with friends both inside and outside the class: Flipped learning increases student interaction and enhanced interactions between all parties.

In agreement to the findings of this of this study, Beapler et al. (2014) released results of their research showed that students' outcomes in a flipped classroom were significantly better than those in a conventional classroom or control class, and students' perceptions of the learning environment were also improved.

DiVall, (2013) in support to the findings of the study noted that through formative assessment in the flipped classroom, the instructor could evaluate students' improvement in their learning activities while the students could understand what needed to be done to overcome their deficiencies in learning.

The barriers of flipped classroom for effective instructional delivery in industrial technical education. The findings of the study revealed that the respondents (male and female students) agreed that all the presented items are barriers of flipped classroom for effective instructional delivery in industrial technical education. The barriers are: Students had difficulty adapting to the flipped classroom because of the new approach: Challenging students not having time to watch the video lesson outside the classroom: Instructors faced problems in practicing flipped learning, as more time would be spent on designing good content: Poor quality of video usually become a common problem in flipped classroom practices: Unattractive content and design of a video lecture, the students find it tedious to watch outside the class: Lack of alignment of the new system to the current system: Possible loss of control (digital, devices, online software, databases – whom will audit them): Project management/risk management this related to project scope, time, tasks, milestone, and capital management: Capital (money) and time: Lack of in house skill – with teacher's typical time pressed schedule. Poor quality of video usually became a common problem in flipped classroom practice. Bailey (2014) also stressed that if the content and design of a video lecture is unattractive, the students will find it tedious to watch outside the class.

In consonance with the findings of this study, Clark (2015) posed a model referred to as explore-flip-apply where students engaged in initial activities to their background knowledge and perceptions, after which they participate in the flipped learning throughout of class assignments, lecture videos, etc., followed by in class applications which extend into serious thinking behaviour and assignments.

Teachers can do this a variety of ways (online quizzing mechanisms are a great place to start). If monitored properly, teachers should see a positive impact on performance over time. Teachers should encourage interaction with the content that is posted, ignite discussions, and solicit feedback. Davies, Dean & Ball, 2013, suggested that inverted learning and instruction strategies allowed instructors to work in and outside of their comfort zone and to encourage students to do the same.

Conclusion

The study was carried out to assess the vocational and technical education student's perception of the use of flipped classroom teaching/learning for effective instructional delivery. In carrying out the study, the study determined the technologies applied in flipped classroom, ascertain the opinion of students on the efficiency of the use of flipped classroom for effective instructional delivery, identify the barriers to effective use of flipped classroom for instructional delivery in industrial technical education of UNN and strategies for improving the use of flipped classroom for effective instructional delivery. It was therefore found that all the respondents has high perception of the use of flipped classroom teaching and learning for the effective instructional delivery in University of Nigeria Nsukka because they agreed to all the items presented as it regards the use of flipped classroom teaching and learning for the effective instructional delivery. Based on the findings, the study concluded that that the usage of flipped classroom teaching and learning for the effective instructional delivery is being hindered by instructors being faced with problems in practicing flipped learning, as more time would be spent on designing good content and Students having difficulty in adapting to the flipped classroom because of the new approach.

Recommendations

Having highlighted some of the major findings it would be appropriate and logical to tender the following recommendations for greater use of flipped classroom teaching/learning for effective instructional delivery.

1. Technical and vocational education and training in Nigeria University should move from being theoretical to the acquisition of relevant skills needed for efficient use of flipped class room.
2. Teachers should be trained and retrained on better usage of flipped class room
3. The National University Commission, the National Commission for colleges of education should restructure a formidable and skill-oriented curriculum for the industrial technical students.
4. Teachers should create a student-centered learning environment:

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INFORMATION COMMUNICATION TECHNOLOGY: TRENDS IN THE EDUCATION OF PERSONS WITH SPECIAL LEARNING NEEDS.

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Abstract
The use of information and communication technology (ICT) as an educational resource is becoming more evident in the educational systems of most countries. When it comes to disability and education, ICT becomes a tool for social and educational inclusion. In recent years, globally including Nigeria, the view has been established that all students, regardless of any element of disability, should have equal access to learning opportunities just as their non-disabled peers. The use of Information and Communication Technologies (ICT) bridges the gap and contributes significantly to the learning process of all learners especially for learners with special learning needs in the learning process. ICT provides rich learning experiences for learners with disabilities. This paper refers to ICT application in the field of Special Education to include; assistive technology (AT), educational software computers, electronic delivery systems such as radio, television, projectors among others which provides opportunities to approach learning and socialization of individuals and removal of barriers to have access to knowledge by students with special learning needs.
Keywords: ICT, Assistive Technology, Disability, Accessibility, Persons with Special Learning Needs.

Introduction

Information and Communication Technologies have become an essential tool in the educational process of learning new methods of modern educational systems. It is believed that technology is the guarantee for the active participation of student in the learning process by transforming the learner from a passive listener to an active participant. ICT enables a more independent and autonomous approach to learning by the student base on his/her abilities and expectations.

Fytros (2005) observe that new technologies in special education enable people with special learning needs to manage and to overcome obstacles and alleviate the shortcomings and deficits experienced by learners with disabilities. ICT not only provides a new approach to learning, it also removes isolation by restoring social reality after giving them the opportunity to communicate with the environment and its interaction with ICT. ICT/AT provide students with disabilities with what they really need: step-by-step instruction, a highly successful teaching strategy, especially for students with autism (Chaidi, and Drigas, 2020). Special Education includes a wide range of disabilities: sensory, physical, mental, developmental, learning difficulties, speech and language problems as well as behavioral problems

ICT in the education of people with special educational needs is an important supportive tool in approaching the knowledge of people with disabilities and the use of software suitable for each disability adds value so that students have access to knowledge. There is software that is suitable for all students but also software that is used per category of student disability based on the characteristics and deficits of each disability. The aim is to present the knowledge to the

student with Special Educational Needs in a way that helps him but also to be actively involved in learning, to use them as supportive tools to promote his learning and autonomy.

This paper discusses ICT and special education, Assistive technologies for persons with special needs, gains of ICT/AT for persons with disabilities, barriers in the use of ICT/AT.

ICT /AT and Special Education

The terminology "Information and Communication Technologies" refersto the processing, transmission of information through various forms of representation (image, sound, video, symbols) as they are the means of conveying these messages. As mentioned by Komis (2013), these include the interface human computer (human-of computer interface), the Internet, multimedia, the hypermedia and modern software, continuously they are very friendly to the user.

Information and Communication Technologies now play an important role in people's daily lives in many areas, including education, training and employment and are an important tool for people with special educational needs with the main goal of improving the quality of life, reducing social exclusion and increasing the classroom participation of people with disabilities. In the field of education in particular, the aim of using ICT for students with disabilities or special learning needs is to give them equal educational opportunities, but also as a means to support these learning opportunities. Nevertheless, students with special learning needs belong to the group that face barriers to access to education and use of educational materials (European Agency for Development in Special Education, EADSE, 2013). As teaching with the help of technology is gaining more and more interest and ground in the educational community, it results in the development of a variety of learning educational activities and environments aimed at effective learning. The technologies used to support learning are referred to as "educational technology". Educational technology includes both electronic devices and ICT aimed at developing new cognitive skills (Styliaras and Dimou, 2015). For the integration, the use of any technology is foreseen with the main aim of supporting the student for the approach of learning. This technology may include popular technologies such as laptops, tablets, interactive whiteboards, mobile phones, etc. or more specialized assistive technologies (AT) that compensate for difficulties or limitations regarding the access of the student with special needs or special educational needs such as mobility devices, reading programs screen, alternative keyboards, assistive and alternative communication devices, etc. (EADSE, 2013). The rapidly evolving development and spread of telecommunications as well as computer hardware and software have played an important role in contributing to the integration of ICT into the various levels of education. The integration and consequently the use of ICT in education is due both to the evolution of the internet and the development of multimedia that have significantly differentiated the ways of representation (image, audio, video, text) as well as easy access to information (fast search, fast transmission and exchange). Also, informing society, with the increasing use of computers and networks in many areas of human activities of daily life (such as economy, public administration, entertainment, information, etc.). More so, Komis (2004) statesthat the important role played by the urgent need for lifelong learning and pedagogical renewal programs in the evolution of ICT use should be stressed.

Regarding the education of students with disabilities, the focus should be on ICT/AT as a tool for integration, so that everyone has equal opportunities in learning, accessibility of ICT/AT, and training in the use of general and specialized ICT/AT as well as monitoring their effectiveness (Chaidi, Athanasios, and Karagianni, 2021). These are the factors that according to research findings ensure the success of strategic programs and initiatives which can be used just as well and with the same effectiveness in special education. The emphasis here should be

on the use of ICT that will lead to learning through different paths and according to the capabilities, needs and the way it facilitates each student.

Access to and proper use of ICT are necessary conditions to give the opportunity to all students with individualized learning opportunities and differentiated teaching by applying the universal design for learning (learning for all), (UNESCO, 2015) The learning approach is based on the different needs of students through flexible objectives, methods, materials and assessment processes tailored to the specifics and needs of individuals with learning difficulties so that all students move forward on their own, from their own starting point and with their own pace to conquer the learning activity. According to Ikwen, Olayi and Akpan (2020), information is presented in a variety of ways, while curricula, objectives, methods, materials and assessment procedures are designed to meet student diversity and be flexible in adaptation and digitization and in particular, a variety of means of representation are provided so that students can choose different ways of acquiring knowledge. Also, multiple means of expression and means of engagement are offered in order to attract the students' interest and to create motivation for them to learn, but also to give them the opportunity to choose the way of presenting and capturing their knowledge.

The accessibility of ICT/AT devices should be issues to be addressed from the outset of designing the hardware or software development, taking into account the particularities and needs of the users to whom it will be addressing. Proper use of ICT in the short and long term requires the development of materials, software and teaching materials. Accessibility of learning materials promotes inclusiveness. The use of ICT in teaching should be achieved in order to promote the participation and cooperation of all students, with and without disabilities. Learning is a social activity; therefore the role of ICT is particularly important.

The integration and use of ICT/AT in inclusive education is generally recognized in terms of their contribution to the learning process and the ability they give to all students with or without disabilities to improve their performance and skill (United Nations General Assembly, UNGA, 2013).

ICT/AT allows students to approach learning in their own way to move at their own pace. That is, they contribute to the self-regulation of learning, which includes: goal setting, learning planning strategies, ways of organizing, coding and storing the necessary information, monitoring and control of cognitive functions, time management, self-motivation, evaluation, reflection and satisfaction by the result. Self-regulation is extremely important for students with disabilities and / or special educational needs in their efforts to cope with various difficulties and to achieve independent and active learning. Therefore, ICT would be useful to be accessible to meet personal learning needs, as the student is required to be able to support and use ICT in the best way to serve their needs (EADSE, 2013).

At the classroom and school level, the integration and use of ICT can effectively support the integration of students with or without disabilities, provided it provides equal opportunities to learning, promoting cooperation in teaching and problem solving and reduces inequalities and social and digital exclusion (Lee and Templeton, 2008., Chaidi., Kefalis., Papagerasimou and Drigas, 2021)

Assistive Technology.

Assistive technology (AT) is any item, piece of equipment software programme, or production system that is used to increase the functional capabilities of people with disabilities. AT helps people with disabilities learn, communicate, or function better (www.understood.org). In other words, all the technologies used to support the disabled are called "Support Technologies". Assistive Technology can be categorized into:

a. Assistive technology devices and
b. Assistive technology services

Assistive Technology devices refer to any product, instrument, equipment or technical system used by a person with a disability, specially manufactured or generally available, that prevents, repairs, alleviates or eliminates damage, disability or defect While Assistive Technology Service is defined as any service that helps a person with a disability to select, acquire, or use an assistive technology device.

Assistive technologies are distinguished in high and low technological construction (high / low-tech). While low-tech devices are simple, cost low and do not require training, for example keyboards walking stick for the visually impaired, High-tech devices are mainly mechanical and electrical devices, which require training, have high purchase costs an example is the computer.

The age of technology explosion has provided a large number of devices, from simple and low technology to complex and high technology, from the list of which we are called to choose taking into account those that best serve the individual needs and skills of the individual that they will support. Examples of assistive devices/softwares for persons with special needs are as follows:

Mobility (Devices -Software), environmental control devices,Braille printers, CCTV magnifiers, Gaze detectors (-eye tracking)Hand / foot switches -pneumatic switches screen magnifiers, The hand / foot switch, tactile machine,

Benefits of ICT/AT to persons with disability

The gains of ICT/AT for persons with special needs cannot be over emphasized. The following are said benefits that enhance their learning and daily activities

- ICT is useful in improving a person's quality of life by enhancing effectiveness of teaching, developing life skills; complementing learning in special needs education, and exploring other related issues.
- ICT enables students with learning needs to gain access to the curriculum and support learning, and also provide a platform for teachers of students with disabilities to promote their students' skills.
- ICT can be compared to a magic stick that can help students with disabilities to get ahead through capacity building and empowerment, subsequently combating poverty among special needs persons within their communities, if appropriately planned, utilized and effectively coordinated.
- ICT is heralded as enabling PwDs to participate fully and to enhance the social and economic life of their communities. Combined with proper methodologies, it can offer individuals the capacity to compensate for physical or functional limitations.
- ICT is a significant means of bridging the gap in the of choice of career and learning opportunities for students with special needs.
- ICT offers the old and young alike an opportunity to overcome social barriers to interaction and communication that can be caused by the lack of provision for impairments or lifelong limiting illness.
- ICT has also been identified as playing a significant role in offering severely disabled people an increased degree of independence in their everyday lives.
- ICT provides persons with disabilities with an improved quality of life and offers them opportunity of accessing knowledge by adapting digital media to the nature of their disabilities.

Challenges of using ICT/AT

Integrating ICT into teaching and learning is a complex process and one that may encounter a number of difficulties. These difficulties are known as challenges. A challenge is defined as any condition that makes it difficult to make progress or to achieve an objective. According to Ghavifekr, Kunjappan, Ramasamy, and Anthony (2014). The following are some of the perceived challenges that have been identified regarding the use of ICT/AT tools in classroom

i) **Limited accessibility and network connection**: the non-availability of the hardware and software or other ICT materials within the school would make teachers and persons with disabilities (PwDs) not to have access to ICT and AT materials. Sometimes the barriers could be due to insufficient unit of computers, insufficient numbers of copies of software, and lack of immediate Internet access. Having no access to the Internet during the school day and lack of hardware are barriers that hamper technology integration in schools

ii) **Lack of or limited technical support**: Without a good technical support in the classroom, challenges will be encountered even with presence of ICT materials. PwDs will not be able to utilize effectively available ICT/AT materials in the absence of technical assistance. These technical barriers could include waiting for websites to open, failing to connect to the Internet, printers not printing, malfunctioning computers or any assistive technology. The lack of technical support my cause persons with disabilities to be discourage from using ICT materials each time there is a breakdown

iii) **Lack of effective training**: One of the barriers to the use of ICT in teaching was the lack of training. There are no enough training opportunities for teachers and PwDs in using ICTs in a classroom environment. The lack of training is a problem that can affect the implementing of new technologies in the education of persons with disabilities. One of the barriers to the use of ICT in teaching was the lack of training.

iv) **Limited time**: Several recent studies indicate that many teachers have competence and confidence in using computers in the classroom, but they still make little use of technologies because they lack the time. Many of the new assistive technologies require a lot of time and patience in order to operate them.

v) **Lack of teachers' competency**: Many of the teachers that teach PwDs lack the knowledge and skills to make use of the assistive technologies that will help to reduce the difficulties persons with disabilities may encounter due to their disabilities. The lack of technological competence becomes a barrier in the use of ICT/AT materials for PwDs.

Conclusion

Information and communications technology and assistive technology offer new opportunities for everyone, but these opportunities are specifically more significant for PwDs, who use assistive technology to enhance their learning and for their daily activities to a higher extent than people in general. Today's assistive technology, which is adapted to everyone's abilities, means that disabled persons are able to participate in all aspects of social life on more equal terms with people without disability than ever before. It is vital that people are able to benefit on an equal basis from the rapid development of ICT, to enable them to partake in an inclusive and barrier-free information society. The utilization of assistive technology has turned persons with special needs from passive receivers to active participants.

One of the opportunities for bridging the gap in the classroom learning is through the use ofICT and AT. Information communication technology and assistive technology for the development of disabled persons involve adopting appropriate techniques to obtain maximum benefit. In addition, the use of assistive technology (AT) can increase disabled persons' capabilities and independence both in and out of school settings.

Recommendation

1 It is important for Nigeria to initiate great efforts to integrate the use of ICT and AT in her educational system as abasis for ensuring equal participation of all Nigerians including those with special educational need.
2 Effort should be made by the Nigeria government to address issues affecting the accessibility of ICT/AT facilities. The facilities should be made available for use by both teachers and PwDs for an improved learning and social integration.
3 Both teachers and persons with special needs should be sent on training to acquire the knowledge and skills on how to operate the available ICT/AT.
4 Government should employ support staff that are competent in the technical operation of ICT/AT facilities in order to encourage its usage.

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THE IMPACT OF INSECURITY ON THE SCHOOL SYSTEM IN NIGERIA

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Abstract
In recent times, the Nigerian School System has come under severe attacks which has led to the destruction of lives and properties and the abduction of many school children. The effect of these attacks has further destabilize the fragile school system which is key to sustainable and national development. Government and community leaders need to adopt stringent measures in trying to tackle the menace. Although certain efforts have been made but it has not yet yielded the desired results, as there are still frequent attacks targeting the school environment. If these incessant attacks are not properly dealt with, it will affect the quality of labour force and human capital needed for a sustainable economy. The main concern of this paper is to examine the factors responsible for insecurity and the roles played by Government and other major stakeholders in curtailing or putting an end to these incessant attacks on our educational institutions for the general improvement of education and preparing the education sector for the challenges of the new millennium. The paper recommends that Government and major stakeholders in education must continue to play their leading role in securing lives and properties of its citizenry and ensure that our educational institutions remain secured and conducive for teaching and learning to take place effectively and peacefully and education should properly funded.

Keywords: Impact, Insecurity, School System

Introduction

Education is a public good that should be directed at uplifting the social, economic, political, scientific, technological and cultural life of a nation and developing the talents of individual citizens. It is also seen as a social process for building an all-round human personality for the development of a democratic culture and for inculcating in citizens the sheer value necessary for the common life of people, Bako (2007). Olugbako and Asagba (2014) however opined that education is not only a public good but also a human right that is essential for exercise of all other human right and a panacea to global security challenge. Suffice to say therefore that the

higher a nation places education, the stronger the nation's security. Hence, education contributes to the security of a nation.

The Nigeria system of education operates in three governmental levels as follows: Federal, State and Local government. The federal and state government manage the public tertiary and secondary institutions, while the local government oversees the public pre-primary and primary institutions.

The school system in Nigeria was initially structured using the 6-3-3-4 system, which means 1 year pre-primary, 6 years primary, 3 years junior secondary, 3 years senior secondary and 4 years tertiary education. The tertiary education include universities, polytechnics, colleges of education etc.

However, the Federal Government in 2008 introduced the 9 years basic education curriculum to achieve the goals of the Universal Basic Education Program. Thus, the school system in Nigeria became 9-3-4, which means 9 years basic education, 3 years senior secondary and 4 years tertiary education. In other words, the system shows:

i. Lower basic education curriculum from primary 1-3
ii. Middle basic education curriculum from primary 4-6
iii. Upper basic education curriculum from junior secondary 1-3

The 2014 National Policy on Education stipulates that the 9 year basic education program, with the recent curriculum changes was put into use across various schools in Nigeria. The basic education covers the Early Child Care and Development Education (crèche, daycare). It provides formal education training to children aged between 0-15 years. The distribution of the levels is highlighted thus:

i. Early child care and development education from 0-4 years
ii. Pre-primary education (1-year duration) 5 years
iii. Primary education from 6-12 years
iv. Junior secondary education from 12-15 years

The official language of instruction at the Primary School level is English, but they may adopt other indigenous languages depending on the location. Meaning teachers in a particular geo-political zone in Nigeria may choose to teach students in their local language such as Igbo, Yoruba, Hausa, Berom, Mwaghavul, Ron, Pyam etc.

Senior secondary school education: the present curriculum prepares students to have vocational skills apart from their formal education training. Vocational training empowers senior secondary school students to gain skills such as fashion design, hair styling etc. while the formal education curriculum offers core subjects such as mathematics, English, civic education and entrepreneurship across the different fields of studies which include science, arts, technology and business. Students at this level are expected to pass the senior school certificate examination prepared by the West African Examination Council (WAEC) or the National Examination Council (NECO) to progress into tertiary institution. The certificate obtained is called a senior school leaving certificate. Students must pass either WAEC or NECO and the Unified Tertiary Matriculation Exam (UTME) to gain admission into a Nigeria University.

Tertiary Education: Nigeria tertiary education covers both universities, polytechnics and colleges of education. The National University Commission is the governing body that

regulates the activities of accredited universities in Nigeria. The curriculum is structured to prepare graduates to contribute towards national development and to develop entrepreneurs to create employment opportunities. Polytechnics provide specialize technical training and skill acquisition for students so they can contribute to the industrial and economic developments in Nigeria. Colleges of education are training centers for preparing young students who are interested in the teaching profession. They prepare students to become competent teachers in the society.

Conceptual Clarification

Impact: means having a strong effect on someone or something either negatively or positively. Impact in this contexts is basically the effect, challenges, disadvantage or problems of insecurity.

Insecurity: According to Ubong (2014), refers to whenever people have a feeling of self-doubt or vulnerability and susceptibility to injury or harm or even threat of a corporate body such as the threat the nation of Israel is made to feel by Iran and other neighboring countries. In simpler words, insecurity is an emerging or existing threat to one's comfort, physical, psychological, emotional well-being and related others. Insecurity has equally been expressed as an antithesis of security which has attracted common description as unsafe, danger, hazard and uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and others. Achumbe et al (2013) and Onifade et al (2013). Insecurity is also a situation where human and national security is jeopardized by external and internal forces, interests and natural disasters.

School System: is the aggregate of public schools of an area under the administration of an executive officer who represents and is responsible to the board of education for that area. It means one or more than one elementary schools in which programs are offered for students progressing from kindergarten to grade xii; the boundaries and the schools to be included in a school system shall be determined by the school concerned.

The Impact of Insecurity on the school system in Nigeria

Globally, security has remained a subject of great concern. No nation or society can boast of being completely free from the problems caused by insecurity. In the last decades, schools in Nigeria have experienced different forms of violence; terrorism, kidnapping, insurgency, socio ethno-religious conflict. Suicide bombings and several other acts of criminality have risen and fast spreading and affecting the school system. As insecurity is heightening, the understanding of its manifestations and consequences is also evolving.

It is argued that the current challenges of insecurity in Nigeria education system stemmed from many factors such as opined by Crane (2007) who suggests that the inability of the Federal Government of Nigeria to deliver basic services to citizen is a prime cause of insecurity alongside the religion fighting and violent attack in the Niger Delta. This view is upheld by Igbuzor (2011) who sees the state of insecurity in Nigeria as a function of government failure. Among other factors that have promoted insecurity as revealed by literature are; unemployment, bad governance, lack of quality education, lack of inadequate basic infrastructure, corruption and corrupt practices of government officials, perceived victimization and marginalization, ethnic superiority and religious conflicts, disconnection between the people and the government, inequalities and absence of fairness and justice, domination and exploitation.

Lately, the occurrence of insecurity in Nigeria schools is a serious concern and has continued to attract research interest. The school system has come under series of violent attacks ranging from kidnappings to suicide bombings, raping and robbery, ritual killings, insurgencies, increasing violence between herdsmen and farming communities, banditry in the north to Niger Delta militancy and so many others. These personal and national aspiration of a good school system may not be achieved in the face of dominating current debates of global insecurity which Nigeria is not left out. This menace of insecurity has distorted and will continue to plague human right to development in every continent of the world if not checkmated. In Nigeria, an overview of the security situation as it affects the school system has been highlighted below:

Nigeria as a country has witnessed an unprecedented level of insecurity since the beginning of the present democratic dispensation. The pattern of insecurity has been regionalized: militia group in the south, insurgency in the north, kidnapping in the east and south, ritual killings in the east and west, political and non-political assassination across the nation. The regional pattern of insecurity has given rise to regional security formations in the country in a bid to curtail the alarming rate of insecurity. No nation can achieve a sustainable development in the face of widespread insecurity of lives and properties. The supranational issues of insecurity that stem from organized high profile crimes perpetrated through transnational syndication and racketeering has continuously posed threats to survival of nations. Nigeria's political history has recorded various forms of violent insecurity challenges ranging from civil war, election related violence, riots and protests, militancy, insurgency, herdsmen attack on farmers. However, the rise of Boko Haram sect created a new dimension to Nigeria's security problems. The main ideology of this deadly group is that Western Education is evil and should be rejected. The operations and activities Boko Haram against education came to limelight following the abduction of 276 students of Government Girls College, Chibok. This internationally well-publicized case of school kidnapping brought a new dimension to Nigeria's insecurity challenges as many secondary school attacks have been recorded thereafter. There were cases of kidnapping of teachers and students at Lagos junior Model College, Igbonla area of Epe (27 may 2017). There were cases of killing of students and their teachers. On the 10 of November 2014, bombs have been detonated in school assemblies leaving dozens 17 dead and 79 people injured in Potiskum Yobe School another attack in Yobe lead to school buildings burnt down in Buni Yadi in Yobe state which stops teaching and learning.

Iheamnachor (2015) had also reported five secondary school teachers were abducted at gunpoint from a school in Rivers State which left the people in the area in total fear and tension. There were also recorded cases of religious induced crisis which affected schools. (Mission secondary schools located in Nassarawa Gwong area of Jos was attacked by Muslim extremists). Cases of dormitory raping were also reported while many of these school attacks are not reported. Recent statistics showed that about 2,295 teachers have been killed and 19,000 others displaced in Bornu, Yobe and Adamawa States within 2009 to 2018, while an estimate of 1,500 schools have been destroyed since 2014, with over 1,280 casualties among teachers and students (Adesulu, 2019). Many of these incidents were never reported by the national media which affected the true situation. These attacks impinge on effective teaching and learning which serve as a drag to our national development.

According to Akintunde and Musa (2016), insecure school environment affect the learning of children. Situation of insecurity triggers traumatic disorder and **toxic** stress that affect learning negatively. General school attendance and enrolment are equally affected as parents pull their children out of schools while in some extreme cases, insecurity has led to the closure of schools. For instance in Borno State, schools were shut-down in major towns as a result of insurgency (Ameh, 2015). These attacks on schools usually lead to vandalisation and

outright destruction of school facilities which discourage the establishment of new schools. Consequently, government resources are depleted as funds meant for other developmental projects are channeled to tackling the aftermath of the attacks. In the end, educational attainment in terms of quality of graduates and manpower suffers and this impinge on overall national development aspirations.

According to Todaro and Smith (2012), sustainability refers to meeting the needs of the present generation without compromising the needs of future generations. In the United Nations classical definition, a development path is sustainable on the condition that the stock of overall capital assets remains constant or rises over time. Even though the essence of sustainability is mainly on environmental capital, it also include other types of capital such as manufactured capital (machines, factories, roads) and human capital (knowledge, experience, skill). A development is therefore sustainable if needs of the present is met without jeopardizing the ability of the future generation to meet theirs. The overall capital stock of an economy belongs to all the generations and to destroy that indiscriminately penalize both present and future generations. This implies that sustainable development should keep going on through preservation, improvement, innovation and investment in the capital stock of which education and human capital development is key. In order to reposition and achieve long term economic development, the Nigeria government created the Economy Recovery and Growth Plan (ERGP). A core strategy in this plan is improvement in human capital. Following the UN's Sustainable Development Goals (SDGs), government plans to invest in education to fill the skills gap in the economy by ensuring access to basic education for all, improve quality of secondary and tertiary education, and encourage students to enroll in science and technology courses. However, the prevalence of school attacks in Nigeria reveals the dwindling capabilities of state actors to achieve sustainable development and national security (Okoli, 2013).

Given the importance of education and human capital towards a sustainable socio-economic development, there is the need to deploy extraordinary measures to tackle the spate of attacks on schools in Nigeria. Securitization remains a veritable option as the security architecture of the nation seems to be overwhelmed by the ongoing insecurity challenges. Securitization is a process by which state actors can transform subjects into matters of security concern that enables extraordinary measures to be taken. This implies that ostensibly as existential threats to a referent object by a securitizing actor who thereby generates endorsement of emergency measures beyond rules that would otherwise bind. A typical case is United States and Europe's successful securitization of immigration due to the concerns of terrorist infiltration. Thus, extreme measures have subsequently been applied through tight border controls as well as the classification of migrants from certain countries of origin, diaspora, emigration and citizenship as potential securitization issues (Faist, 2005; Huysmans, 2006; Naujoks, 2015).

In addition, the political leadership failure and other systemic institutional uncertainties / irregularities that exists in Nigeria, it is lack of proactive security planning that have given rise to the recurrent and multiplicity of school related insecurity challenges. As no nation grows beyond its level of educational development, the need to adequately secure vulnerable schools environment cannot be over-emphasized. There is need for the entire educational system and infrastructure to be securitized.

Incidents of Attacks in Nigerian Schools

Here are list of some schools that have been attacked by the insurgency. Though most of these attacks were not reported in the media, their occurrence all over the country are not in doubt. Most of the reported cases of attacks took place in the northern part of Nigeria where the Boko Haram operations are more prevalent. The year 2014, when the Boko Haram invaded and abducted 279 secondary school girls at Government Girls College Chibok in Borno State marked beginning of disaster in terms of insecurity in our schools and this has continued till date. In a paper presented at a conference by Chinedu et al (2018), an attempt was made to mention some of the affected schools as follows:

1. On 14th April, 2014, the Boko Haram sect attacked Government Girls College in Chibok Local Government Area of Borno State and abducted 276 girls who were writing their exams.
2. On 19th February, 2018, 10 female students were abducted at Government Girls Technical College, Dapchi in Yobe State.
3. 5 secondary school teachers were abducted at gunpoint in Rivers State.
4. Teachers and students at Lagos Junior Model College, Igbonla were kidnapped.
5. On 6th July, 2013, a mass shooting occurred at the Mamudo Government Secondary School Yobe State. It was reported that 41 students and a teacher were killed while Boko Haram claimed responsibility.
6. On 29th September, 2013, in Gujba College in Yobe State were 44 people were killed.
7. On 25th February, 2014, Federal Government College Burni Yadi, Yobe State was attacked leaving 59 boys dead and the entire 24 halls in the college were burnt down.
8. On 2nd March, 2016, at about 8pm, 3 students of a private secondary school, Babington Macaulay Junior Secondary School at Ikorrodu, Lagos State were abducted.
9. On 13th January, 2017, 10 students and a staff of Nigerian Tulip international College, Isheri (formerly Nigeria Turkish International College) in Ogun State were abducted.
10. On 16th January, 2017, 2 teenage suicide bombers detonated bombs in University of Maiduguri. 3 people died including a professor.
11. On 25th may, 2017, a group of gunmen attacked Lagos State Model College, Igbonla, Epe. 6 students were abducted.
12. On 19th February, 2018, 111 school girls from Government Girls Science and Technical College Dapchi, Yobe State were abducted.
13. In February 2021, students in a secondary school at Kagara in Niger State were abducted.

The unfortunate victims of all these attacks are students, teachers and school administrators; with the attendant consequences: Parents were forced to keep their children away from school, schools were closed down, enrolment into schools became low, new schools were prevented from being open, psychological consequences on youths led to drug abuse, alcoholism and occult activities, child abuse, maligned and maladjusted youth among others.

The Responsibility of Government in Addressing the Security Situation in our School System

Education is a collaborative enterprise that involves the government, parents, local communities, national and international agencies and NGOs. Umar (2001), however opined that government should plays the key or leading role by demonstrating sufficient political will and deep commitment to the provision of education to all people through careful planning with

due regards to quantity and quality. An attempt was made in the past, for example, an enactment of an act by the National Assembly to prevent, prohibit and curb the act of terrorism. These attempts however have either not been well implemented or have not produced the desired effects. Therefore, the current increase in insecurity calls for more alternative reform strategies.

Otite (2012) opined that the state of insecurity in Nigeria could be attributed to lapses on the part of security agents of the state. Nigerian government as a state has a fundamental function to secure the lives of her citizens and make them live amicably. Any nation that cannot provide security poses a security threat to her people. Therefore, looking at the continuous attack on our schools, we strongly believe that government has not done enough and therefore there is still much that can be done in other to tackle this problem.

Conclusion

The over view of insecurity as it affects Nigeria's school system and the role and responsibility of the government have stressed the importance for education and security in a way that both can influence each other positively. Hence, education should be made responsive to the National goal of security and overall economic and development. Much efforts have been done by our security agencies in curbing insecurity as it affects the Nigerian school system, but more effort is needed to ensure that our schools remain safe for educational activities. Government must be proactive in tackling the insecurity, considering the importance of education as far as economic, social, physical, political and human development is concerned which can only be achieved in an atmosphere of peace and security. The urgent need for the government to put an end to incessant attacks in our schools must be holistic to promote development in the country.

Recommendation

1. There should be the provision of moral leadership that will ensure equal opportunity for all without corruption and ethnic sentiments.
2. Programs should be organize to promote national coexistence and unity among all tribes, regions and religion.
3. There should be serious commitment in the side of government to education and see education as a public good.
4. Government investment in the educational section should be improved especially by creating a special fund for security in the education sector.
5. Government should be more proactive in fighting against terrorism, banditry, kidnapping and others.
6. Government should create more employment opportunities for the young people.
7. There should be a form of school curriculum towards security consciousness.
8. Government policy makers should set achievable goals and objectives that will stimulate all sectors growth.
9. Government should establish a security based research institute that will work with existing security agencies.
10. Government should create a platform that allows for partnership with all the stakeholders in education and security.
11. Government should introduce the securitization policy in other to check the excesses of immigrants into the county.
12. Government should and the relevant stakeholders should make sure that our borders are well equip and protected against hoodlums and bandits.
13. Government must be proactive in managing intelligent information. Action must be taken to avert the attacks. In most cases, threat letters are received prior to the incidence that is why government needs to act fast to prevent such.

14. Government and stakeholders must intensify it efforts in gathering intelligent information. Because in most cases, the people are afraid to talk to security personnel for fear of being molested.
15. With the recent advancement in technology, government should invest in training security personnel with the modern facilities in locating the hideout and camps of the bandit and where victims are kept hostage.
16. Government should also ensure that the welfare of all security personnel is not toyed with and paid as at when due. Their promotion should not be delayed as well
17. Government should ensure that security personnel fighting insurgency should not be allowed to stay for more than a year in camp. They should be allowed to go back to their families because it has a way of affecting their mental health and ability to perform well.
18. I urgently see the need for government to request for assistance from other developed countries with high technical expert to come and help fight this insurgent once and for all.
19. Government should ensure that schools are well armed with security personnel most especially schools located in area that are vulnerable to such attacks.
20. I see a strong need for government to change the security architecture of the country by changing the service chiefs and other key offices to employ the services of news the need to refurbish the abandon forces and bushes in Nigeria that bandits have turned as their camps and other criminal activity for economic importance to the country.

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EDUCATION AS A PANACEA TO SECURITY CHALLENGES IN NIGERIA

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Abstract
In recent times, Nigeria's educational system has come under violent attacks such as kidnapping of students. The effect of these attacks has further exacerbated the fragile school system which is antithetical to sustainable and national development. Several measures have been implemented to tackle this menace but there are still frequent attacks being experienced in the school environs. If these incessant attacks are not pro-actively dealt with, it will portend a longer term danger to quality of labour force and human capital needed to drive a sustainable economy. Government has tried in many ways to contain the situation including increased budgetary allocation of funds to the security sector, to "ensure the security of lives and property". However, the extra budgetary expense on "security" has not succeeded in dousing the security challenges in the country and suggests that the frequent attacks on the school system should be securitized and placed on red-alert for the state actors to devote adequate attention and resources towards ameliorating this menace. The need for safety in schools, which include; security of life as a fundamental right, education as an instrument for effecting national development, safety as a basic human need and avoidance of loss of life and property cannot be over-emphasized. This paper identifies reform of the education system as a panacea to the lingering security challenges confronting the nation in the long-run. The paper also recommends mass employment provision by government for unemployed youth as a measure to address Nigeria's problem of insecurity.

Keywords: Education, National Security, Sustainable development, Youth Unemployment, Insecurity.

Introduction

No nation can achieve sustainable development in the face of widespread insecurity of lives and properties. Nigeria`s political history has been daunted by various forms of violent insecurity challenges ranging from the civil war, election related mayhem, riots and protests, militancy, insurgency and herdsmen/farmer clashes. However, the rise of Boko-Haram sect created a new dimension to Nigeria`s insecurity problems. The main tenet of this deadly group is that western education is evil and should be abhorred. The operations and activities of Boko-Haram sect against education came to limelight following the abduction of 276 students of Government Girls College, Chibok. This internationally well-publicized case of school kidnapping brought a new dimension to Nigeria`s insecurity challenge as many secondary school attacks have been recorded thereafter from nefarious activities of bandits and terrorists (Nwosu, Joseph, Chukwuka & Okeke, 2019).

According to Akintunde and Musa (2016), insecure school environment affect the learning of children. Situations of insecurity triggers traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment are equally affected as parents pull their children out of schools while in some extreme cases, insecurity has led to closure of schools. These attacks on schools usually lead to vandalization and outright destruction of school facilities which discourage the establishment of new schools. Consequently, government resources are depleted as funds meant for other developmental projects are channeled to tackling the aftermath of attacks. In the end, educational attainment

in terms of quality of graduates and manpower suffers which impinge on overall national development aspirations.

Education is designed purposely to assist individuals to develop their skills and abilities so as to fulfill their potential and to lead productive satisfying lives (Joshua, Ibietan, & Azuh, 2016). Education now shapes politics, culture, family, economy among others. As the society is dynamic, and constantly changing and growing, education must follow suit. In fact, changes most often are effected through the educational system of a country (Azikiwe, 2008). Educational system must change to meet the aspirations of individuals and those of their countries otherwise it becomes irrelevant. In the Nigerian context, experts at home and abroad have expressed grave concern about the incoherence or inadequacy of Nigeria's education system especially at the university level (Daramola, 2008). In order to reposition and achieve long term economic development, the Nigerian government created the Economic Recovery and Growth Plan (ERGP). A core strategy in this plan is improvement in human capital. Following the UN's Sustainable Development Goals (SDGs), government plans to invest in education to fill the skills gap in the economy by ensuring access to basic education for all, improve the quality of secondary and tertiary education, and encourage students to enroll in science and technology courses. However, the prevalence of school attacks in Nigeria reveals the dwindling capabilities of state actors to achieve sustainable development and national security (Okoli, 2013).

One of the key issues accentuating or aggravating unemployment in Nigeria is premised on the fact that, there seems to be a mismatched between the school curricula and job requirements in both private and public sector. This position is in line with Daramola (2008) who called for a review of curricula and pedagogy owing to the limited successes associated with them. He contended that Nigerian universities curricula are inadequate, lacks quality, and as such limited the chances of graduates in getting employment with public and private employers. It is important to note that, unemployment, especially among youth has implications on Nigeria's national security. Youth within the age bracket of 18-45 quite frequently get involved in various crimes constituting insecurity. For instance, Joshua et al. (2016) posit that most of the people paraded by law enforcement agencies belonging to criminal groups are within the age bracket mentioned before. The most disturbing aspect is the fact that, some of those involved in the various crimes are educated. They are involved in urban conflicts, militancy, sectarian violence, crimes, terrorism brought about by joblessness. This scenario necessitates the urgent need for education reform to enhance employability of Nigerian school leavers and graduates. Unemployment leading to insecurity has two major dimensions, the uneducated youths who are jobless and educated youths who are also jobless; the two categories constitute threat to national security. The study examines the role of education in solving insecurity. For analytical purposes, the work is segmented in the following order; section one is introduction, section two is the literature review, section three clarifies between national security and insecurity, section four dwells on education as a panacea in solving insecurity in Nigeria, while section five concludes the paper and proffers recommendations.

Literature review

There are varied definitions of the concept of education. It is seen as a race course, the transmission of what is worthwhile from generation to generation, and "the various ways in which a society transmits knowledge, including factual information and occupational skills, as well as cultural norms and values, to its members (Joshua et al., 2016). Education also involves formal instruction under the direction of specially trained teachers (Azikiwe, 2008). Education is also seen as a process by which individuals are assisted formally through proper direction and guidance to develop their capacities not only for their own benefit but for the society at

large (Okeke, 2003). Suffice to say that the essence of education is to develop individuals so that they can become effective and efficient in what they do and also contribute to the advancement of the society where they live. Orikpe (2013) avers that education plays a critical role in changing the behavioral patterns of citizens to the desired direction. Education is geared towards developing the individuals for them to live effectively and efficiently in the society, as well as; contribute to its advancement and progress (Azubike, 2013). Hence, through education the behaviour patterns of the citizens could be changed in the desired direction. In other words, with sound education people will start to understand and appreciate one another better and try to restore the dignity of man. Azubike (2013) further stressed that we have to recognize the role education plays in equipping individuals with requisite knowledge and skills for survival and societal progress. It is meaningless to talk of development in the absence of national security. In other words, insecurity in a nation is a threat to development. There is therefore, a nexus between national security and development. In a state of insecurity, development is as elusive as a mirage.

According to Todaro and Smith (2012), sustainability refers to meeting the needs of the present generation without compromising the needs of future generations. In the United Nations classical definition, a development path is sustainable on the condition that the stock of overall capital assets remains constant or rises over time. Even though the essence of sustainability is mainly on environmental capital, it also include other types of capital such as manufactured capital (machines, factories, roads) and human capital (knowledge, experience, skills). A development is therefore, sustainable if the needs of the present are met without jeopardizing the ability of the future generation to meet theirs. The overall capital stock of an economy belongs to all the generations and to destroy that indiscriminately penalizes both present and future generations. This implies that sustainable development should keep going on through preservation, improvement, innovation and investment in the capital stock of which education and human capital development is key (Nwosu et al., 2019). Youth unemployment refers to the share of the labour force ages 15-24 without work but available for and seeking employment. Youth unemployment in Nigeria declined to 19.61% in the fourth quarter of 2021 from 19.67% in 2020 (National Bureau of Statistics, NBS report 2021).

Concepts of National Security and Insecurity

Iredia (2011) defined national security as the ability of a State to overcome any form of its challenges no matter what the challenge is. He averred that national security is wider than military might, defense or law enforcement and pointed out other rather basic dimensions like jobs, water and food security. It is appropriate therefore, to state at this juncture that a national security policy would be of no use to the unemployed and hungry citizens that constitute the majority of the population in a poor country like ours. To lay credence to the all inclusive nature of the meaning of national security, the former American President Barack Obama in 2010 canvassed an all-encompassing world view in his own definition of America's national security interests which include, "a strong, innovative and growing U.S. economy in an open international economic system that promotes opportunity and prosperity".

Similarly, Abubakar (2005) cited in Azubike (2013) averred that recent international debates have raised the need to see security in the broader sense as "the struggle to secure the most basic necessities of life such as food, fuel, medicine and shelter". This broader view of security from the perspective of human physiological needs is important for the attainment of physical and national security and overall peace and development, as social unrest arising from the absence of such basic human security can indeed lead to security problems and conflicts. Apart from the socio-economic security challenges, Abubakar (2005) cited in Azubike (2013) identified some of the major security challenges confronting the nation to include political and

electioneering conflicts, ethno-religious crises, terrorism, banditry, ethnic militias, boundary disputes, cultism, criminality and organized crimes. Following the postulation of hierarchy of needs by Abraham Maslow, the lower needs of man like food, shelter and security must be met before other higher needs like education or intellectual/cognitive needs (Akintunde, 2015). The inability to satisfy the need for security may cause stress in individuals and hinder them from pursuing higher level needs. On a general note, security can be seen as the state of safety, freedom from danger and protection from physical harm (Nwosu et al., 2019). By nature, human beings thrive in security and are instinctively driven by the need to maximize available resources to ensure their physical, physiological and psychological well-being. This implies that security is not only limited to protection from physical harm. Security also involves existence of environmental factors that instill peace of mind in an individual in order to empower him/her to function optimally in the society.

Conversely, insecurity is the state of fear or anxiety stemming from a concrete or alleged lack of protection (Beland, 2005 cited in Nwosu et al., 2019). In Nigeria, insecurity which is the breach of peace and security either historical, religions, ethno-regional, social, economical and political that have contributed to recurring conflicts, is but a trauma incapacitating government to execute development agenda including delivery of quality education. According to Joshua et al. (2016) insecurity implies a state of vulnerability to attacks, danger or threats to a people, their properties, cherished values and the inability of the nation to protect its citizenry. Alemika cited in Joshua et al. (2016) postulated that insecurity can be classified into several dimensions. The most significant dimensions are: a) Physical insecurity- violent personal and property crimes, b) Public security- violent conflicts, insurgency and terrorism, c) Economic insecurity- poverty, unemployment, d) Social insecurity- illiteracy, ignorance, diseases or illness, malnutrition; water borne disease, discrimination and exclusion, e) Human right violations- denial of fundamental rights by state and non-state actors in different states, f) Political insecurity- denial of good and social democratic governance. The dimensions of security as highlighted above are interwoven and cannot be treated in strict isolation as explicated by Annan (1998) that: "Today we know that "security" means far more than absence of conflict. We know that lasting peace requires a broader vision encompassing areas such as education, health, democracy and human rights, protection against environmental degradation and the proliferation of deadly weapons. We know that we cannot be secure amidst starvation, that we cannot build peace without alleviating poverty, and that we cannot build freedom on the foundations of injustice. These pillars of what we now understand as the people-cantered concept of human security are inter-related and mutually reinforcing". In the Nigerian context, internal security particularly from 2007 till date seems to be elusive. Some of the indicators of insecurity in Nigeria include; ethno-religious conflicts, violence, kidnapping, terrorism among others. Insecurity has taken different dimensions in the various regions in Nigeria.

Education as a panacea of solving Insecurity in Nigeria

Education and security can influence each other positively or negatively depending on the context. This is necessarily so because it enables individuals, groups, countries and human race to explore, appreciate, understand and develop their physical and social environments for the satisfaction of their needs. An educated person has broad view of issues as against narrow and parochial outlook. Nwosu et al. (2019) posit that education makes people to be tolerant of other people's religion, belief, culture, limitations and promote social harmony and security. In fact, education (not just passing through the four walls of the school) system produces tolerant and civil citizens who are able to understand and live with people from different ethnic, economic, religious and cultural backgrounds and other forms of identities. A country that

bequeaths the right type of education to its citizens makes it difficult for such citizens to turn against their father land (Orikpe, 2013). In fact, it is meaningless to talk of security in the absence of the right type of education.

It is therefore, not a surprise that Radda (2013) opines that education, when well imparted and utilized, has the potency of promoting national security. This is because it is mostly uneducated jobless and educated jobless youths that are easily attracted to crimes, thereby, constituting insecurity in a country. While Western education that is not geared towards self-reliance may be dangerous as far as developing countries are concerned, lack of western education or low education is even more dangerous. Low education often translates to absence of competitive skill, adequate income, exclusion from participating in vital political and economic and social organizations and relations; lack of access to adequate food and nutrition, housing, health care and efficient public emergency and safety services-all which are element on human security. Youths who are educated have hope of better future than youths who are not educated and failed to learn any craft. Children or youths with low education are easily recruited as thugs, insurgents and terrorists through indoctrination. Suffice to say that lack of education itself is insecurity; inadequate education also constitutes a problem to national security. Condoleezza Rice, former Secretary of State of the United States of America posited that quality education of a nation is a direct function of a country's national security (Joshua et al., 2016). This relationship springs from the role education plays in providing the knowledge base for technological training. In other words, education and national security are inexorably linked together.

The introduction of Vocational and Entrepreneurship programmes into the curriculum at the various levels of education in Nigeria is a welcome innovation that goes a long way to strengthening the popular liberal education. What is required by the government at various levels now is to adequately provide the needed human and material resources to make these programmes effective and functional. It is no longer news that liberal education alone has failed to equip recipients / youths with requisite skills and attitudes for leading a productive life. It is also no news that graduates of our institutions of higher learning have been populating the crime world due to their inability to secure meaningful employment upon graduation. This scenario calls for the intensification of the emphasis on Vocational and Entrepreneurial education to equip graduates with occupational survival skills - to be able to identify and even create and exploit investment opportunities that abound in the society. The present global economic crises and rising waves of unemployment have greatly emphasized the need for functional entrepreneurship and vocational education.

Conclusion and Recommendations

This paper has identified different national security challenges that threaten the very existence of the nation. The country cannot afford to be indifferent and non- committal to these issues of national security challenges. In response, the government has continued to allocate the lion share of our nation's budget to security. The extra- budgetary expense on "security" has not succeeded in dousing the security challenges in the country. There are security threats posed by natural disasters e.g. flooding, desertification etc; and from youth unemployment, hunger and filthy environment. There is no doubt that the security situation in the country calls for extraordinary measures and transformation. The education option comes in handy for the desired transformation. It may take a long time and huge resources to achieve but the end is certainly going to justify the means. Nigerians should perceive the education option as a new way to reduce the sophistication of crimes and violence.

Sequel to the revelations and implications of this discourse, the following recommendations become imperative.

i. Stakeholders in the education industry should form a more lasting synergy to guarantee adequate funding of the system. There is need for a review of our education curriculum to include critical subjects that are necessary for development of informed and well rounded citizens. There is no doubt that a good knowledge of certain subjects such as our national history and civics will help in the development of more socially aware youths, truly literate and educated citizens who understand and appreciate the nation's peculiar challenges and can situate themselves within the search for solutions to the problems. There is the need to urgently reform the nation's education system with a view to making it more qualitative and responsive to emerging global issues as well as to the current national economic reform agenda. The restructuring should aim to achieve increased depth in content, incorporation of ICT in the curriculum, strengthening the entrepreneurial education component of the programme, and removing areas that are not very important in achieving the desired goals.
ii. Youth unemployment should be addressed through creation of data bases that can furnish economic planners strategic options in employment creation, Government - private partnership should evolve a strategy for re-awakening most of our moribund industries to create employment opportunities for youths.
iii. There is the need to diversify the economy. In other words, government should focus on agriculture and also give soft loans to unemployed youth, assist with the necessary farm inputs and manpower needed. There is also the need to strengthen university-industry collaboration. This can be done by bringing in experts from the industrial sector to make input in the curricular in such a way that will reflect the needs of the industry. Such experts should also be involved in teaching on part-time basis at higher levels of education

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THE ROLES OF SCIENCE AND TECHNOLOGY IN REMEDYING THE CHALLENGES OF CRISES IN NIGERIA EDUCATION SYSTEM

By

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Abstract

Science and technology play fundamental roles in improvement of the quality of life, economic growth, security and transformation in any society. Science and technology has been the major reason developed countries have advantages over developing nations. It is on this note that this paper examines the roles of science and technology in remedying the challenges of global crises in Nigeria educational system. The paper identifies the various crises ranging from; pandemics, war, terrorism, climate change, famine, economic recession, among others. It further investigates how these global crises adversely affects the Nigerian education system. This includes; school closure due to Covid-19 pandemic, inadequate funding due to economic recession, security lapses in schools which has led to kidnappings and abductions of both students and teachers, evacuation of Nigeria students from institutions in countries affected by war, incessant strike action in Nigeria tertiary institutions, and so on. Ways through which science and technology could be used in remedying these challenges are identified. Among others are; the production of more vaccines to prevent pandemics, installation and use of CCTV's and drones in educational institutions, provision of communication gadgets and transport facilities. Recommendations were made, which if implemented, will curb these challenges and bring about rapid growth in the education sector.

Key words: science, technology, crises.

Introduction

Nigeria, in recent times, has been faced with challenges ranging from pandemics, economic crises, bad governance and insecurity in forms of terrorism, banditry, robbery and kidnapping. The Nigerian educational system has not been left out as it has been badly affected by the afore-mentioned challenges. However, the biggest challenge we encounter as a nation is the gloomy future of education stating Africa's largest economy and the most populous nation in the face.

There is zero public school registration for WAEC examination in Sokoto and Zamfara states in the year 2022, and some candidates in some South Eastern States cannot participate in the Unified Tertiary Matriculation Examinations as a result of the sit-at-home orders of the indigenous people of Biafra (IPOB) (Dakuku, 2022). The inability of Nigerian government and policy makers to put an end to this negligence of the education sector is a thing of major concern.

The global pandemic caused by COVID-19 in the year 2020, also brought about a major setback in education. The first case of COVID-19 in Nigeria was reported on the 27th February, 2020 (Nigeria Centre for Disease Control (NCDC, 2020), after which a lockdown was enforced in various States to contain the fast spread of the virus. Schools at all levels were further shut down in every part of Nigeria, and students were out of school for about eight months; although few students learnt from home during the lockdown through virtual learning process. The pandemic brought about huge negative consequences on education globally (Adebowale et al, 2021).

Crises in the Nigerian education system has become more evident within the last one year; the Academic Staff Union of Universities (ASUU), who have been on strike since 14th

February has declared an indefinite strike, after extending the strike by three months in June, 2022. The Academic Staff Union of Polytechnics (ASUP) has commenced a strike action and the COEASU, the union of colleges of education lecturers also embarked on two months national strike which was called off on the 10th day of August, 2022, for 60 days.

Science and technology hold the key to the present challenges and future development in Nigeria education system. Technology plays a fundamental role in wealth creation, improvement of quality of life, economic growth, provision for adequate security, and transformation in any society (Anaeto et al, 2016). Science is an activity which results into a testable, falsifiable and a veritable body of knowledge while technology is the practical application of science (Omosewo in Damoeroem, 2021). Science suggests ideas and technology operationalizes them. The application of science through technology is crucial for providing the infrastructures needed in all modern countries.

This paper therefore gives an overview of the following questions;

1. What are the recent crises experienced across the globe?
2. What are the challenges of global crises on Nigeria education system?
3. What are the roles of science and technology in providing remedies to these challenges facing the Nigeria education system?

Global Crises

Global crises include pandemics, war, climate change, famine, economic recession, among others. The global economic crises caused by COVID-19, has had adverse effect on individuals' quality of life and mental health (Mann, Krueger & Vohs, 2020). COVID-19 pandemic appeared in Wuhan, Hubei region, China, and the first case of infection was reported on the 31st December, 2019 in the same region. The outbreak of covid-19 epidemic has caused a global health emergency, having affected 220 territories, regions and countries. (Wang, et al, 2022). The advent of coronavirus brought the global health emergency which affected almost all the countries in the world including the most advanced nations and the weak economies nationwide (Rose (2021); Zhang (2021) & Azomahou, et al, (2021).

Another major global crisis is the war between Russia and Ukraine which started on the 24th of February, 2022. Russia deployed her military into neighbouring Ukraine, releasing bombs and shelling which has caused damages to homes, schools, hospitals and other civilian infrastructures (IRC, 2022). Millions of people remain in danger and in need of urgent aid as attacks on Ukraine's cities continue, even after over 3.5 million people fled Ukraine to neighbouring countries. This war has caused a major setback in the world's economy, encompassing weaker growth, stronger inflation and potentially long-lasting damages to supply chains (Horobin, 2020). The world has also been affected by numerous crises which has posed risks to humanity and their environments in recent times. The International Rescue Committee, IRC (2022) identifies recent humanitarian crises across East Africa;

i. Political tensions amid regional drought and conflict in Sudan
ii. Economic crisis compounding a decade of war in Syria
iii. Humanitarian access to basic needs due to violence and crisis in Somalia
iv. Civil unrest, armed clashes, violent deadlock leaving millions displaced in Myanmar
v. Conflict and disease compound crisis in the democratic republic of Congo
vi. Regional tensions, food insecurity amidst the economic impact of COVID-19 and flooding in South Sudan
vii. Growing insecurity across the country in Nigeria
viii. Cumulative impact of protracted conflict in Yemen
ix. Climate change which includes drought and flooding, and continued conflict in Ethiopia
x. Crisis after conflict (The Taliban control) in Afghanistan.

Challenges of Global Crises on Nigeria Education System

The Nigerian education system consist of four levels of organization; the first is informal and the remaining three make up the formal system of education (Birabil & Ogeh, 2020). This includes the early childhood education which is meant for children of the age range of two to five years; the primary education which is the first level of the formal education system for children of age range six to twelve years (six-year course); the secondary education which is in two stages of six years duration – junior secondary school one to three (JSS 1-3) and the senior secondary school one to three (SSS 1-3); and the tertiary education which is categorized into universities, colleges of education, and polytechnics. The university is the highest level of tertiary education in Nigeria, awarding first degree, masters' degree and Ph.D degree in various disciplines; colleges of education are teacher training institutions and awards Nigerian Certificate in Education (NCE); and the polytechnics award National Diploma (ND) and Higher National Diploma (HND) in technical courses for a duration of two years each.

The global crises have affected the Nigerian education system at all levels; ranging from lack of funding arising from COVID-19 pandemic, economic crisis as a result of the war between Russia and Ukraine; to the insecurity in the country caused by terrorism. The challenges of global crises on the Nigerian education system includes;

i. Inadequate funding/ budgetary allocation. Nigeria is one of the countries that is yet to allocate 26 percent of her budgetary allocation to education as recommended by the United Nations Educational, Scientific and Cultural Organization, UNESCO (Birabiyil and Ogeh, 2022). This has affected the growth of education in the country leading to lack of infrastructures in primary, secondary and tertiary schools and regular strike action in tertiary institutions. Odigwe and Owan (2019) investigated the trend analysis of the Nigerian budgetary allocation to education sector from 2009 to 2018 with reference to UNESCO's 26% benchmark. The trend shows that budgetary allocation to education by the Federal Government of Nigeria has been below the 26% benchmark prescribed by UNESCO for developing nations. Table 1 shows the budget and allocation to education sector for eleven years.

Table 1: Nigeria's budget and allocation to the education sector from 2012 to 2022

Year	Budget (naira)	Education allocation (naira)	Allocation to education as % of total budget
2012	4,877,000,000,000	400,015,000,000	8.202
2013	4,987,000,000,000	426,053,000,000	8.543
2014	4,962,000,000,000	493,000,000,000	9.936
2015	5,068,000,000,000	392,002,000,000	7.735
2016	6,061,000,000,000	396,006,000,000	6.534
2017	7,444,000,000,000	550,000,000,000	7.389
2018	8,612,000,000,000	605,008,000,000	7.025
2019	8,920,000,000,000	620,000,000,000	7.050
2020	10,330,000,000,000	671,070,000,000	6.700
2021	13,600,000,000,000	742,500,000,000	5.600
2022	16,390,000,000,000	1,290,000,000,000	7.900
Total	**91,250,000,000,000**	**6,585,654,000,000**	**7.216**

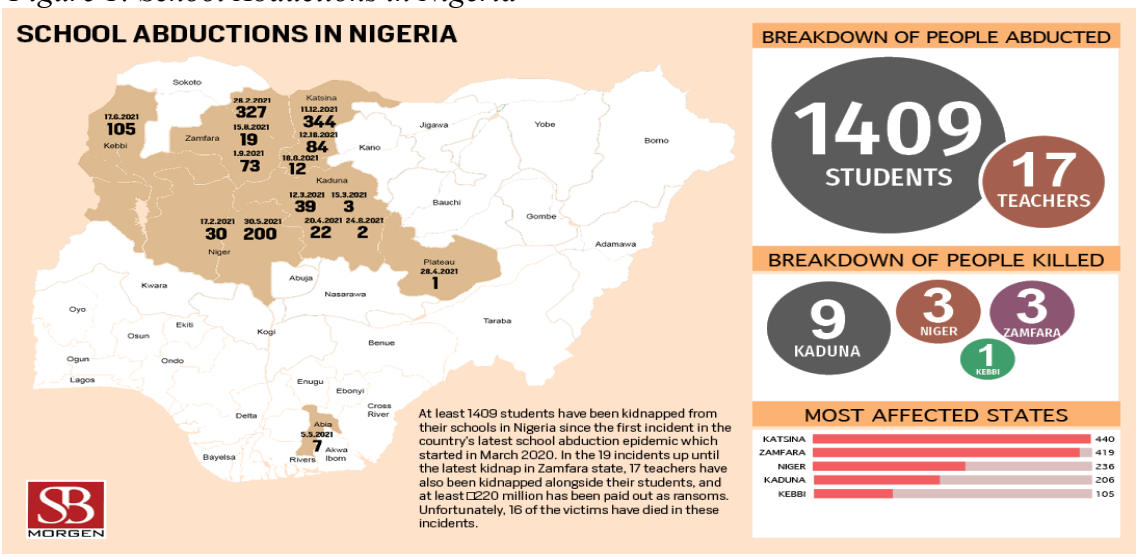
Source: Iyabo Lawal. (2021, October 28). FG's allocation to Education. The Guardian, available on https://guardian.ng/features/education

ii. School closure, loss of academic sessions, poor/unequal access to education opportunities (students in rural and urban area access to e-learning gadgets), and lack of technology for distance learning caused by covid-19 pandemic (Eze, et.al, 2021).

iii. The shut-down of universities in Ukraine as a result of the unprecedented war and conflict has led to the evacuation of Nigerian students studying in such institutions. The federal government has evacuated 1,199 stranded Nigerians, mostly students, from Ukraine through Hungary, Poland, Romania and Greece, while some students are still trapped in the city of Sumy, where they live a life of agony and uncertain anxiety (Matazu, 2022). These evacuated Nigerian students are to be absorbed by Nigerian Universities in the face of incessant strike actions.

iv. Security lapses and challenges which manifests on daily basis in Nigerian schools ranging from youth restiveness, terrorism and insurgent attacks, kidnappings, hostage taking for monetary ransoms, political assassinations, arsons, murders, cult related activities, mass protests and so forth (School Software Pro, 2022). Figure 1 is a breakdown of the abductions that has been carried out by terrorists and bandits in Nigeria between March, 2020 and September, 2021. At least 1409 students have been kidnapped from their schools in Nigeria since the first incident in the country's latest school abduction epidemic which started in March 2020. In the 19 incidents up until the latest kidnap in Zamfara state, 17 teachers have also been kidnapped alongside their students, and at least ₦220 million has been paid out as ransoms. Unfortunately, 16 of the victims have died in these incidents (SBMintel, 2021).

Figure 1: School Abductions in Nigeria



Source: Reports on school abductions in Nigeria (SBMintel, 2021), available on www.sbmintel.com/2021/09/chart-of-the-week-school-abductions-in-nigeria/

v. Drastic drop in the rate of government allocation to the Nigerian educational sector due to economic crisis (Bamigboye, Ede & Adeyemi, 2016), which in turn has affected/caused;
   a) The purchase of equipment and materials for effective education delivery
   b) Regular payment of salaries and allowances to staff in education sector
   c) Regular servicing and maintenance of laboratories in schools at all level
   d) Lack of renovation of dilapidated buildings and construction of new ones
   e) Incessant strike actions embarked upon by various unions of Nigerian educational institutions
   f) Unemployment and inadequate supply of qualified teachers and other personnel needed for effective curriculum delivery

g) Inability of teachers at all levels of education system, to cope with class size due to insufficient man power and classrooms.

Roles of Science and Technology in Remedying the Challenges of Global Crises on Nigeria Education System

The roles of science and technology in providing remedies to the challenges caused by global crises on the Nigeria education system cannot be overemphasized. Science and technology have been used to proffer solutions in different sectors such as health, agriculture and education, among others. The problems of redundant economy, insecurity, unemployment, inflation, incessant strike actions and so on, can all be remedied through science and technology. The following are ways through which science and technology could be used in remedying the challenges caused by global crises on the Nigerian education system;

i. Transparency could be ensured in budgetary allocations and funding of education sector by displaying all allocations, funding and expenses online for constructive criticism.
ii. The invention of ventilators, vaccines and numerous kinds of mobile sprayers used in fighting the spread of coronavirus pandemic are all products of science and technology. More research and innovations can be made to help prevent and fight any further outbreak of disease and pandemic
iii. Virtual learning and online classes to be introduced in both rural and urban areas by providing computers and wireless network facilities all over the country
iv. Provision of science and engineering infrastructures to ensure Nigeria's economy is diversified and to enhance the growth of its diversified economy
v. Installation of cameras, closed-circuit television (CCTV) and the use of drones in schools at all levels and their environs for monitoring to rule out insecurity, and to boost effective security networking
vi. Provision of communication gadgets and transport facilities, of recent technology, to be made available for security personnel.

Recommendations

The following recommendations were made based on the context of this paper;

1. The government should ensure adequate funding of education so that Nigerian schools can measure up to the standard of other developing nations. Educational bodies could be set up to monitor these funds, with education allocations and expenses displayed online for consumption of the public. This will ensure transparency in budgetary allocation and funding in the education sector
2. Research and innovations should be made on the prevention and cure of Covid-19; and tackling further outbreak of disease and pandemic
3. Computers and wireless network facilities should be provided by the government and private sector to encourage virtual and distance learning
4. The management staff of institution at all levels should invest on the installation of closed-circuit television system and cameras in their institutions for proper monitoring to boost effective security network
5. The government should invest in educating the nations' security personnel and purchasing communication gadgets and transport facilities for security personnel to rule out insecurity.

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IMPACT OF INSECURITY ON EDUCATION AND ECONOMIC DEVELOPMENT IN NIGERIA

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Abstract
Insecurity over the years has ravaged the educational system and economic development in Nigeria, in view of the negative effects, this paper centres its discussion on the impact of insecurity on education and economic development in Nigeria. This paper identified loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, brain-drain, closure of educational institutions, discouragement of educational pursuit by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education as the impact of insecurity on education and economic development in Nigeria. In order to address the challenges of insecurity on school administration in Nigeria, the paper recommends among other things: that government should ensure that, the political will to fight all forms of insecurity in the country through the application of best strategies are honestly and sincerely put in place such as employing foreign aid or assistance and concluded that the presence of insecurity in any environment constitutes threat to lives and properties, hinders business activities, and discourages local and foreign investors, all of which stifle and retard the educational system and socio-economic development of Nigeria.
Keywords: *Insecurity, Education, Economic Development*

Introduction

The political, economic and social systems of a country create the conditions for security and insecurity. Security is a necessary precondition for the development of human beings and society. Therefore, security is the most basic need of human beings and societies. Recognizing the significance of security as the precondition for the survival of the Nigerian people and nation, the Constitution of the Federal Republic of Nigeria provided in section 14 (1) (b) that *"the security and welfare of the people shall be the primary purpose of government".* The duty conferred on the government by this provision has not been substantially and substantively discharged as the prevailing high level of human insecurity in the country demonstrates. This entails the protection of human rights, from physical threats and violence within the state's territory". Broadly, security can be conceived as the absence of threats to (a) the sovereign powers and territorial integrity of a nation; (b) the capability of a country's government; (c) safety of the person and property of citizens, and (d) freedom of citizens from oppressive rule, economic exploitation, discrimination and exclusion, diseases, homelessness, starvation, ignorance and illiteracy, environmental degradation and all other forms of structural and criminal violence. Like every goal, the attainment of national security involves several institutional and organisational processes and activities as well as individual efforts that are governed by norms and compliance with them.

The rate of insecurity in Nigeria has reached an alarming stage; it is now a threat to human existence and that of Nigeria as a nation and has equally raised tension and anxiety among the

citizenry. As a matter of urgency, questions about what would be the fate of Nigeria within the next two years are daily echoed in the minds of everyone. People are not sure of their security due to high crime rate, kidnapping, incessant killings and threats. Insecurity underscores a major point that those affected by it are not only afraid of personal safety and freedom from fear of physical harm but uncertain of the impending danger.

Insecurity has taken different dimensions and shapes; day by day, a lot of bad news is recorded. Hence, one begins to ask who the perpetuators of the programme are. What are the efforts of government towards a complete eradication of this menace? Many are of the view that insecurity in Nigeria is politically masterminded while others see it from the point of religion. There is no state in Nigeria that does not have one experience or the other as bonding insecurity. After the civil war of 1967-1970, there has been one coup or the other leading to loss of lives and properties. The June 12, 1990 protest created another tension in Nigeria in which people lost their lives. The annulment of the election which produced Chief Moshood Kolawole Abiola as the winner nearly caused another civil war in Nigeria. The Ogoni land agitation of 1992 claimed the life of a prominent figure, Ken Saro Wiwa and nine others that were hanged during the regime of General Sani Abacha. Within this democratic dispensation, a lot of insecurity incidents have been recorded. In 2009, the issue of Boko Haram started in North East. Many lives have been lost, public and private properties destroyed and this has lingered on. Nigeria is rated among the third world countries that are yet to develop. After independence in 1960, Nigeria celebrated her 62nd independence anniversary on the 1st of October 2022 but what are the developmental changes in economy, infrastructure and social welfare? Looking at the complexity of insecurity, one begins to wonder the possibility of development in a nation that has not settled down for peace and unity; let alone, effecting some developmental changes.

Historical Background to Insecurity in Nigeria

The amalgamation that took place in 1914, brought about the involuntary unification of culturally and historically diverse ethnic groups in Nigeria; some of which had been rivals and overlapping imperialists in the pre-colonial era (Ajayi & Alagoa, 1980). The birth of insecurity started with ethnic and cultural conflicts which were rooted in the 1914 merger of the Northern and Southern protectorates by the colonial administration of Lord Frederick Lugard. Before then, each of these ethnic groups had their system of leadership, beliefs and culture. They had lived and practiced all these before the coming of the colonial masters who did not put these into consideration, before merging and declaring the state a sovereign nation. And ever since, Nigeria has passed through series of security challenges among others (Adofu & Alphassan, 2018).

Sadly, diversity is another major cause of insecurity in Nigeria. Religious violence has taken a prominent shape in contemporary Nigerian democracy (Adejoh, 2010). Since the inception of the present democratic rule on May 29, 1999, religious violence has taken place in different states of Nigeria; especially at the northern part of the country. From the clash between the Muslims and Christians in Kaduna metropolis over the proposed introduction of Islamic criminal law on February 21 and 22, 2001, then in July 1999, there was a conflict between the Yoruba traditional worshippers and the minority Hausa group in Sagamu. The clash between Muslims and Christians in Tafawa Belewa Local Government of Bauchi State on 19 June and 4th July 2001 was another instance. Apart from these, there was another religious violence in Kano over the United States led military action in Afghanistan over asylum granted to Osama Bin Laden on 12th October 2001. The clash between Muslims and Christians in Kaduna over Miss World Beauty Pageant and the newspaper publication making reference to Prophet Muhammed on 22nd November, 2002. People's lives were lost in all these clashes and violence (Adofu & Alphasan, 2018).

The prevailing insecurity today is mostly rooted in religious violence; the issue of one nation is only professed by mouth and not by practice. Imhonopi and Urim (2013), noted that there is increase in ethnic hate, religious bigotry, secret killing, political rivalry and a growing population of disgruntled citizens in the country that are tools in the hands of politicians. When all these continue to happen, then the issue of peace and unity becomes a mirage. For any country to achieve worthwhile development, insecurity must be constantly checked and controlled to the barest minimum. The issue of reorientation of the citizenry to have common goal and value system must be vigorously pursued.

Concept of Insecurity

The term insecurity has been defined in so many ways depending on the perspective one looks at it. Insecurity can be seen as a feeling of uncertainty, a lack of confidence or anxiety about oneself. It can also be described as the state of being open to danger or threat. Insecurity is a threat to human existence in all ramifications. According to Achumba., Ighomereho and Akpor-Robaro, (2013) insecurity is the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe etc. Oluyomi, and Grace (2016) sees insecurity as concerned with feelings of uncertainty, dangers or threats to life while Hassan, (2014), viewed insecurity as a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. Insecurity is a threat to learning. Prevailing peace or conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools. Insecurity is conceived as a situation where human and national security of a state is compromised by internal or external forces or interests exacerbated by the former's weak or poor economic, military and/or human resource development conditions (Onifade., Imhonopi & Urim 2013). Olamosu (2000), viewed insecurity as a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened. Nigerians have experienced greater insecurity at different dimensions since the last two decades. From the above definition, insecurity can be summed to mean the state of been afraid of attack from any part of the environment.

There are many factors responsible for the insecurity in Nigeria. Some of the factors include unemployment, poverty, illiteracy, marginalization, political factor, international influence, communal crisis etc. There are many forms of insecurity in Nigeria. Oluwa (2014) in Bassey (2016) listed the following as types of insecurity in Nigeria which include: Militancy in the Niger Delta Region, Clashes between Fulani herdsmen and farmers, Ethnic conflicts, Religious conflicts, Cold war among ethnic nationalities, area boys syndrome, Gang conflicts and cult wars, Kidnapping, Robbery, Mob attacks and lynching of suspected criminals (an act which could be Premeditated), Ritual killings involving innocent people, Police brutality and Extra judicial killings. The Boko-haram in the North-East, Fulani herdsmen in Benue, Enugu and other States and incessant killings in virtually all the parts of the country by bandits, Yahoo boys activities, in the South, kidnappers and human traffickers everywhere and so many more. Most of these are no longer practiced secretly but in public places. Many farmers have been killed in their farmlands, while many transporters have been trapped and killed in different high ways.

It is not on understatement that the Nigerian government has made efforts to deploy security agents in attempt to arrest the situation; yet, it appears that nothing has started. Many of the soldiers have lost their lives in the process of combating the pogrom. Though, considering the large outlay of government's resources spent on curbing the menace of insecurity and the attendant destruction of the few existing infrastructure, one can quietly assume that the challenges that insecurity posed to development are enormous. However, Dike (2010) and Omede (2012) are of the view that Nigeria's security should be based on holistic approach considering the citizens who are the primary beneficiaries of every security and developmental benefits the nation can offer. Having the citizens in mind will propel the government to go extra miles in restoring security.

Alemika, (2016) postulated that insecurity can be classified into several dimensions. The most significant dimensions are:

a) Physical insecurity- violent personal and property crimes,
b) Public security- violent conflicts, insurgency and terrorism,
c) Economic insecurity- poverty, unemployment,
d) Social insecurity- illiteracy, ignorance, diseases or illness, malnutrition; water borne disease, discrimination and exclusion,
e) Human right violations- denial of fundamental rights by state and non-state actors in different states,
f) Political insecurity- denial of good and social democratic governance.

The dimensions of security as highlighted above are interwoven and cannot be treated in strict isolation as explicated by Anan, (1998) that: "security" means far more than absence of conflict. Lasting peace requires a broader vision encompassing areas such as education, health, democracy and human rights, protection against environmental degradation and the proliferation of deadly weapons.

In all these cases of insecurity, youths are the prominent figure in the crusade of crime. Such youths either lack requisite education that render them jobless, unemployable, poor and disenchanted; or are educated and are still jobless. Poor youth find it difficult to resist temptation to commit crime, provided such will open way to meet their immediate needs. In other word, education and national security are inexorably linked together. Educational institutions are the most affected institutions in recants times. Nnamdi (2021) outlined reasons why educational institutions is been attacked by insurgents. For one, schools are soft targets. They often have weak security, with few or no fences, and guards are few and poorly trained. Secondly, mass abductions of children is an issue that require urgent attention. They attract far more national and international media coverage, and tend to stir more public outrage, than kidnapping adult villagers or travellers on highways. The media glare forces the government almost immediately into negotiations and may result in quicker government concessions to speed up the children's release. Thirdly, kidnappers appear to be highly motivated by the concessions they can extract in exchange for releasing abductees. Having seen the correlation between education and national security, lack of education or lack of quality education is responsible for joblessness and poverty, making crime attractive especially to the youths, and as such becoming agents of insecurity to the system.

Concept of Economic Development

The complex nature of development has made it difficult for scholars to give it a direct definition. It is not easy to define development because of the changing nature and its importance to human existence. In fact, there are numerous perspectives. For instance, it can be applied in relation to economics, political, culture, religion, infrastructure, technology, education, etc. According to Meizer (1988), development is the act of raising to the highest value, the Gross National Product through the process of accumulating capital and industrialization. Development at any time should be seen as a multidimensional process involving changes in structures, attitudes and institutions as well as the acceleration of economic growth, the reduction of inequality and eradication of absolute poverty. Todaro (1992) cited in Nwanna-Nzewunwa (2008), asserted also that development can be seen as the capacity of a nation to increase its static economy to a certain level where it can generate and sustain an annual increase in its Gross National Product (GNP). In this case, what we consider in development is not limited to process of acquiring industries but it encompasses such processes as modernization, productivity, social and economic equalization, improved institutions and attitudes as well as rationally coordinated policy.

According to Seers (1979), in any country where the three indices such as poverty, unemployment and inequality are at a high rate, it shows that no development has taken place. In other words, for a country to be classified as a developed country, these yardsticks namely: the state of poverty, unemployment and inequality must be critically examined. No country can be developed when the condition of life of the people are low. Development has a multi-dimensional, nature as Todaro (1985) opined. According to him, it is the re-organization and re-orientation of the entire economic and social systems. This implies all-round change. In his own view, Onah (2005) stressed that development is not static but is a continuous improvement in the capacity of the individual and society to control and manipulate the forces of nature for the enhancement of the living standard of the people in a society. In agreement with Onah, Ahmed (2007) added that development is concerned with the general increase in terms of material, social and psychological conditions of a given human society. Economic development is the process whereby simple low income national economies are transformed into modern industrial economies.

Concept of Education

Education and security can influence each other positively or negatively depending on the contexts. Education enables individuals, groups, countries and human race to explore, appreciate, understand and develop their physical and social environments for the satisfaction of their needs. It empowers individuals and liberates citizens from ignorance, prejudice, bias, superstition, and manipulation by people who claim to have superior knowledge. An educated person has a broad view of issues instead of narrow and parochial outlook. He/she is tolerant of other people's religion, belief, culture and limitations and promotes social harmony and security. Education is designed purposely to assist individuals to develop their skills and abilities so as to fulfil their potential and to lead productive satisfying lives.

The purpose of education in modern times is wider in scope than in preliterate societies. Education now shapes politics, culture, family, economy among others. As the society is dynamic, and constantly and growing, education must follow suit. In fact, changes most often are effected through the educational system of a country (Azikiwe, 2008). Educational system must change to meet the aspirations of individuals and those of their countries otherwise it becomes irrelevant. In the Nigerian context, experts at home and abroad have expressed grave concern about the incoherence or inadequacy of Nigeria's education system especially at the university level. Ezekwesili (cited in Azikiwe, 2008), presented the graphic state of the

Nigerian education system and advocated for reform. In fact, she warned that if the rot in the system was not aggressively addressed, that the country was at the risk of creating a republic of "Italy girls" (Nigerian girls going to Italy for prostitution because of unemployment), yahoo boys (youth involvement in internet fraud), miscreants and hardened criminals, and that by 2020, the country would have created highly skilled and motivated criminals.

Akwara, Akwara, Echola, Adekunle and Udaw (2013), pointed out that unemployment of trained people including university graduates in Nigeria is growing. It is important to note that, unemployment, especially among youth has implications on Nigeria's national security. Youth within the age bracket of 18-45 quiet frequently get involved in various crimes constituting insecurity. For instance, Akwara et al. (2013) noted that most of the people paraded by law enforcement agencies belonging to criminal groups are within the age bracket as mentioned before. The most disturbing aspect is the fact that, some of those involved in the various crimes are educated. They are involved in urban conflicts, militancy, sectarian violence, crimes, terrorism brought about by joblessness. Education also involves formal instruction under the direction of specially trained teachers Macionnis cited in Azikiwe (2008). Education is also seen as a process by which individuals are assisted formally through proper direction and guidance to develop their capacities not only for their own benefit but for the society at large. Suffice to say that the essence of education is to develop individuals so that they can become effective and efficient in what they do and also contribute to the advancement of the society where they live. Orikpe, (2013) opined that education plays a critical role in changing the behavioural patterns of citizens to the desired direction.

Condoleezza Rice, former Secretary of State of the United States of America posited that quality education of a nation is a direct function of a country's national security. Therefore, education is as important as national security.

Insecurity in Nigerian Educational Institutions

The Nigerian educational system is the largest in Africa. It comprised the early child education, basic education, junior secondary school education, senior secondary school education and the higher education. The Nigerian primary school education is plagued with insecurity challenges. In Yobe state, primary and junior secondary schools have virtually disappeared in two local government areas since 2013 when public senior secondary schools were relocated from Gujba and Gulani to Damaturu, the state capital (*Human Right Watch (2019)*. Secondary school education is one of the levels of education mostly attacked in the Nigersian educational institutions. In April 2014, Boko Haram group abducted 276 schoolgirls from Government Secondary School in Chibok, Borno State. Some of the girls initially escaped, but none were rescued and 219 remained missing at time of writing. Another attack on Zanna Mobarti Primary School in Damasak, also in Borno state, in November 2014, led to the abduction of an estimated 300 young students. None of the children have so far been returned to their parents (*Human Right Watch (2016)*.In February 2014, 59 boys were killed during a Boko Haram attack on the Federal

Government College BuniYadi in Yobe State. Guardian (2020) reported that hundreds of Nigerian pupils are missing, with many feared to have been abducted, after gunmen attacked a secondary school in north-western Katsina State. A large group of men armed with AK-47s overran the all-boys Government science secondary school in Kankara on Friday night, shooting local security, said government officials.

Nigerian higher institutions are not left out of the insecurity challenges. It has been shown that many of the Nigerian tertiary institutions are finding it increasingly difficult to achieve their goals because of the problems of insecurity (Paul, 2015). Many attacks have been launched against different higher institutions in Nigeria resulting into closure and disruption of academic

programmes of the institutions. Gunmen have attacked a teacher training college in the Nigerian city of Kano, with officials saying at least 15 people were killed (BBC, 2014). On July 25, a group of geologists and technologists from the University of Maiduguri were ambushed by Boko Haram insurgents at Magumeri area of Borno state. The contingent was on a "national assignment" – exploring for oil in Lake Chad. They had collected soil samples and were on their way back to town when the insurgents struck. According to reports, about 12 soldiers, who escorted the academics, were killed. Some staff of the Nigeria National Petroleum Corporation (NNPC) on the team was killed in the brutal ambush; some academics were killed while four others were kidnapped. Imhonopi and Urim, (2013) submitted that the insecurity challenge has assumed formidable dimensions forcing the country's political and economic managers and, indeed the entire nation, to ruin and loss of their loved ones, investments and absence of safety in most parts of the country. The number of violent crimes such as kidnappings, ritual killings, car hijacking, suicide bombings, religious killings, politically-motivated killing and violence, ethnic clashes, armed banditry and others has increasingly become a regular signature that characterizes life in Nigeria since 2009.

Education and Nigeria's National Security

Education and security can influence each other positively or negatively depending on the context. This is necessarily so because it enables individuals, groups, countries and human race to explore, appreciate, understand and develop their physical and social environments for the satisfaction of their needs. An educated person has broad view of issues as against narrow and parochial outlook. Education makes people to be tolerant of other people's religion, belief, culture, limitations and promote social harmony and security. It is ability to listen to almost anything without losing your temper or your self-confidence. A good number of conflicts often arise from ignorance and manipulation of ethnic and religious identity. In fact, education (not just passing through the four walls of the school) system produces tolerant and civil citizens who are able to understand and live with people from different ethnic, economic, religious and cultural backgrounds and other forms of identities

A country that bequeaths the right type of education to its citizens makes it difficult for such citizens to turn against their father land (Orikpe 2013). In fact, it is meaningless to talk of security in the absence of the right type of education. It is therefore, not a surprise that Radda (2013) opined that education, when well imparted and utilised, has the potency of promoting national security. This is because it is mostly uneducated jobless and educated jobless youths that are easily attracted to crimes, thereby, constituting insecurity in a country. While Western education that is not geared towards self-reliance (education that makes youth job seeker) may be dangerous as far as developing countries are concerned, lack of Western education or low education is even more dangerous. Low education often translates to absence of competitive skill, adequate income, exclusion from participating in vital political and economic and social organizations and relations; lack of access to adequate food and nutrition, housing, health care and efficient public emergency and safety services-all which are element on human security. Youths who are educated have hope of better future than youths who are not educated and failed to learn any craft. Children or youths with low education are easily recruited as thugs, insurgents and terrorists through indoctrination. Suffice to say that lack of education itself is insecurity (Alemika 2016). Inadequate education also constitutes a problem to national security.

The former Minister of Education, Professor Ragayyatu Rufai (cited in Orikpe, (2013) advocated for reform of the education system as a means of curbing security challenges confronting Nigeria. The Minister canvassed for total overhaul of the curriculum at all levels of education with the aim of providing recipients a kind of education that focuses on the

development of the mind, soul and body, taking into cognisance the need of the country. In the same vein, Yakubu, (1997) submitted that, religious crisis, drug addiction, secret cults, armed robbery in higher institutions are either instigated or practiced and aided by the products of the system of education. The high rate of unemployment among youth attests to the faulty premise of the Nigerian educational system. There is a synergy between unemployment and poverty. Jega, (2002) also argued that the mass of unemployed youth in both rural and urban areas of Nigeria need little motivation or mobilization to take part in riots and reprisal attacks given the inducement or opportunity for looting that often accompanied these. It appears poverty and joblessness especially amongst the youth is important casual and facilitating factors in violent conflict in Nigeria. Akinwumi, (2004) also established a nexus between education and national security stating that, Nigeria's education system had increased rural-urban migration, and that many of the young people had migrated to different urban centres in the country to look for jobs that do not exist. This resulted into disappointment and frustration. Many of them take to crime to survive. As stated before, most of the people paraded as criminals by the law enforcement agencies before the mass media in the country are mostly unemployed youths. They are also use as suicide bombers by terrorist groups in the country. Although it is disturbing for educated youth to get involved in crime as a result of unemployment brought about by inadequate educational curriculum that would have made them job creators instead of job seekers, it is even worse for uneducated youths who refuse to learn any trade and as such, lack means of livelihood. As bad as the situation appears, education can be used to curb the ugly trend.

Consequences of Insecurity on Education and Economic Development in Nigeria

The effect of insecurity is very obvious as it presents itself in the destruction of lives and few available infrastructures needed for the industrial growth and development of the nation. Apart from destruction of infrastructure, there is an increase in unemployment, increase in higher level of criminal activities, dwindling of government revenue, destruction of lives, and obsession with social media, tension and negative feelings, ethnic suspicion and aggressive tendencies which can lead to war. No country of the world can develop without the needed prerequisite for growth and development. Some of the consequences of insecurity are explained below:

1. Loss of Manpower in Educational Institutions

A lot of professional teachers have lost their lives due to the problem of insecurity in the country. This act has reduced the number of teachers for the effective administration of schools especially in the northern part of the country. According to The cable (2019) citing the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's north-East since the start of the insurgency in 2009. The implication of this is that, the quality of education will reduce since the educational sector will be faced with the problem of inadequate professional teachers.

2. Poor Quality of Education

Insecurity in Nigeria is contributing to poor quality education because, school scheme of work and syllables are not covered in most educational institutions due to school closed down. The inability of these educational institutions to cover their scheme of work and syllables is reducing the quality of education. Paul (2015) submitted that the graduates produced through insecurity end up not having the requisite knowledge and skill to operate in the workplace; they rather become a liability. The ultimate effect is poor performance of organizations and hence the national economy.

3. Destructions of Infrastructural Facilities

Many school facilities like classrooms, administrative block, ICT facilities, tables, chairs and desks have been destroyed by Boko Haram members in the Northern part of the country. Human right watch (2016) reported that "Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers. The Education Needs Assessment found that out of 260 school sites, 28% had been damaged by bullets, shellings or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in close proximity. Between 2009 to 2015, attacks in north-Eastern Nigeria has destroyed more than 910 schools and forced at least 1,500 to close down (HRW,2016). School buildings and facilities are destroyed during insurgency or crises and school facilities become inadequate (Oluyomi, & Grace, 2016).

4. Brain-Drain

The insecurity in Nigeria and especially in the Northern Nigeria is causing mass movement of professional teachers from one state to another leaving many educational institutions without teachers. Many teachers and lecturers are resigning their appointment due to insecurity in Northern Nigeria. The implication of this mass migration of teachers from this region is that, less teachers will be available to teach and this will affect the quality of education because, there will be inadequate professional teachers to attend to the students. The exit of some lecturers has affected research and learning because, some are specialists in their fields.

5. Closure of Educational Institutions

The insecurity in Nigeria has led many states governments order closure of all educational institutions in their states to prevent further attacks. Borno State ordered the closure of all educational institutions in the state because of insecurity. *Human Right Watch (2016) submitted that* in Borno, one of the most affected states, schools at all levels have been closed in 22 out of 27 local government areas for at least two years, and public secondary schools in the state capital, Maiduguri, only reopened in February 2016 after internally displaced people, or IDPs, who occupied most of the schools, were relocated elsewhere. The crisis caused by the Boko Haram insurgency in north-East Nigeria means that over 57 per cent of schools in Borno, the worst-hit state, are closed, even as the new school year begins (UNICEF, 2017). The implication of school closure on students is that, it will affect the quality of education. Scheme of works and syllable meant to be covered are not covered due to the insecurity and school closure.

6. Discouragement of Educational Pursuit by Children

Insecurity in the country is discouraging parents and children from coming to school because of the fear of been kidnapped or been killed by insurgence. Attacks on educational institutions in Nigeria is discouraging parents and students from going to schools especially in Northern Nigeria. Many parents have decided to keep their children at home instead of been killed and kidnapped at schools where safety is not guaranteed. In the face of security threats in Nigeria, parents consider pulling their children out of schools. Timothy (2021) observed that UNICEF says the recent spate of abductions is having a huge negative impact on education in Nigeria. "At a time when the pandemic is rife, and some parents have withdrawn their children from school, or have not sent their children back to school, the insecurity and threats to educational facilities can only compound an already difficult situation.

7. Internal Displacement of Learners

Many students have been displaced from their schools because of insecurity. Oluwa (2014) notes, that the impact of insecurity includes increase in the quantum of internally displaced persons; political, social, and economic disruptions; and slow economic growth. All of the above, impact negatively on the humans that occupy such locations experiencing insecurity. Unfortunately, the most vulnerable are children and in particular, the girl child. In North-Eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including an estimated 700,000

school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009 (UNOCHA, 2017b).

8. Reduction of Private Investment in Education

Insecurity faced by the country is preventing investment in the development of educational institutions in the country because; such investment if embarked upon will be destroyed by the insurgencies attacking public and private educational institutions in the country. The government and some state government have resolved not to embark on infrastructural development of educational institutions for now until when the security issues are over. This action is preventing investment education and many private sectors too are discouraged on establishing private schools because of the fear of attacks.

9. Inadequate Funding of Education

Inadequate funding of education in Nigeria in recent times is linked to insecurity facing the country which demands huge funds that are supposed to be used for sectors like education and health. It is unfortunate that funds that are supposed to be allocate for the development of education is been used yearly in security. Research has it that Nigerian government annually spent one trillion naira on security budget.

Conclusion

This paper concluded that the presence of insecurity in any environment constitutes threat to lives and properties, hinders business activities, and discourages local and foreign investors, all of which stifle and retard the educational system and socio-economic development of Nigeria. This paper identified loss of manpower, destructions of infrastructural facilities, brain-drain, closure of educational institutions, internal displacement of learners, reduction of private investment in education, inadequate funding of education etc as the effect of insecurity on education and economic development in Nigeria.

Recommendations

a) The government should develop the political will to fight all forms of insecurity in the country through the application of best strategies such as employing foreign aid or assistance.

b) The Federal Government should deploy security personnel to guide all educational institutions in the country. The government should increase the level of its security through employing dedicated and intelligent security personnel.

c) The Nigerian government should direct Nigerian Police Force to establish a department for school security. The department should be saddled with the responsibility of providing security to all educational institutions in the country.

d) The Nigerian government should direct the Nigerian security and civil defence to establish department of forest security. This department will prevent the kidnappers from using forest for kidnapping activities and hide-out.

e) Security training and workshops should be organized from time to time and as frequent as possible to prepare students and staff of educational institutions for any security threat that may occur in future.

f) Ministry of Education should carry out frequent security inspection to ensure schools implement security policies as expected of them.

g) Driving of cars within the school premises should be prohibited. Parks should be provided outside the school for visitors, staff and parents to prevent infiltration by kidnappers and other criminals.

h) The federal government should provide the enabling environment for people to work especially in the area of security of lives and property. This is against the back-drop that no meaningful economic activity can thrive in the face of insecurity.

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SECURITY ISSUES AND EDUCATIONAL SYSTEM IN NIGERIA: JOURNEY SO FAR

By

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Abstract
In Nigeria, students have been risking their lives for an education. Like in most parts of the world, schooling comes with its fair share of challenges but when students risk losing their freedom or lives at school, our tomorrow is under attack, this paper take a cursory look of the security challenges of targeted attacks on our educational sector in Nigeria by non-state actors. The discourse was for the purpose of understanding the security challenge facing our educational sector in Nigeria. This paper will employ a desk-review qualitative research methodology with the use of secondary sources of data to examine security challenges facing our education in the hand of non state actors, how to tackle the challenges, and assess the level of achievement so far. The paper will suggest and recommend ways to get over it in Nigeria.
Keywords; Security, Educational system

Introduction

In Nigeria, students have been risking their lives for an education. Like in most parts of the world, schooling comes with its fair share of challenges but when students risk losing their freedom or lives at school, our tomorrow is under attack. Where going to school is tantamount to charging into battle amid a swarm of bullets, what chances do the average Nigerian child have for a better education**?** The abduction of the Chibouk girls sparked global outrage and condemnation for the then government in power but outrage is not enough to solve a hydra-headed challenge such as kidnapping, If anything, the frequency of these abductions now, in a way, normalizes the nightmare. Once outraged, Nigerians are now in a state of acceptance. Acceptance that education in Nigeria will never be safe; that schooling is a risky venture that portends the loss of life and freedom; that it is normal to scurry around to raise millions in ransom for your child.

Education is a tool of empowerment in a highly competitive and dynamic socio-economic environment. Economic and social progress cannot be achieved without a vibrant and efficient human capital. For Nigeria to reach her full potential, investment in education is crucial and of utmost importance. Education is the bed rock of any development for a country to develop Education sector needs to be given a priority.

Education is the tool for integration of individual effectively into a society so that the individual can achieve self-realization, develop national consciousness, promote unity and for social, economic, political, scientific, cultural and technological process. When citizens of a

country are educated; they would think right, act right and bring about positive change for the development of their nation and the world at large. This corroborates Fahd al-Qudah (2006) thus: if a nation is successful in developing (educating) its people as strong and complete individuals, it will be able to realize a glorious future for itself, promote peace within it boundary and defend it sovereignty. Education therefore is important to the growth and development of the society because of its power to fashion an individual to be integrated into his society, and to become a promoter of his societal culture and development it's a weapon for acquiring skills, knowledge and competence for survival in a changing world. The education sector crisis has been made worse by the intractable insecurity in various parts of Nigeria, the girl child educational inequity, and poverty that has made quality education unaffordable to many Nigerians.

Nigeria is at a tipping point regarding security, human capacity development and economic growth. However, the biggest challenge we face as a country is not about the challenges of today but a bleak future stirring Africa's biggest economy and the most populous black nation in the face. Looking beyond the 2023 general elections, one sees our leaders' deliberate insensitivity and indifference at various levels to the destruction of one sector that offers us hope to safeguard and recover the future. That is the educational sector.

Nigeria, in recent times has witnessed an unprecedented level of in security such as Boko haram, activities, banditry. Kidnapping, Fulani herder's farmer clashes that resulted in Ondo state issuance of Quit notice to Fulani in the state. This has made national security threat to be a major issue for the government and has promoted a huge allocation of the national budget to security, . In order to ameliorate the incidence of crime, the federal government has embarked on the criminization of terrorism by passing the anti terrorism act in 2011, fundamental surveillance as well as investigation of criminal related offence heightening of physical security measures around disrupting potential attack

. There is a total loss of confidence by stakeholders in our education system. According to **UNICEF**,(2013). One in every five of the world out of schoolchildren is in Nigeria. Even though primary education is officially free and compulsory, about 10.5 million of the children aged 5-14 years are not in school. Only 61 percent of the 6-11 years old regularly attend primary school and only 35.6 percent of children aged 36-59 months receive early childhood education. This statistics is even worse in the Northern part of Nigeria with only 53% net attendance rate, meaning almost half of the children's population is out of school.

Oluwatominwa, O. & Nonyelim,C. (2022) There is zero public school registration for West African Examination Council (WAEC) in Sokoto, and Zamfara states and some candidates in some south east state cannot participate in Unified Tertiary Matriculation Examination (UTME) due to Indigenous People of Biafra (IPOB) sit at home. The effects of insecurities on education are numerous, but worthy of mention is the significant drop in enrollment rate from the considerable gains that were made in years before. According to reports, enrollment rate has declined by a whopping 23% which can be attributed to parents deciding against releasing their wards to school for fear of being abducted or kidnapped. Many of the parents who defy the odds to send their wards to school now rue their choice.

Dakuku, (2022), the loss of confidence in Nigeria's education is led by the political and other elite class. Over 95 per cent of the elite leaders in government, business and technocratic professions are educating their children in tertiary institutions in Europe and the United states. Consequently, there is hardly any serious policy discussion about education in Nigeria. It is disturbing to note that the generation that had good government-funded basic education in the '80s and '90s is struggling to function productively nowadays; how much more will the

children of this generation with poor education or no education, in some cases, become productive at all. The irony is on all of us .

Concept Clarification Security

Dasuki(2013), defined Security as absence of insecurity as a result of action of law enforcement agencies . He further stressed that security was understood to be the job of the defense forces of the National frontiers and of the police inside country Such perception sum up security to be equal to a system of law and order maintenance. Security, according to Yusuf and Babatunde (2009), is the condition which enhances the ability of government, its agencies and its citizen to function without hindrance. National security is the broad sense implies the threat to life, property and socio economic wellbeing of the people. A proper understanding of security is important for an adequate explanation of remote cause of breach of peace and security, whether historical, religion, social and political.

Education is defined as the acquisition of knowledge, development of faculty and the training of skills towards making the individual become relevant to him and the society to which he belongs. Education goes beyond schooling. Education is believed to be a means whereby knowledge, skills, and habits are transferred and imparted from one generation to another. This is done through a process of training with the aim of helping the recipient develop self consciousness and make choices and decision that would improve his total well being. It's pertinent to know that, Education is no longer preparation for development itself. It sensitizes people towards participation in the social economic, political and cultural development in their area It is a critical pillar of human development.

Security challenges facing Nigerian Education

Security lapses and the challenges certainly do manifest on daily basis in schools in Nigeria such challenges range from youth restiveness, terrorism and insurgent attacks, kidnappings and hostage _taking for monetary ransoms. Political assassination, arsons murders, cult related activities mass protest and so forth. While many have falling victims to any of the danger aforementioned very few have actually escaped death or injury during such attack s in the prevailing circumstances , the safety and security of school administrators, teachers, and students and entire community where the school are located are no longer guaranteed most especially in the northeast geo political where the activities of Boko Haram insurgency are much of recent now sit at home syndrome was also pronounce in southeast by non state actors

Nigeria is beset with a lot of security problems such as Boko Haram, militancy, kidnapping, ethno-religious conflicts, drug trafficking, agitation for resource control, communal riots, arms smuggling, and criminality that erode national security. No country can survive economically, socially and politically in a climate of insecurity. This problem has affected schools in the five South-East states, where 20 per cent of the time allotted to education is lost each week. Students in the South-East states missed examinations scheduled for Mondays nationally during necessary national examinations like West Africa Examinations Council (WAEC), National Examinations Council (NECO), and Unified Tertiary Matriculation Examination UMTE.

School attacked are not also excluded from the effect of the crippling security challenges that threaten the security and unity of the Nigerian state in general .Some of these challenges are also directly or indirectly linked to critical security challenges that certainly have made school vulnerable to attacks in Nigeria. They are

1. Inadequacies in manpower recruitment and training of security forces and law enforcement agencies

2. Lack of timely and promptness in the handling of security issues by government
3. Lack of citizen involvement in state security management.
4. Low standard of security awareness
5. Lack of effective security networking

Nigeria is beset with a lot of security problems such as Boko Harm, militancy, kidnapping, ethno-religious conflicts, drug trafficking, agitation for resource control, communal riots, arms smuggling, and criminality that erode national security. No country can survive economically, socially and politically in a climate of insecurity. In ideal and well governed state, there is a symbolic relationship between education and security , Insecurity undermines education and absence or poor quality education for citizens constitute a constraint on capacity for sustainable security in multifaceted dimensions encapsulated in human security framework in the United States, an education military complex complements military industrial complex .In a sense, the development and security architectures of the United States of America consist Of governance system with four pillar capita, education , military and industrial complexes

Educations promote security. Many conflicts arise from ignorance and manipulation of ethnic and religious identity Education not mere schooling, produce tolerant and civil citizens who are able to understand and live with people from different economic religious ethnic and cultural back ground and other form of identities. The children we do not educate today will pose a danger in the future, and they may fuel insecurity, criminality, and total dependency on the state for survival, not to mention the lost opportunity cost in productivity they would have given, were they educated. Now is the time to pay attention and call for a "state of emergency" in our education sector.

How To Curb Menace

The major problem facing Nigeria as a country today is insecurity, which has snowballed into kidnapping of students .Government should come up with strategies to end kidnapping, insecurity in school .Students have become soft targets for kidnapping in recent times. Schools are not safe yet governments at all levels continue to treat the problem of insecurity with kid gloves. The following are ways in which the federal government can come up with proactive security strategies that would put an end to the problem.

1. Government should prorogate laws that will stipulate death penalty for kidnappers: this will instill fear in the mind of potential kidnappers
2. Government should include security Education in the our school curriculum
3. Displaced students should be given sufficient opportunity to go on with their learning.
4 Government should also ensure that school provide adequate security for students while there should be regular orientation on how students can stay safe from kidnappers
5 Government should provide security gargets in schools like cameras, hidden CCTVS etc
6 We must bring all ideas, talents, skills, and resources to the table to resolve some of the crises threatening to mar the future of the next generation of Nigerians. It is not just a policy and monetary issue. We need to focus on security challenges that send almost 1.5million children out of schools so that our future can be protected and development that will place us among the developed nation can be achieve.

Journey So Far

In a fast changing world, Driven by digital technology, government directed that the Nigeria police must continually evolve on its structure and operations to make greater impact in checking crime particularly in the virtual space. In a world where insecurity is constantly

evolving: low enforcement responses have to equally evolve not just to keep up but to stay ahead.

Also as part of efforts to modernize the Nigeria police force this government has intensified both international and local training of our officers and men in addition to providing new platforms and other resource including clamoring for community policing which will expose all the criminals within the community.

Boko Harram insurgency, the Indigenous people of Biafra, Eastern security Network, and Banditry in some parts of the country over time which posed a potent threat to the country, had been significantly degraded and relative normalcy had returned to most town and villages.

Conclusion And Recommendations

Conclusively, the future we want to build for our children will be worse than what we have now if we do not prioritize education. A stitch in time, they say, saves nine. We must focus and refocus all our physical and intellectual energies to rescue our education from total shambles and, that way, safeguard the future we desire**.**

Arresting this menace of insecurity will not only protect lives and properties of citizens, but also improve the fortunes of the country in all ramifications. Governments at all levels must begin to realize the gross impact of insecurity on the fortune of the nation, especially in an important sector such as education, and engage all physical and human resources in combating it.

Security of life in any society is paramount government need to be proactive no Nation can develop where security is lacking therefore, our security architecture need to be up and doing.

Our judicial system need total overhauling the situation where highest bidders get justice should be stop with so that the country can forge ahead. The cases of Wadume still remain in the mind of Nigerian. Wadume was not just a kidnapper but also murderer so 21 years Imprisonments is not commensurate with the offence committed.

Security challenge in Nigeria actually affect our economic sectors which directly or indirectly affect our Education for instance most of foreigners that see the country as a potential Nations that are coming up but the security actually give us set back so Government should rise up to the challenges so that our country can be a home to be living.

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ENTREPRENUERIAL SKILLS NEEDED BY WOMEN FISH FARMERS FOR PRESERVATION AND MARKETING OF FISH AND FISH PRODUCTS

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Abstract

Fish industry is one of the important vocation in agriculture wherein many women are involved due to its economic advantage, nutritional value and daily demand by consumers. This paper attempted to look at the value of fish and the contribution of fish in the economy (food, employment and income generation).The paper focused on the needed skills for preservation and marketing of fish in order to improve its value and generation of more income. Two research questions were stated, a survey design was used and a sample of 100 respondents were purposively selected for this study. The data was analysed using Likert's scale which consist of four rating scale (strongly agreed=4,agreed =3,strongly disagreed=2 and agreed=1(10 ÷ 4 = 2.50). A mean scores of 2.50 and above was accepted and below2.50 was rejected as not skill needed for fish preservation and marketing. The findings revealed that the skills needed for fish preservation includes identification of matured fish, store fish at chilled temperature condition, operate deep freezer, smoke and sun drying, and carryout routine maintenance practices. Furthermore, it was found that the skills for fish marketing includes advertisement, sorting, grading, fix prices, sell fish alive or processed and keep accurate records. Recommended offered includes; the government should make concerted efforts in promoting fish production, micro credit be given to women and there should be mass awareness on preservation and marketing entrepreneurship skills to facilities the development of fish enterprise by women in Nigeria. This will facilitates women's involvement in improving Nigerian economy through fish industry.

Key words: *Fish, skills, entrepreneurship, preservation, marketing,*

Introduction

Fish farming is the act of rearing fish in commercial quantities, under scientifically controlled condition in enclosed bodies of water, such as ponds, streams and rivers . Fish is an animal that lives in water and uses its fins and tail to swim. Fish is cultured for a number of reasons and most women that engaged in its production do so at a subsistence or commercial level as occupation (Adekigbe, 2017), Fish can be processed into several products of industrial market value which includes fish meal, bone meal and oil (Gupta, 2016). These products are important raw materials for livestock feed, pharmaceutical and confectionary industries . According to Osinem (2015), occupation is any type of Job, business, career or trade that

individuals undertake to earn a living. Fish farming occupation includes breeding, pond construction, processing, preservation, feed production and marketing. The various job opportunities in fish farming are referred to as fishery occupations; and effective acquisition of entrepreneurship skills in fishing occupation is bound to reduce poverty in the state, reduce youth restiveness, Kidnapping, human trafficking and other forms of social ills associated with joblessness (Adeigbe, 2017).

The concept of entrepreneurship is used to describe the managerial or organizational processes of combining human and material resources to create utility in goods and provide services desired by man (Uduma, 2014). Entrepreneurship is the process through which entrepreneurs create and develop enterprises. Entrepreneurs are persons who organize and manages a business and undertake risks for the sake of profit. It involves all activities and actions needed in identifying, exploiting business opportunities and developing the expertise in the management of an enterprise be it in the form of production, processing or marketing. It has to do with making a living by working for oneself instead of being employed by others (Bolarinwa, 2018).

Entrepreneurship involves a number of stages or processes such as the discovering of a business idea, planning the businesses and providing the resources for the business take off. Thus for individuals to acquire entrepreneurial skills in fishery occupations, they should be trained (Murphy. 2016). There are various ways through which individuals can be trained to acquire skills in fish farming. Training could be in form of short term courses, attendance to seminars, workshops, conferences and further educational programme (Okorji,2015).

Statement of the problem

Most women engaged in fishery occupations especially those reared in ponds and natural waters as a means of earning a living. It has been observed that these farmers use traditional skills and techniques in their jobs consequently they obtain low returns for their efforts and sometimes drop out of the business. In addition, the current supply of fish and fish products harvested from fishes of ponds and natural water sources for domestic and industrial uses fall short of meeting the demand of consumers in Nigeria (Adeigbe, 2017). Despite the dominance of women in fish marketing and processing gotten from ponds and natural water bodies fishes, it is sad that the living conditions of our rural women and urban poor has not changed significantly (Okorji, 2015). Studies have shown that women participate extensively and actively in all phases of work performed on fish farms and fish farming throughout west Africa (Benec, 2015). They are more engaged in processing, preservation and marketing in small-scale level and earn low or minimal income annually (FAO, 2012). The foregoing information provides compelling need for a research to be conducted to address this issue or existing gap to enable women acquire entrepreneurial skills that will help improve methods of fish production and fish products preservation and marketing to enhance the contribution of fish industry in Nigerian economic condition.

A number of improved entrepreneurship skills are available to be used in the preservation and marketing of fish and fish products. The situation calls for research and studies with a view to proffer solutions. Scholars worked on studies but non or little has been done on entrepreneurship skills for fish preservation and marketing. For instance Malcom (2018) worked on market for edible fish products *and p*rospects in fish industry for developing country exports. Therefore, this form the basis to conduct this research or study and make known through the findings of this research the improved skills for fish production, fish products preservation and marketing to improve fish occupation by women is needed to bridge the gap.

Objective of the study

The objectives of this study is to:

1. identify the improved entrepreneurship skills for preservation of fish produced in ponds and natural water bodies in Doma Local Government Area and
2. Ascertain the improved marketing skills for women to improve on marketing fish and fish products in Doma Local Government Area of Nasarawa State.

Research questions

The following research questions are pertinent for the realization of the objectives of this study:

i. What are the improved skills for preservation of fish reared in both ponds and natural water bodies?
ii. What are the improved entrepreneurial skills for the marketing of fish in the study area

Review of Literature.

Fish production is an important but delicate occupation because of the perishable nature of fish and therefore the need to market or preserve it as soon as they are harvested. Bolarinwa (2018) while affirming the delicate nature of fish business observed that fish starts to spoil within 24 hours of harvesting in the tropics at ambient temperature. He added that the spoilage mechanism makes the commodity unacceptable or unfit to the consumer.

Despite the dominance of women in fish marketing and processing, it is sad to say that the living conditions of our rural women and urban poor has not changed. Studies have shown that women participate extensively and actively in all phases of work performed on fish farms throughout west Africa. They are more engaged in processing, preservation and marketing especially in small-scale (FAO, 2012). The foregoing information provides compelling need for women to be trained in fish preservation and marketing to enable them acquire entrepreneurial skills that will help improve their production methods and economic condition. A number of entrepreneurship skills are needed to preserve and market fish products. In affirmation to this statement, Malcolm (2018) opined that the entrepreneur should produce clean fish of correct sizes, colour, taste and aroma and that fish and its products should be correctly packaged in an acceptable container and appropriately labelled. Kotler (2014) on his part outlined skills required for effective marketing to include the ability to:

1. Identify market channels.
2. Advertise fish and fish products to create awareness of their existence.
3. Sort and grade harvested fish and
4. Market fish in line with the standard approved by workers in fish industries.

In addition, a fish farmer should be able to identify mature fish for marketing, feed fish appropriately and harvest fish at the right time. The time for harvesting should be during the cool weather, especially in the morning hours.

Methodology

The research design

The research design is survey method of research design.

The study area

The study area is Doma Local Government of Nasarawa State

Population and Sample size

The population for this study consist of all women fish farmers in Doma Local Government Area. A sample of one hundred respondents were selected from the study area for the study using simple random technique.

Instrument for data collection

Primary data was collected using structured questionnaire using Likert's scale. A four points Likert's scale was used in the questionnaire administered. The questionnaire contained sections A and B. Section A dealt with skills for preservation of fish while section B dealt with fish marketing skills. The questionnaire were distributed to the respondents through the help of four (4) trained research enumerators who are agricultural extension workers from Nasarawa Agricultural Development Programme (NADP) in Doma Local Government Area. One hundred (100) questionnaire has been administered, It took three weeks to administered the questionnaire and all the questionnaire were collected back through the help of research enumerators extension workers who work directly with the respondents.

Validation of the Research Instrument

The research instrument for data collection for this study were validated by pilot testing and by passing it through experts in the Department of Agricultural Education College of Education, Akwanga to ensure it possesses both face and content validity. Their observations were harmonized and necessary corrections effected on the instruments before the commencement of administration and collection.

Reliability of the Instrument

The reliability of the research instrument was determined using test re-test method. This means the research instrument was administered twice to the same group of twenty (20) respondents from the study area at interval of two weeks. The scores obtained were correlated using Pearson Product Moment Correlation Coefficient for scores obtained at interval level, while Spearsman's Rank (rho) Correlation Coefficient was used for scores obtained at ordinal level. A Correlation Coefficient of value of 0.713 was obtained and the instrument was confirmed to be reliable.

Method of data analysis

Descriptive statistical tool was used using four point type of Likert's scale (strongly agreed=4,agreed =3 ,strongly disagreed=2 disagreed=1(10 ÷ 4 = 2.50). Mean score was used to analyze the data. The mean of 2.50 was regarded and accepted as the entrepreneurship skills needed for fish preservation and marketing, while a mean of less than 2.50 was not regarded as entrepreneurship skills needed for fish preservation and marketing.

Results and Discussion

The data presented in Table 1 revealed that all the items are the skills required for the development of entrepreneurship skills for women and youths in fish preservation and processing. The mean scores above the bench mark of 2.50 indicates that they are relevant as skills required for the development of entrepreneurship skills in fish preservation and processing. The items include identification of mature fish(fishes) (3.54), proper feeding of fish (es) (3.07), harvesting in cool weather (3.14), cropping at due time (3.18), smoking adequately (3.26), proper preservation, less damage and reduction of cost (3.64), contract fish processors (3.10) and store at good condition (3.05). This result support the findings of (Bolarinwa,2018) who found that for effective fish preservation factors to be practiced are harvesting matured fish, smoking efficiently, proper storage in cold weather or refrigerator and routine care and maintenance. Similarly. Adebayo (2017) observed that an effective efforts of daily checking of frozen fisy is one of the activities prospective fish business women must not under mind or neglect, it determine the quality of fish preservation.

Therefore, this implies that all the items presented in the table 1 are the skills required for the development of entrepreneurship skills for women and youths in fish preservation and processing occupation. A well-established fish farm project should have adequate facilities for handling, processing, storing, transportation and marketing of fish (FAO, 2012). Preservation method therefore is to keep the fish in a fresh state so that changes in texture, taste and appearance are minimize. Fish spoilage are biological processes which operates only under certain optimum conditions (Okorji,2015). The alteration of these conditions can provide ways of preventing or reducing spoilage.

Table 1: Mean Responses on Entrepreneurial Skills for Fish preservation and Processing

No	Skills	Mean	Remarks
	Ability to:		
1	Identify mature fish	3.54	Accepted
2	Stop feeding fish 1-3 days before harvesting	3.07	Accepted
3	Harvest when the weather is cool especially in the early morning	3.14	Accepted
4	Crop within 6-9 months of stocking preferably during festive periods	3.18	Accepted
5	Smoke fish adequately and dry	3.26	Accepted
6	Preserve fish with less damage and at reduced cost	3.64	Accepted
7	Contract fish out to processors for smoking at a lesser fee before market	3.10	Accepted
8	Store harvested fish at different chilling conditions	3.05	Accepted
9	Operate deep freezer or cold room	3.09	Accepted
10	Carry out simple routine maintenance practices and preservation	3.11	Accepted

Strongly accepted=4, accepted=3, unaccepted=2, undecided,1

Entrepreneurial skills for Marketing of Fish and Fish Products

Table 2 revealed the results on the skills needed for marketing of fish by women. The result indicates that marketing skills for advertising fish had a mean score of 3.48, sorting and grading had a mean score of 3.48 and fixing the price had a mean score of 3.56. Furthermore, packaging had a mean score of 3.58,selling fish alive or processed had a mean score of 3.40 and keeping accurate records had a mean score of 3.67. This result affirmed the report of Kolter (2014) who discovered that effective marketing skills in business management required marketing functions such as advertisement, sorting, grading, packaging and fixing the price of the commodity. In a related findings Adebayo (2017) contributed that for high scale of sales of frozen fish ,women have to ensure that proper marketing procedures are applied.

Therefore, the marketing skills identified inn Table 2 are skills required for the development of entrepreneurial skill for marketing fish and fish products.

Table 2 Mean Responses on Entrepreneurial skills for Marketing of Fish and Fish Products

No	Skills	Mean	Remarks
	Ability to:		
	Advertise Fish 3-5 days ahead of harvest in previously identified markets	3.48	Accepted
	Sort and grade the harvested fish	3.48	Accepted
	Fix prices based on the cost of production and market situations.	3.56	Accepted
	Package fish well for easy transportation	3.58	Accepted
	Sell fish alive or processed	3.40	Accepted
	keep accurate records of yield and sales	3.67	Accepted

Strongly accepted=4, accepted=3, unaccepted=2, undecided,1

The findings of the study revealed that skills are required for the development of entrepreneurship skills training in fish preservation and marketing occupation which affirms the opinion of Adeigbe (2017) that describes preservation as a method of keeping fish in a fresh state so that changes in texture, taste and appearance is minimized. The above findings also agrees with Etuk (2013), that the first step in fish preservation is planning and it is done to avoid bad management practices that would result to financial loss. A number of entrepreneurship skills are used to market fish and fish products. In affirmation to this findings, Malcolm (2018) opined that the entrepreneurs should produce clean fish of correct sizes, colour, taste and aroma of fish, and its products should be correctly packaged in an acceptable container and appropriately labelled. Kotler (2014) on his part outlined entrepreneurship skills required for effective marketing to include the ability to identify market channels, sort and grade harvested fish, advertise fish and fish products to create awareness of their existence as well as market fish in line with the standard approved for fish industry. The above findings from the study calls for sustainable entrepreneurship skill training for women and youths in fish preservation and marketing occupation in the study area.

Conclusion

This study revealed the entrepreneurial skills needed by women for preservation and marketing of fish. The study brought to understanding that the skills needed by women for preservation of fish are harvesting matured fish, smoking efficiently, proper storage in cold weather or refrigerator and routine care/maintenance. The study further revealed that the marketing skills for effective marketing of fish and fish products are advertisement, sorting, grading, packaging and fixing the price of the commodity and keeping records of marketing activities. This implication for women fish entrepreneurs in that they should be disciplined to adopt the above discovered skills for fish preservation and marketing. Practicing the recommended skills discovered would enable the women at short and long run improve their business skills in fish industry. Women and other fish farmers need to be trained in order to acquire entrepreneurial skills that will empower them to enhance efficient and effective preservation and marketing of fish. Successful completion of the training will make them better, self employed and employable, hence enhancing the development of Nigerian economy through fish industry.

Recommendations

1. The government should make more efforts through formulation of favourable policies and programmes that would promote fish production and business in Nigeria,
2. Financial organization should give credit facilities to women fish farmers to enable them establish fish enterprise and be self employed in fish occupation.
3. Agricultural extension agencies should give mass awareness on the needed entrepreneurship skills and facilities for fish preservation and marketing across Nigeria to improve their productivity towards economic development in Nigeria.

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EFFECT OF BRAINSTORMING, JUST-IN-TIME AND DEMONSTRATION TEACHING TECHNIQUES ON STUDENTS' INTEREST IN DIGITAL ELECTRONICS DURING PANDEMIC IN NORTH-WEST, NIGERIA.

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Abstract
The study identified the effects of brainstorming, Just-in-Time and demonstration teaching techniques on students' interest in Digital Electronic during pandemic in North-West Nigeria. One research question was raised and answered as well as one hypothesis was formulated and test at 0.05 level of significant. The study adopted pretest–posttest non-equivalent control group design of quasi-experimental study. The study was conducted in North-West, Nigeria. The population of this study comprised of the whole Nigerian Certificate in Education (NCE) III electrical/electronic students in all the Colleges of Education in the study area offering technical education. Due to the manageable size of the population of the study, there was no sampling of subjects. The instruments used for data collection include: Digital Electronics Interest Inventory (DEII). The instrument was subjected to face and content validation by three experts. The reliability co-efficient of the instrument was determined as 0.83 using Cronbach Alpha statistical technique. The collection of data for the study was achieved through physical administration of the questionnaire. The study employed the use of descriptive using mean and inferential statistics using Analysis of Covariance (ANCOVA) to analyze the data. The study found out that, Just-in-Time Teaching (JiTT) technique had positive effect on the interest of students in digital electronics. The study recommended among others that, digital electronics lecturers should adopt the use of JiTT technique to stimulate students' interest in digital electronics during pandemic.

Keywords: Brainstorming, Just-in-Time Teaching, Demonstration, Interest

Introduction

Digital electronics is a compulsory two credit unit course with code: TEE 328 offered by final year Electrical Electronic Technology Education (EETE) students in colleges of education in Nigeria. The course deals with electronic appliances which function on the principle of logic gate and logic decisions with the use of integrated circuits as their main component. According to Federal Republic of Nigeria (FRN, 2012), the course is aimed at equipping students with the

knowledge of basic computer parts, types and other devices, computer hardware configuration and techniques of computer aided designs, number system, logic gates, flip-flop, counters, decoders and encoders and microprocessors. Halliru and Muhyideen (2018) noted that, the aim of digital electronics is far from being achieved due to the persistently manifested low student's performance attributed to lack of interest. The students' lack of interest in the course could be influenced by instructional techniques used by lecturers such as demonstration method.

Demonstration method refers to the type of teaching method in which the teacher is the principal actor while the learners watch with the intention to act later. Here the teacher does whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step-by-step process to them (Ameh *et al.*, 2017). Mundi (2016), described demonstration method of teaching as a display or an exhibition usually done by the teacher while the students watch with keen interest. The gains of using demonstration method in teaching lies in the fact that it bridges the gap between theory and practice, enables learners to become good observers and generate their interest; students see immediate progress as a result of a correct effort and it enables the lecturer to impart manipulative and operational skills. Despite these benefits, Dorgu (2015) advocated that, improving students' performance especially in digital electronics require students' centered instructional techniques such as brainstorming.

Brainstorming is one of the most important teaching technique in provoking creativity and solving problems in the field of education. As the name suggests, brainstorming is meant to stimulate or excite the brain into thinking about issues in a new way. Filgona *et al.* (2016) described brainstorming teaching technique as a technique that emphasizes the participation, dialogue and two-way communication between teacher and students. According to Akinboye (2019), brainstorming teaching technique involves asking of carefully framed questions aimed at teaching students to find out facts and learn skills for themselves and do critical thinking. It encourages students to arrest conventional, logical thinking and embrace spontaneity, originality, and imagination. Eble (2016) noted that, the interest of students is stimulated when taught using brainstorming teaching technique and other active technique such as Just-in Time Teaching technique.

The Just-in-Time Teaching (JiTT) technique is problem based and student centered learning approaches that allow students to learn and express their idea about yet to be taught topic. According to Simkins and Maier (2016), JiTT technique engage students with reading to answer warm-up questions on new topics outside the class and submit electronically prior to the classroom activity. The students' responses let the teacher tailor his teaching to reinforce the students' understanding as well as stimulates their interest. Pace and Middendorf (2017) confirmed that the pre-class experience that students acquired in the course of doing the assignment stimulates their interest. Moreover, the conspicuous similarity among JiTT, brainstorming and demonstration techniques is their ability to stimulate students' interest.

Interest is described as the attraction which forces or compels a learner to respond to a particular stimulus. According to Mondane (2014), interest is a subjective feeling of concentration or curiosity over something. Interest is an important variable in learning because when a student becomes interested in an activity, he/she is likely to be more deeply involved in that activity. Schraw *et al.* (2011) noted that, lack of interest in a subject such as digital electronics could contribute greatly to students' low academic achievement which is largely influenced by teaching methods. This implies that, the low academic achievement recorded in digital electronics among EETE students is caused by low interest. According to Mondane (2014), active teaching techniques such as brainstorming, JiTT and demonstration techniques can induce student's interest and as well enhance their performance in a particular subject. Martinez (2012) confirmed that, the use of brainstorming, JiTT and demonstration techniques

has shown to stimulate attention and arouse student's interest in sciences and humanities. Thus, it might also enhance students' interest in digital electronics and lead to high cognitive and interest as well as retention of knowledge. Hence, there is need to ascertain the effect of brainstorming, JiTT and demonstration teaching techniques on students' interest in digital electronics in colleges of education in North-West, Nigeria.

Statement of the Problem

Digital electronics is aimed at equipping EETE students with the knowledge and skills in the maintenance of digital electronics appliances. To realize this aim, Governments at both State and federal levels have made provision for several inputs that include, building structures, well designed and developed curriculum as well as teaching staff to ensure effective learning. Unfortunately, despite these efforts by the Governments, it seems as if the aim is defeated as results of the continuous low interest in studying EETE courses such as digital electronics as revealed by Halliru & Muhyideen (2018). The examination records on the performance of student's in digital electronics in North-West, Nigeria from 2015 to 2019 revealed that, in 2014/2015 academic session, 51.06% failed, 48.09% in 2015/2016 and 50% in 2016/2017, 50.86% in 2017/2018 and 48.52% in 2018/2019. Supporting this claim, Azih and Nwosu (2018) reported that, the achievement of students in digital electronics is generally low in examinations due to use of non-effective methods of teaching such as lecture methods that do not take into account the needs of students, their interests, their tendencies and their desires as well as the absence of educational technology. Okon (2018) equally noted that, lecture method of teaching that is mostly used by colleges of education lecturers is not challenging enough to meet the needs of the EETE students.

The continued use of lecture methods in teaching digital electronics to students largely manifests some shortcomings that reflect low academic achievements attributed to lack of interest among students in school subjects such as digital electronics (James, 2015). In a quest to address these shortcomings, there is an urgent need for teaching technique to keep up with the contemporary times in order to improve students' interest in digital electronics. Thus, the study determined the effect of brainstorming, JiTT and demonstration teaching techniques on students' interest to ascertain the most suitable teaching technique in order to enhance students' achievement in digital electronics in colleges of education in North-West, Nigeria.

Objective of the Study

The aim of the study was to determine the effect of brainstorming, JiTT and demonstration teaching techniques on students' interest in digital electronics in colleges of education in North-West, Nigeria. Specifically, the objective of the study is to determine the effect of:

- Brainstorming, JiTT and demonstration teaching techniques on students' interest in digital electronics

Research Question

The following research question was raised and answered:

1. What is the effect of Brainstorming, JiTT and demonstration teaching techniques on students' interest in digital electronics?

Hypothesis

The following null hypothesis was formulated and tested at .05 level of significance:

HO_1: There is no significance difference among the interest scores of students taught digital electronics using Brainstorming, JiTT and demonstration teaching techniques

Research Methods

The study adopted pretest–posttest non-equivalent control group design of quasi-experimental study. The design is most suitable for the study since pre-selection and randomization of groups is often difficult in a school setting, intact classes will be used to avoid disruption of normal classes. The study was conducted in North-West, Nigeria. The North-West, Nigeria comprises of Kaduna, Kano, Katsina, Sokoto and Zamfara States. The population of this study comprised of the entire 142 Nigerian Certificate in Education (NCE) III electrical/electronic students in all the Colleges of Education in the study area offering technical education. The sample of the study was the whole population. Due to the manageable size of the population of the study, there was no sampling of subjects. Moreover, purposive sampling technique was used to assigned Federal College of Education (Technical), Gusau and Federal College of Education, Bichi to the experimental group II. This is simply because; the two colleges of education possessed the necessary learning facilities that support the use of JiTT. Furthermore, Simple Random Sampling Technique was used to assign Isah Kaita College of Education, Katsina and Shehu Shagari College of Education, Sokoto to control group and Kaduna State College of Education, Gidan Waya to experimental group I. The instrument used to collect data for this study was Digital Electronics Interest Inventory (DEII). The DEII was subjected to face and content validation by three experts. The reliability coefficient value of DEII was determined as 0.83 using Cronbach Alpha statistical technique. The collection of data for the study was achieved through physical administration of the DEII to all NCE III digital electronics students to determine their interest in digital electronics. The study employed the use of descriptive and inferential statistics to analyze the data. Descriptive statistics using mean was used to answer the research question and inferential statistics using Analysis of Covariance (ANCOVA) to test the null hypothesis at significant level of 0.05.

Experimental Procedures

The study was conducted in 12 weeks' period during which, 8 topics in digital electronics will be covered. The study involved four stages which include: administration of pre-test, treatment, posttest and retention test. The pre-test was administered to all the students involved in the study in the first week of the research exercise before both groups are subjected to treatment. After the administration of the pre-test, the students in the experimental group I and II were taught using brainstorming and Just-in Time Teaching techniques and the students in the control group were taught using demonstration method.

Results:

What is the effect of Brainstorming, Just-in-time and Demonstration teaching techniques on students' interest in digital electronics? The data answering the research question is contained in table 1.

Table 1: Mean of Pre-test and Post-test Interest Scores of Students Taught Digital Electronics Using Brainstorming, Just-in-time and Demonstration Teaching Techniques

Groups		Pretest		Posttest		
	N	Mean	SD	Mean	SD	Mean Gain
Control Group (Demonstration Method)	62	34.21	0.95	59.76	0.43	25.55
Experimental Group I (Brainstorming Technique)	42	34.23	1.04	60.42	1.17	26.19
Experimental Group II (Just-in-time Technique)	38	34.61	2.51	84.79	0.41	50.18

Table 1 shows that, the control group taught with demonstration method had pre-test mean interest score of 34.21 with standard deviation of 0.95 and post-test score of 59.76 with standard deviation of 0.43 The mean gained between the pre-test and post-test of the control group was 25.55. The experimental group I taught with Brainstorming technique had pre-test mean interest score of 34.23 with standard deviation of 1.04 and post-test score of 60.42 with standard deviation of 1.17. The mean gained between the pre-test and post-test of the experimental group I was 26.19. The experimental group II taught with JiTT had pre-test mean interest score of 34.61 with standard deviation of 2.51 and post-test score of 84.79 with standard deviation of 0.41. The mean gained between the pre-test and post-test of the experimental group II was 50.18. The experimental group II had higher mean gained than experimental group I and control group. This indicated that, students taught digital electronics using JiTT technique had higher mean interest scores than students taught using brainstorming and demonstration techniques.

Hypothesis One

There is no significance difference among the interest scores of students taught digital electronics using Brainstorming, Just-in-time and demonstration teaching techniques**.** The data for testing the hypothesis is contained in table 2.

Table 2: Analysis of Covariance for the test of Significance difference among the Interest Scores of Students Taught Digital Electronics Using Brainstorming, Just-in-time and Demonstration Teaching Techniques

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	169.11[a]	3	563.23	808.53	.000
Intercept	12.74	1	126.47	181.17	.000
Pretest	.869	1	.86	1.24	.266
Group	166.77	2	833.88	119.59	.000*
Error	96.16	138	.69		
Total	6496.00	142			
Corrected Total	169.87	141			

a. R Squared = .994 (Adjusted R Squared = .994)

Table 2 shows the F-calculated value for testing the significance difference among the interest scores of students taught digital electronics using Brainstorming, Just-in-time and

demonstration teaching techniques. The F-calculated value of 119.59 was obtained with associated exact probability value of 0.00. Since the associated probability of 0.00 was less than 0.05 set as level of significance, the null hypothesis which stated that there is no significance difference among the interest scores of students taught digital electronics using Brainstorming, Just-in-time and demonstration teaching techniques is rejected. Hence, there is significance difference among the interest scores of students taught digital electronics using Brainstorming, Just-in-time and demonstration teaching techniques**.** In order to determine the group responsible for the significance difference, post hoc test was carried out as shown in Table 3.

Table 3: Post hoc test for the Significance difference among the Interest Scores of Students Taught Digital Electronics Using Brainstorming, Just-in-time and Demonstration Teaching Techniques

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
CON	EI	-.65*	.166	.001	-1.07	-.24
	EII	-25.02*	.187	.000*	-25.49	-24.56
EI	CON	.65*	.166	.001	.24	1.07
	EII	-24.37*	.172	.000*	-24.79	-23.94
EII	CON	25.02*	.187	.000	24.56	25.49
	EI	24.37*	.172	.000	23.94	24.79

Table 3 reveals p = 0.00 for experimental group II when compared with control group and experimental group I. This indicated that, experimental group II (students taught digital electronics using Jut-in-Time Teaching technique) is responsible for the significant difference between the interest scores of students taught digital electronics using Brainstorming, Just-in-time and demonstration teaching techniques.

Findings

1. Students taught digital electronics using JiTT technique had higher mean interest scores than students taught using brainstorming and demonstration techniques.
2. There was significance difference among the interest scores of students taught digital electronics using brainstorming, Just-in-time and demonstration teaching techniques**.**

Discussion of Findings

Findings on the effects of brainstorming, JiTT and demonstration teaching techniques on students' interest in digital electronics in colleges of education in North-West, Nigeria revealed that, JiTT technique had positive effects than brainstorming and demonstration techniques. The findings entails that, JiTT technique enhanced the interest of students in digital electronics. The finding is related to the findings of Gavrin (2013) on the effects of JiTT technique on students' cognitive gains, retention, and interest in Physics that revealed that, students' interest was improved with 40 percent. The positive effects of JiTT technique on students' interest in digital electronics could be due to the feature of the technique that allows pre-class activities on learning contents to be studied through the use of multimedia. The finding supports the assertion of Marrs and Novak (2014) that revealed JiTT improved student interest, increased classroom interactivity, increased student academic success and retention rates. The

implication of this finding is that, using JiTT technique to teach practical oriented courses as digital electronics can enhance students' interest.

Furthermore, findings on the test for significance difference among the interest scores of students taught digital electronics using brainstorming, Just-in-time and demonstration teaching techniques revealed statistical significant. The statistical significant difference was traced to the group taught digital electronics using JiTT technique. The finding entails that, the group taught using JiTT technique was responsible for significance difference among the interest scores of students taught digital electronics using brainstorming, Just-in-time and demonstration teaching techniques. The finding is similar to the finding of Claude *et al.* (2006) that revealed significant difference between students taught history of photography course using JiTT technique and lecture method. This implied that, the JiTT technique is capable of causing vast dissimilarity in students' interest.

Conclusion

Based on the findings of the study, insights on the effects of brainstorming, JiTT and demonstration teaching techniques on students' interest was provided. The study found out that, students taught digital electronics using JiTT technique had significant positive effect on the interest of students in digital electronics than brainstorming and demonstration teaching techniques. The implication of the findings is that, the adoption of JiTT technique hold the potential to enhance students' interest in digital electronics. Nevertheless, the findings are limited to the contents of digital electronics at college of education level in North-northwest, Nigeria. Therefore, it is concluded that, JiTT technique had significant positive effects on students' interest in digital electronics during pandemic. This could be due to the fact that, students submit their responses electronically which reduces time and frequency of interaction.

Recommendations

Based on the findings from the study, the following recommendations were made:

2. Digital electronics lecturers should adopt the use of Just-in Time Teaching technique in order to stimulate students' interest in digital electronics.
3. Digital electronics students should also embrace learning through the use of Just-in Time Teaching technique in order to stimulate their interest in learning in learning digital electronics.

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CHALLENGES OF GLOBAL CRISES IN TEACHING AND LEARNING BIOLOGY EDUCATION IN NIGERIA TERTIARY INSTITUTIONS IN THE CONTEMPORARY TIME

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Abstract
Biology education is pivotal part of Science, Technology, Engineering and Mathematics (STEM) education. In addition, biology forms a link between secondary school level and many life-related fields of study offered at the tertiary level. Consequently, the purpose of this paper is to examine the challenges of global crises in teaching and learning biology education in Nigeria tertiary institutions in the contemporary time. The study was guided by two research questions and adopted a descriptive survey research design. The sample involved four hundred (400) lecturers selected through simple random sampling techniques from a population of 770 lecturers from Federal College of Education (Technical), Umunze, Nwafor Orizu College of Education, Nsugbe and Alvan Ikoku Federal College of Education, Owerri. A 20-item questionnaire developed by the researchers and validated by experts were used for data collection as reliability index of 0.82 was realised using Pearson Correlation. Data obtained were analyzed using mean and standard deviation. The findings indicated, among others things that global crises to an extent pose some setbacks on funding of high costly researches in teaching and learning biology education in Nigeria tertiary institutions. The result further revealed that global crises hindered intellectual gatherings like international conferences, seminars, workshop, symposia in Nigeria tertiary institutions to an extent. It is therefore concluded that global crises in all ramifications pose great challenges in Nigeria education. Based on the findings, it was recommended that government and stakeholders in education at all levels should set fund aside to be used in funding education in times of global crises. More so, that world leaders in all tiers should embrace dialogue in any dispute with all sense of responsibility in order to overcome hatching global crises beforehand. Thus, it is only that, that will ensure smooth running of education without hitches.

Keywords: Challenges, Global crises, Teaching, Learning, Biology, Education

Introduction

Education is a crucial sector in any nation. Kubow and Fossum (2003) assert that, education promotes social change as it is an indispensable catalyst of development of any nation. This can only be felt in a society when the activities tailored in education curriculum like biology education of any educational level are effectively done.

Thus, biology education deal with the study of living and non-living things. Abimbola and Omosewo (2016) Biology is central to many science-related courses such as Medicine, Pharmacy, Nursing, Agriculture, Biochemistry, Microbiology and so on. It is obvious that no

student intending to study these disciplines can do without Biology. The knowledge of Biology is vital to the study of Dentistry, Biotechnology, Genetic engineering and Hybridoma technology (Abimbola & Omosewo, 2016). Thus, biology education is a pivotal part of Science, Technology, Engineering and Mathematics education. These factors among others have drawn attention of researchers and curriculum planners towards Biology as a subject in the school curriculum (Kareen, 2015). Biology as a science subject is a practical-oriented subject which focuses more on knowledge application than mere knowledge acquisition (Okeke, 2017). Given its important role in the economic development of a nation, Biology is a subject that must be properly taught and learnt without the hitches emanating from effect of global crises in order to make it functional and relevant.

The term global crisis can be defined as events such as war, economic decline, pandemic, extreme natural events that affect all countries in economic, social, cultural, political, and many other issues. The global crisis to a greater extent caused food, fuel and fertilizer prices to skyrocket, pre-primary to university level are at risk of not returning to school, further disrupted supply chains and global trade, roiled financial markets, and threatened global food security and aid flows. Further, the world's most vulnerable countries and population groups are disproportionately impacted. Women and men folk suffered a greater share of job losses combined with increased care work at home. Young people continue to have higher unemployment rates, and child labour and child marriage are on the rise. Least developed countries struggle with weak economic growth, rising inflation, major supply-chain disruptions, policy uncertainties, and unsustainable debt (UN SDG Report, 2022). Global crisis has ravaged many economics around the world and has caused noticeable imbalance in Nigeria. Besides depleting the country's external reserves, it has led substantially to the crash of the stock market, the erosion of the country's revenue by over 60 percent and the depreciation of the national currency, among others (Okonjo-Iweala cited in Okonjo-Iweala, 2009) reported that, "Nigeria has been hit by the economic crisis together with developed and developing countries all over the world as a result of global crises.

Thus, in Nigeria, the educational system is almost completely dependent on government budgetary allocation and with the global crises that affected country's economy; the sector will no doubt witness its fair share of budget cuts which will affect not only the lecturers but also students and families (Bamigboye, Ede, Adeyemi, 2016). Lecturers' salaries represent around two-thirds of public expenditure on education, which explains why in some countries the first signs of a slowdown had a direct impact on pay (Coombs, 1985). As a consequence, countries will find it more difficult to maintain the quality of learning in the future. It is against this background that this paper investigated the effect of global crises in teaching and learning biology education in Nigeria tertiary institution with the aim of proffering possible solutions to the effect.

In view of the above, the aim of this study is to examine the effect of global crises in teaching and learning biology education in Nigeria tertiary institution in the contemporary time. This study therefore specifically sought to:

i. Determine the effect of global crises in teaching and learning biology education at tertiary level in Nigeria;

ii. Determine the possible solution to the effect of global crises in teaching and learning biology education in Nigeria tertiary institution.

In other to achieve the specific objective of this study, the following research questions guided the study:

i. What are the effect of global crises in teaching and learning biology education at tertiary level in Nigeria?
ii. What are the possible solution to the effect of global crises in teaching and learning biology education in Nigeria tertiary institution?

Method

This study adopted descriptive survey research design to examine the effect of global crises in teaching and learning biology education in Nigeria tertiary institution in the contemporary time. The design has advantage of producing good amount of responses from a wide range of people. Another reason why descriptive research design was used is that it has the potential to provide a lot more information from large sample of individuals. The sample involved four hundred (400) lecturers selected through simple random sampling techniques from a population of 770 lecturers from Federal College of Education (Technical), Umunze, Nwafor Orizu College of Education, Nsugbe and Alvan Ikoku Federal College of Education, Owerri. Sample size of 400 (lecturers) was established using Yamane (1967) method. This type of design attempts to report things the way they are (Abiola, 2017). It is conceived as a survey in which a group of lecturers are studies by collecting data from only a few lecturers considered to be representative of the entire lecturers. Data were collected using a structured questionnaire developed by the researchers. The instruments were validated by experts of biology and experts in the Department of Measurement and Evaluation for face and content validation. Following their recommendations, the final draft of the instrument was produced. This is to make provision for maximum efficiency of the instrument as well as eliminate complex, redundant and overloaded questions from the instruments. The reliability of the instrument was established as 0.82 using the Person's Product Moment Correlation Coefficient. The instruments were administered to the 400 respondents using a face to face method. The number of items raised in the questionnaire were 20. The item questions raised were acquired from the literature review and also in line with the research questions. The Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) were used. The scale was weighted 4, 3, 2, and 1 respectively. For decision on the result in table any mean less than 2.50 are taken as rejected while the rest are as accepted. The data collected was analyzed using mean and standard deviation.

Results

Research question one: What are the effect of global crises in teaching and learning biology education at tertiary level in Nigeria?

Table 1: Mean and standard deviation on the effect of global crises in teaching and learning biology education at tertiary level in Nigeria

S/N:	Questionnaire items	N	$\bar{X}$	STD	Decision
1.	It causes delay on lecturers' salary due to government education budgetary allocation is affected	400	3.39	0.90	Accepted
2.	It leads to lecturers' salary cut because government education funding allocation is affected	400	3.39	0.90	Accepted
3.	Countries find it more difficult to maintain the quality learning delivery due to its effect on country's economy	400	3.35	0.88	Accepted
4.	Employment of qualified lecturers and other staff needed				

for quality curriculum delivery is affected due to drop in educational fund	400	3.36	0.88	Accepted
5. Training and in service of lecturers is inadequate due to drop in government allocation of educational fund	400	3.41	0.91	Accepted
6. It leads to school dropout for students on scholarship dependent due to countries education funding is affected	400	3.39	0.90	Accepted
7. It effects funding of high costly researches in biology due to educational fund allocation is affected	400	3.39	0.89	Accepted
8. It effects procurement of new biology laboratory equipment in schools because of drop in educational fund	400	3.37	0.87	Accepted
9. It causes educational institutions to loss some of the academic staff and other personal to the cold hands of death during the period the crises lasted	400	3.36	0.88	Accepted
10. It causes educational institutions to loss some of the students to the cold hands of death during the period the crises lasted	400	3.39	0.89	Accepted
11. It effects the renovation of dilapidated structure and construction of new ones due its direct effect on country's economy	400	3.41	0.91	Accepted
12. It effects subscription of scholarly articles needed for quality education delivery by educational institutions because the country's economy is affected.	400	3.39	0.90	Accepted
13. It sometimes forces some academic staff to joined business	400	3.41	0.91	Accepted
14. It sometimes forces some non-academic staff to joined business	400	3.37	0.88	Accepted
15. It forces students sometime to develop creative and imaginative mindset skills	400	3.40	0.91	Accepted
16. It sometime makes countries to develop other device of funding their tertiary institution	400	3.39	0.90	Accepted
17. It affects international academic gatherings like conferences, symposia, workshop and seminars	400	3.40	0.91	Accepted

The findings in Table 1 showed that items number 1 to 17 were all accepted. This revealed that global crises affected funding of teaching and learning of biology education in Nigeria tertiary institutions ranging from affecting international academic gatherings like conferences, symposia; training and in service of lecturers; subscription of scholarly articles needed for quality education delivery by educational institutions and others. Thus, it makes countries to find it more difficult to maintain the quality teaching learning delivery of biology education due to its effect on countries economy.

Research question two: What are the possible solution to the effect of global crises in teaching and learning biology education in Nigeria tertiary institution?

Table 2: Mean and standard deviation on the possible solution to the effect of global crises in teaching and learning biology education in Nigeria tertiary institution

S/No:	Questionnaires items	N	$\bar{X}$	STD	Decision
18.	Being prudent in managing any education fund allocated to the sector to avoid the effect of any unforeseeable circumstance	400	3.40	0.91	Accepted
19.	Setting aside educational fund to be used to cushion unforeseeable challenges like global crises	400	3.43	0.92	Accepted
20.	Government showing strong political will in funding education	400	3.39	0.90	Accepted

The results in Table 2 showed that items 18 to 20 were all accepted. This revealed that teaching and learning of biology education in Nigeria tertiary institution at present needs to be strengthened in order to overcome the challenges stemmed out of global crises. Setting aside educational fund to be used to cushion unforeseeable challenges like global crises would highly be encouraged. The government and other stakeholders in education need to show strong political will in funding education should be encouraged always as depicted by the result.

Discussion of the findings

The effect of global crises in the contemporary time to an extent has drastically affected the rate of government allocation of fund to education sector in Nigeria and thus, needs to be strengthened for quality curriculum delivery in tertiary institutions. This assertion was confirmed with the result in Table 1 of this study which revealed that global crises and its direct effect to economy has affected the funding of teaching and learning biology education in Nigeria tertiary institution and thus, making international academic gatherings like conferences, symposia; training and in service of lecturers; subscription of scholarly articles needed for quality education delivery by educational institutions and others unrealistic. This is in line with the findings of (Bamigboye, Ede, Adeyemi, 2016) in Nigeria, the educational system is almost completely dependent on government budgetary allocation and with the global crises that affected country's economy; the sector will no doubt witness its fair share of budget cuts which will affect not only the lecturers but also students and other academic activities like international conferences. The findings further agreement with (Okonjo-Iweala cited in

Okonjo-Iweala, 2009) reported that, "Nigeria has been hit by the economic crisis together with developed and developing countries all over the world as a result of global crises.
Again, in the Table 2, it revealed among other things, that government and other stakeholders in education sector need to show strong political will in funding education in all ramifications for it to yield the desired result as depicted by the result. This is line with Jiatong et al (2011) who observed positive correlation between political will and health care delivery.

Conclusion

Having examined the challenges of global crises in teaching and learning biology education in Nigeria tertiary institution, it becomes imperative and essential for adequate attention to be paid to funding and in the promotion of science subjects and biologically oriented programmes in particular, in all levels of education. It is designed to stimulate student passion for science. Consequently, the obtained data indicated, among other things, that global crises to an extent has affected funding of teaching and learning biology education in Nigeria tertiary institutions ranging from affecting international academic gatherings like conferences, symposia; training and in service of lecturers; subscription of scholarly articles needed for quality education delivery by educational institutions and others. The government and other stakeholders in education need to show strong political will in funding education.

Recommendations

The following recommendations were made based on the findings from the study;

1) World leaders should emerge stronger thus from the lesson learnt from the previous global crisis and prepare for unknown challenges ahead;
2) World leaders should embrace dialogue on any dispute with all sense of responsibility to avert any global crises hitching;
3) Funding our educational system must be a priority for national governments and the international community;
4) When we take action to strengthen social protection systems, improve public services and invest in human capital development, for example, we address the root causes of social vises that lead to global crises.

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EVALUATING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) SKILLS OF NIGERIAN TEACHERS AS A TOOL FOR ENHANCING QUALITY EDUCATION IN IMO STATE

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Abstract

The study evaluated ICT skill of Nigerian teachers as a tool for enhancing quality education in Imo State. The specific objectives of the study were to ascertain the level of acquisition of ICT skills amongst Nigerian teachers and to identify the factors affecting the use of ICT in improving quality education. The population of the study was about 400 teaching staff of public secondary schools in Owerri West Local Government Area of Imo State from the month of April to May, 2022. The sample for this study was made up of two hundred subjects, comprising hundred teachers and one hundred students. Simple random sampling and purposive random sampling techniques were used to select the sample. The instrument used for data collection was a four points Likert scale questionnaire. Two research questions were raised and the study adopted descriptive survey method. The mean was employed to answer the research questions. The findings revealed that there is uncertainty on the level of possession of ICT skills amongst Nigerian teachers because of poor proficiency and competency of teachers with ICT skills and lack of application of ICT skill in teaching students and students' preference to face-to-face contact learning due to technical problems during internet connections. That the factors affecting the use of ICT in improving quality education were lack of fund for procurement of computer system, lack of training workshops and seminars for teachers on the use of ICT for instructions and irregular power supply. The study concluded that most teachers lack ICT skills necessary for enhancing quality education in Imo State and recommended that Government should engage the teachers in in-service training and capacity building to acquire the basic ICT skills and to provide computers, other ICT facilities and an improved power supply for enhancing quality education in Imo State.

Keywords: *Information and Communication Technology (ICT),* Skills, Teachers and Quality Education

Introduction

The foundation of development in economics, Social, Physical and Technology of a nation depends on education. For a nation to develop in every sector, the education of the nation is sacrosanct. According to Offorma (2009), education is the process through which the young acquires knowledge and realizes their potentials and uses them for self-actualization. In view of this, for the present day education to actualize this objective, the role and place of Information and Communication Technology cannot be over emphasized. Leach and Moon (2000) summarized the importance of ICT to include: Critical thinking, information handling skill, problem solving, the refining of understanding, the giving and receiving of prompt feedback, collaborative task, joint decision making and reflection; higher, level conceptualization and complex group interaction. Since teachers are key to knowledge

importation, its therefore important for Nigerian Teachers to acquire adequate Information and Communication Technology skills, to enable them teach effectively in this 21st century. In another development, Ihimekpen (2004) opined that technological trends have changed the way of life of people. It is in the light of these innovation in technology that Adelestan (1988) in (Nworgu 2008), opined that the success of academic workers in today's education world depends on the knowledge of Information and Communication Technology they possessed.

The use of Information Communication Technology (ICT) makes teaching and learning easier, promotes higher order thinking skills, encourages collaboration, improves engagement and knowledge retention, promotes boundary-less classroom, extending the frontiers of knowledge dissemination beyond the four walls of the traditional classroom and gives students memorable lessons if applied properly (Fort, 2017). ICT is an extensional term for Information Technology (IT) that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals) and computers as well as necessary enterprise software, middleware, storage and audiovisual, that enable users to access, store, transmit, understand and manipulate information (Murray, 2017). ICT encompasses all the technology and services involved in computer data management, telecommunications provision, and the internet, it deals with the transmission and reception of information of some kind and fills into all aspects of life, providing newer, better and quicker ways for people to interact, network, seek help, gain access to information and learn (Brown, 2020).

ICT skill of Nigerian teachers refers to digital literate educators with the requisite ability required to improve their teaching practices with the use of specific ICT tools, such as smart boards, web conferencing and webinars, among others, thus, creating a learner-centric' classroom (Shipcom, 2021). A teacher is a facilitator of learning, trained in pedagogy and teaching areas of a particular subject to impart knowledge, skills, attitudes, helps students to realize their full potentials educationally, emotionally, and socially in career selection and transition. The ability of teachers to teach students using ICT depend on the level of ICT skills they possessed. Information and Communication Technology (ICT) can impact positively on students learning when teachers are digitally literate and understand how to integrate it into curriculum.

There are twenty (20) basic technology skills that all educators should now have for enhancing quality education. It includes: word processing skills. spreadsheets skills, database skills, electronic presentation skills. Web navigation skill, web site design skills, e-mail management skills, digital cameras. computer network knowledge applicable to your school system, file management and windows explorer skills, downloading software from the web (knowledge including e-books), installing computer software into a computer system, web CT or blackboard teaching skills, videoconferencing skills, computer-related storage devices knowledge (disks, CDs, USB drives, zip disks, DVDs, etc), scanner knowledge, knowledge of PDAs, deep web knowledge, educational copyright knowledge and computer security knowledge (European Commission, 2021). There are digital education tools such as edmodo, EduClipper, Google classroom which have been created for the teachers' professional development with the purpose of giving autonomy to the students, improving the administration of academic processes, encouraging collaboration and facilitating communication between teachers and learners.

Today in Nigeria, many secondary schools are not ICT driven in their curriculum and most of the Nigerian teachers and students do not have computer system to teach and learn with. Some of them who are ICT compliant complained of fund for the purchase of computers, irregular power supply, and lack of practical applications for adequate practical knowledge in subjects like agriculture and therefore have greater preference for face to face learning in order to socialize with peers and because of technical problems associated with internet connections.

The question is, how many of the public secondary schools in Owerri West are equipped with computers and how many have ICT skilled teachers?

As reported by Nworgu (2008), despite efforts made to improve quality of education in Nigeria with the introduction of ICT, the existing education system is posed with the following problems: uncertainty on the level of possession of ICT skills amongst teachers, inadequacy on evaluation and assessment of ICT facilities in schools, poor assessment on proficiency and competency of teachers with ICT skill and student's preferred form of learning, e-learning or face-to-face learning.

The study aims at examining the Information Communication Technology (ICT) skill of Nigerian teachers as a tool for enhancing quality education in Imo State.

Purpose of the Study

The study sought to:

i. Investigate the extent teachers in Imo State posses Ict skills
ii. Ascertain factors affecting the use of ICT in teaching and learning.

Research Questions

The research questions for the study are:

i) To what extent do Imo State teachers possessed ICT skills for effective teaching and learning?
ii) What are factors affecting the use of ICT in teaching and learning in Imo State?

Methods

The study adopted the descriptive survey method in which questionnaires were carefully administered to respondents which represent the population of the study.
The study evaluated information and communication technology (ICT) skill of Nigerian teachers as a tool for enhancing quality education in Imo State.

The population of the study involved the teaching staff in public secondary schools in Owerri West Local Government Area of Imo State with about four hundred staff capacity.

The study selected the two hundred sample size using Taro Yameni (1964) formula for effective and accurate representation of the entire population.

The Taro Yameni formula is stated thus:

$$\text{Sample size (n)} = \frac{N}{1 + N(e)\ 2}$$

Where

n = Sample Size
N = Total Population
e = Level of significance or degree of freedom 0.05

Solution:

$$\text{Thus, n} = \frac{N}{1 + N(e)\ 2}$$

$$= \frac{400}{1 + 400}$$

$$= \frac{400}{1+ 400 \times 0.0025}$$

$$= \frac{400}{1+1}$$

$$= \frac{400}{2}$$

n = 200

Simple random sampling technique was also used to ensure that every member of the population stand the equal chance of being selected in the sample study. The study relied on the teaching staff that have basic knowledgeable on 1CT. It also used both primary and secondary sources. The primary source includes the questionnaire while the secondary sources were textbooks, journals, newspapers etc.

Time was taken to present and analyze data collected from questionnaire administered to the respondents. 200 Questionnaire were distributed and 179 was retrieved. The simple percentage and mean score statistical methods were used to answer research questions and chi-square statistics was used to test the hypotheses. Four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and rated 4, 3, 2 and 1 respectively was the response form. Mean of 2.5 served as criterion mean. Mean score from 2.5 and above was accepted as Information and Communication Technology Skill acquisition of teachers for enhancing quality education while mean score below 2.5 was not accepted as Information and Communication Technology Skill of teachers improving quality education.

Results and Discussions

Research Question 1

To what extent do Imo State teachers possessed ICT skills for effective teaching and learning?

Table 1

Mean and standard deviation of respondents on ICT skills possessed by teachers for effective teaching and learning.

S/N	Questionnaire number 1	SA	A	D	SD	Σfx	X	Decision
1.	To me teachers possessed ICT skills.	18 (10%)	31 (17%)	21 (12%)	109 (61%)	316	1.76	Rejected
2.	To me teachers are highly competent in use of ICT.	15 (8%)	20 (11%)	26 (15%)	118 (66%)	290	1.62	Rejected
3.	to me teachers with ICT skills used variety of method to teach.	20 (11%)	33 (18%)	26 (15%)	100 (56%)	331	1.84	Rejected
4.	Students prefer subjects thought with ICT than the teacher centered method.	26 (14%)	30 (17%)	23 (13%)	100 (56%)	340	1.89	Rejected
	Grand Mean						**1.77**	**Rejected**

Table 1 showed the mean score of 1.76, 1.62, 1.84 and 1.89 respectively for items1-4 fall below the decision level of 2.5. These mean values fall below the decision level of 2.50. In addition, the grand mean is 1.77, which is also below the decision level of 2.50. Therefore, the result from the above table indicated that there is low level acquisition of ICT skills amongst Nigerian teachers because of low competency of teachers with ICT skill, lack of application of ICT skill in teaching of students and students' preference to face-to-face or teacher centered.

Research Question 2: What are factors affecting the use of ICT in teaching and learning in Imo State?

Table 2

Mean and standard deviation of factors affecting the use ICT in teaching and learning Imo State.

	Questionnaire number 5	SA	A	D	SD	Σfx	X	Decision
1.	There is inadequate facilities for storage of computer and other accessories	57 (32%)	71 (40%)	15 (8%)	36 (20%)	507	2.83	Accepted
2.	There is lack of fund for the procurement of computer system	59 (33%)	68 (38%)	18(10%)	34 (19%)	510	2.84	Accepted
3.	There is lack of training workshops and seminars for teachers on the use of ICT for instructions	55 (31%)	42 23%)	44 (25%)	38 (21)	472	2.63	Accepted
4.	There is irregular power supply	49 (27%)	50 (28%)	51 (28%)	29 (17)	477	2.66	Accepted
	Grand Mean						**2.74**	**Accepted**

Table 2 indicated that the mean score of the questionnaire item 1-4 were 2.83, 2.84, 2.63 and 2.66 respectively. This showed that these items have means above the decision level of 2.50. In addition, the grand mean is 2.74, which is also above the decision level of 2.50. Therefore, the result from the above table indicates that factors affecting the use of ICT for enhancing quality education in Imo State include lack of fund for the procurement of computer system, lack of training, workshops and seminars for teachers on the use of ICT for instructions an irregular power supply.

Expected frequency (E) = $\frac{507}{4} = 126.8$

All mathematical calculation is done and presented in the table below:

Responses	**Observed Frequency**	**Expected Frequency**	**0-E**	**$(0-E)^2$**	$\frac{(0-E)^2}{E}$
Strongly Agree	57	126.8	-69.8	4,872	38.4
Agree	71	126.8	-55.8	3,113.6	24.5
Disagree	15	126.8	-111.8	12,499.2	98.5
Strongly Disagree	36	126.8	-90.8	8,244.6	65.0
Total	**507**				**226.4**

Therefore, the calculated chi-square value X^2 cal = 226.4

To compute the degree of freedom (df), the formula is

df = (R-1)(C-1) (4-1)(2-1)

= 3x 1

= df

Critical value at df(3) is 7.488
Therefore, since the calculated chi-square value X^2 cal (226) is greater than the critical value at 7.488, the null hypothesis which says that there is no statistically significant difference between factors affecting the use of ICT and improvement of quality education in Imo State is rejected. Hence the alternate hypothesis which says that there is statistically significant difference between factors affecting the use of ICT in improvement of quality education in Imo State is accepted.

Discussion of Findings

Table 1 revealed that majority of the respondents agreed that there is low level acquisition of ICT skills amongst Nigerian teachers for enhancing quality education in Imo State. In view of this, Nworgu (2008) pointed out some factors have hindered the effective application of Information and Communication Technology among them is the teachers readiness to learn and to use ICT. These have affected self development and personnel training. One cannot give what he does not have, what one gives out is that which he has, most people including most teachers do not know the importance of ICT so as to see the need to acquire knowledge in it.

Another problem is that of poverty, some of the people in this part of the world are so poor that they find it difficult to feed well, talk more of looking for means that will make life easier for them, and because they are poor, they do not want additional expenses on themselves, so they are rather comfortable with the way they have been living their lives and do not want to hear any about ICT. The government is not even helping matters in most cases, through the implementation of policies that are connected with ICT. This has mainly contributed to the fact that most of the teachers know very little or even nothing about ICT.

Findings on table 2 showed that majority of the respondents agreed that there are factors affecting the use of ICT for enhancing quality education in Imo State.

Asogwa (1998) in Nworgu (2008) asserted that government should invest in ICT for educational purposes. Government should make provision for computer sets for schools. Government should look inward on the ratio of students per computer and level of internet connectivity and make adequate provisions.

Conclusion

The study investigate the extent to which Imo State teachers possessed Information Communication Technology (ICT) skills. It uncovered that there is low level of ICT skills amongst the teachers. The study also found that the teachers have poor proficiency and competency in ICT as well as the ability to apply ICT in teaching their students. They have more preference for face-to-face learning. Lack of fund for the procurement of computer system, lack of training workshops and seminars for teachers on the use of ICT for instructions and irregular power supply were factors affecting the use of ICT for enhancing quality education in Imo State. The study concluded that most teachers lack ICT skills necessary for enhancing quality education in Imo State.

Recommendations

The study recommends as follows:

1. There is need for Government to organize in-service training and capacity building for teachers to acquire the basic ICT skills needed for enhancing quality education in Imo State.
2. There is need for Government to provide computers, other ICT facilities and improve power supply for enhancing quality education in Imo State.

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CORRUPTION AND BAD GOVERNANCE IN NIGERIAN EDUCATIONAL SYSTEM: AN INSIGHT INTO ASUU STRIKE 2022

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Abstract
Nigeria is known as the giant of Africa. The land is blessed with so many mineral resources, yet those involved in managing the affairs of the land cannot take proper care of their people. As a result, the nattion suffers insecurity, bad governance, corruption at its peak, poverty, and lack of basic amenities, unemployment and to crown it all poor management of educational system which ranks one of the poorest in the world in the area of education. In educational sector, corruption erodes social trust, promotes mediocrity, and undermines development. The type of corruption in the school systems ranges from academic exploitation of teachers and lecturers' dehumanization by the Nigerian politicians. Bribery and nepotism has taken over our educational system as teaching appointments are based on connections not by merits thereby leading to promoting half baked graduates that cannot compete with their counterparts elsewhere. The ASUU strike has lingered for more than eight months, yet the government cannot resolve the issue. This paper tries to critically look at corruption and bad governance being the cankerworm that is destroying our education. It also examines the causes and demands of ASUU, and tries to find lasting solutions that can promote the educational system in Nigeria. In the same vein, it suggests how to end the ASUU strike and promote our educational system for a better Nigeria.
Key words: Corruption, Bad Governance, Educational system, Strike, underdevelopment

Introduction

The origin of corruption in Nigeria is traceable chiefly to the voracious character of a few among the players who fronted for the people as nationalists prior to independence. They rarely considered the aftermath of the roles they played or the widespread implication of tribal and ethnic oriented politics. Corrupt practices gradually mutated in a lifestyle in the post second republican era while reaching unparalleled proportions during the subsequent military regimes that followed. During the independence morbid ethnocentrism was widespread and created dividing lines among federating units for no justifiable reason and to date these conglomerating units are yet to find basis for a continued staying together and as unfortunate as the situation has become, expectations over the years gone by, that leadership would churn out modalities conducive and requisite for a common basis of unity has not come by (Igwe, 2010).

Corruption is unarguably one of the most typical issues in the discourses of the deepening crisis and contradictions of post independence Nigeria. The level of attention devoted to it may not only be due to its rapid and unprecedented expansion of the menacing consequences, but also because of the seeming fecklessness of successive attempts to combating it into something else. The problem become so pointed out, one can begin to talk about the political culture of corruption in the country. To be sure, transparency international, a non-governmental organization that is reputed for its exploits in its measurement of countries' corruption perception index, ranked Nigeria as the most corrupt among the 52 countries ranked in 2019 (https://tradingeconomics.com/nigeria/corruption-rank)

The advent of democracy from the past, including the country's perennial problem of corruption, largely remains in the pipeline. Nigeria is the 154 least corrupt nation out of 180 countries, according to the 2021 Corruption Perceptions Index reported by Transparency International (Transparency International 2022)

These points to the fact that the anti-corruption war was hardly made a positive impact in the country, perhaps due to the depth of the phenomenon. It is important to know that 'corruption acts are displayed at various level and sectors in Nigeria, but this work would focus attention on exposing and proffering solutions to the issue of ASUU strike in our educational system also to proffer way forward.

Conceptual Framework

The concepts of corruption and good governance have a two-way causal relationship with each other and feed off each other in a vicious circle. If good governance principles and structures are not in place, this provides greater opportunity for corruption. Corruption, in turn, can prevent good governance principles and structures from being put in place, or enforced. Violations of the principles of transparency, accountability and rule of law appear to be most closely associated with corruption. In the end, corruption and poor governance are security challenges which undermine democracy, the rule of law and economic development.

Some literature reveals the negative consequences of bad governance, primarily in the form of corruption and lack of property rights, for areas such as population health and people's access to safe water (Swaroop and Rajkumar, 2002; Holmberg and Rothstein, 2011). Gilley (2006: 57) even demonstrates that "general governance (a composite of the rule of law, control of corruption and government effectiveness) has a large, even overarching importance in global citizen evaluations of states".

He further states that these governance variables have a stronger impact on political legitimacy than variables measuring democratic rights and welfare gains. (https://www.unodc.org/e4j/en/anti-corruption/module-2/key-issues/corruption-and-bad-governance.html) Researchers and public affairs analysts have revealed that one of the factors contributing to cybercrime and other forms of criminal activity as lack of good leadership and quality education, of which the ASUU strike is an instance. Thus, Nigerian youths are forced to sit at home for months waiting for the government to grant the request of ASSU.

Theoretical Analysis

The researcher chooses to adopt Leadership style in explaining and relating more about the topic, which has been a theory of interest for centuries. Leadership is of different types of which the researcher shall settle with Situational Leadership as a particular type. Leadership is continuously evolving and more than what it seems to be depending on how you look at it. It is a complex concept, with many applications, and results that it creates depend highly on the content in which it is being observed.

Situational leadership theory (Hersay & Blanchard 1969) Hersay and Blanchard, 1997;) first appeared in training and development Journal as the life cycle of leadership Since its inception in 1969, the model has undergone a number of cosmetic and substantive changes which Blanchard, Zigma & Melson (1993) refers to as "revisions that have since improved the model".

high Relationship/ Willingness	**3. Participating**	**2. Selling**
low	**4. Delegating**	**1.Telling**
	low Task / Ability high	

http://www.educational-business-articles.com/situational-leadership-theory/

Among the four Leadership Styles are as follows:

(S1) **Telling**: Normally at this level of maturity, the individuals or team do not have much task knowledge. They are yet to learn the skills needed to be proficient and so they need clear direction and guidance. As a result, the necessity is to be told how to do something and what to do. To this end, the style reflects much of an autocratic behaviour .

(S2) **Selling:** This is the next step up in the development cycle and although the leadership style is slightly less autocratic, it still requires a good degree of direction from the leader, whereby he/she now begins to explain ideas and the reasons for such. This approach helps the individual / team to start to develop their skills and reasoning. With this style, leaders begin to sell their message to influence and develop the team.

(S3) **Participating:** At this level of development, the leader adjusts their style to reflect a more democratic stance and focuses further on relationships and less on task direction, he/ she allows the team(s) to create their goals but works with them to do this.

The main aim here is to develop the team further to take action and to think more autonomously, releasing the leash, if you like, and giving them greater scope for self-leadership.

(S4) **Delegating:** At this point in the cycle, the team is now competent. Their levels of development are high with the task at hand, and the leadership style reflects a hands-off approach. The manager now delegates goal creation and decision making to the team and as such, they competently get on with the task; setting goals, creating plans and executing them autonomously. The leader is normally kept abreast through regular updates.

Application of Situational Leadership Model

The whole idea of situational leadership is to be able to flex our style to suit the task and the individual's needs. This is based on tasks, so any person can easily be a D1 on one task and a D4 level on another. The people then should be managed differently, depending on their task competency. Knowing what level of competency each individual is at, is the key to the effective use of this model. Once understood, the leader has a good blue print to be able to use to constantly flex their style to suit the situation and the individual's / team's growth.

Task as an effective manager is to keep developing their team through the cycle, so if an individual is at S4 (delegation level) for a specific task, he should try to add an additional level

of responsibility and complexity, so that they can start back at S1, working with and leading them through levels 1-4 again. This pattern is a continuous process, and enacted correctly, the leader can develop empowered, energized and highly skilled teams.

S/N	YEAR	BUDGET (₦TRILLION)	EDUCATIONAL ALLOCATION (₦BILLION)	PERCENTAGE OF BUDGET (%)
1	2010	5.160	249.09	4.83
2	2011	4.972	306.30	6.16
3	2012	4.877	400.15	8.20
4	2013	4.987	426.53	8.55
5	2014	4.962	493.00	9.94
6	2015	5.068	392.20	7.74
7	2016	6.061	369.60	6.10
8	2017	7.444	550.00	7.38
9	2018	8.612	605.80	7.03
10	2019	8.830	620.50	7.03
11	2020	10.33	691.07	6.7
12	2021	13.08	742.5	5.6
13	2022			5.39

Nigeria Budgetary Allocation to Education (2010 - 2020)
Source: Federal Ministry of Education Report 2020
https://www.researchgate.net/figure/Nigerian-Budgetary-Allocation-to-Education-2010-2020_tbl1_344775125

Budget Allocation to Education (2015- 2022) (The UNESCO bench mark for budget allocation to Education is 15 to 20% of public expenditure

S/N	YEAR	BUDGET ALLOCATION BY TRILLION	BUDGET ALLOCATION BY BILLION	PERCENTAGE OF THEBUDGET
1	2015	₦4.5	₦492.038	10.79%
2	2016	₦6.06	₦369.60	6.7%
3	2017	₦7.29	₦550.00	7.38%
4	2018	₦9.12	₦605.80	7.04%
5	2019	₦8.92	₦620.50	7.05%
6	2020	₦10.33	₦671.07	6.7%
7	2021	₦3.59	₦742.52	5.68%
8	2022	₦17.13	₦923.79	5.39%

The table depicts that only in 2015 was when Nigeria have the highest increase in educational budget. Then it kept decreasing till 2022 when the lowest budget allocation was made. It then now shows that federal government has no value on education. The outcome of it was the ASUU strike that lingered for 8 months.

The above data indicates that there has been inadequate funding of Education. This, undoubtedly, will occasion low morale among staff leading to brain drain, persistent crisis arising from neoliberal policies of government, among other problems which have also brought the higher education sub-sector to its knees.

The 5.39 percent allocation is not only a minuscule 0.29 percent increase from the 2021 budget in which 5.68 percent was allocated to the sector; it is the lowest percentage allocation to education by the Federal Government in the last ten years. Moreover, considering that the 5.39 percent is a 50 percent reduction from the 10.79 percent allocated to education in 2015, a comparative estimate of the Naira value of these percentages, when subjected to dollar exchange, shows only a slight difference between the 2015 allocation and that of 2022 (Vanguard, August 9; 2022)

Strike is a situation in which a group of workers refuse to work because they are not satisfied with their pay, working conditions, etc.: White-collar workers are expected to announce strike action today after a breakdown in talks to resolve a pay dispute. (https://dictionary.cambridge.org/dictionary/english/strike-action) To refuse to continue working because of an argument with an employer about working conditions, pay levels, or job losses: Democratization has brought workers the right to strike and join a trade union.

ASUU was formed in 1978, the primary cause of ASUU's strikes, virtually annually since 1999, has been the government's failure to concede to the union's demands. Thus, ASUU's arguments about the strike are mostly focused on the funding and resuscitation of Nigeria's public universities as well as a specific earned allowance that it asserts is over 92 billion Naira in arrears. Before the ASUU strike was called, some Nigerian students claimed the strike was a curse, while others claimed it was a godsend. They have continued to strike from 1999 till date, university students have started to see education as irrelevant in the Nigerian system, and they are beginning to ask if the government is interested in investing in education.

ASUU Strike from 1999-2022

Year	Days	Weeks	Months
1999			5
2001			3
2002		2	
2003			6
2005		2	
2006	3		
2007			3
2008		1	
2009			4
2010			5
2011	59		
2013			5
2017			1
2018			3
2020			9
2022			8

https://naijabiography.com/history-culture/history-of-asuu-strike-in-nigeria/#:~:text=History%20of%20ASUU%20Strikes,pay%20and%20autonomy%20for%20universities.

The above table shows that Nigeria government is not ready to put education in order. Almost every year ASUU must go on strike why? The table above shows that Nigerian education does not matter to our leaders since they have sent their children abroad to study.

ASUU Reasons for going on Strike:

1. ASUU embarked on strike action in March 2020, following its disagreement with the Federal Government over the funding of the universities.
2. Implementation of the Integrated Payroll and Personnel Information System (IPPIS), which according to the Union, negates the autonomy policy for the universities, among other issues.
3. The Union called off its 9-month old strike in December 2020 after the Federal Government agreed to some of its conditions.
4. These include the deployment of University Transparency and Accountability Solution (UTAS) software for payment of its salaries and allowances.
5. However, a year after signing the MOU, ASUU accused the government of failing to fulfill its side of the bargain and threatened to mobilise for another actions immediately.
6. The government quickly moved to pay N55bn as part-payment for the Earned Academic Allowance and Revitalisation Fund, but the union was unmoved until the Nigeria Inter-Religious Council and other dignitaries waded in.
7. ASUU said the federal government has only addressed 2 out of its 8 demands, including the visitation panel to federal universities and described the release of funds for the Earned Academic Allowance and revitalisation funds as partial.
8. Some of the demands of ASUU include the sustainability of the university autonomy, which it said the introduction of IPPIS violates.
9. Immediate deployment of UTAS to replace IPPIS; renegotiation of the 2009 ASUU-FGN agreement.
10. Release of the reports of visitation panels to federal universities and distortions in salary payment challenges.
11. Others include funding for revitalisation of public universities, earned academic allowance, poor funding of state universities and promotion arrears.

https://www.schoolbeginner.com.ng/asuu-demands-2022/

Conclusion

The visionless cabals who run the affairs of the state prefer to send their children and wards to schools in Europe and America. Others send them to Ghana, South Africa and elsewhere in Africa. It is the children of the downtrodden who are left in the Nigerian universities, which have been reduced to shadows of their former selves. It is only Academic Staff Union of Universities (ASUU) that continues to wage wars against the debasement of university education. In fact ASUU is the strongest labour union that has survived till date and more respect and support must be accorded to them by the populace.

The present government enter into negotiation with ASUU and unilaterally back out without cogent reasons. Because the union believes it is dealing with people without ears, it embarks on incessant strikes to hit home its point. In a school calendar year of eight months for the past decades, the union goes on strike for months. The situation takes its toll on all departments and faculties in all Nigerian higher institutions.

If we are to succeed in building up our economy stronger we must have a leadership that is committed to the rule of law and has a demonstrable sense of fair play and democratic tolerance; a leadership with ability and integrity; above all else, we must have a leadership that can see beyond the ostentatious pomp of office (Fadayomi, 1996). Once one is envisaged to possess wisdom, he automatically attracts followers who flock around him to tap from his knowledge (David W. 1980). Corruption is the abuse of public trust for private gain; it is outright stealing; in fact, it is the main cause of our dilapidated state of our education. An absence of corruption encourages investment and efforts to expand the pie rather than merely fight over its distribution and thus encourage growth. To this extent, improvements in governance in general and reduction of corruption in particular could be means to accelerate the process of development. In addition, as society grows wealthier, good governance becomes more widely demanded by the public (Todaro & Smith 2006: 552).

The high incidence of corruption has continued to attract growing interest and great concern. Bureaucratic organizations in Nigeria are no exception to this devastating syndrome. Over the past decades, most organizations, private or public, are closed down because of the worst excess of brigandage of economic form of corruption which has obstructed the normal institutional rules and regulations (Katuka, 2009). The Nigerian institutions have been linked seriously with corruption. The World Bank Report (1997) defines corruption as "the abuse of public power for private gains". Political corruption takes three basic forms: embezzlement, bribery and nepotism.

Every nation needs good leader. Until a good leader emerges that drastically change will be affected in our educational system. No country will move forward without having a good leader. Leadership can be seen as the ability of an individual to influence, motivate and enable others to contribute towards the effectiveness and success of an organization (House, et al, cited in Shama et al, 2011: 719)

Recommendations

- Ban public office holders, children and wards from schooling abroad and also receiving treatment abroad: It is obvious that our public office holders do not mean well for the generality of the citizenry. They are self-centered. We need to make a law banning public officers, their children and wards from schooling outside the country. Our public office holders are not interested in maintaining and improving our education system. They siphon public funds to train their children and wards abroad while our education sector has collapsed. It is the same situation with our health system. They go abroad for solutions to their health challenges while our public hospitals are in a state of shamble. This ban should continue until our education sector improves.
- Make education a fundamental human right: Beyond this, we should make education at all levels compulsory to every Nigerian child . The recently proposed amendment by the 9th national assembly to make education free and compulsory only at the basic level should exceed to secondary school level Education should be made a fundamental human right like other rights in Chapter IV of our constitution.
- Budgetary allocation must be raised high to promote our education: The current situation where only about 8% of our national budget is allocated to education should be as a matter of urgency and be reviewed. Serious minded countries allocate higher percentages of their budgets to education. For instance, China, is about 10.5% while Cuba allocates about 12.85. Even some African countries allocate more to education than Nigeria. It is 15% in Egypt and more than 17% in Ghana. Apart from the meager allocation, it is obvious that resources are not applied for the purpose they are meant for in this country. The probability that they will be embezzled by public office holders and their cohorts is

very high. At the end of the day, it is the ordinary Nigerians that will suffer the consequences.

- Proliferation of universities must stop: Governments at both the federal and state levels must stop establishing more universities when the existing ones are not properly funded. (https://www.thecable.ng/how-to-end-asuu-stri).

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DRAMA AS A LITERARY TOOL FOR SUSTAINABLE DEVELOPMENT IN NIGERIA EDUCATIONAL SYSTEM

BY

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Abstract

This paper is divided into five sections. It highlights the definitions of literature, the scope of literature, the functions of literature. It takes a close look at the negative and positive aspects of drama which the playwrights portray. The paper concludes by stating that, if people should put into practice the moral lessons learnt from drama texts there must surely be a positive change of attitude among Nigerians.

Introduction

Language is very essential and indispensable to any society as it is the vehicle through which any society's culture could be transmitted from generation to generation. From the dawn of man's creation, there has always been the need for people to talk to one another, understand one another and to communicate or share ideas among themselves.

Mgbodile (1999) sees language as a vehicle for social interaction. Man is the only animal that has evolved and perfected the use of language. Other lower animals have lower order forms of communication which are instinctive responses of reaction to external sound and stimuli. Man has developed and perfected the use of language as a means of maintaining interpersonal, inter group as well as international relations. This has been made possible through the use of language. For this transmission to be effective, there must be the mastery of the language of the society.

An in depth study of the language of any group of people or any linguistic group must take cognizance of their grammar, literature and culture. They are the major areas of language teaching and learning. Each of these three areas has its own device of imparting knowledge to the members of the society.

A grounded knowledge on the three areas of language will promote harmony and sustainable development among the members of the educational system However our focus in this study will be on literature, since drama is an aspect of literature. Before we go into the details of the study, let us take a look on some definitions of literature

The word literature according to Abram and Harpham (2007; 152) is derived from the Latin word `literae` (Letters). Therefore, literature as a work of art refers to any kind of composition in prose or verse which has for its purpose not the communication of fact but the telling of a story. Literature is an avenue through which life is projected and it is representing the life of a people. The writer as a member of the society advertently or inadvertently voices out the norms and all that gives the society its identity. As a result, a writer's background is discovered in his work as he cannot completely hide his identity as he writes.

Nchikogwa (2008) defines literature as creative composition of art which has beauty and value, created by man handed down from generation to generation. According to him, literature is the field of human studies that man comes in contact with right from birth to death, because it embodies the people's culture, festivals and arts. In it, there are a number of branches

such as the prose, drama and poetry. All these are works of imagination or the capacity for invention.

According to Moody (1968), it is important to notice that the writer of literature is not tied to fact in quite the same way as the historian, the economist or the scientists whose studies are absolutely based on what has actually happened, or on what actually does happen in world of reality. The writers of literature, being less tied to fact than the historian or the scientist, have move scope to comment on the facts, to arrange them in unusual ways, and to appreciate not only what is, but on what ought to be or what might be (for better or worse)

The Scope of Literature

Writers of literatures are sometimes, People with visionary or prophetic insights into human life. Literature as a work of imagination, is a mirror through which the writer represents the society in its ideas and ideals, it's thought, it visions and its way of life. It is a mirror through which a society sees itself. Literature therefore, teaches us about life. It is an academic discipline, and is studied for its intrinsic value

Functions of Literature

The major function of literature is entertainment. It delights us as we read or watch it acting out. It gives us pleasure and satisfaction, for it brings us back to the realities of human situations, problems, feelings and relationships. We use it to spend our leisure hours instead of passing away time in idleness and melancholy.

Literature serves pedagogical and didactic functions because the literary artist is writing about life and humanity. what he presents are fats of life from which we learn. Literature makes our knowledge of human affair broadened and deepened, whether in the individual, the social, the racial or the international sphere. Like history, it helps us to understand peoples and their cultures better. It helps us to understand the possibilities of human life, both for good and evil. It helps us to understand peoples and their cultures better. It helps us to understand the possibilities of human life, both for good and evil. It helps us to understand the way which are open to us, and perhaps, to be able to make right rather than wrong choices.

It compels us, through the forces and logic of its imagined worlds, to give serious consideration to important concepts with which we are familiar or with which we disagree. Literature throws laughter in truths of life. For instance, "Macbeth" is written to show that over-ambition is bad. In "Things Fall Apart", we are taught that it in foot hardly to fight the progress of time. In "Julius Caesar", we are meant to learn that over-confidence is bad. Literature is interpretative of life as it shows us the hidden aspects of life. The literature of a people or race is the cultural house of the people, therefore, it serves as a medium of cultural production, preservation and historical documentation. Literature is in itself an academic discipline which people study as a course in institution of learning for purposes of career in life. Therefore, it provides people with Job Opportunities.

Drama as a Tool for Condemning the Evil in The Nigerian Society.

In the Nigerian society, there are so many evil practices which bring disharmony among the people and consequently hinders development. Such evil practices need to be condemned so that people should stop indulging in them, Some literary artists have tried to highlight such practices and condemned them. through the work of drama. Some Nigerian playwrights have done that in their works written in both English and Igbo languages. However most of the examples used in the study will dwell much on works written in Igbo language

One of such evil practices that need to be condemned is using poison to eliminate people. For instance, Ezejesi (2011) in his drama "Omekitoro", shows that using poison to

eliminate people is rampant in most Igbo polygamous families. He cited the case of Apali who uses poison to eliminate the children of "Nwogwugwu". In the drama, Apali told Ezeomeji the first son of Nwogwugwu that she will kill him the way she killed her mother Nwogwugwu and her husband, Dim.

Another evil habit found among the Igbo's is re-echoed by Akoma (1977) in his drama Obidiya as well as Onyekaonwu (1985) in "Uwa Ntoo", it is a common feature in Igbo traditional society to eliminate any person who is considered an obstacle or stumbling block on the way of progress. In "Obidiya", Oriaku Dike eliminated Onuma simply because his attempt to take his parcel of land was resisted at the court. Also Agamevu killed Ebubedike with poison to enable him take over his wife Onukwube, and even went ahead to poison Oguamalam, Ebubedike's son because he suspected an affair between him and his daughter, Olamma. Unfortunately for him the poison turned out to clear his family. This account by Onyekaonwu (1985) in "Uwa Ntoo" points to the evil habit of the Igbo man (Onwudiwe 1998)

Wickedness among co-wives is another evil practice found among Nigerian families. "Chukuezi (1974) portrayed that in his drama", Akwa Nwa where he stressed that the evil practice is rampant in most Igbo polygamous families. The playwright presents a typical situation in Igbo society where woman who has children scorns her co-wife who is not fortunate like her. In this drama, we see "Ihudiya, Chimma's co-wife abuse Chimma simply because her daughter, Nkiru is assisting Chimma in cooking. Here, after Chimma has appealed to her to allow Nkiru to help her, she says.

Ihudiya: Go and bear your own child so that she can put yam for
you do you know the pains that follow child-bearing?
Somebody that eats another person's form produce, will
he ever cultivate his own?

This abuse later escalated to exchange of words and reigning of abuses, which often occur in this kind of situation

Another evil practice that needs to be curbed among Nigerians is taking people's property forcefully as mentioned in Onyekaonwu (1985), Agamaevu poisoned Ebubedike to enable him take his wife. This is a case of forcefully taking somebody's property. Also Chukuezi (1974) in his "Udo ka Mma and Akoma" (1977) in his Obidiya, vehemently condemned the common occurrence of taking somebody's land forcefully, especially when the rightful owner is considered to be poor or weak. This is one of the most rampant occurrences among the Igbos, and it is also a negative aspect of their life, which the writers project

Also condemned as one of the evil practices that sets development back is having sex with one's daughter or blood relation. The modern Igbo writers frown so much at this crime and to anybody who indulges in it. The punishment which is believed comes from the gods, and the punishment is often severe. For example, Onyekaonwu (1980) who is the playwright of "Nwata Rie Awo" presents the story of Aworo whose marriage with his own daughter, Odinchefu, even though he did not know that she was his daughter, brought a lot of calamities to the society. In "Eriri Mara Ngwugwu, Onyekaonwu" (1985) presents another case where Ochonanooko her affair with his daughter, Uduaku, although the marriage was also not intentional. He was reported to commit suicide in the end like Aworo. These men are meant to end up in suicide to cover their shame (Onwudiwe 1998).

Although these examples are cited in Igbo drama texts, there is no doubt that such evil practices are found among other tribes in the Nigerian Society. People should therefore, try to desist from such practices for them to promote peace, harmony and unity in the Nigerian society. It is only when there is a peaceful and harmonious existence among people that we can dream of a sustainable development in Nigeria educational system.

Apart from evil practices, Nigerian playwrights portray and showcase positive practices, which are evident in the life of the people. Some of the positive or good practices as contained in some literally works especially drama help to promote a healthy and progressive society. Let us discuss the practices of promoting the law of retributive justice and hard work as examples The law of retributive justice, we know has it that anyone who does wrong receives instant punishment in return. In Igbo community, the wicked is punished for his wickedness; the disobedient child gets punished for his disobedience and so on. In that same vein, the Modern Igbo writer helps in preaching this gospel. Consequently. he presents some characters who receive punishments as a result of their misdeeds and sometimes wickedness. In "Isi Kote Ebu", Ihentuge (1981) presents Osuchukwu as abandoning his wife Nkiru for the prostitute, Obiageli. He later loses Obiageli, having separated with Nkiru and even commits suicide (Onwudiwe 1998).

The Igbos are hardworking breed. As a result, Nwadike (1999) x-rays this in "Nwata Bulie Nna ya Elu", where Iloka had a son called Emuka, he is a waster and never ready to work hard like his father. He rather wants to go to the city and waste his father's money with prostitutes and people like him, who are not ready to work hard.

Conclusion

We have seen that drama as an aspects of literature is one of the necessary tools for promoting sustainable development in the Nigeria educational system. Through the negative and positive aspect of life portrayed by different playwright's, people are directly or indirectly advised to desist from evil practices and involving themselves in good practices, if people should put into practice the moral lessons learnt from drama texts there must surely be a positive change of attitude among Nigerians. this positive attitude will in turn lead to sustainable development in Nigeria educational system.

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AN INNOVATIVE APPROACH TO CRISIS IN THE NIGERIA'S TERTARY EDUCATION SECTOR

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Abstract
The crisis in the Nigeria's tertiary education sector has shown no sign of subsiding. With this perennial industrial actions, Nigeria may continue to miss out in her development agenda. This paper sought to find alternative means to mitigate the crisis in that sector. Using documentary sources, the paper canvassed for creative innovations to address the crisis in the tertiary education in Nigeria by first exploring the role of tertiary education in national development agenda, and situating the bane of tertiary education in Nigeria to include underfunding and the lacuna in institution and industry relationship as found in most advanced countries of the world. Based on these, the paper suggested among others, that there should be a long-term national development plan and a comprehensive tertiary education policy situated within the long-term developmental objectives of the country which will provide direction for institution-industry linkage; and there is the need to compose all tertiary education regulatory agencies into a single agency to be known as National Council for Tertiary Education for adequate regulation of tertiary institutions in line with the new institution-industry linkage.
Key Words: Tertiary Education, Innovation, Industry, National Development

Introduction

The Nigeria's tertiary education sector has remained in crisis and the end is not yet in sight. A whole session is already lost to industrial action and the Unions represented mainly by the Academic Staff Union of Nigerian Universities (ASUU) and the Federal Government have been in endless engagements most of which ended in a logjam. Akintade (2022, p.39) captured the ugly phenomenon of industrial actions involving the Nigerian universities from August 17 to September 18 2017 (I month), November 4 2018 to February 7, 2019 (3 months), March 23 to December 23 2020 (9 months) and February 14, 2022 to date (8) months. Like the proverbial fight between two elephants, the hundreds of thousands of students who have been out of school as it lasts have been at the receiving end. While the Unions flaunt litany of demands that must be met to assuage their feeling of Government's ineptitude, Government on its part sees these demands as too utopian and unsustainable. The battle continues.

Tertiary education is an important sub-set of the education sector that should not be taken for granted if the much needed national development must be attained. The widespread recognition of tertiary education as a major driver of economic competitiveness has made tertiary education more important than ever in both industrial and developing countries of the world. The importance of a knowledge based economy for sustainable development premised on higher education has been recognised (Organization for Economic Co-operation and Development (OECD) 2018, p.28). Tertiary education therefore has become central to this development agenda.

The perennial crisis in the tertiary education sector occasioned by underfunding and unconducive teaching and learning environment, however, is antithetical to this development that a search for an innovative solution to the crisis in the sector in Nigeria has become imperative. This paper canvasses for creative innovations to address the crisis in the tertiary

education in Nigeria by first exploring the role of tertiary education in national development agenda, situating the bane of tertiary education in Nigeria, determining some creative innovations to address the challenges and making suggestions for a way forward.

Role of Tertiary Education in National Development Agenda

The National Policy on Education (Federal Republic of Nigeria, 2013, p.27) defines the tertiary education as education given after post-basic education in institutions such as universities and inter-university centres. The goals of tertiary education as provided in the policy document are to:

a. Contribute to national development through high level manpower training;
b. Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians;
c. Provide high quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance in the world of work;
d. Reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market;
e. Promote and encourage scholarship, entrepreneurship and community service;
f. Forge and cement national unity; and
g. Promote national and international understanding and interaction.

These goals tilt towards the achievement of the much needed national development. In other words, the ultimate purpose of tertiary education is to engender socio-economic development through training in knowledge, technical know-how and skills and positive orientation of the individuals. The policy also provides that the tertiary institutions should pursue these goals through:

a. Quality students' intake;
b. Quality teaching and learning;
c. Research and development;
d. High standards in the quality of facilities, services and resources;
e. Staff welfare and development programmes;
f. Provision of a more practical based curriculum relevant to the needs of the labour market;
g. Generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge based economy;
h. A variety of flexible learning modes including full-time, part-time, block release, day release and sandwich programmes;
i. Access to training funds such as those provided by the Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFund);
j. Students Industrial Work Experience Scheme (SIWES) that is well structured, coordinated and supervised;
k. Maintenance of minimum educational standards through appropriate regulatory agencies;
l. An all-inclusive credible admissions policy for national unity;
m. Supporting affordable, equitable access to tertiary education through scholarships and students' loans;
n. Inter-institutional co-operation and linkages; and
o. Dedicated services to the community through extra-mural and extension services.

The means for the pursuance of the goals of tertiary education for national development have been summarized in a four-point agenda by the Organisation for Economic Co-operation and

Development (OECD) (2018, p.51). According to the developmental institution, four major means by which tertiary education contributes to social and economic development are:

a. The formation of human capital (primarily through teaching);
b. The building of knowledge bases (primarily through research and knowledge development);
c. The dissemination and use of knowledge (through interaction with knowledge users);
d. The maintenance of knowledge (primarily through inter-generational storage and transmission of knowledge).

The tertiary institutions first and foremost trains human capital for development. This human capital forms the crop of human resources that man the various sectors of the economy. Secondly, through research, the institutions broaden the body of knowledge. Thirdly, the knowledge developed is not for the consumption of the institutions alone. It is meant to be disseminated to end-users. Fourthly, such knowledge should be able to transcend generations for sustainability.

The work by Payea and Baum (2015, p.87) on the benefits of tertiary education concluded that higher education benefits not only the individual, but society as a whole. Bloom, Canning and Chan (2005, p.123) developed a conceptual model that shows that tertiary education can lead to economic growth through both private and public channels. The private benefits identified include better employment prospects, higher salaries, and a greater ability to save and invest. On the other hand, the public benefits include increase in tax revenue for government for social development, governance, safety and research and development (Bloom *et al*, 2005, p.124). There is the need therefore to reposition the tertiary education sector for accelerated socio-economic development of the country.

The Bane of Tertiary Education in Nigeria

The tertiary institutions in Nigeria have enormous human resources to pilot research and development as evidenced in the exploits of Nigerian academics outside the country. The environment in which the ones at home operate has remained a cog in the wheel of development. One of the banes of tertiary institutions in Nigeria is the poor linkage with the industry. Despite the numerous research results being churned out from these institutions on regular basis, they remain mere academic exercise as there is no commensurate translation of these research results into products. A strong institution-industry linkage as found in most developed countries of the world could have provided a strong financial base for these institutions as well as reduce the incessant industrial action that has characterized that sector to the barest minimum. Japan realized similar challenge shortly after the World War II. According to Honda (2019, p.18), two major challenges were discovered:

1. A lack of domestically developed technology. This weakness was partly attributable to the myopic attitude of Japanese industrialists, who would foresee short-term returns and who preferred to import technology rather than to invest in costly Research and Development (R&D) activities.
2. Difficulty in translating the research results accumulated within academia into industrial products. This weakness was attributable to the lack of applied R&D.

Honda (2019, p.18) asserted that no real industrial development could be attained without basic research in major scientific fields. A Japanese Professor Yagi claimed that only the pursuit of new and creative research would allow Japan to achieve technological parity with the West (Honda, 2019, p.18). Consequently, a synergy was formed between the tertiary institutions and industry that crystalized to a technologically advanced Japan within few years.

Nigeria faces similar experience where industries would rather import technology rather than develop it locally. Similarly, due to weak institution-industry bond, industries have no interest in working with the institutions to translate research into products for national

development. Ethel-Echedo (2022, p.52) observed that the school-industry bond is weak in Nigeria because the Students Industrial Work Experience Scheme (SIWES) which primarily is meant to expose students to skills relevant to their areas of specialization is not adequate in terms of quality and duration. In addition, the SIWES is not a programme that is meant to cement school-industry bond in the manner found in most advanced countries of the world.

Innovation to Address the Challenges of Tertiary Education in Nigeria

Innovation is an important component in development. Halpin, Dickson, Power, Whitty and Gewritz (2014, p.75) state that innovation refers to initiatives that are perceived to be new by those who introduce and experience them. Innovation contains the idea of output, of actually producing or doing something differently, making something happen or implementing something new. Innovation almost always involves hard work; persistence and perseverance are necessary as many good ideas never get followed through and developed. The goal of innovation is to improve results. This presupposes dissatisfaction with the prevailing situation or results. The purpose of innovation is therefore to generate a number of possible solutions that can be tested in reality (Wilberforce, 2019, p. 97). A reliable source of innovation can only be found in conveniently structured, adequately financed and innovation-oriented research and development (Centre for Higher Education Studies, Ministry of Education, Youth and Sports, Czech Republic, 2015, p. 30).

The fact that the tertiary education sector in Nigeria needs some creative innovations to address her mirage of challenges cannot be overemphasized. The gross underfunding of the tertiary education in Nigeria manifests in far less spending on research and development than the average. The share of public funds in total research and development expenditures is marginal, and is allocated especially to basic research, or more precisely to research that does not generate knowledge that could be effectively used in new technologies, products and services (Onyeme, 2020, p.20). Nigeria therefore, needs to borrow from some countries that have stabilized their tertiary education sector through some innovative practices.

In the United Kingdom, Japan and other western countries, institution-industry link has resulted to accelerated development. A number of initiatives have been introduced to support collaborative innovation between universities and industry. One such initiative is the creation of industrial collaboration centers. Yorkshire Forward created 14 centers of industrial collaboration (CICs) between 2002 and 2005 at a cost of £11 million. The CICs are focused on different high-tech sectors (Wright, 2017, p.212). By the end of 2005, 1,000 projects had been completed. Yorkshire Forward claims that these projects had generated £26 million of gross income and created or safeguarded 250 jobs. Given the nature of much high-tech research, a need to develop long-term partnerships between specific universities and firms has been recognized. The U.K. government has provided a sum of £30 million to establish five university innovation centers across the United Kingdom. The intention is for the partnership model of industry and university links to be used to develop sectors of strategic importance to the regions. Apart from generating enough money to finance research and development, the link will also provide financial stimulus to cater for personnel needs. Nigeria's tertiary education sector can establish such collaborative centres with cognate industry which not only will improve funding, but aggregate the needed manpower skills for national development.

Similarly, in the United States, a number of the U.S. universities that established patent-licensing programs during the 1980s and 1990s emphasized patenting and licensing of faculty research results as the most important channel for technology transfer and research collaboration, as well as for revenues (Mowery, 2017, p.54). The Massachusetts Institute of Technology (MIT), Stanford, and UC Berkeley share a number of characteristics. All have engineering colleges ranked among the top five in the United States, as well as strong research capabilities in the physical sciences, and all have long permitted patenting by faculty members.

All also have a history, dating back to the early 20th century, of collaborative relationships with industry that have contributed to the growth of regional information technology, electronics, and biomedical industrial complexes in northern California and eastern Massachusetts (Mowery, 2017, p.132). Such can be replicated in Nigeria given the political will, appropriate legislation and engagements with the tertiary institutions and the industry.

Recommendations

In view of the foregoing, it is recommended as follows:

1. There should be a long-term national development plan and a comprehensive tertiary education policy situated within the long-term developmental objectives of the country. This will provide direction for institution-industry synergy;
2. There is the need to compose all tertiary education regulatory agencies into a single agency to be known as National Council for Tertiary Education for adequate regulation of tertiary institutions in line with the new institution-industry linkage. This body should comprise stakeholders from the government, academia and the industries;
3. There should be both vertical and horizontal integrations among stakeholders in the tertiary education sector;
4. The Federal Government should boost up funding for tertiary education through increase in the percentage of Education tax payable by firms;
5. The national Assembly should promulgate a legal instrument to compel industries to open up for research and development;
6. Government at all levels should create a greater enabling environment for the private sector and industry to thrive; and
7. Governments at all levels should create an integrated platform for dialogue on national provisions for tertiary education and the needs of the Nigerian economy.

Conclusion

The Nigeria's tertiary education sector is at crossroads. The crisis which has led to prolong strikes over working condition and other ancillary matters could be put to a stop through innovative tertiary education-industry collaborations in the area of research and development as practiced in some advanced countries of the world like the United Kingdom and the United States of America. Various arms of government need to muster the political will to enact appropriate legislation and provide machinery for the implementation of this collaboration in order to restore the glory of tertiary education in Nigeria.

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STUDENTS PERCEPTION OF THE IMPACT OF CHILD SEXUAL ABUSE AND GENDER DIFFERENCE ON MALADAPTIVE BEHAVIOURS AMONG ADOLESCENTS IN OWERRI MUNICIPAL AREA COUNCIL OF IMO STATE

By

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Abstract

The study investigated the Students Perception of the Impact of Child Sexual Abuse and Gender Difference on Maladaptive behaviours among Adolescents in Owerri Municipal Area Council of Imo State. The study consists of a total sample size of 135 Senior Secondary II students comprising of 78 (57.8%) male and 57(42.2%) female students. A 10 item researcher developed questionnaire titled "Impact of Child Sexual Abuse and Gender Difference on Maladaptive behaviours among Adolescents Questionnaire" was used, it had a reliability coefficient of 0.87. Two hypotheses were tested at 0.05 significant levels. The Pearson's product moment correlation (PPMC) and independent t-tests were used to test the hypotheses, the results of the data analysis for the first hypothesis showed that the r-calculated of 0.298 is greater than r-critical of 0.174, at 0.05 level of significance. This led to the rejection of the null hypothesis, while the results of the data analysis showed in the second hypothesis that the calculated t-cal which is 0.070 is lesser than the critical t- ratio of 1.96, given 133 degrees of freedom at 0.05 level of significance. This led to the acceptance of the null hypothesis. Among the recommendation is the fact that Formulation of policy framework / guideline for the child abuse free policy will help to facilitate the establishment of enabling environment for the prevention and mitigation of the impact of child sexual abuse on the psychosocial adjustment of adolescent. The framework will facilitate the establishment of sustainable interventions to address sexual abuse against children in schools.

Keywords: Child Sexual Abuse, Maladaptive behaviour, Adolescents

Introduction

Of recent, many factors have worked to undermine the progress and future of Nigerian children. Among such factors are corruption, bad governance, sub-standard parenting, ethical dysfunction among others: corruption is a super factor in the evil act of destruction of the future and lives of the children. Bad governance at different levels also plays a significant role. Substandard parenting which pushes children in the direction of malfunctioning society. Also ethical dysfunctions in the society are destructively offensive to children. Unfortunately the directions of the lives of these children are taking is becoming increasingly defined by tragedies, deaths, pains, accidents, disappointments, sorrow and other dangerous scenarios due to the circumstances they are exposed to. Many were and continue to be victims of deadly bombings, horrific armed robberies, deadly diseases, rapes, killings and other challenging conditions (May-Chahal, 2014).

The National Centre on Child Abuse and Neglect defines child sexual abuse as: "Contacts or interactions between a child and an adult when the child is being used for

sexual stimulation of the perpetrator or another person is in a position of power or control over the victim. Sexual abuse occurs any time that a child is engaged in a sexual situation with an older person (Townsend, 2013). It can include actual physical contact, such as fondling or rape-making a child watch sexual acts or pornography; making a child look at an adult's genitals, digital (finger) penetration; exhibitionism; fondling *a* child's genitals; having intercourse with a child; having oral sex with a child; having sex in front of a child; having a child touch an older person's genitals; incest; or sodomy. Sexual abuse is the most under-reported form of child maltreatment because of the secrecy or "conspiracy of silence" that so often characterizes these cases (Ifeluni, 2015).

Most abusers are members of the victim's family, either a caretaker or parent or a close relative. Perpetrators can be fathers, mothers, siblings, or other relatives; childcare professionals or babysitters; clergy, teachers, or athletic coaches; foster parents or host families of foreign-exchange students; neighbours or friends; strangers (Nwamuo, 2010). Contrary to common belief, males and females perpetrate abuse against their own children at surprisingly similar rates. Sexual abusers are mostly males. Men and women inflict physical and emotional abuse, and women make up most of the cases of neglect. Most of the women prosecuted for neglect are single mothers (Townsend, 2013). In child sexual abuse, the caretaker appears extremely protective or jealous of child and encourages child to engage in prostitution or sexual acts. It is likely that the abuser was sexually abused as a child and has difficulty in interacting emotionally with adults. The perpetrator may be experiencing marital difficulties and misuses alcohol or other drugs.

Orthodox Approaches in Physical Violence to Children Unlike child sexual abuse, 'physical abuse' is defined through the obligation to care, a duty that usually rests with the parent. For example the World Health Organisation (2000) states that 'physical abuse of a child is defined as those acts of commission by a care giver that cause actual physical harm or have the potential for harm'. They maintained that, 'Child abuse' is generally specified along such dimensions as physical, sexual, neglectful, emotional. In the case of physical and emotional abuse and neglect, indicators of these dimensions are aspects of the physical condition of the body, for instance, healing fractures, bruising, bites, burns, weight, or actions likely to cause injury such as hitting with a hard implement, shaking combined with identification of a person responsible from within the family.

However, according to May-Chahal (2014), child abuse has come to represent a particular, negatively constructed, immoral set of actions that link to blame, stigma, criminalisation and pain. It has created its own hegemonic discourse that constructs interpersonal violence in specific ways. 'Gender' as a variable is restricted to descriptive power and loses any explanatory or relational force. It is not helpful either for understanding or prevention of childhood violence to use either 'abuse' or 'sex' as variables. There is a need for much greater specificity within the child violence field. It is clear, and unsurprising, that gender is implicated in these social relations as it is in all social relations.

Research on community samples in countries where the physical disciplining of children remains legal find high levels of corporal punishment and a general acceptability of 'mild' physical punishment such as slapping with an open hand (Creighton & Russell, 2007). Studies in the UK by Newson & Newson (2010) and (Smith 2005) both show that approximately 9 out of every 10 children are smacked. In the latter study it was found that most children receive mild punishment but that 15% had experiences which could be categorised as severe. In the prevalence study by (Cawson 2012). 72% of respondents had experience some form of physical discipline. As with child sexual abuse (CSA) victim and assailant is treated as a variable but gender differences are rarely discussed, and neither is

the distinction between violence inside and outside the family. The findings on victim 'sex' vary. For example, two US studies find that males are more likely to be victims but in the UK there do not appear to be any significant differences. Most studies find that mothers or female carers are assailants in equal or greater proportion to fathers or father figures. When asked which parent or carer was responsible for the violence, Cawson (2012) found 51% female respondents identified their mothers or step-mothers and 47% identified their fathers or step-fathers. Forty eight percent of male respondents identified their mothers/step-mothers and 50% identified their fathers/step-fathers as responsible. Thus, in intra-familial child violence, females appear to be responsible for the violence and also victims in more or less equal numbers to males.

Cawson (2012) found that 31% of respondents had been bullied during their childhood by their peers and 3% had been bullied by adults. There were no significant sex differences in terms of overall bullying which included verbal and psychological violence as well as physical violence. According to study the Federal Ministry of Education (2007), it was found that across region, physical violence was more prevalent in the rural areas (90%) than urban areas (80%). A comparison of the prevalence of violence in the Northern and the Southern part of the country reveal that all forms of violence are more in the south than in the north except for sexual violence. Physical violence is higher in the south (90%) compared to the north (79%). Psychological violence is also more prevalent in the south (61%) than in the north (38.7%). In the north, health-related violence was not reported, but in the south about 2% of learners reported health-related violence. Sexual violence was however more prevalent in the north (4.7%) than in the south (3.2%). Across gender; physical and psychological violence are almost evenly distributed among males and females in basic education in Nigeria.

May-Chahal (2014) posits that salient findings from reviewing the empirical evidence base for all forms of child maltreatment are that; girls are more likely to experience sexual abuse than boys; men are more likely to perpetrate sexual violence with force than women; boys and girls are equally likely to experience physical violence within their households; women and men are equally likely to perpetrate physical violence on boys and girls at equivalent rates in their households; boys are more likely to experience physical assault outside the home; girls are more likely to experience sexual and verbal assault both inside and outside the home, and more likely to experience this violence outside it; boys are more likely to experience neglect most of which is supervisory neglect; women are more likely than men to be held responsible for protecting children, both inside and outside the home. This study intends to investigate the Impact of Child Sexual Abuse and Gender Difference on Maladaptive behaviours among Adolescents.

Statement of the problem

Maladaptive behaviours among adolescents in contemporary times have been seen to emanate from their childhood experiences both at homes, schools and the society. These behaviour emanates as the child is growing up and are unable to get into viable relationships or adapt to conditions they find themselves, some grow up with aggressive behaviours, some end up been violent and unfriendly. These maladaptive behaviours are caused mainly amongst other factors such as sexual abuse which comes sometimes from relatives, parents or outsiders informs of rape and molestations. They may include actual physical contact, such as fondling or rape, making a child watch sexual acts or pornography; making a child look at an adult's genitals, digital (finger) penetration; exhibitionism; fondling *a* child's genitals; having intercourse with a child; having oral sex with a child; having sex in front of a child; having a child touch an older person's genitals; incest; or sodomy. Child sexual

abuse is one of the most under-reported form of child maltreatment because of the secrecy or "conspiracy of silence" that so often characterizes these cases, the researchers also intend to find out if there are sex differences in this sexual child abuse. Due to the negative effect of this phenomenon, the researchers intend to bridge this gap by finding out the impact of gender difference and sexual abuse on maladaptive behaviour among Adolescents.

Hypotheses

1. There is no significant relationship between sexual child abuse and Maladaptive behaviour among adolescents in Owerri Municipal Area council of Imo State.
2. There is no significant gender difference in child sexual abuse on maladaptive behaviour among adolescents in Owerri Municipal Area council of Imo State.

Method

The study adopted a descriptive survey research design with the aim of determining the relationship between sexual child abuse and Maladaptive behaviour among adolescents male and female participants in the SSII. The target population for this study comprised all senior secondary school II (SSII) male and female students in Co-educational senior secondary schools in Owerri Municipal Area council of Imo State. One hundred and thirty-five (135) participants were finally used for the study comprising of 78 males and 57 females, who filled and returned their questionnaire. Purposive sampling technique was used to select six schools for the study. The reason for purposive sampling was to use co-educational schools. Simple random sampling was used to draw the sample of 135 male and female students.

Instrumentation

A self-constructed questionnaire titled “Impact of Child Sexual Abuse and Gender Difference on Maladaptive behaviours among Adolescents Questionnaire” was used. This questionnaire was developed by the researchers to include all the variables in the study. The questionnaire is divided into two sections: the first section contains the demographic data of the respondents while the second section comprised 10 item statements that will determine the impact of child abuse on psycho-social adjustment of adolescent. To determine the reliability of the instrument, a test, re-test method was used and administered to a few students outside the participants twice within two weeks interval. The questionnaire was also given to experts in Guidance and Counselling and Measurement and Evaluation to examine using face validity and cross check the items using the content validity procedure a reliability coefficient of 0.87 was obtained Pearson Product Moment Correlation Coefficient.

Procedure

The researchers got the permission of the management of the secondary schools used for the study and also sought the consent of the participants. The researcher with two research assistants administered questionnaires to the participants. The questionnaire took 25 minutes to complete and was collected back the same day by the researchers for analysis. This was done to ensure high rate of return.

Data Analysis

Data collected were analysed using Pearson’s Product Moment correlation to find out if a relationship exists and the Independent t-test was used to test if a significant gender difference exists in sexual child abuse among adolescents.

RESULT

There is no significant relationship between Sexual child abuse and Maladaptive behaviour among Adolescents in Owerri Municipal Area council of Imo State

Table 1: Correlation Coefficient between Sexual child abuse and maladaptive behaviour among adolescents.

Variable	N	Mean	Sd	r-cal	r-critical	Remarks
Sexual Child Abuse	135	21.80	2.94	0.298	0.174	Significant
Maladaptive behaviour	135	18.97	3.48			

p> 0.05; r-cal= 0.298 , r-critical= 0.174

As revealed in Table 1, the results of the data analysis showed that the r-calculated of 0.298 is greater than r-critical of 0.174, at 0.05 level of significance. This led to the rejection of the null hypothesis. This means that there is a significant relationship between Sexual Child abuse and maladaptive behaviour among adolescents.

There is no significant Gender difference in Sexual child abuse on Maladaptive behaviour among Adolescents**.**

Table 2: Table showing Gender difference in sexual child abuse among Adolescents

Variable	N	Mean	Sd	Df	t-cal	t-critical	Remarks
Male	71	21.81	2.71	133	0.070	1.96	Not Significant
Female	64	21.78	3.20				

p> 0.05, df=133; t-cal= 0.070; t-critical= 1.96

As revealed in Table 2, the results of the data analysis showes that the calculated t-ratio of 0.070 is lesser than the critical t- ratio of 1.96, given 133 degrees of freedom at 0.05 level of significance. This leads to the acceptance of the null hypothesis. This means that there is no significant difference in Sexual Child abuse among adolescent.

Discussion of findings

Regarding relationship between child sexual abuse and Maladaptive behaviour among Adolescents revealed that the hypothesis was rejected, this means that a significant relationship existed between child sexual abuse and maladaptive behaviour among adolescents. This finding corroborates the research by Creighton & Russell (2012) on community samples in countries where the physical disciplining of children remains legal, High levels of corporal punishment and a general acceptability of 'mild' physical punishment such as slapping was found to be related to how adolescents adapts and behave towards family and friends.

Again, considering gender difference occurring in child sexual abuse, the result from this study shows that there is no significant difference in child abuse among adolescents, according to our findings. This implies that males and females experience has no significant difference in the level of child sexual abuse. This finding is however contrary to findings by May-Chahal (2014) who posits that salient findings from reviewing the empirical evidence base for all forms of child maltreatment are that; girls are more likely to experience sexual violence than boys; men are more likely to perpetrate sexual violence with force than women; boys and girls are equally likely to experience physical violence within their households; women and men are equally likely to perpetrate physical violence on boys and girls at equivalent rates in their households; boys are more likely to experience physical

assault outside the home; girls are more likely to experience sexual and verbal assault both inside and outside the home, and more likely to experience this violence outside it; boys are more likely to experience neglect (most of which is supervisory neglect); women are more likely than men to be held responsible for protecting children, both inside and outside the home. This contrary finding could be due to culture and predisposition of the respondents when the research was carried out.

Conclusion

Maladaptive behaviours among children vary depending on the circumstances of abuse or neglect, personal characteristics of the child, and the child's environment. Consequences may be mild or severe; disappear after a short period or last a lifetime; and affect the child physically, psychologically, behaviourally, or in some combination of all three ways. Ultimately, due to related costs to public entities such as the health-care, human services, and educational systems, abuse and neglect impact not just the child and family, but society as a whole. Therefore, it is imperative for communities to provide a framework of prevention strategies and services before abuse and neglect occur and to be prepared to offer remediation and treatment when necessary.

Recommendation

Based on the findings of the study, the following recommendations are made;

1. Guidance and counselling in the prevention and mitigation of the impact of child abuse against children should be practiced. While teachers are inevitably identified as central to improving the learning conditions and safety for pupils, professional development opportunities that build these capabilities are often missing. Thus, deliberate effort at establishing / strengthening counselling services in schools and the society at large must be initiated with a view to protecting children from various types of child abuse.
2. Specifically, child maltreatment free consciousness must be promoted among adolescents, teachers and other members of the school communities including parents. There should be regular seminars on prevention, publications to educate the children, teachers, parents and care givers on acceptable non-violent behaviours.
3. The promotion of life skills to help psychosocial adjustment among abused children in schools and the communities must be prioritized. Where appropriate, co-curricular activities should be established and intervention and prevention strategies should be encouraged.
4. Inter-sectoral partnerships between the school and other relevant ministries/of government at state and Federal Levels, and civil society must be encouraged to re-enforce intervention and prevention strategies on child sexual abuse, as well as provide a broader avenue for rehabilitation of victims in the communities.

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HARNESSING ENTREPRENEURIAL SKILLS IN VOCATIONAL EDUCATION FOR BETTER SOCIO-ECONOMIC STATUS AND LIVELIHOOD

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Abstract
Vocational Technical Education is the kind of education which is aimed at preparing one for employment in recognized occupation. The foundation of vocational technical education is based on philosophy which was mainly established for self- employment and self-reliance of the individual(s) who partake in it. It is an education that equips individuals with enterprising skills for satisfactory living. Entreprneurial skills are essential source of socio economic development and better livelihood of every Nigeria citizen. This paper examines the entrepreneurial skills in vocational education and ways to harness them for better socio economic status. The paper highlights the entrepreneurship skills sets, the need for entrpeneurship development in vocational eduction, the challenges of inculcating entrepreneurial skills in students, the role of entrepreneurial skills in socio economic status and livelihood of individuals, and recommends among others that schools should encourage their students to be creative, perseverant and to take initiative. That is to say that schools should teach the students how to think outside the box and stand up for their belief.
Key Words: Entrepreneurial Skills, Vocational Education, Socio economic status and Livelihood.

Introduction
It takes great skills to succeed in business, and it is not a small feat to be a successful entrepreneur. Maigida, et al (2013) define an entrepreneur as one who brings resources, labour, material among others into combinations that make their value greater than in the past, as well as been able to introduce changes, innovation and new ideas for the growth of a business.

No entrepreneurs would go far without proper talents, skills, knowledge, attitudes, and practical dispositions to drive their visions and help them achieve their set objectives. Almost everyone has one form of talent or skill, but these could be better directed and honed with the proper education and use to which they are put. People have the natural talents of dancing, painting, sportsmanship, speaking, repairing, and others; but these talents could become a skill when they are honed through formal school education and practical job experiences. The more efforts are made towards mastering any talent, the more it translates into a skill that could sustain one financially for better economic livelihood.

Meaning of Vocational Education
Vocational education is education that prepares students for work in a specific trade, a craft, as a technician, or in professional vocations such as engineering, accountancy, nursing, medicine, architecture, or law (Finamore, 2018). Craft vocations – such as jewelery making, or metalwork such as those training to become silversmiths – are usually based on manual or practical

activities and are traditionally non-academic, but related to a specific trade or occupation. Vocational education is sometimes referred to as career education or technical education.
Vocational education can take place at the secondary, post-secondary, further education / FE, and higher education level; and often is part of apprenticeship programmes. At the post-secondary level, vocational education is often provided by highly specialised trade, technical schools, community colleges, colleges of further education, universities, Institutes of technology / polytechnic institutes.

Vocational education is education that incorporates, matches, and teaches people to have working habits to be able to join and expand the world of work (industry) so that they can be used to better their lives. Vocational education is associated with grooming an individual for employment and enhancing the development of a future workforce. This involves different forms of schooling, training, or further development to prepare someone to join or continue working in a legal role. Vocational education is certainly part of the national education program, which intends to train workers who have skills and expertise following the requirements of job requirements and who are able to strengthen their capacity by embracing and adapting to technological developments (Sunyoyo and Andri 2020). It is an educational training that provides practical experience in a particular occupational field, as agriculture, home economics, or industry.

Entrepreneurial Skills in Vocational Education

Entrepreneurial skills are a set of skills that help a person to get, perform, and perfect a job. These skills are high in demand and training for these skills are often inexpensive. Vocational skills, Jake explains, are practical or firsthand skills that help a person master a trade or a job. Often, vocational skills can be obtained through hands-on experience on the job. However, these skills may also be obtained at a vocational school. A vocational school, also called a trade school, provides technical education to prepare people for work in a trade, craft, or profession. It also takes less time to complete the training. They equip an individual with the precise skills required to perform a job to satisfaction and in one's best ability.
There are institutes and colleges dedicated to imparting vocational education. Often, governments around the world encourage people to enroll and get certified in a vocational area of their choice in order to make themselves ready for the job market. Once, equipped with this know-how, people can easily land a white-collar or a blue-collar job in the job market. A white-collar job entails sitting in an office space while working on the computer and conducting or participating in meetings, among others. A blue-collar job often entails being on the 'floor'. This might involve a lot of moving around, using tools and equipment, handling customers, taking and processing orders, processing bills, among others.

Socio-Economic Status and Livelihood

Socioeconomic status is the position of an individual or group on the socioeconomic scale, which is determined by a combination of social and economic factors such as income, amount and kind of education, type and prestige of occupation, place of residence, and—in some societies or parts of society—ethnic origin or religious background.

Examinations of socioeconomic status often reveal inequities in access to resources, as well as issues related to privilege, power, and control. Crossman (2019) sees socioeconomic status (SES) is a term used by sociologists, economists, and other social scientists to describe the class standing of an individual or group. It is measured by a number of factors, including income, occupation, and education, and it can have either a positive or negative impact on a person's life.

APA (2017) describes socioeconomic status (SES) as encompassing not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. Socioeconomic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. Poverty, specifically, is not a single factor but rather is characterized by multiple physical and psychosocial stressors.

The SES of an individual or group can have a profound influence on people's lives. Researchers have pinpointed several factors that can be affected, including: **Physical health-** Communities with low socioeconomic status in the have higher rates of infant mortality, obesity, and cardiovascular health issues; **Mental health**- Along with poor physical health, communities with low SES report more cases of depression, suicide, drug abuse, behavioral and developmental issues; **General health and welfare-** Along with the impact on an individual's well being, socioeconomic status can also have an impact on communities, including rates of crime and poverty.

Ways To Harness Entrepreneurial Skills For Better Socioeconomic Status and Livelihood

For a successful career in engineering, computing, construction, agriculture, and carpentry among others, there is need for practical technical skills. These skills will often be acquired after diligent study and years of practical experience with the requirements of the chosen careers. Entrepreneurial skills are to be inculcated from various dimensions and one way is to build it as part of the education system. Entrepreneurship skills should be developed as life skills rather than an economic activity. Motivating the child to grow with an enterprising spirit, accepting new challenges and finding new opportunities, developing management capability through live projects, motivating and teaching students to overcome the external and internal barriers of entrepreneurship and maximizing the opportunity for experiential learning are some of the ways these skills can be harnessed.

Knowing that entrepreneurship skills are to be inculcated in students, for the betterment of the individual and the society, the next question that rises is, “What are the entrepreneurship skills that needs to be built in students?” There are four categories of entrepreneurship skills sets as stated by Jatham (2017);

1. Entrepreneurship skills: Entrepreneurship skills help us to recognize the economic opportunities and act upon them. This includes inner discipline, ability to take risk, being innovative, change-oriented and persistence.
2. Technical skills: Technical skills help in producing a successful business product or service. The technical skills that are to be backed up for a **successful entrepreneur** includes, operations specific to industry, communications, design, research and development, environmental observation.
3. Management skills: Management skills are the ones that help in administering the company and helps in day-to-day management of the company. The management skills that are required are planning, decision making, motivation, marketing, finance and selling.
4. Personal maturity skills: These include self-awareness, accountability, creativity and emotional skills.

Need for Entrepreneurial Skills Development in Vocational Education

It has been seen that entrepreneurial skills development is a veritable tool for socio-economic self-reliance in Nigeria (Ibhaze, n.d). The following justifies the need to inculcate entrepreneurial skills in students.

1. It will enable students to possess entrepreneurial skills that will galvanize them to launch themselves to become future entrepreneurs.
2. It will promote, in a large-scale, graduate contribution to the economic and social reconstruction of the country.
3. It will arouse students' interest towards self-reliance or self-employment which is much needed today in Nigeria.
4. It will create in graduates the zeal to establish their own businesses and even employ other supporting staff, after graduation.
5. Entrepreneurship skills form the basics like reading and writing, when it comes to succeeding in the complex world.
6. Entrepreneurship thinking skills enhances the value of knowledge obtained from the Science, Technology, Engineering, Arts and Math (STEAM) disciplines. It brings out solutions to complex problems by integrating the knowledge gained in the STEAM disciplines. It transforms knowledge into value.
7. Entrepreneurship thinking skills is acquirable, and doing this at the earlier stage will help in mastering it. The more frequently we expose the students to these skills, the more entrepreneurial they become. Kyari (2020) stated that entrepreneurship education inculcates entrepreneurship spirit on students.

Challenges of Entrepreneurial Skills Development in Nigeria

The following problems have been identified as obstacles to entrepreneurial skills development in Nigeria.

1. Shortage of Qualified Entrepreneurship Trainers: The shortage of qualified entrepreneurship trainers is a big set-back to the programme at least, to be able to intimate the students with the desired courses in our tertiary institutions.
2. Weak Linkage: There is a weak linkage between educational institutions, successful entrepreneurs and support agencies that are involved in the promotion and development of entrepreneurship.
3. Inadequate Electric Power Supply: This is still a serious problem in Nigeria. Industries, small-scale business, tertiary institutions, artisans, technicians, and others, require electric power to operate. Many industries, artisans and technicians are under-performing as a result incessant power failures. Okey et al (2012) stated that the issue of lack of reliable electricity supply should be seriously looked into if entrepreneurship education will achieve its aim and objectives.
4. Consumption of Foreign Goods in Preference to Nigeria-Made Ones: Many Nigerians still have a great propensity to consume foreign goods more than the home-made ones. This trend is inevitably killing our local industries, entrepreneurial zeal, agricultural production, etc, by making such industries to close down, while their workers become unemployed. This is the reason why the foreign labour-force is constantly being employed while brain-drain is always the order to the day in Nigeria. The slogan is "we consume what we don't produce and export what we produce", and what we export are primarily products like: petroleum, solid minerals, cocoa, rubber, coal, groundnuts, palm kernel, among others.

5. Poor Funding: This has become a major factor militating the teaching and learning of vocational and technical education in Nigeria, and has become a permanent set-back in the training of graduates. Corruption and insincerity of Nigerian leaders have been found to contribute to this set-back.

Entrepreneurial Skills and Socio Economic Status and livelihood

Entrepreneurship involves designing, launching, and running new business enterprises to earn a profit by ensuring the best possible use of resources. Good entrepreneurship skills in an area have a positive impact on improving the socio-economic status of local communities in various ways namely:

Entrepreneurs can change the way we live and work. If successful, their innovations may improve standards of living and help in wealth creation alongside the creation of job opportunities, and contributes to the economic growth of a country, county, or area.

Entrepreneurship helps to drive change with innovation, where new and improved products enable new markets to be developed hence creating a variety of quality products in the market for the customers to choose from, thus bringing healthy competition in the market. This is done by offering unique goods and services into the market by doing away with the old traditions and reduce dependence on obsolete systems and technologies. This results in improved quality of life, improved good morale and greater economic freedom.

Economically, entrepreneurship helps in boosting the national income and tax revenue of a country when they earn high incomes from their operations. The socioeconomic status of a community can be improved when the entrepreneurs contribute to activities such as investing in community projects and supporting local charities. This enables further development beyond their ventures.

Entrepreneurs play big role in driving a nation's economic growth and societal development. They inspire people to dream big and to push the boundary of advancement. They initiate change in the way we work and live for the better. And most importantly, they create jobs and fortune for a nation. They pull the process of economic development through efficient use of resources, manpower, and finance. Their role is significant in all types of economies—undeveloped, developing, and developed.

Conclusion

From the foregoing, it is clear that entrepreneurial skills in vocational education are practical and wholistic source for better socio economic status of every Nigerian citizen. It is a bedrock for improved standard of living which culminates to national development. When the vocational training institutions are improved to eqiup the students with the entrepreneurial skills sets, the students will graduate rugged enough to cater for their needs and that of others, become job creators and nation builders.

Recommendations

1. Schools should encourage their students to be creative, perseverant, and to take the initiative. That is the school should teach the students how to think outside the box and stand up for their beliefs.
2. Government should take the lead and initiative in fighting unemployment by providing loans to graduates of vocational education in order to enable them set up their own business centres because of its equipment-capital nature. This should be done by setting up a loan scheme to finance it.
3. All tertiary institutions should be massively equipped with the relevant tools, equipment or machines in order to facilitate competencies of graduates.

4. Technical teachers cum artisans should be employed by the government to teach technical students on practical skills.

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IMPACT OF SCHOOL LOCATION ON STUDENTS' ACADEMIC ACHIEVEMENT

ENVIRONMENT HEALTH: THE VESSEL FOR CURRENT HEALTH CHALLENGES IN EKWULOBIA AGUATA LOCAL GOVERNMENT AREA, ANAMBRA STATE.

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Abstract

The study was carried out to ascertain Environmental Health as the vessel for current Health challenges in Ekwulobia Aguata Local Government Area. Two research questions guided the study. The population of the study comprises of Forty Thousand (40,000) people from the nine villages that make up Ekwulobia. Systemic sampling techniques was adopted to select forty five people from each village making it Four Hundred and Five (405) as sample for the study. A descriptive surrey research was adopted for the study. The instrument for data collection was a questionnaire tittled Environment Health, the vessel for current Health Challenges in Ekwulobia Aguata L.G.A. and was validated. The questionnaire consisted fourteen items (14) put into two clusters with response options of strongly Agree = 4, Agree = 3, Disagree = 2 and strongly disagree =1. Mean was used in data analysis. The result of the study showed that people of Ekwulobia contributed toward frequent attack of various health challenges and diseases through their environmental health activities such as throwing refuse inside gutters, defecating at nearby bush, burning bushes indiscriminately and other such activities that polluted the air, water soil and other environmental degradations. It was recommended therefore that both Government and each village head should provide a place for dumping of refuse, burning of refuge and others. Each household should have toilet, public toilet should be provided in designated areas. Law should be made against open defecation and offenders should be punished.

Key Words**: Environmental Health, Health Challenge, Vessels**

Introduction:

Environment Comprises of our surroundings or external conditions that affect human live. Davis in Ogbalu (1979) defined environment as the combination of external or extrinsic conditions that affect the growth and development of organisms.

Also, Edem 2005 highlightened that environment is the surrounding in which an individual lives and learn. It is made up of physical, social, biological, economical and other such components.

Parks 2007 stressed that environment includes not only the water, air and soil that form our environment but also the social, physical and economic conditions under which are live. The physical components includes non-living things like air, climate and others, social environment comprises all manmade like religious practices, customs and others, biological environment comprises all the living thing like man, animals, crops and others.

However, human beings depend on the environment for their survival. The water we drink, air we breathe, cloths we wear, housing, culture were product of environment. As Pruitt, crumple and pro-throw stitch (1988) stressed that all living things are part of the environment and depend on it for all their needs; the food we eat, water we drink and other such that make human lives worth living. Unfortunately, man in one way or the other instead of preserving this environment for themselves and future generations struggle to destroy it. As Odigbo 2009 highlightened that a number of scientist are of the opinion that man is pushing species to extinction at an alarming rate through habitat destruction, introductive of foreign species and other such destructive measures. In Ekwulobia Urban Area of study, people letters refuge here and there, feces scatters in all the gutters, burning of bushes is not left out, broken bottles, empty cans and tins and other such environmental degradation were other of the day. This erupts foul odours, smells and irritating environment. This lead to many untold sicknesses in the area. To ensure that man retreat from these destructive behaviours, environmental health awareness should be created.

Nonetheless, most health problems and challenges in the world today where due to neglect and destruction of our environment through pollution, deforestation and other such degrading issues. According to parks 2009, much of man's ill health can be traced to adverse environmental factor such as water pollution, soil pollution, air pollution, poor housing condition and other such factors which pose a constant threat to man's health.
Furthermore, he stressed that man is responsible for the pollution of his environment through Urbanization, industrialization and other such human activities.

Environmental health therefore comprises all the factors that affect man's survival and modifying them for favourable living conditions. According Cathrine (2022) environmental health is a division or branch of public health which is concerned with related aspect connecting both the natural and built and are often required to be monitored or mitigated. Also WHO (1993), defined environmental health as comprises those aspects of human health, including quality of life, that are determined by physical, chemical, biological, social and psychosocial factors in our environment.

However, the impact of these environmental health to live could not be overemphasized. As Otti (2010) observed in Onitsha, Anambra State where solid wastes are dumped around indiscriminately which lead to a lot of environmental and health problems including frequent attack of several diseases like typoid fever, hepatitis, lasa fever and other such diseases. Ekwulobia is not left out of this ugly situations.

Again, environment need to be protected and preserve by keeping the environment clean and avoid any thing capable of destroying the environment. It is believe that by so doing, individual lives will be improved and environment will be protected. This is in line with Parks' 2007 which states that the aim of environmental health is to create and maintain ecological condition that will promote health and prevent diseases. Nevertheless, if environment is well preserve and protected the goal fifteen (15) of sustainable Development goals which states, protect, restore and promote sustainable use of Eco system would be achieved.

Statement of the Problem

Environment comprises of our surrounding or external conditions that affect the growth and development of organisms. Davis in Ogbalu 1979 defined environment as the combination of

external or extrinsic conditions that affect the growth and development of organisms. Every human beings has right to a healthy environment and also the responsibility to protect and improve the environment of their lives and future generations. Unfortunately man instead of improving the environment and preserving the environment struggle hard to destroy and degrade it.

Odigbo 2009 stressed that a number of societies are of the opinion that man is pushing species to extinction at an alarming rate through habitat destruction, introduction of foreign species and other such destructive measures. The resultant effect of these are frequent outbreak of diseases and illnesses. Ikeke 2016 stated that many environmental problem arises from deliberate or inadvertent abuse, misuse and other use of natural resources by human beings. These have adversely affected man.

The researchers however were provoke to investigate on Environmental health Challenges in Ekwulobia A.L.G.A. it is believed that if the purpose of Environmental health which is to create and promote health is achieved, there would be a healthy environment.

Purpose of the Study

1. To ascertain environmental health activities being practiced by people in Ekwulobia Aguata Local Government Area.
2. To determine the precautionary measures that control and promote environmental health.

Research Question

1. What environmental health activities is being practiced by people in Ekwulobia Aguata Local Government Area.
2. What precautionary measures are adopted to control and promote environmental health in Ekwulobia Aguata Local Government Area.

Method

Descriptive survey research design was adopted for the study which was carried out in Ekwulobia Aguata Local Government Area. The population of the study was over forty thousand (40,000) people (Ekwulobia independent 2019) from nine (9) villages that make up the town. Systematic sampling techniques was adopted to select forty-five (45) people from each of the nine villages making it four hundred and five as a sample size for the study. Anaekwe (2016) stated that systematic sampling ensures that elements are drawn at specified intervals from a lot containing all the elements of the population. So, this method was employed to ensure that all the villages were involved and partake in the study. A structured and validated questionnaire of fourteen (14) items was used as instrument for data collection. The researchers in an attempt to determine the reliability of the instrument carried out a trial testing once on forty-five (45) people in Umunze Orumba South L.G.A. which has similar structure and culture with the area of study and the same state of origin. There scores were computed using cronbach Alpha through SPSS version 21 and a eligibility index of point sixty three (.63) was obtained. The instrument was administered by the researchers with the aid of Town Union executives during Town Union meeting and was collected on the spot. This ensures 100 percent (100%) return. Likert 4 scale point of strongly agree (SA) – 4, Agree (A) = 3, Disagree (D) = 2, and strongly Disagree (SD) =1 was used to elicit information from respondent. Descriptive statistics mean (x) was used to analyze the data collected. Decision rule was that any item that was 2.50 and above signifies Agree and any item with less than 2.50 signifies Disagrees.

Research Question One

1. What environmental practices were practiced in Ekwulobia Towns.

Table 1: Mean rating on the environmental health practices in Ekwulobia were.

S/N	ITEMS	SA	A	D	SD	N	X	Remarks
2	I delegate at nearby bush drop cans.	102	190	70	43	405	2.84	Agree
3	I drop empty cans of malt and bottles after use.	200	102	53	50	405	3.1	Agree
4	I burn bushes for farming/get wild animals.	105	126	88	86	405	2.6	Agree
5	I drop refuse in gutters.	201	70	53	81	405	2.95	Agree
	I throw away moi moi foils and wraps after use.	180	103	82	40	405	3.02	Agree
6	I do not normally wash hand after defecation	200	102	33	70	405	3.05	Agree
7	I drink water from any nearby tanks.	103	112	96	94	405	2.53	Agree
	TOTAL GRAND MEAN						**2.86**	**2.87**

Source Field Survey, 2021

From the table above item 1 indicate negative response while other items which implied that they do not defeat 1,2,3,4,5,6 and 7 indicated positive responses. This implied that most people in Ekwulobia practices activities that predisposes them to diseases like, dropping refuge at gutters, throwing used cans and bottles away indiscriminately, drink any water within their rich, burn bushes indiscriminately, do not wash hand after defecation.

Research Question Two

What precautionary measures are adopted to control and promote Environmental Health in Ekwulobi Aguata Local Government Area.

Table 2: Mean rating of precautionary measures to aid in control and promotion of environmental health in Ekwulobia Aguata Local Government Area.

S/N	ITEMS	SA	A	D	SD	RD	X	REMARKS
8	I bury empty cans and bottles in the ground	50	70	105	180	405	1.95	
9	I dispose my refuse at designated places	30	80	201	94	405	2.14	
10	I drink fluttered water	60	40	104	201	405	1.88	
11	I defecate in modern toilets	70	90	113	132	405	2.22	
12	I throw moi-moi foils wraps inside dustbin	30	80	201	94	405	2.1	
13	I burn refuse in an incinerator/designated pace	40	70	95	200	405	2.25	
14	Wash hand after defeat	80	70	133	122	405	2.25	
	GRAND MEAN						**2.11**	

Source field survey 2021.

The table above reveled negative respond form the items. This indicated that precaution e.g. measures to control and promote environmental health such as burying empty cans and bottles in the ground, proper disposal of refuse at designated places, drinking of clean water, defecating in modern toilets, throwing moi-moi wraps and foils in the dustbin, burning in a designated places and washing of hands after defecation is not observed by people in Ekwulobia Aguata L.G.A. This however requires urgent attention and creating awareness else epidemic ca erupt from these urgly practices.

Discussion

From the results, it could be concluded that all the environmental health practices such as defecating in toilets, putting refuse in dustbins, burning and burying refuse in designated places, washing hand after defecation among others were not practiced by people of Ekwulobia in Aguata L.G.A. This lead to frequent attack of diseases like malaria among others, pollution both air, water, soil and other such environment components. Effort is thereby needed to enforce and encourage people to adopt the precautionary measure. If these precautionary measures are adhered to, the goal fifteen (15) of sustainable Development good which states "protect, restore and promote sustainable use of ecosystems would be achieved.

Conclusion

The study investigated Environmental Health as the vessel for current health challenges in Ekwulobia Aguata L.G.A., Anambra State. It is obvious that cleanliness is next to Godliness. No meaning good health could be achieved in a filthy and degraded environment such as in Ekwulobia Aguata L.G.A. The result of these filthy and degraded environment had led to increase and frequent attack by diseases both known and unknown. Every where is polluted and this is an eye soar to passerby. This ugly situation triggered researches into the study. It is believed that if recommendations were adhered to Ekwulobia will be a better place for living.

Recommendation

1. Government should provide refuse bins at designated places.
2. Village heads should provide dustbin at some strategic places in their village.
3. Each village should have a designated place for burning refuse.
4. There should be law against open defecation and penalty for offenders.

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KIDNAPPING IN THE SOUTH EAST REGION OF NIGERIA

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Abstract
The extent of social disorder experienced in recent times especially the menace of kidnapping has been a source of concern to all in the South East considering the devastating effect on all facets of the society. Thus the Phenomenon of kidnapping has assumed on alarming dimension leading to loss of lives, properties, money and rape has had a negative implication on all classes of people including women, men and children etc. It has also hampered development efforts by Government to transform the region. Thus, Nigeria's South East Region has attracted global attentions over the years both in the positive and negative dimension. On the positive side, the region harbours one of largest world's markets. On the negative side, the region has witnessed various forms of violence and crime including kidnapping. This paper examines the socio–cultural cum religious implications of kidnapping in the South East of Nigeria. Attempts shall also be made to proffer solutions towards addressing the scourge of kidnapping for a crime free and harmonious society, so that development can thrive.
Keywords: Kidnapping, Socio-Cultural, Religious Implication.

Introduction

Defining what is kidnapping poses a number of definitional problems in relation to a country's legal and moral view points as well as the availability of other variances as hostage taking and hijacking. However, the Oxford Advanced Learner's Dictionary 6th Edition define kidnapping as the act of taking somebody away illegally and keeping them as a prisoner, especially in order to get money or something else for returning them. Hakeem Jamiu (Media Wikipedia) defines kidnapping thus"

It refers to forceful abduction of a human being with the intention to hold them for ransom, or seize them away for the motive of harassment (physically, mentally or sexually), taking them hostage and various other motives. It is done by the way of taking the kidnapped person to a place where they are likely to be found and unlikely to be released till abductors demands are satisfied.

Kidnapping is a very serious crime but relatively unheard of in contemporary scholarship compared to robbery, burglary and other forms of societal vices. Kidnapping in which ever form has become a common occurrence in various parts of the world including the South Eastern Nigeria.

Although, statistics are hard to come by, reports suggest that the South Eastern (Nigeria) has the highest rate of kidnapping cases especially since the wake of the agitations by the people IBOP (Biafra). It is important to mention that the cases of kidnapping are numerous and continuous which this paper is not expected to treat.

Types of kidnapping

i. **Kidnapping from Forest**: This is the type of kidnapping where the victims are abducted along the road and kept in the forest. This is the most used method as the forest provides a safe haven for the kidnappers who also perfect their mission in the

forest. For example, the kidnap of 5 people along Edem-Abbi road in Nsukka zone on the 5th of September 2022.

ii. **Kidnapping in the high sea**: This happens when the victims are kidnapped on the high sea while traveling in the Nigerian water ways. An example is the kidnap of 14th April, 2009 involving some NLNG Staff at about 7:30pm along the Bonny water way. (Daily Sun. 02/06/2009).

iii. **Kidnapping in the church**: This happens when kidnappers abduct their victims from the church and other places of worship. In most cases, victims are the clergy, children and wives of wealthy church members.

iv. **Kidnapping from Homes:** This is the most widely used method of kidnapping of victims from their house or offices and taken to unknown destinations. The kidnap of a commissioner's wife and a daughter Mrs. Edoga and her daughter from their house within the Isi-Uzo Local Government Area of Enugu State.

The menace of kidnapping has been identified to have some far reaching implications on the socio-cultural and religious life of the South Eastern people. Over the years, a number of scholars including anthropologists, religionists, Philosophers and social commentators have commented on the issues of kidnapping and the crime problem generally bodily to theories to ascertain the possible causes of kidnapping and crime. Iwarimie –Jaja (2010: 133) summed it up when he said that:

Most of such theories have focused attention on social behaviors or deviance which is a broad conceptual framework for understanding and explaining delinquency and criminality.

However, it has been established in many that poverty, frustration, unemployment and disorganized families are not the only reasons why people commit crime like theft, burglary, fraud, murder, or armed robbery.

Hence Iwarimie –Jaja (2010:193) succinctly opined that:

In fact, though these hold, the major cause of criminal acts is the association of the Adolescent, or adult, with persons who have a need that is not different from those of his peers, but the desire to satisfy this need does not explain why he should engage in delinquent act, or why at an adult age, he may commit crime.

At the same time, it is necessary to mention that contemporary social vices like kidnapping, militancy and hostage taking had their roots in the Judeo-Christian Bible, Conceptualized in the anodyne of Cain killing his younger brother Abel which attracted the wrath of the Almighty God who declared,

And now, thou art curse from the earth, which hath opened her mouth to receive thy brother's blood from thy hand, when thou tillest the ground, it shall not henceforth yield unto thee the strength, a fugitive and vagabond shall thou be on earth. (Genesis 4:11-13)

Today kidnapping has assumed a precarious dimension with a continuous rise in the number of cases. Whatever the factors are,

Kidnapping has formed part of the Nigerian vocabulary. Hence the need to unravel the socio-cultural and religious implications on the South East and Nigeria as a whole.

Theoretical Background

In recent times, sociologists have tried to x-ray the possible causes of some behaviour which work against the accepted norms of society. Some attribute it to societal influence. Others blame them on parental background.

Haralambus and Holbom(2006) hold that "In everyday language, to deviate means to story from acceptable part". They see the deviants as consisting of those acts which do not

conform to the standards and expectations of a given society. However, they contend that deviants may be positively.

Sanctioned (rewards) or negatively sanctioned (punished). They could also be left alone without reward or punished as the case may be. In another respect, the opine that the term deviant is relative. In this wise, there is no absolute way of determining who actually is deviating. The behaviours of deviants can only be defined in consonance to a particular standard and since no standard way of behaviour is universally acceptable, the act of deviance could be socially defined. Similarly, an act can be considered deviant today but could be accepted as normal in the near future.

Haralambus and Holborn (2006) quoting Emile Durkhein (1938) see crime as an "inevitable and normal aspect of social life", in the view of Durkheim (1938) as cited by Haralambus and Holborn(2006) "Crime is present in every society", They go further to say that the crime rate in the developed world is for more than what is experienced in the developing nations. To Durkheim, crime is an inevitable aspect of all societies.

It seems that every society is involved with one crime or the other. In South East of Nigeria the crime of kidnapping has became the order of the day.

In this paper what the writer is saying is that the ritualist and kidnappers has taking the crime as the part of their life style that they practice every day of their life. Kidnapping has become very rampant in South East that nobody can move freely because of kidnappers, people are fearing of being kidnapped when they are traveling or even at their homes.

The youth of this era do not even have moral commitment again whatever that comes out of their heart is what they are doing. My prayer to God is to restore the moral behaviour of our youth. It is what Durkheim say that crime is an inevitable, if God did not restore the moral behaviour of youth crime will continue to increase.

According to Durkheim, it is not possible for everyone to have equal level of moral commitment. As a result, while some may like to obey the laws and keep to the norms of society, some others may be very reluctant to obey the law.

The South East People

The area referred to as the South East region was limited to the geopolitical zone occupied by the old Eastern region of Nigeria. This comprises the five states of Abia, Anambra, Ebonyi, Enugu and Imo.The South East occupies a central place in Nigeria. It is the hub of the nation economy. It accounts for over 80% of the human population.The region is largely on agrarian one, with vast arable land for agricultural purposes. There is also the presence of Rivers, lakes stream for fishing. The vegetable is thick with timber and wildlife for game. The people are highly religious. The religious tradition of the various ethnic groups is based purely on their culture and has been practiced from generation to generation, despite the introduction of modern religions like Islam and Christianity.When we speak of African religion we mean the indigenous religion of Africans. It is the religion that has been handed down from generation to generation of Africans. It is not a fossil religion (a thing of the past) but a religion that Africans today have made theirs by living it and practicing it. (Awolalu and Donpamu 1979). The people engage in fishing and farming as their economic mainstay. The South East region which had remained peaceful prior to the marginalization, deprivation and dehumanization in the region has witnessed a lot of agitations, snowballing into Robbery, Cultism, Ritualist, Kidnapping e.t.c. and all forms of criminality. No wonder Obodoegbulam and Abraham (2012:1) submitted thus:

> *The struggle for self determination arises as a result of perceived marginalization, deprivation and dehumanization. It usually unacceptable for any individual to watch other misuse items or materials of value to him.*

However, this is not to say that criminality of any form should be encouraged because of perceived injustice.

Governmen Palliative Measures

1. The use of government security agents.
2. The use of vigilante groups.
3. Media sensitizations.
4. Resort to prayer.
5. Legislations.
6. Establishment of development agencies e.t.c.

Socio-Cultural Implications

There are negative socio-cultural implications on the people.

Kidnapping of people is a source of the violation of human rights guaranteed by the constitution of the Federal Republic of Nigeria. In most cases of kidnapping, the right of association, freedom of movement and the right to life are normally violated. It is a crime against humanity and the rights of persons and nations as guaranteed by the universal declaration of human rights especially articles 3,4 and 5, as indicated herein. Article 3 – everyone has the right to life, liberty and security of persons. Article 4 – no one shall be held in slavery or servitude in all their forms. Article 5 – on one shall b subjected to torture or to cruel, inhuman or degrading treatment or punishment. The African charter on human and people's rights adopted June, 27, 1981 and takes effect from October 21, 1986 also domesticated the principles and articles of the universal declaration of human rights to the effect that every person is entitled to freedom of movement, respect for his life, protection, and the right ti liberty and security of his person. Kidnapping, no doubt negates all these rights as persons are captured, detained against murdered.

Kidnapping is a threat to the survival of the society or the governments as people are innocently embarrassed on daily basis. This according to Ikechukwu Ezeh (Oral Information 2019/2022), causes tension and disregard to laid down cultural norms of the society. Sometimes it could lead to family disunity especially when there is suspicion among them. It leads to increase in crime rate as kidnapping is infectious. This is because many unemployed graduates will be tempted to take to crime. Such youth are made to imbibe some form of negative orientations and seem to believe that kidnapping is a lucrative venture that ought to be embraced. Children were highly traumatized and tend to see a beclouded future of military, thurgery and killings.

Religious Implications

The incessant cases of kidnapping have affected the worship of God (Church activities) negatively due to the fear of men, women and children to be kidnapped. Cosmas Ezema (Oral Information 22/9/2022) holds that why the people are always afraid of being kidnapped.

> *Not all those that were kidnapped were lucky enough to leave the kidnappers den alive. Some of them died either in the process of resistance or as a result of the trauma they go through.*
>
> The effect according to the report was not only the death of some persons (Church members) who attempted to prevent the kidnappers but a decline in the number of members for fear of another attack. There was even suspicion among members who felt that some of their "members" were informants to the kidnappers.

Religiously too, money that could have been used to support the work of God was diverted to the payment of ransom to the kidnappers. Some Christians in attempt to escape being noticed by the kidnappers withhold their financial support for the church. Kidnapping has also affected the level of attendance in church burials and other activities especially wake keep in honours of deed members.

Security And National Development

It has been established in many fora that development cannot thrive in an atmosphere of insecurity, rancor, suspicion, disunity and acrimony. Essentially, it is quite evident that crisis of many forms is a regular phenomenon in Nigeria and evidently according to Opoola (2010:8) "these crises erupted because people do not want to acknowledge the rights of individuals to practice his or her religious beliefs and tenets, control their resources and the lopsided nature of our federalism."

Thus, to ensure harmony and development of Nigeria, Obodegbulam and Abraham (2011:6) advocated,

> *That people cultivate the spirit of give and take. They should be able to carry everyone along as they attend to their individual and collective needs.*

This according to them will reduce insecurity in all the regions of this country for socio-economic, religious and political transformation of Nigeria. Afolabi (2012:10) lamented thus: Today insecurity is so pronounced in the country that even citizens are not sure of what is going to happen to them, while foreigners are frightened, are no longer desirous to visit Nigeria. Perhaps, that is why many foreign investors are scared. To worsen the matter, Opoola (2010:7) said, our times are characterized by living daily with the combined forces of destructiveness, untold number of wars of religion, warrior specialist, persecutors, inquisitions, violent intolerance, societal bigotries, various forces of religion disorientation and begeoning restlessness.

Although kidnapping in the South Eastern region is the case study, it is important to assert that insecurity appears to be the second name of Nigeria, as terrorism is the order of the day. This no doubt has hampered development in all regions of this country. The resultant effect is the abandonment in many developmental projects like the East – West Road and other projects within the region and the country. The problem of unemployment is heightened because investors are scared of losing both their lives and investing in a highly volatile country. Myriads of anomalies have obviously necessitated transformation in Nigeria. Over the years, Nigeria had been battling with serious and unbridled Maladies and or straits. For instances, corruption, nepotism, administrative bottle-necks, fraud, child trafficking, cling trafficking. Advanced free fraud(419), kidnapping, assassination e.t.c. have been on the increase. It is obvious that the astronomical increase in the above mention orgies is giving virtually everybody enormous concern. The earlier we address these problems especially the crime problem in Nigeria, the more development and transformations can be achieved in this country. Developmental here implies the process in which something passes degrees to a different state especially a more advanced and matured state (Bikisu 2008).

Recommendations

This paper recommends the following:

1. Government should continue to tackle the problem of unemployment to reduce the rate at which the youth of today embrace kidnapping as a means of livelihood.
2. Government at all levels should intensify efforts through a joint police and vigilante patrol to forestall wandering at odd times, thereby reducing the risk of kidnapping especially in night.

3. The community members (traditional rulers/elders) should teach their members especially the youth morals to discourage their indulgence in atrocious activities like kidnapping.
4. The South East issues of deprivation, cheating and underdevelopment should be addressed in order to reduce the rate of agitations by the people, leading to kidnapping for ransom.
5. There is need to apply traditional religious methods of identifying and punishing kidnappers to serve as deterrents to others who could have resorted to such atrocious deeds.
6. Corruption at all levels of governance should be discouraged. Hence all corruption cases should be given accelerated and expeditious hearing and the culprits (no matter their status) should be punished.
7. The church and other religious bodies should continue to preach peace, love and unity of all persons irrespective of their religious beliefs.

Conclusion

The menace of kidnapping has assumed a dangerous proportion, if not check is capable of Balkanizing the entire country. It is the considered opinion of this paper that the root cause of kidnapping should be addressed by both the government and the community, at least to ensure a harmonious society devoid of rancor and acrimony. This is in line with the position of Lawrence Hart(2009:31). Africans are religious people, so the aspect of crime detection and other social vices should not only be handled secularly but religious too. The job of crime detection should not be handled by the police alone. The Dibias, Babalawos, the traditional priest e.t.c. should be called upon to help out in cases where the police cannot succeed. These traditionalists have the spiritual abilities to fish out those who are responsible for social disorder in the society. On the part of the citizen, there is need for re-orientation and a paradigm shift to the effect that kidnapping is barbaric, devilish and that kidnappers are bound to suffer death penalty when caught.

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A MORE EQUAL WORLD THROUGH GENDER EQUALITY: A SURE WAY TO CURB SECURITY CHALLENGES IN NIGERIA

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Abstract
The paper centered on creating a more equal world through gender equality: a sure way to curbing insecurity in Nigeria. It stated the objectives of the Gender Policy which is to bring a gender perspective into all aspects of planning policy. It dwell also on signs of gender disparity, how gender equality can curb security challenges in Nigeria and the role of gender equality in country's stability. It also highlighted on creating a more equal world and other ways to fight for gender inequality. The paper concluded that God created all equal, and gender inequality is a situation created by man and therefore recommended among others that the Ministry of women affairs should be empowered by equipping her with all the finances needed and making policies that will enable her empower women, women should be given a place in the key positions in government, girls should be allowed to form their characters naturally, any percentage allotted to women in constitutions should be occupied by women at that rate, culture/beliefs should not be brought to bear only on the girl-child or women etc.
Key words: Gender, Equality, Curb, Equal World and Women.

Introduction

Gender equality, also known as sexual equality or equality of the sexes, is the state of equal ease of access to resources and opportunities, including economic participation, decision-making and the state of valuing different behaviors, aspirations and needs equally, regardless of gender. (Wikipedia). Gender equality is a fundamental human right. Yet despite progress, women and girls around the world do not fully experience equal rights and their potential as economic, social and sustainable development change-agents remains untapped. It will currently take over 267 years to achieve equality in terms of women's economic empowerment and participation. Ms Lina AI Qaddoumi, (2021).

Gender equality is an essential factor in a country's security and stability. Excluding women from actively participating in society can increase the risk of instability. Gender equality is not only about doing what is right or about social justice; it is also an important element in economic development and a critical predictor of stability and security, which can inform and improve work on conflict prevention.

Empowering women and girls helps expand economic growth, promote social development and establish more stable and just societies. In fact, studies show that women and men participating equally in the economy could add a further US$28 trillion to global annual gross domestic product (GDP) by 2025. Ms Lina AI, (2021). The UN Sustainable Development Goals (SDGs) underscore women's empowerment as an important development objective, in and of itself, and highlight the relevance of gender equality to addressing a wide range of global challenges. (https://www.unglobalcompact.org).

There is no gainsaying that the adoption of the National Gender Policy is a watershed in the effort to create a more equal world and promote Gender Equality but the challenge is in translating the policy into action in terms of concrete programme and projects. There is always a problem in translating definite theories into practice as concerning policy and strategic programmes, projects and activities.

In order to operationalize this strategy, the National Gender Policy must be put to practice. Some steps needed in achieving this will be the focus of this paper.

Objectives of the National Gender Policy

In a nut shell, the objective of the gender policy is to bring a gender perspective into all aspects of planning policy, developing legislation and transformation activities in Nigeria. The gender policy should address the systematic inequalities between women and men in society without ignoring the fundamental differences between them. It prioritizes the empowerment of women as a way of achieving gender equality and is based on the premise that gender inequality is about power relations between men and women, and that, any policy, plan or practice that seeks gender equality must balance these power relations for the optimum benefit of both parties. The aim is to incorporate gender policy statements into all national goals and sectorial objectives, by analysing the ways and manner that gender inequality intervenes with the achievement of local, national, regional and global policy outcomes. Implementing the policy will therefore not be the sole responsibility of the national women's machinery but rather, a shared responsibility of all stakeholders. The gender policy will articulate the problems, the challenges, the imperatives, and there-from the vision, goals, commitments and outputs, strategies to achieve gender equality, as well as a framework of implementation and monitoring.

Signs of Gender Disparity

Globally, women are less likely to participate in the labour market than men and they are less likely to become entrepreneurs due to initial difficulties in setting up business from gender bias and lack of access to capital to balancing family responsibilities.

Girls and boys see gender inequality in their homes and communities every day – in textbooks, in the media and among the adults who care for them.

Parents may assume unequal responsibility for household work, with mothers bearing the brunt of caregiving and chores. The majority of low-skilled and underpaid community health workers who attend to children are also women, with limited opportunity for professional growth.

And in schools, many girls receive less support than boys to pursue the studies they choose. This happens for a variety of reasons: The safety, hygiene and sanitation needs of girls may be neglected, barring them from regularly attending class. Discriminatory teaching practices and education materials also produce gender gaps in learning and skills development. As a result, nearly 1 in 4 girls between the ages of 15 and 19 are neither employed nor in education or training – compared to 1 in 10 boys (UNICEF/un1235471/willocq).

In early childhood, gender disparities start out small. Girls have higher survival rates at birth, and are more likely to be developmentally on track, and are just as likely to participate in preschool. Among those who reach secondary school, girls tend to outperform boys in reading across every country where data are available.

But the onset of adolescence can bring significant barriers to girls' well-being. Gender norms and discrimination heighten their risk of unwanted pregnancy, HIV and AIDS, and malnutrition. Especially in emergency settings and in places where menstruation remains taboo, girls are cut off from the information and supplies they need to stay healthy and safe.

How Gender Equality Can Curb Security Challenges in Nigeria

Research by Crespo-Sancho (2017) highlighted on women, peace, and security provides strong evidence that women's empowerment and gender equality are associated with more peaceful and stable outcomes. Such findings include:

- Violence against women is a predictor of whether a society is generally prone to violent conflict.
- The larger the gender gap (defined as the differences in experiences and opportunities between men and women), the more likely a country is to be involved in inter- and intrastate conflict and to use violence as a first response in a conflict setting.
- The higher the level of violence against women, the more likely a country may not be to comply with international norms and treaty agreements, and the less peacefully it will operate in the international system.
- Higher gender equality corresponds with a country's lower likelihood of using military force to resolve disputes with other countries.
- The severity of violence used in international conflict decreases with higher gender equality.
- Countries with low human rights standards, including low standards regarding gender equality, are more likely to have militarized and violent interstate disputes.

The Role of Gender Equality in Country's Stability

1. Equality in participation

An important factor related to gender equality for security and development is women's quality participation in positions of power, including in politics, peace discussions, and negotiations. It also urges states to ensure increased representation of women at all decision-making levels in national, regional, and international institutions, as well as in mechanisms for preventing, managing, and resolving conflicts.

According to Crespo-Sancho C.(2017)

Research has yielded the following findings in this area:

- Including women in peace processes has a positive impact on the durability of peace agreements, which thus prevents conflict from reoccurring.
- Including women as negotiators, mediators, signatories, and witnesses increases the probability of an agreement lasting at least two years by 20 percent, and the probability of it lasting at least 15 years by 35 percent.
- There is a positive relation between the participation of women's groups and peace deal results. When women are less involved, agreements are reached less often, and the likelihood of reaching an agreement is even lower when women groups are not involved at all.

2. Gender economic equality

Women's economic empowerment has a multiplier effect on a country's local and national well-being. Empowering women and promoting gender equality is crucial to accelerating development and producing more equal societies, which are important elements in preventing violent conflict. Some of the research findings according to Caprioli, M. (2000), regarding gender economic equality include:

- States with higher female participation in the labor force exhibit lower levels of international violence, and are less likely to use military force to resolve international conflict.
- Countries with 10 percent of women in the labor force compared to countries with 40 percent of women in the labor force are nearly 30 times more likely to experience internal conflict.
- If men and women participated equally in the economy, the results would add up to US$28 trillion, or 26 percent, to annual global GDP by 2025.

Gender-Equal Participation in the Labor Force

According to Caprioli (2000);

- State with higher female participation exhibit lower level of international violence
- Countries with 10% compared with 40% of women in labour force are nearly 30 times more likely to experience internal conflict.
- A 5% increase of women in labour force makes a state nearly 5 times less likely to use military force to resolve international conflict.

Creating A More Equal World

Gender inequalities could undermine the global community's goals on ending poverty, eliminating preventable deaths, curbing insecurity and achieving it's sustainability.

But there are clear steps that can help level the playing field. Below are 10 actions to create a more equal world.

1. Meet All Commitments and Obligations to Human Rights Agreed in International Treaties and Conventions.
   All countries must uphold the rights to work, education and health – including reproductive health.
   These rights are articulated in the Universal Declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination Against Women, the 1994 Programme of Action of the International Conference on Population and Development, as well as other widely agreed human rights documents.

2. Tear Down Barriers That Prevent Young Women From Accessing Sexual and Reproductive Health Information and Services.
   Sexual and reproductive health care does much more than preserve women's and girls' health. It enables them to become educated, employed and empowered. Yet discriminatory laws, norms and gaps in health care keep too many from receiving these services – or even information about these services.
   Obstacles are perhaps highest for adolescents, who can face stigma or even legal barriers when trying to access information, contraceptives and other sexual health care.

3. **Reach the Poorest Women With Essential, Life-Saving Antenatal and Maternal Health Care.**
   According to Natalia K (2022). Every day, more than 800 women die giving birth. These women are among the poorest and most vulnerable in the world – and they are just the tip of the iceberg. For every woman who dies of pregnancy-related complications, many more are injured or disabled.

Yet most of these tragedies are entirely preventable, and preventing them is a good investment. Studies show that improving antenatal and maternal health helps to boost economic productivity and lifetime earnings.

4. **Meet All Unmet Need for Family Planning, Prioritizing Women in the Poorest 40 Percent of Households.**
Access to safe, voluntary family planning is a human right. Yet every year, there are 89 million unintended pregnancies and 48 million abortions in developing countries. Natalia K (2022).
These unintended pregnancies take a massive toll on women's health and futures, not only increasing their risk of maternal injury or death, but also restricting their ability to join or stay in school and the workforce.

5. **Provide a Universal Social Protection Floor, Offering Basic Income Security and Covering Essential Services, Including Maternity-Related Benefits and Support.**
One way to tackle inequalities is by providing universal social protection. This would mean that everyone has basic income security, such as access to a pension if they are retired or financial support if they are impoverished. Universal social protection could also cover maternity, disability and child benefits.

6. **Bolster Services, Such as Childcare, to Enable Women to Enter or Remain in the Paid Labour Force.**
Women face a long list of disadvantages in the workplace. They face more obstacles than men to higher-paying jobs, for example. And when women have children, they are likely to encounter a "motherhood penalty," in which they earn less than those without children. Many mothers are pushed out of the labour force entirely because they are not protected from discrimination, they lack maternity leave or they do not have affordable childcare.

7. **Adopt Progressive Policies Aimed at Accelerated Income Growth Among the Poorest 40 Percent, Including Through Stepped-Up Human Capital Investments in Girls and Women.**
To end extreme poverty, the poorest 40 per cent of people must see faster income growth. This requires major investments in their human capital.
Improving the accessibility and quality of education and health services, particularly for marginalized girls and young women, is an important step towards this goal.

8. **Eliminate Obstacles to Girls' Access to Secondary and Higher Education, and to Their Enrolment in Courses in Science, Technology, Engineering and Mathematics.**
Despite years of progress, girls are still more likely than boys to be out of school at the primary level. This disparity worsens at the secondary level.
But there are a variety of actions that can improve girls' retention rates, including: eliminating school fees or providing subsidies to poor families; ensuring schools are safe and have separate sanitary facilities for girls; and providing school meals.
Education must also be seen as a path to decent work for all children. This means eliminating gender biases that block women and girls from pursuing so-called STEM jobs – roles in science, technology, engineering and mathematics. Women have strikingly low STEM participation, yet many future jobs will be in these field.

9. Accelerate the Transition from Informal Jobs to Formal, Decent Work – Focusing First on Sectors With Large Concentrations of Poor, Female Workers – And Unblock Women's Access to Credit And Property Ownership.
Many of the world's one billion impoverished people are working informally, as subsistence farmers, domestic servants or day labourers. These jobs provide no benefits, little pay and few, if any, protections.
Transitioning these vulnerable workers to formal jobs with decent pay would improve productivity and strengthen economies. Reducing women's unpaid caregiving responsibilities – by having men share these roles or by providing care services – would also make a significant difference.
Increasing access to low-cost banking and credit would also help eliminate poverty. Special attention must also be paid to vulnerable women, who may have social or legal obstacles to inheriting or generating wealth.

10. **Work Towards Measuring all Dimensions of Inequality and how They Influence Each Other, and Strengthen Links Between Data and Public Policy.**
Inequalities are poorly understood and often invisible. For example, yawning gaps in wealth and vast gender disparities are hidden in gross domestic product, which fails to account for an estimated $10 trillion a year in women's unpaid work, (https://www,unfpa.org, 2017).

Other Ways to Fight for Gender Equality
According to Daniele (2017) girls can fight for Gender Equality through these ways:
Girls, Advocate for Yourselves and Your Education.
Education is a human right — regardless of your gender, you have a right to an education. According to UNICEF, "When we educate a girl, we not only give her the tools and knowledge to make her own decisions and shape her own future, we also help raise the standard of living of her family and her community." Educated girls have the skills and knowledge they need to lead more independent lives, which could help them advocate against and avoid child marriage, as well as female genital mutilation. Girls who have little or no education are up to six times more likely to be married as children than girls who have secondary schooling.

Increasing Women participation in Politics:
Decisions are being made for girls and women, but also without them. Women's political participation and representation is lacking all over the world. North and South America have the highest rate of women's representation in politics — and it's still just 25%, according to the UN. In Asia, only 11% of government positions are held by women. According to Oluyemi, (2016). The national average of women's political participation in Nigeria has remained 6.7 percent in elective and appointive positions, which is far below the Global Average of 22.5 percent. Yet women and girls can be vital to policy making and peace building.

Women Support Network.
Girls and women can be a great resource and support network. New York Sen. Kirsten Gillibrand credits her female colleagues with some of her success. In an interview with New York Magazine she said she relied on other women in congress for support, and even those who did not support her bill had advice to offer. Sheryl Sandberg, the Chief Operation Officer of Facebook and author of "Lean In," encourages women to mentor other women. And she says it's not just about more experienced and established women helping younger women get

their start, but about creating a community. Sandberg says young women should mentor each other too. Even if you are at the same level you have unique experiences and support to offer one another. "When women celebrate each other's accomplishments, they're seen as more professional and accomplished as well," she says. "So supporting other women helps each other, helps women as a group, and also helps the woman that does it."

Boys and men, Speak up on Behalf of Girls and Women — because Girls Should not Have To Fight for Gender Equality Alone.

Gender equality is not just about girls fighting up for what is right, it is also about boys standing up to what is wrong because, as Hillary Clinton famously said, "women's rights are human rights." "Fighting for women's rights has too often become synonymous with man-hating," Emma Watson said when UN Women launched its "He for She" campaign in 2014. But that's not the case, and boys and men have a role to play in the world's struggle for gender equality too. "Being a feminist for me means recognizing that men and women should be, can be, must be equal and secondly, that we still have an awful lot of work to do," Canadian President Justin Trudeau said at the UN. Boys and men can promote gender equality by advocating for girls' education and equal pay, and they can fight against discrimination by speaking up when they witness inappropriate behavior or comments whether that's on the street or in the locker room.

Help Level the Law and Eliminate Gender Discrimination.

All over the world, countries have taken steps to remove gender discriminatory policies from legislation, El Salvador abolished a law allowing men to marry underage girls who they have impregnated. Jordan and Lebanon overturned laws that enabled rapists to avoid punishment if they married their victims.

Tunisia scrapped a law which prohibited Muslim women from marrying outside their faith. But there is still much more to be done to level laws around globally. Though child marriage is illegal in most countries, legal loopholes allow the harmful practice to continue. There are 46 countries that do not have legal protection against domestic violence. In some cases, gender discrimination in legal systems is much more explicit. In Saudi Arabia, women are required to have a male guardian accompany them to do the most basic of tasks, like open a bank account. Laws like these "that discriminate against women and girls, entrench and perpetuate gender inequality," the Executive Director of UN Women has said. "We need to create a change that lasts and breaks the cycle of discrimination for good, so that the progress we have made prevails in future generations."

Conclusion.

Gender inequality has serious and long-lasting consequences for women and other marginalized genders. Exposure to violence, objectification, discrimination and socioeconomic inequality can lead to anxiety depression and low esteem. No meaningful development in any society can be achieved in an atmosphere filled rancor, hostility and bitterness. Moreover, God created all equal, gender inequality is therefore a situation created by man. The inequalities and barriers experienced by women as identified by this work cuts across socio-economic and psychological boundaries. There is need for these barriers to be addressed to ensure sustainable development since there can be no meaningful development without contributions from both genders. In addition, women also have a power to change the world, have a power to give opinions, and to share what they feel about something therefore should be given access to quality education, structures of power in the social, economic and political development of the world in general.

RECOMMENDATIONS

In the light of the above the following recommendations have been made:

1. The Ministry of women affairs should be empowered by equipping her with all the finances needed and making policies that will enable her empower women.
2. Women should be given a place in the key positions in government, for instance where a man is a president a woman should be the vice president or senate president.
3. In our homes, girls should be allowed to form their characters naturally. Parents should stop buying dolls for girls and footballs and cars for boys as this makes the girls realize at tender age that they have been created to be mother only.
4. Any percentage allotted to women in constitutions should be occupied by women at that rate. Like in Nigerian Constitution thirty percent (30%) allotted to women should indeed be filled by women.
5. Culture/beliefs should not be brought to bear only on the girl-child or women.

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THE CHALLENGES OF POOR FUNDING OF THE EDUCATION SYSTEM IN NIGERIA AND ITS EFFECT ON TEACHER EDUCATION

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Abstract
The United Nations Educational Scientific and Cultural Organization. (UNESCO) recommended that developing nations should give up to 15-20 percent of their annual budget to public education. This paper examined Nigeria's education budget from 2010 to 2022 as one of the developing nations, the teacher education system in Nigeria and the effects of poor funding of education on the system. The highest percentage allocation to education was 9.94% in 2014 and it started decreasing to 5.4% in 2022. The current percentage allocation is not even up to half of the UNESCO recommendation. Special budgetary allocation by the government through appropriate agencies via the ministry of education should be provided for implementation of effective teacher education programme. Financial assistance and material donations from international organizations, affluent members of the society and community are other means of funding the teacher education programme which should be explored to improve on the infrastructural development and other needs of teacher education institutions.

Introduction

Educationists are agreed that educational financing is of prime importance in the management of education, [Adequhi (2003), Oyekanmi (2000)]. The Federal Republic of Nigeria, National Policy on Education (2012) recognizes the fact that the success of any system of education is hinged on proper planning, efficient administration and adequate financing. The policy states that

a) Education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the education programmes
b) Government's ultimate goal is to make education free at all levels. The financing of education is a joint responsibility of the federal, state and local government and the private sector. In this connection, government welcomes and encourages the participation of local communities, individuals and other organizations
c) Relevant sectoral bodies such as the Education Tax Fund have been established to respond to the funding needs of education. In addition, other funds from which the burden of financing education can be eased are

i. Industrial Training Fund
ii. National Science and Technology Fund (NPE, 2012)

The next section will examine Nigeria's education budgets from 2010 to 2022

Nigeria's Education Budgets 2010-2022

The table below shows Nigeria's education budget from 2010 to 2022 in four columns. The first column is the year, the second is total budget for the year in ₦Trillion, the third column is total allocation to education in #Billion and the fourth column is the percentage of the education budget to the total budget

Year	Budget (₦Trillion)	Educational Allocation (₦Billion)	Percentage of Budget (%)
2010	5.160	249.09	4.83
2011	4.972	306.30	6.16
2012	4.877	400.15	8.20
2013	4.987	426.53	8.55
2014	4.962	493.00	9.94
2015	5.068	392.20	7.74
2016	6.061	369.60	6.10
2017	7.444	550.00	7.38
2018	8.612	605.80	7.03
2019	8.830	620.50	7.03
2020	10.33	691.07	6.7
2021	13.26	742.52	5.6
2022	17.13	923.79	5.4

Dataphyte.com Source: Budget office

From the table, we observe that the budget for the year 2010 was the lowest, with N249.09 billion representing 4.83% of total budget. There was increase from 2011 to 2014 which has 9.94% (highest percentage in the chart). From 2016 there was a decline in the percentage allocation with 5.4% in 2022 being the lowest. Even though the figure for 2022 increased to N923.79 billion, the budget is 5.4 percent of the total budget which is the smallest percentage allocation since 2015

As stated earlier, the United Nations Education Scientific and Cultural Organization (UNESCO) recommended that developing nations should give up to 15-20 percent of their annual budget to public education. Nigeria's allocation to the education sector has not been meeting up with the UNESCO standard. We shall discuss the challenges of this poor funding on the education system generally and teacher education in particular

Teacher Education System In Nigeria

The National policy on Education (2012) stated that

a) Since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development
b) The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE)

It also stated that the goals of Teacher Education are to

a) produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system
b) encourage further the spirit of enquiry and creativity in teachers
c) help the teachers to fit into social life of the community and the society at large and enhance their commitment to national goals
d) provide teachers with the intellectual and professional background adequate for their assignments and make them adaptable to changing situations
e) enhance teachers' commitment to the teaching profession.

It also stated that all teachers in educational institutions shall be professionally trained and Teacher education programmes shall be structured to equip teachers for the effective performance of their duties.

The following institutions among others shall give the required professional training provided they continuously meet the required minimum standards

a) Colleges of Education
b) Faculties of Education
c) Institutes of Education
d) National Teachers Institute
e) Schools of Education in the Polytechnics
f) National Institue for Nigerian Language (NINLAN)
g) National Mathematical Center (NMC)

Roles/Tasks of the Teacher.

It is pertinent to observe that the goals of teacher education as listed on the policy document are very good. The relevance of the curriculum of a teacher education programme depends to a large extent on the resources of the teacher education system to deliver the program.

In the context of the present day school realities and aims and objectives of education, the role/tasks of the Nigerian teacher as in many other areas include

i. Facilitator of learning
ii. Classroom manager
iii. Mobilizer and manager of resources
iv. Researcher and innovator
v. Mentor and counselor of pupils
vi. Developer and appraiser of teaching learning materials
vii. Planner and organizer of co-curriculum activities
viii. Service provider for the community and parents, and
ix. Designer and organizer of pupil evaluation (National Council for Teachers Education, 2003).

A teacher keen to perform the role of a facilitator of learning has to make conscious and planned effort to encourage self study and self learning among his students. He is expected to create such situations as shall enable them to learn on their own

To succeed in facilitating learning, a teacher ought to be an effective classroom manager. He should be in a position to create and sustain students' interest in learning. He is also called upon to mobilize the requisite resources for the transaction of curriculum

Like all other professional, a teacher is likely to face a variety of problems in various aspects of his job, which, besides facilitating learning also involves dealing with the pupils, parents, colleagues, community and mobilization and management of resources. He is expected to find solutions to his problems through his own effort, involving systematic investigation and analysis. In other words, a teacher is expected to be a researcher as well-as an innovator

Closely related to the teachers' role, as researcher and innovator is his responsibility to look after the social and emotional problems of his pupils in the school, thereby assuming the role of their mentor and counselor.

Professional training of teachers demands that they have the competence to prepare and appraise teaching learning materials and plan/organize co-curricular activities for the total development of their students

A teacher is also expected to develop competencies that will enable him interact with the community to elicit its support and provide extension services for the benefit of the

community including parents. The appraisal of pupils' performance is one of the major responsibilities of the teacher.

Funding of Teacher Education

The Federal Ministry of Education Action Plan (2002) on Repositioning Higher Education in Nigeria stipulates that government should fully fund students of Colleges of Education with the provision that all such students be bonded to teach in Nigeria for a minimum of three years post-graduation to encourage the production of sufficient number of qualified teachers for our primary and Junior Secondary Schools.

Federal and state governments are the major financiers of education in Nigeria. While the federal government funds her own higher institutions and unity schools, state governments take up the responsibility of state owned higher institutions and post primary schools. The revenue for federal universities, polytechnics and colleges of education are sourced from financial grants from federal government allocation through the federal ministry of education to the National University Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE)

Other sources of revenue for institutions include

i. Grants in-aid mainly by the Federal Ministry of Education through its annual budget
ii. Fees and charges for services rendered as approved by the governing council
iii. Gifts of land, money or properties to be spent in strict accordance with the wishes of the person making the gift
iv. Loans within Nigeria, investment of funds of the institution in securities (Ogbonnaya, 2000), (Ezema, ate al, 2004), (Atakpa, 2000) and (Isyaku, 2000).

From the above discussion, it is obvious that since the allocation to the overall education sector is poor, the possibility of fully funding students of colleges of education and meeting the financial needs of teacher education is slim. As of now, some federal colleges like the Federal College of Education, Eha-Amufu, Enugu State pay more than fifty thousand naira a year for academic activities.

Challenges of Poor Funding of Education

From the previous sections, it is obvious that the education sector has not been adequately funded, and it is yet to meet up with the UNESCO 20 percent recommendation for developing countries. Lack of infrastructure, poor welfare, inadequate staffing are part of the challenges the sector continues to face across primary, secondary and tertiary institutions

Insecurity across the different geo political zones force government and proprietors of schools to close down. Kidnapping of pupils from schools is contributing to low enrolment especially in regions prone to terrorist attack and thus increasing the number of children out of formal learning

Stakeholders such as the Academic Staff Union of Universities (ASUU) and the Colleges of Education Academic Staff Union (COEASU), have embarked on several strike actions to show their grievances over the state of education in the country and demand action from the government. Between 2016 and 2022, there have been several strike actions by the members of the Academic Staff Union of Universities (ASUU) and Colleges of Education Academic Staff Union (COEASU). Academic Staff Union of University is currently on strike, which started on 14th February 2022, Colleges of Education Academic Staff Union were on strike from 10th June 2022 to 11th August 2022. COEASU suspended the present strike to give government time to resolve the lingering issues of the Union. These issues which are mainly due to poor financing of the teacher education system are

1. Failure of Federal Government to constitute its own team and commence renegotiation of the FGN-COEASU 2010 agreement despite all entreaties of the union
2. Non-release of N15 billion pproved out of the N456,599,691.18 billion revitalization funds for both federal and state Colleges of Education contrary to repeated promises of the FG
3. Non-implementation of 2014 needs assessment report
4. Non-payment of outstanding promotion arrears from 2016 to date
5. Non-payment of responsibility allowance to Librarian in Colleges of Education
6. Non-implementation of the consequential effect of the implementation of CONTISS 15 on lower Cadre (a.k.a. Migration)
7. Poor funding of Colleges of Education and poor conditions across state colleges of education especially in Ogun, Kwara, Abia, Kogi, Kaduna, Zamfara, Yobe, Oyo, Benue, Edo and Ebonyi States
8. Federal Government's recalcitrant insistence on IPPIS instead of UTAS that captures the peculiarity of tertiary institutions.
9. Refusal to mainstream demonstration schools staff in the payroll

It is, therefore, the resolve of the union that, effective Friday, 10th June 2022, the suspended strike action in December 2018 be resumed immediately for four weeks in the first instance (COEASU 2022)

Recommendations

Apart from the approved sources of fund for the education sector stated in the paper under the section on funding of teacher education, the following are some suggested sources of funds for proper funding and implementation of effective teacher education programme

1. Government Statutory Allocation: Federal government allocation to education should increase from the present 5.4% to at least 10% if it does not meet the UNESCO recommendation of 15-20%. State and Local Government should also increase their allocation to education. Special budgetary allocation for effective funding and implementation of teacher education programme should also be provided
2. Education Tax Fund (ETF): At least 10 percent of the contribution to education from this fund should be set aside for teacher education programme
3. Assistance from affluent members of the society: Affluent members of the society can be requested to donate money, equipment and buildings to assist the teacher education programme
4. International Organizations should be contacted for meaningful financial assistance for teacher education programme.
5. Old students Association/Alumni Association: Old students of the institution can give financial or material assistance to their alma-mater.
6. The Host Community: Host community can assist in providing adequate security and some necessary facility needed in institution located in their locality
7. Religious Organization: The church through its local and foreign agencies can assist in the funding of teacher education programme especially in the moral education of the teacher trainees.

Summary and Conclusion

This paper examined the poor funding of the education system in Nigeria by looking at the Nigeria's education budget from 2010 to 2022. The percentage allocation to education within the period was 4.83% in 2010 which was the lowest and 9.94% in 2014 which was the highest. From 2015 the percentage allocation started decreasing from 7.74% to 5.4% in 2022. It was noted that Nigeria's allocation to the education sector has not been meeting up with UNESCO standard of between 15% and 20%. The paper discussed the teacher education system in

Nigeria based on the realization of the fact that no education system can rise above the quality of its teachers. The roles of the teacher that demands proper funding for proper implementation were discussed. Since nobody can give what he does not have, it is highly recommended that teacher education should be given major emphasis as cpntained in the Federal Government of Nigeria National Policy in education. Some of the challenges facing the education system which has made stakeholders to call on the federal government to improve funding to the education sector were highlighted. Specific areas of need for proper implementation of teacher education programme include improvement in infrastructural development, staff welfare and acquisition of modern equipment to facilitate practical activities and research. Safeguarding Nigerian schools to provide adequate security for teachers and students requires a lot of money and adequate provision must be made for it.

Some stakeholders identified lack of political will and misplaced priority on the part of our leaders as the main reason why university students are at home for more than six months as a result of strike action by unions. The students of colleges of education were at home for sixty days and only suspended the strike to give government time to resolve the issue. For instance, the 1.1 billion Naira used to purchase security vehicles for Niger Republic can be used to solve part of the unions' problem. The Niger people claimed that they helped Nigeria to defeat Biafra and so deserve the gift, while the presidency of Nigeria claim that the boundary is artificial. (Phoenix 2022).

Reacting to the neglect of the education sector, the catholic Bishops of the Owerri Ecclesiastical province (2022) in their meeting observed that lack of required investment on the young people of Nigeria is adversely affecting the students who waste away in violence and are exposed to destructive social vices. They expressed their pains in seeing our youths leaving our country as a result of non functional educational activities and bad governance in the country knowing that they are going to suffer and possibly lose their lives. The paper recommended specific sources of fund for proper funding and implementation of the teacher education programme.

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SCIENCE TEACHERS' PERCEPTION OF THE CHALLENGES OF INSECURITY IN SECONDARY SCHOOLS IN AGUATA EDUCATION ZONE OF ANAMBRA STATE.

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Abstract
This research was a descriptive survey that focused on the science teachers' (male and female) perception of the challenges of insecurity in secondary schools in Aguata Education Zone of Anambra State. Ninety-five (95) science teachers comprised of 54 male and 41 female teachers were used. Three research question and one hypothesis guided the study. The results of the study showed that insecurity posed a great challenge to teaching and learning. Hypothesis testing revealed that both male and female science teachers agreed that insecurity affects teachers' service delivery negatively. It was recommended that Government should deploy enough security personnel to school to help secure the life and property of the schools. And students caught in any insecurity act, should be disciplined.

Introduction:

Security according to Arinze and Rev. Sr. Nnoruga (2018) is a state or condition in which people, other living things and materials in our environment are not exposed to dangers of physical molestation, moral aggression, accident, theft and other life threatening conditions. Oxford Dictionaries (2012) defines security as a state of being free from danger or threats. It is the safety of the state or organization against criminal activity such as terrorism, theft or espionage. Also Anan in Chukwu, Onuoha, Ejimonye and Aroh (2018), affirm that human security encompasses such values as human rights, good governance, health care and ensuring that each individual has the opportunity and choices to meet their potentials. In order words, security entails a conducive environment void of violence like killing, raping, kidnapping, stealing, intimidation and threat. When security of a country is guaranteed, people will feel comfortable and confident going about their businesses. Investments of any sort can spring up from any part of the country, as long as it is safe, it is home. But this sense of security has disappeared in our country and replaced by insecurity, killings everywhere, fear, kidnappings, suspicion and choice of where to go or live as home. Many dailies and other news media shocked the country with the news of barbaric, heartless group of gunmen who opened fire on students in their hostels, Christians in the churches and travelers on the roads etc.

Insecurity in our country has been on the increase in the recent times and thus generated a lot of concerns among the citizens. Since 2009, Nigeria has witnessed series of insecurity by men of the underworld, Fulani herdsmen, kidnappers, ritualists, boko-haram insurgence and so on. The activities of the above mentioned groups according to Chukwu etal (2018), have really threatened the unity of our country. Boko-haram and Fulani herdsmen for instance have killed thousands of innocent citizens, school children and rendered thousands of people homeless. So many citizens of this country including school children are refugees in their father land as a result of boko haram attacks. This situation is very unfriendly to the society. The worrisome aspect of it is that the activities of these group have entered into schools. For instance the abduction of Chibok girls in April 14, 2014 in Borno State and kidnapping of Dapchi Girls in Yobe State in February 2018. In Anambra State insecurity in secondary school results to cases of raping of female students, kidnapping of school children, cultism and violence and robbery and many others. The state of insecurity in Nigeria has graduated to a higher degrees in education system. Insecurity makes the environment unconducive for people to live and go about their normal businesses.

For education, there must be a conducive atmosphere before teaching and learning can take place. Teachers cannot teach effectively in an atmosphere where they live in fear, they are not sure of their safety the next moment and students cannot learn any meaningful thing where their life are in danger. Insecurity cases recorded in schools makes one wonder if secondary schools are still safe and how students are able to learn in such volatile environment especially with the new trend of kidnapping and intimidation. Other insecurity challenges in secondary schools includes bullying and isolation, sexual harassment, petty theft, gang activities and vandalism (Nzewi in Chukwu etal 2018).

Science teachers' perception of challenges of insecurity in secondary schools is the critical issue in this study. The reason for that is because what happened in the schools nowadays has put fear in the mind of students, teachers, principals and parents. With the new trend of kidnapping in the state, people keep on wondering which place is safe. Science as a subject is the systematic study of nature or the environment through observation and experiment, leading to the accumulation of an organized body of knowledge useful for problem solving to meet human needs (Njoku, 2014). Science teachers are those teachers trained to teach science subjects. When science teachers felt insecure in the school, can they teach effectively? can students have interest to come to school? The fear of violence influences how people act and behave, therefore the state of insecurity in school can affect learners' attendance and general wellbeing. It is therefore pertinent to find out the challenges caused by insecurity in secondary schools in Aguata Education Zone of Anambra State.

The following questions and hypothesis guided the study.

1. What are the type of insecurity experienced in the school?
2. What are the causes of insecurity in secondary schools in Aguata Education Zone of Anambra State?
3. To what extent do insecurity affect academic activities in the school?

Hypothesis

H_0: There is no significant different between the responses of male and female science teachers on the challenges of insecurity in secondary schools in Aguata Education Zone of Anambra State.

Methodology

The research design adopted for the study is descriptive survey. The population of the study include all the science teachers in Aguata Education zone of Anambra State. Simple random

sample techniques was used to select 54 male and 41 female making a total of 95 science teachers out of 147 science teachers in Aguata Education zone.

The instrument used for data collection was a structured questionnaire developed by the researchers. The instrument designed in 4-point rating scale was validated by expert in measurement and evaluation. The questionnaire consists of twenty items designed to elicit information from the respondents on the three research questions that guided the study.Administration and collection of the questionnaire were done by direct approach. Mean was used to analyze the research questions while t-test was used to test the hypothesis at 0.05 level of significance.

Result:

Table 1:

Mean response of respondents on the types of insecurity experienced in the school

S/N	ITEMS	MEAN	REMARK
1.	There has been cases of kidnapping in my school	2.19	Rejected
2.	Robbers do come to our school and steal valuable items	2.06	Rejected
3.	There has been incidence of rape between teachers and students in my school.	2.30	Rejected
4.	There are cases of killing in my school	2.06	Rejected
5.	Some students gang up and beat up their school mate.	3.65	Accepted
6.	There is cases of humiliation among senior students on junior ones.	3.69	Accepted
7.	Some students steal items belonging to their fellow students and even school property.	3.78	Accepted

From the table above, the type of insecurity in schools in Aguata Education Zone, the result revealed that item 1 – 4 with mean scores of 2.19, 2.06, 2.30 and 2.06 were rejected. However, items 5, 6 and 7 with mean scores of 3.65, 3.69 and 3.78 were accepted as the type of insecurity experienced in secondary schools in Aguata Education Zone of Anambra State.

Table 2:

Mean response of respondents on the causes of insecurity in secondary schools in Aguata Education Zone.

S/N	ITEMS	MEAN	REMARK
8.	Lack of school fencing	2.01	Rejected
9.	Insufficient security personnel in the school.	3.10	Accepted
10.	Students are allowed to come and go out of school at will.	2.15	Rejected
11.	Indisciplinary behaviours among students are not adequately punished.	2.36	Rejected
12.	Indisciplinary behaviours among teachers are not adequately checked.	2.48	Rejected
13.	Schools are located at the boundary of the town.	3.20	Accepted
14.	Inability of law enforcement agents to encourage laws that checkmate insecurity.	3.88	Accepted

From the table above on the mean responses of respondents on the causes of insecurity in Aguata Education Zone. The result shows that items 8, 10, 11 and 12 with mean scores of 2.01, 2.15, 2.36 and 2.48 were rejected as not the causes of insecurity they experienced in the area. While items 9, 13 and 14 with mean scores of 3.10, 3.29 and 3.88 were accepted as the major causes of insecurity in that part of the state.

Table 3:

Mean response of respondents on the extent insecurity affects academic activities in school.

S/N	ITEMS	MEAN	REMARK
15.	We have cases of students drop out as a result of sexual harassment.	2.21	Rejected
16.	Some students nurse fear due to threat by one gang or the other.	2.65	Accepted
17.	Due to incessant bullying in the classroom, some students don't pay attention during lesson and it affects their performance.	2.17	Rejected
18.	We have reduction in school attendance.	3.08	Accepted
19.	It discourages teachers from assuming duty in certain schools.	3.75	Accepted
20.	It makes teachers not to be regular to schools.	2.19	Rejected

From table 3 above, the response of respondents on effects of insecurity on the academic activities in secondary schools in Aguata Education Zone, shows that items 15, 17 and 20 with mean scores of 2.21, 2.17 and 2.19 were rejected while items 16, 18 and 19 with mean scores of 2.65, 3.08 and 3.75 were accepted as the effect of insecurity on the academic activities in Aguata Education Zone.

Table 4: T-test of significance between the mean response of score of male and female science teachers on the challenges of insecurity in secondary schools in Aguata Education Zone.

	$\bar{X}$	SD	N	df	t-cal	t-crit	Decision
Male	3.17	1.08	54	93	0.97	1.96	Fail to
Female	3.38	0.99	41				reject H_0

The table shows that the calculated t-value at 93 degree of freedom and 0.05 level of significance (0.97) is less than the critical t-value (1.96). The null hypothesis is not rejected. Hence, there is no significance difference in the mean response scores of male and female science teachers on the challenges of insecurity in secondary schools in Aguata Education Zone of Anambra State.

Discussion

Research question one revealed that there is insecurity in secondary schools in Aguata Education zone. This is in line with Chukwu et al (2018) when they observed that there has not been cases of kidnapping and killing in schools, but there has been incidence of stealing, bullying and intimidation in schools.

Research questions two revealed that schools does not have enough security personnel and inability of law enforcement agents to checkmate insecurity are the major causes of insecurity

in the area. It also revealed that lack of school fence, indiciplinary behaviour among students and teachers and school location are not the causes of insecurity in Aguata Education zone.
Research question three revealed that insecurity in secondary school make some students nurse fear due to threat by one gang or the other, it also lead to reduction in the number of students that attend school and it makes teachers not to assume duty in some schools and these has effect on the academic activities in schools. It also revealed that there is no case of drop out due to sexual harassment, no bullying in the classroom and teachers are regular to schools.
From the result obtained in the hypothesis, the t-test analysis of mean response score of the male and female science teachers in Aguata Education zone regarding the above issue revealed that there was no significant difference in the mean response of the teachers.

Conclusion

Science teachers perceived that there is incidence of insecurity challenges in Aguata Education Zone and the major causes of insecurity is that, there is no trained personnel to do the work of security men in the schools and lack of law enforcement agents to encourage laws that checkmate insecurity. Also, insecurity in secondary school affects academic activities in the school.

Recommendations:

Based on the findings, the following were recommended:

1. Government should employ enough trained security personnel in schools to help checkmate the activities of the students.
2. School authorities should have a strong disciplinary committee in the school to help monitor the incident of bullying, intimidation and stealing of school items.
3. Government should organize seminar for teachers and students on how to handle challenges of insecurity in their school.

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NIGERIAN EDUCATION SYSTEM ENDANGERED THROUGH GLOBAL CRISES; PROPER USE OF LANGUAGE AS A REFORM

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Abstract
This paper discussed the Nigerian education system endangered through global crises; proper use of language as a reform. The concept of language-crises in Nigeria and its effect on education, language for managing crises was discussed to ascertain the way forward. It is seen that the most important fact about language is that it is a way of communicating meaning or idea and when it is not so the purpose of using language is defeated. We equally see the sit at home order in South East as a big challenge to our educational system. Governments at all levels have an indifferent attitude towards the educational crisis in the country. language use in crisis situations is highly ideological and exhibit features of affect involving the use of flaming, labelling, and some forms of rhetoric that reflect negative evaluation of some perceived social enemies. Negative representations of the attackers are understandably influenced by the emotions of people who are directly or indirectly affected by the crises. The expressions of anger, fear, shock and frustrations in language use occur frequently. However, some forms of labelling and negative constructions of the situation are actually misleading and tend to divert attention to some serious aspects of the crisis in question thereby putting the education system at hold.

Introduction

Nigeria is at a tipping point regarding security, human capacity development and economic growth. However, the biggest challenge we face as a country is not about the challenges of today but a bleak future stirring Africa's biggest economy and the most populous black nation in the face. Looking beyond the 2023 general elections, one sees our leaders' deliberate insensitivity and indifference at various levels to the destruction of one sector that offers us hope to safeguard and recover the future. That is the educational sector.

In the last month, Nigeria's education sector crisis has become more evident. The Academic Staff Union of Universities (ASUU), which has been on strike since February 14, has extended this by three months. ASUP, the Union of Polytechnic lecturers, has commenced a strike action. There is zero public school registration for the WAEC examination in Sokoto and Zamfara States, and some candidates in some South-East States cannot participate in the UMTE examinations due to the sit-at-home orders of the Indigenous People of Biafra (IPOB). There are other horrendous developments in the education sector. What is freighting is the inability of our policymakers to connect the monumental rot and negligence of the education sector today to our bleak future.

Neglecting the education of the present generation of Nigerians would in many ways, endanger the prosperity of the future. But does anybody actually care? Educating young people today

will determine how much progress we make as a country, going into the future. It is evident that with the neglect or near-total collapse of education in Nigeria, the future of our society is uncertain or may be gloomy. (Umeh, 2001).

Concept of Language

A language is a structured system of communication. The structure of a language is its grammar and the free components are its vocabulary. Languages are the primary means of communication of humans, and can be conveyed through speech, sign, or writing.

The most important fact about language is that it is a way of communicating meaning or idea. If it does not do that, it would be irrelevant to most of what human beings do as bird song or the sound of the waves. In Nigeria, there have been crises endangering education. We therefore ought to make use of language properly in order to address the crises as the effect on education are quite unfavorable.

Crises in Nigeria and Its Effects on Education

Nigeria seems to be retrogressing in all aspects of education and skills acquisition. The net quantity and quality of education in Nigeria, in comparison to past decades, given our population and economy, is negative. The products of our education system cannot measure against their opposite numbers in India, China or the European Union (EU).

The education sector crisis has been made worse by the intractable insecurity in various parts of Nigeria, the girl child educational inequity, and poverty that has made quality education unaffordable to many Nigerians. There is a total loss of confidence by stakeholders in our education system.

The loss of confidence in Nigeria's education is led by the political and other elite classs. Over 95 per cent of the elite leaders in government, business and technocratic professions are educating their children in tertiary institutions in Europe and the United Sstates. Consequently, there is hardly any serious policy discussion about education in Nigeria.

Despite notable interventions of the UNICEF and the Nigerian government, we still have 18.5 million out-of-school children in the country; the second-largest number in the world.

Our education sector needs a quantum overhaul that targets its outcomes. We need improvement starting from primary education, where we see many out-of-school children. Secondary education needs a total overhaul, where we are witnessing declining standards and low attainment in national examinations like NECO and WAEC. The complete collapse of the higher education sector, where workers engage in incessant strike actions, leading to half-baked graduates who are grossly untrainable and unemployable, needs immediate attention.

Education has suffered from insecurity at the basic primary and secondary levels in most parts of the country. The "unknown gunmen" and IPOB agitators have terrorized the South-East and forced a sit-at-home observation on every Monday. This problem has affected schools in the five South-East states, where 20% of the time allotted to education is lost each week. Students in the South-East states missed examinations scheduled for Mondays nationally during necessary national examinations like WAEC, NECO and UMTE. (Odeh, 2003).

As if this is not shocking enough, in Sokoto and Zamfara States, students in public schools did not register for the WAEC examination this year, either because the government did not pay for them, or because of various other militating factors. This anomaly indicates retrogression in teaching, learning and examination for certification.

In other parts of the North, the uptake of the WAEC examination is minimal, even with some state governments paying for the students. Students in Internally Displaced Persons (IDP)'s camps are worrying more about survival than getting an education. Government poorly funds most government schools, and they owe teachers' salaries.

Most government schools in the South of Nigeria are overcrowded and always attended by children from poor backgrounds whose parents cannot afford the prohibitive costs of private primary and secondary education.

As the crisis in the education sector deepens, the attention of our political leaders is fastened upon elections and politics. While elections and politics are essential and must receive due attention, they however should not detract attention from the education sector, which is undergoing decay and needs urgent and immediate attention.

It is disturbing to note that the generation that had good government-funded basic education in the '80s and '90s is struggling to function productively nowadays; how much more will the children of this generation with poor education or no education, in some cases, become productive at all. The irony is on all of us.

The rich and middle class have insulated themselves from this problem. Children of people in these classes go to private schools abroad or at home, which continues to widen the gap between the poor and the rich, and invariably creates inequality.

The children of the poor are hard done. In the past, education was the greatest leveller. Children of the poor often meet and outcompete children from affluent backgrounds in schools. They learn the confidence that comes with knowing that they are as good as anybody with hard work and intelligence, no matter their family backgrounds.

Our tertiary education sector is comatose with ASUU and ASUP strikes. The students are unproductive at home or sometimes nuisances to their communities. Imagine the impact on the quality of education of these students.

Governments at all levels have an indifferent attitude towards the educational crisis in the country. They have not articulated better ways of managing education to provide the needed quality for our children. Education policies are either not fit-for-purpose or not yielding the desired results, and education monitoring institutions are moribund, at best, where they exist.

It is disheartening that private education providers buy and sell quality education in many states. In some middle class and working-class families, tuition fees and other school-related charges take a chunk of their incomes.

The recommended average percentage of GDP on total government and private expenditure on education is 5%. Most countries in the developed world spend even more than this average on education. For example, "among the 34 OECD countries' reporting data in 2015, 17 countries spent more than the average percentage (5%) of GDP on total government and private expenditures on education institutions for OECD countries. Norway spent the most on education as a percentage of GDP at 6.4%, followed by New Zealand at 6.3 per cent, the United Kingdom at 6.2 per cent, and the United States at 6.1 per cent," according to UNESCO. However, data from UNESCO also shows that the expenditure on education (as a per cent of GDP) in Nigeria was 0.85% as of 2017. This statistics shows the crass negligence that our education sector is facing from all sections of the government.

Two futures are possible with our political leaders' indifference to educational issues. The first is one in which we will continue to relegate education to the rear of our development agenda; and our youthful population, which ought to be a demographic advantage, becomes a burden. We will entrench and reinforce generational inequality and possibly poverty, insecurity, and, most importantly, dismantle the building blocks of the future. Conversely, we are setting our country up for endless, perennial crises because of the collapse of the essential building blocks of a functional society. Either way, we cannot win.

We know that the growth of the human mind and the broadening of the human intellect reflect man's immediate environment's physical development. Therefore, the development's physicality is just a reflection and reification of the extent of our mental and intellectual

development. This idea underscores the importance of training and education as a key to societal growth.

We see this in what happens to a developed environment when undeveloped minds are allowed to inhabit them, and they trash them and reduce the place to the extent of the level of development of their minds, and converse is the case too. This fact underscores the importance of education to the development of Nigeria.

The children we do not educate today will pose a danger in the future, and they may fuel insecurity, criminality, and total dependency on the state for survival, not to mention the lost opportunity cost in productivity they would have given, were they educated. Now is the time to pay attention and call for a "state of emergency" in our education sector.

We must bring all ideas, talents, skills, and resources to the table to resolve some of the crises threatening to mar the future of the next generation of Nigerians. It is not just a policy and monetary issue. We need to focus on teacher education to improve the quality of teachers and engage in their periodic testing and retraining. The promotion of teachers should be tied to the quality of their teaching, personal development, and the impact of teaching on students. We need to provide them with the teaching resources and incentives they need to do a good job. Individual states should set independent standards for teachers' accreditation in their jurisdictions.

We must provide all forms of financial and psychological incentives to teachers. We must ringfence their benefits and emoluments in both federal and state budgets and never allow a situation where governments owe them salaries. The reward of teachers must be here "on earth and not in heaven." We should pay them wages when due and pay them a living wage. We must review the pay of teachers on the basis of current economic realities and attract the best to the teaching profession.

The future we want to build for our children will be worse than what we have now if we do not prioritise education. A stitch in time, they say, saves nine. We must focus and refocus all our physical and intellectual energies to rescue our education from total shambles and, that way, safeguard the future we desire.

Language for Managing Crises

- Make more use of short words: In times of crisis, the language we use is essential to capturing the attention, trust, and confidence of our audience. In managing crises, replace long words with short ones; the clearer and more concise you are, the higher chance you have in curbing the crises. When your words are so long, you delay the patience of people thereby encuring more damages, inflicting anger, fear and frustration on the masses causing them not to go their dally businesses. For instance in a case of attack by herdsmen, the nature and extent to which this had been deployed in online audience on national security especially the herders-farmers bloody clashes in Nigeria and its possible implication for national security which can lead to the nation being highly polarized. Meanwhile, research has shown that language use by people affected by security threat like the case of herdsmen attack or terrorist attacks, who though not directly affected by the threat, but respond to the news about the situation by posting comments and responding to posted comments on the Internet (Chiluwa, 2016), could further or mar the state of security in human society thereby endangering education and its processes.
- Avoid hate speech: In managing crises, one has to avoid completely abusive or threatening speech that expresses prejudice on the basis of ethnicity, religion, sexual orientation or similar grounds. When hate speech is used in an environment where crises is disrupting, it will set going the problem thereby affecting every process of the communities including education. Take for instance in Nigeria, there is crises everywhere, no peace in the land,

people are afraid to go about their daily businesses. Now that we are into election, many questions that were thrown to the presidential candidate of labour Party (LP) Mr. Peter Obi, he responds to them all avoiding hate speech because he is on the bid to bring peace into the nation for every aspect of the country to have fresh air again.

- Avoid exaggerations and inconsistency: The connotative effects of exaggeration, inconsistency naming and labeling, among other discourses structures are key agents in the linguistics construction of violence and war. Thus, language carefully chosen can mask violence, and when it does not, it's an active part of violence (Chiluwa and Ajiboye, 2016). Linguists are increasingly turning their attention to the working of the expression of emotion in discourse (Mackenzie and Albajuez, 2019) In times of crises, with mass media as extraordinary powerful creator of positive and negative frames of events (Gower, 2009) studies have revealed how these frames can easily influences people's appraisal of such events and incline them towards certain lexical choices revealing positive or negative attitudes (Chiluwa and Ajiboye, 2019). When their attitudes are negative, it will be disastrous and detrimental on the masses, thus the need for a choice of word that should clearly not reflect anger, fear and frustration on the people, and their educational system.

Tips for crises management through effective use of language

- **Discover what you really convey with your face and body gestures when speaking*:*** Tape yourself talking or watch in a mirror when fielding "media" questions. (Or get some media training!) Whatever the case, you need to be looking for tells, tics and anything that can be misconstrued. Act confident and self-assured, and be mindful of your natural reactions. Your body language can tell a different story than your talking points.
- **Write down your talking points, and don't be afraid to shut up:** Many times, CEOs and spokesmen get in hot water because they simply say too much – there's a human tendency to fill dead space in a conversation. But with reporters, you're not obligated to talk until they say stop. Just give a comprehensive, efficient answer to their question and await the next. It's OK to repeat talking points – those are the things you want to convey most – and it ensures that the clip that makes it to the 6 o'clock news isn't an off-hand quote.
- **Ask yourself who is affected by the crisis. Then speak directly to them*:*** Tailor your language to reflect a direct interaction with people impacted by whatever scenario is taking place. This is your chance to set the story straight, or to extend a message of unity or care to anyone hurt or reeling from bad news. Be human – there's nothing wrong with showing a little emotion. Just be sure to avoid straying from your original message.

Recommendations

1. Government should look into the Nigeria educational system and make amend by addressing the people from time to time on the need for a peaceful environment for the growth of educational system in Nigeria.
2. Agencies in-charge of curriculum planning and development need to include crises management as an area of study.
3. The masses should avoid escalating information on crises by using improper language but rather be educated on the use of language especially during crises. .

Conclusion

Nigeria's educational system is pretty far, far away from perfect. In fact, it's undergoing a crisis that can shape the future of the country. After all, the foundations on which we build something

become either the strongest or the weakest link in the chain. So, we need to make sure that we are building strong foundations. This can be done via education and a quality one, moreover. We need to put kids in school and actually teach them something. We need to make sure the environment is safe for them.

Sure, there isn't a single course of action that can lead us to the appropriate part of our journey. We just know what is the end goal that we need to strive to reach – quality education for every child. This is something that we, as a society, should put into our priorities. The future lies in the hands of those who are still kids.

We should make sure that we set them up on the right path to a successful future. That is done through quality education – a right for every child.

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PERCIEVED INFLUENCE OF CLASSROOM MANAGEMENT APPROACHES OF TEACHERS ON ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS IN KOSOFE LGA, LAGOS STATE

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Abstract

This study investigates the perceived influence of classroom management approaches of teachers on academic performance of primary school pupils, in Kosofe LGA, Lagos State. The study adopted a descriptive survey design. Two research questions and two hypotheses were formulated and tested for this study. The population of the study consists of all the teachers and pupils of primary schools in Kosofe LGA of Lagos State, giving a total of 5160: (teacher, 600 and pupils, 4560). The sample for the study comprised 330 respondents, randomly selected from four (4) co-educational schools in Lagos' Kosofe LGA. The instrument used for data collection was a structured questionnaire by the researchers titled ''Classroom Management Approaches of Teachers and Pupils Academic Performance Questionnaire (CMATAPPQ). A proforma was also used to collect pupil's scores on general studies, a subject offered by all primary six pupils. The CMATAPPQ was validated by experts in management and measurement and evaluation all from, Alvan Ikoku Federal College of Education Owerri. To test the reliability of the instrument (CMATAPPQ) test-retest method of an interval of two weeks was adopted among primary school pupils and teachers who were not involved in the real study from Oshodi. The two scores were correlated using Cronbachs Alpha Statistics and a reliability coefficient of 0.72 was obtained. The hypotheses were tested using Pearson's Product Moment Correlation Statistics. The first hypothesis was rejected. This revealed a positive relationship between effective communication and pupil's academic performance(r=0.628 at p=0.00<a (0.01). The second hypothesis was also rejected; implying that teacher's methodology has strong relationship with pupil's academic performance(r=0.799 at P =0.000,a(0.0) Hence it was recommended among others that classroom management is an effective strategy for improving academic performance of pupil's in primary schools and that mathematics teachers needed to be trained and developed on this strategy to enhance teacher learning process.

Keywords: Classroom Management Approaches, Communication Skills, Teaching Methods Academic Performance.

Introduction

There is no human endeavor that does not need effective management to work properly. To function properly, all forms of organizations, including government organizations,

businesses, hospitals, schools, cooperatives, and churches, require good administration. When it comes to effective teaching and learning, it is important to create a conducive learning environment that is safe and motivating to the learners. Thus, the teacher has the responsibility of creating such an enabling learning environment which is independent of his ability to maintain control. Hence, management is seen as one of the most crucial activities in the learning process.

The concept of Management can be described as getting things done with the help of others. It entails the coordination of all human and material resources through the planning, organizing, directing, and controlling processes in order to achieve organizational goals (Indeed Editorial Team, 2022). As a result, teachers must master the process of learning and understand how to properly organize classroom activities in order to ensure a seamless teaching and learning process.

Classroom management refers to various skills and techniques used by the teacher to keep his class organized, orderly, focused, attentive and academically productive. This is achieved when a teacher has full control over her classroom through a set of procedures and processes that promote positive pupils' conduct (Anusiem, Okwara-Kalu, Osuala & Ipem 2019). Classroom management is crucial to teaching and has a direct impact on both pupils' learning outcomes and their personal well-being. Effective classroom management results in a healthy learning environment and engages learners to learn. It also involves organization of non-academic chores such as checking class attendance, taking note of class progress, monitoring and managing pupil activities and conduct, and sustaining order, all of which is required for teaching and learning (Joshua, 2021).

Khalid (2019) defined classroom management as an art and a science. He further opined that administration depends on the personality of the teacher and his styles in dealing with pupils in the classroom and outside it. The management of its class takes note of its own laws and procedures. However, if proper classroom management is lacking, indiscipline will surely occur, disturbing or severely influencing teaching and learning. Poor classroom management is defined as disruptive and chaotic classrooms that lead to teacher stress and burnout, a lack of focus on teaching and a hostile learning environment, pupils who are unsure of what is expected of them, over praising of pupils for expected behaviors that leads to lowered expectations and lack of rules, routine and preparation.

Academic performance refers to a pupil's ability to remember things and communicate their understanding vocally or in writing. Academic performance also refers to how well you do on tests and exams (Cambridge University Reporter, 2003). Low academic attainment is exacerbated by inability to effectively control classroom behavior (Donovan & Cross, 2002). According to Emmer and Stough (2001), a teacher's ability to organize classrooms and regulate their pupils' behavior is crucial to obtaining effective educational outcomes. Pupils thrive in a pleasant school climate and caring environment thanks to competent classroom management. Several factors have been identified as factors that affect academic performance; they include instructional material, teachers' personality, teachers' qualification, students' interest, indiscipline and mental ability. However, for the purpose of this study, effective communication and Teaching method were implicated.

Good communication skills of teachers are the basic need of academics and success of students and professional success of life (Alamgir, Salauddin, Syed and Manzoor, 2017), Teachers' communication skill is defined as the delivery of a message with a common understanding of the context wherein the communication happens (Tsui, 2003). One of the key to a pupil's academic success is teachers' effective communication skill. Teachers with poor communication skill may cause failure of students to learn and promote their academic success. Esezi (2020) found that speaking, listening, attitude, gestures and facial expression as

components of teachers' communication skills, influence students' academic performance to a high extent. Rosalyn (2020) noted that poor communication skill promotes poor teaching method; thus causes students comprehensive level to drop and may affect their academic progress negatively. This according Rosalyn could lead to student's lack of motivation, disliking school and seeing themselves as those that cannot make it academically.

Teachers' teaching method is another variable that is implicated in this study. According to Ganyaupfu (2013), poor academic performance by the majority students is significantly linked to application of ineffective teaching methods used by the teacher. Use of students' centered- methods, enhances active learning, interest and critical thinking among students. While teacher-centered methods, distorts effective learning and critical thinking (Isa, Mammam, Badar, Bala, 2020). Parents, educators, and individuals have all been concerned on providing functional education to pupils. As a result, a question arises: what relationship exit between primary school teachers' classroom management approach and pupils' academic performance in selected primary schools in Kosofe LGA, Lagos State?

Statement of the Problem

Teaching of primary school pupils should not be done the same as teaching of secondary school students or lecturing of university students. Majority of teachers in Lagos primary schools believe that preparing daily lesson notes to teach the pupils is just the only way to ensure their academic performance. They overlook the fact that efficient classroom management combined with high-quality lesson notes would enable pupils to attain maximum learning. Teachers appear not to adequately supervise their classrooms. It seems as if most primary school teachers do not understand the essence of classroom management and control; thus they do not have much interest in motivating and reinforcing good behaviours when exhibited by their pupils; they do not encourage effective participation of pupils in the class, their teaching methods are sometimes not diversified, no cordial relationships between teachers and pupils. In most cases, they seem to under rate essence of concrete instructional material and its effective use in the classroom, Most of them have care free attitude towards classroom management and all it takes. These might be some reasons behind pupils' poor academic performance in all examinations. Despite poor performance of pupils in both internal and external school examinations, few studies have been conducted on the impact of effective classroom management approaches such as time management, effective communication skills and teaching method on pupils' academic performance in primary schools. Moreover, the few studies conducted were not carried out in Kosofe in Lagos State. Some of the studies that are related to this present study were conducted outside the country. For instance, some were carried out in uk, newyork, and washington and as such, their findings cannot be generalized to Nigeria or Lagos State. Thus the gap this study tried to fill by investigating the perceived influence of primary school teachers' classroom management approaches on pupils' academic performance in selected primary schools in Kosofe LGA, Lagos State.

Purpose of Study

The main purpose of the study is to investigate the perceived influence of primary school teachers' classroom management approaches on pupils' academic performance in selected primary schools in Kosefe LGA of Lagos State. Specifically, the study tried to:

1. Find out if any significant relationship exists between the effective use of communication skills by a teacher and pupil's academic performance In some selected primary schools in Kosofe LGA, Lagos State.
2. Ascertain if any significant relationship between Teaching methods and pupils' academic performance in some primary schools in Kosofe LGA, Lagos State,

Research Questions

The following Research questions guided the study.

1. Does any significant relationship exist between effective use of communication skills by a teacher and pupil's academic performance in some selected primary schools in Kosofe LGA, Lagos State?
2. Does any significant relationship exist between teaching methods and pupils' academic performance in some selected primary schools in Kosofe LGA, Lagos State?

Research Hypotheses

The following null hypotheses were tested for the study.

Ho1: There is no significant relationship between the effective use of communication skills by a teacher and pupil's academic performance in some selected primary schools in Kosofe LGA, Lagos State.

Ho2: There is no significant relationship between Teaching methods and pupils' academic performance in some selected primary schools in Kosofe LGA, Lagos State,

Method

The study adopted a descriptive survey design to investigate the perceived influence of effective communication skills and teaching method on pupil's academic performance. The population of the study consists of all the teachers and pupils of primary schools in Kosofe LGA of Lagos State, giving a total of 5160: (teacher, 600 and pupils, 4560). The sample for the study comprised 330 respondents, randomly selected from four (4) co-educational schools in Lagos' Kosofe LGA. The use of the random sampling techniques was justified because it gave every member of staff and pupils equal chance of being selected for the study. A total of 300 pupils and 30 teachers were sampled for the study.

Instrument

Instrument used for data collection in this study was a structured questionnaire titled "Classroom Management Approaches of Teachers andPupil'sAcademic Performance Questionnaire (CMATPAPQ). The questionnaire was broken down into three (3) sections. Section A contained personal information about the respondents; section 'B' contained questions that elicited responses on effective communication skills while section 'C' elicited responses on teaching methods. The second instrument was a proforma which was used to collect pupil's academic performance scores on their third term results of primary six pupils on general studies which is a general subject to all primary six pupils. The instrument (CMATAPPQ) was validated by experts in management, measurement and evaluation from Alvan Ikoku Federal College of Education Owerri. To test the reliability of the instrument, test-re-test method of an interval of two weeks was used on 10 teachers and 20 pupils from Oshodi. The two sets of tests were correlated using Cronbach alpha statistics and a reliability co-efficient index of 0.72 was obtained. This was considered adequate for the study. The data collected was statistically analyzed using Pearson's Product Moment Statistics.

Results

Ho_1: There is no significant relationship between the effective use of communication skills by the teacher and pupil's academic performance in some selected primary schools in Kosofe LGA, Lagos State.

Table 1: Pearson's Product Moment Correlation Matrix showing relationship Between effective use of communication skills and academic performance of pupils

Correlations

Effective use of communication skills		**Effective use of communication skills**	**Academic Performance of Pupils**
	Pearson Correlation	1	.628**
	Sig. (2-tailed)		.000
	N	30	30
Academic Performance of Pupils	Pearson Correlation	.628**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Pearson's Correlation Coefficient (r) ranges between -1 to+1 and the closer the r value to +1, the stronger the relationship between the variables of study. As evident on Table 2.0, effective use of communication skills correlated strongly and significantly with academic performance of pupils at a correlation coefficient of r = 0.628 at a probability (p) value = 0.000<α (0.01).

Given the above result, there is a significant relationship between the independent variable (Effective use of communication skills) and dependent variable (Academic performance of pupils)variable in this study. Hence, the null hypothesis is rejected while the alternative hypothesis is accepted with the conclusion that there is significant relationship between effective use of communication skills and academic performance of pupils

H_{O2}: There is no significant relationship between teacher's teaching methods and pupils' academic performance in some chosen primary schools in Kosofe LGA, Lagos State,

Table 2: Pearson's Product Moment Correlation Statistics showing relationship between teaching method and Academic performance.

Correlations

		Teaching Method	**Academic Performance**
Teaching Method	Pearson Correlation	1	.799**
	Sig. (2-tailed)		.000
	N	30	30
Academic Performance	Pearson Correlation	.799**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

When Teaching Method is correlated with Academic performance, the hypothesis is rejected at 1% level because the *P* value (0.000) is less than α (0.01)this implies that a significant relationship exist between Teaching Method and Academic Performance. In addition, the rate of relationship is

strong as indicated by R-value of .799. The implication here is that a 79.9% improved teaching method will lead to a proportionate improvement in academic performance.

Discussion

The finding of the study revealed a relationship between effective communication skills and pupil's academic performance. This implies that the use of effective communication skill influences academic performance of pupils. This finding is in consonance with Esezi (2020) who found that speaking, listening, attitude, gestures and facial expression as components of teachers' communication skills, influence pupils' academic performance to a high extent. Additionally, Rosalyn (2020) noted that poor communication skill leads to poor teaching method; thus causing pupils' low comprehensive level. The finding also supports Bee's (2012) conclusion that in order to teach according to pupil's capacity and competence, a teacher must use communication skills that drive pupils to engage in their learning process.

The finding of the study also shows that a significant relationship exists between teaching method and pupils' academic performance. This finding is in line with Ganyaupfu (2013), who found that poor academic performance by the majority of pupils is significantly linked to application of ineffective teaching methods used by the teacher, he added that the use of pupil's centered- methods enhances active learning, interest and critical thinking among pupils. The finding is also in line with Loss's (2000) finding that teaching methods and assessments are linked, and that pupils' learning is continuously measured during the teacher's instruction. Class involvement, demonstration, recitation, and memory, as well as mixtures of these strategies, can all help pupils improve their academic performance.

Conclusion

Teachers' worries concerning classroom management are understandable, given that schools are expected to provide a safe and orderly environment, and teachers are accountable for their pupils' academic achievement. When teachers employ effective classroom management approaches, they diminish the behaviors that block learning for both individuals and groups of students, and as such boosting the behaviors that promote or increase learning. Classroom management includes everything a teacher can do to assist or improve a pupil's learning, such as behavior, a positive attitude, happy facial expressions, encouraging words, and treating pupils with respect and fairness. In this study, effective communication skills and teaching methods were highly central. As a result, the study found that effective good teaching methodology by instructors has an impact on students' academic achievement in primary schools, as behaviors that support learning improves academic achievement.

Recommendations

As a result of the study's findings, the following recommendations were made:

1. Teachers should get regular subject development training in form of seminars, workshops, and in-service training conferences. This will keep teachers up to date on how to improve the academic performance of pupils in primary schools and that**,** teachers in all subjects needs to be trained and developed on this strategy to enhance teaching learning process.
2. Effective teaching skills and teaching method approaches should be adopted by teachers to ensure better performance of students.

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IMPACT OF VIOLENT CONFLICTS ON ADULT LEARNER AND ASSESSMENT.

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Abstract
This paper x-rayed the incidences of violent conflict on education as a whole. It highlighted the impact on adult learner and assessment. The paper also discussed ways of promoting effective learning and assessment in era of violent conflict. It was recommended that government should strive for peace to reduce the incidence of violent conflict in our schools, help adult learners through scholarships, provision of learning materials as way of motivation among others. It was concluded that prompt intervention of government at all levels is required for achievement of proper learning and assessment in era of violent conflict.

Introduction

Teaching learning and assessment are supposed to take place in a serene environment due to the nature of task that is involved. The teacher is expected to have a conducive atmosphere to plan and execute his/her lessons. In the same way, the students need calm environment to study and explore what has been taught to them. Conducive environment is also necessary for proper students' assessment.

Violent conflict in schools has become a major source of disruption of the teaching, learning and assessment activities in Nigerian schools. Violent conflicts involve at least two parties using physical force to resolve competing claims or interest. There is no single, agreed upon definition of what constitute violent conflict. It refers to civil war, ethnic war, inter-state war at high and low intensities as well as violence that falls short of war such as militarized disputes, terrorism and riots or strikes (Szayna et al as cited in Avis, 2019). In 2021, there were 25 attacks on schools,1440 children were abducted, and 16 children killed. Also no fewer than 618 schools were closed in six northern states (Sokoto, Zamfara, Kano, Kastina, Niger and Yobe) over fear of attack and abduction of pupil and members of staff.(UNICEF, 2021). Previous researches on the effect of violent conflict indicated negative impact on education as measured by outcomes. They include school environment, school attendance and school attainment (Buvinic in Bruck, Maio & Miaari, 2017). Such effects not only concern the adult learners but are also critical to their learning and assessment. This is because it will affect their attainment of such qualifications, what grades they attain and the consequent uses the acquired certificates can be put into or job it is used to obtain. Since the adult learners are large part of the population and human capacity of any economy, their academic challenges need to be taken seriously.

Furthermore, teaching, learning and assessment does not go in isolation, they complement the other. Effective teaching and learning is checked through proper assessment. Assessment in this context implies the entire medium like tests, assignment, project, class work,

examination etc used to check whether the desired learning activities/objectives are achieved. There is no doubt of the impact violent conflict will have on them.

There seems to be dearth of data in this area of study hence we have scarce empirical studies in this area. In developing countries like ours, primary data collection sometimes is difficult, let alone in the area of violent conflict. This paper therefore presents a discussion on the impact of violent conflict on adult learner and assessment under the following headings: The concept of violent conflicts, incidences of violent conflicts in Nigeria, overall impact of violent conflict on Education, impact of violent conflicts on adult learner, impact of violent conflicts on assessment, ways of promoting effective learning and assessment in era of violent conflicts. Recommendations were also made.

The Concept of Violent Conflicts

Violent conflict can be referred to as that which happens when at least two parties use physical force to resolve competing interests. There is no single agreed upon definition of what constitutes violent conflicts. It refers to civil war, ethnic war, inter-state war at high and low intensities as well as violence that falls short of war such as militarized disputes, terrorism and riots or strikes (Szayna et al as cited in Avis, 2019). Violent conflicts can vary in length, intensity and localization, so educational system is affected. Violent conflicts can be between students, between citizens, communities, the government and a rebel group among others. This conflict therefore may or may not emanate from the schools. Whichever way, the school system is affected by its outcome. The significance and magnitude of violent conflict will depend on the characteristics of the country, the conflict, age, gender, ability of the students and on the educational outcome considered (Akbulut-Yuksel, 2014).

Incidents of Violent Conflicts in Nigeria

Book Haram in Nigeria is one of the deadliest extremist armed groups in the world. According to the global terrorist index 2015, as published by Institute of Economics and Peace (2015), the Boko Haram activities have led to the death of 6,644 people in Nigeria and Cameroon in 2014. Also, it is estimated that 10,000 of Nigerians have died since Boko Haram began in 2009. These deaths have affected various sectors the education sector inclusive. It has been reported that they have variously targeted, attacked and killed teachers, education workers and students in Nigeria. Also that not less than 611 teachers have been killed and 19,000 forced to flee from their locations since the start of insurgency in 2009 (News Release, 2016). The education system has thus been adversely affected through their bombing attacks leading to abduction, death and injuries of teachers and students. It was reported that between 2009 and 2015, that 910 schools have been destroyed and 1,500 forced to close down. Also, by early 2016 students fled the violent conflict areas hence having little or no access to education.

In the report by UNICEF (2021), it was stated that there have been 25 attacks on schools with 1,440 students abducted in Nigeria in 2021. They further stated that the past five years have had the highest numbers of grave violations against children in armed conflicts in West and Central African Region. These include killing and maiming of children, recruitment and use of children as terrorists, abduction of children, rape and other forms of sexual violence and finally attack on schools.

According to UNESCO (2010) “there have been thousands of reported cases of students, teachers, professors, academics and other members of the educational community being taken prisoner, held in captivity, beaten, tortured, burnt alive, shot by rebels, armies and repressive regimes; imprisoned or raped by armed groups or forces in school or on their way to school”.

Impact of Violent Conflicts on Education:

1) Violent conflicts negatively affect the quality of learning environment hence academic activities.
2) It leads to overcrowding in classrooms due to relocation of students from violence prone environment to other environment for academic activities, hence also affecting their learning.
3) Violent conflicts worsen psychological wellbeing of students exposed to violent conflicts either directly or indirectly.
4) Violent conflicts can affect students' homes, parents, and siblings hence affecting their composure and ability to study and perform well.
5) It affects both learning processes and students' performance in examinations.
6) It affects the number that graduates from school due to drop outs, deaths, injuries, death of parent/guardian.
7) School facilities are dilapidated among other social amenities. This may lead to stoppage of school activities.
8) Violent conflicts results to occupation of schools by the military hence impeding educational activities.
9) It reduces number of staff thereby leading to high staff to students' ratio.
10) It results in the use of non-qualified teaching staff due to death or withdrawal of qualified teachers on the basis of violent crises in schools.
11) Violent conflicts can lead to displacement of learners from schools, as well as their enrolment in new schools and new locations which creates adaption problems. Such learners need a certain time to be familiar to the new environment and pick up in their academic work.
12) Violent conflicts lead to cut or total withdrawal of spending on education due to concentration of expenditures on arms needed.
13) Countries' educational systems definitely suffer in the face of violent conflicts. It is obvious that the number of teachers and students that will be able to attend school will decrease.
14) It makes the quality of teacher training to become faulty and puts physical facilities in a mess.
15) With violent conflicts, displacement of staff and students is obvious. Jones and Naylor (2014) stated that violent conflict can make teachers to join armed forces, be killed, injured or choose to leave the teaching profession because schools are unsafe leading to diminished number of teachers.

Impact of Violent Conflicts on Adult Learner

1) Violent conflicts disrupt/interrupt the education of the adult leaner. Consequently, some of them may feel too old or uninterested to go back to school.
2) Violent conflicts have led to loss of parents of adult learners, thereby hampering their further academic growth.
3) Violent conflicts alter the development of the adult leaner's skill. According to Louisa and Antonio (2016), violent conflicts make some adult learners suffer from psychological and mental disorder, trauma, depression, nervousness, loss of ability to concentrate, passivity, sorrow and suicidal tendencies.
4) It leads to loss of interest in learning by the adult leaner. The nature of unrest and insecurity as a result of the violent conflict makes the adult leaner to focus his effort more on survival and safety.

5) It may lead the adult learner to drop out of school. The adult learner may opt out of school where it appears unsafe and risky to be in school especially where schools are target of violet conflict. (UNICEF, 2016)

Impact of Violent Conflicts on Assessment

Violent conflicts disrupt the entire teaching and learning activities in schools. Sometimes schools are closed down for safety of the students as well as that of the teachers. In such situation, school activities are intermittently disrupted like the Monday sit-at-home in the eastern part of Nigeria. The entire teaching and learning as well as assessment are affected in the following ways:

1) The scheme of work is not covered as required and as such the students do not learn all that is expected of them in a term.
2) The required assessment pattern may not be used in assessing the students especially where in-depth knowledge of the students is earlier expected. The teacher may end up assessing only low cognitive aspect of learning.
3) The students may not be assessed in a conducive environment as required to ensure that proper examination ethics are adhered to.
4) Even when assessment is done, the result from assessment does not show the true students' ability. The entire domain of learning may not be covered in assessment.
5) Students will not be well taught; hence their performance in examination will be affected.
6) All required assessments example, assignments, tests, projects may not be covered. This results in going back to one-shot assessment which has so many shortfalls.

Ways of Promoting Effective Learning and Assessment in Era of Violent Conflicts.

1) Students /adult learners should relocate to peaceful locations to continue their academic work.
2) The government should provide basic amenities as well as education support items to support and encourage learning.
3) Prompt make-shift classrooms should be provided by the government to accommodate students from violent conflict areas so as to avoid overcrowding.
4) Adhoc teachers should be engaged in environments closer to the violent zone where possibly the students will migrate to avoid outrageous teacher-students ratio.
5) Security personnel should be deployed to safeguard students, teachers and school properties in violent prone areas.
6) Prompt repair of damaged school facilities due to violent conflicts.
7) Re-orientation of the learners, especially adult learners to continue their education.
8) The government should provide incentive in the form of scholarships to children and adult learners who might have lost their parent due to violent conflict.
9) Online teaching as well as online assessment should be used.
10) Capacity development of existing teaching workforce in information and communication technology skills

Recommendations:

Following the huge impact of violent conflicts on entire education, adult learner and assessment, it was recommended that:

1) Government should strive for peaceful resolution of conflicts promptly to reduce the incidence of violent conflicts affecting our schools.
2) Prompt intervention of the government is required to re-in state schools affected by violent conflicts.

3) Government as well as philanthropists should help adult learners through scholarships and provision of learning materials as a way of motivation.
4) Government should help in provision of security through deployment of security personnel in schools to ensure safety of lives and school facilities.
5) Government should sponsor training of teachers in the use of online teaching and assessment facilities / mediums so as to enhance learning and effective assessment in periods of violent conflicts.
6) Government should promote e-learning and virtual schools so that learning and assessment of student can continue even in violent conflict.
7) Self-learning should be encouraged through designing, training and use of different online and offline learning and assessment programs and tools

Conclusion

Violent conflicts can be seen to have adverse effect on assessment, teaching, the adult learner as well as the entire teaching and learning. It is therefore imperative that the government should give urgent attention to violent conflicts where it occurs and render necessary help to cushion the impact. Peace and conflict resolution need to be encouraged so as to ensure uninterrupted learning process since violent conflict must not have a place in our society.

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THE ROLE OF ENGLISH LANGUAGE IN CURBING SECURITY ISSUES IN NIGERIA

By

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Abstract
Language plays an imperative role in our contemporary society, serving as a medium that allows people effectively communicate their ideas and beliefs. Its vital role can be seen in every sector of a nation including national security. For a multilingual state like Nigeria, English language plays a dominant role in allowing people of different ethnic backgrounds contribute to nation building, encouraging inclusion and diversity of ideas and knowledge base. Several security challenges have aroused, threatening the peace of Nigeria as a nation and have been making life hard and unsafe for the inhabitants. In recent times, moving from one place to another within the country has become a perennial gruesome experience loaded with fear and depression for the citizens. This paper highlights various security challenges being faced by citizens in present day Nigeria as well as its effect on the populace. The paper also elaborates the role English language plays in reducing insecurity including reducing fear of ethnic domination and opening a window of participation in the progressive global culture.
Keywords*: Language, English language, security, challenges, curbing.*

Introduction

Language can be described as the tool of significant expression since it provides individuals with the much-needed tools for the expression of their thoughts and the exploitation of their own environment. The universality and diversity of speech lead to a significant inference; that language is an immensely ancient heritage of the human race, whether or not all forms of speech are the historical outgrowth of a single pristine form. It has been established through daily human activities that language is a basic requirement and an indispensable tool in human society. Without the effective use and good understanding of a language nothing can be meaningfully achieved.

The expression of the complex communicative needs of people is enhanced by their use of language. Language enhances understanding among a people who share the same linguistic identity. In fact, without language human society would have been chaotic and quite unimaginable. For instance, if some utterances (or even silence) are often misconstrued, what would have been the situation if no language at all is in use in the society? Furthermore, how could one who is misunderstood to have offended another refute or exonerate himself from the wrong allegation? These and many other reasons are some of the justifications for the need for language by people living together as a community.

The presence and acceptance of a given language by a speech community is a symbol of collective identity or a mark of common historical bond. As a matter of fact, language imposes a certain cultural and social affinity on those who commonly speak it. And as a common heritage, it seems to create a feeling of brotherhood, camaraderie and trust among those who inhabit the secluded world of a given language. The implication is that the wider the linguistic difference among a people the wider the gap of communication and the consequent

unavoidable tendency of mutual suspicion. This is psychological and Nigeria is a good example.

Often, Nigeria is referred to as a nation of nations. Prior to the advent of the colonizers, the various notable ethnic groupings within the new political code were independent nations with a form of recognizable political set-ups, each with a peculiarly distinct history and linguistic habit to express its cultural values.

Okeke (2012) believes that ineffective use of language can threaten national security as it causes disagreements, hostilities and unhealthy rivalries. There is no doubt that language of wider communication provides a country of multilingual orientation with the possibility of communicating ideas, transmitting values, feelings and goals from one person to another. These ideas may border on issues of preservation of life and properties; mutual trust, confidence and comfort in the language village that is regarded as a nation.

That ignorance, unguarded utterances and rumour lead to conflicts or crises. The place of English language is an essential entity in solving Nigeria security problems. It is the most commonly spoken language not only in Nigeria but throughout the whole world as international language. It can be used around the world to settle disputes and to promote peace. Security is the state of being free from danger or threat, while insecurity is the state of being open to danger and calamities but there is no society that is absolutely free from conflicts and crises. Security ? and insecurity are integral parts of the history of mankind. Insecurity can have a major effect on language as they bring about language contact situations which can disturb or change the language ecology of a region. Language remains the major viable tool that can be used to mobilize people for good or for evil (Ogundepo, et al 2017). The Concept of Peace Education in English Language Teaching Peace has always been a concept that has kept its prominence from the time people of the world started to live in communities; however small or large the population, there is a mechanism put in place to resolve conflicts occurring between individuals and nations. English language teaching materials are different from the teaching materials of every other course in that the flexibility of the contents is not comparable to any other course. The reason for this is that the aim is to teach not a single subject, but the target language as a living thing. Every other subject has its own boundaries but English language teaching can include information in all subjects and peace education is not an exception. The United Nation and other international bodies have made noteworthy efforts to establish peace in all partsof the world and in the minds of people, to make our world a peaceful and more inhabitable planet. Brantmeier and Bajaj (20031. say peace education is not just about the elimination of violence, although that is a central tenet, but also about creating preventive structures and conditions that Agbedo (2009) agrees that language is the pivot on which all human activities, ranging from the most prosaic to the most profound poetic dexterities, revolve. As an exclusive human activity, the seemingly exploited potentials by man for business transactions, exchanging banters, swamping games as well as discussing and explaining issues are made possible through the use of language. Obiegbu (2015) says that language and society are so related. Indeed, virtually nothing can be effectively achieved in any human society without effective use and understanding one another's language. It is a means and principal weapon for growth and development of any nation.

Language as a tool and institute of culture is said to be an inexhaustible weapon used by mankind to develop potentials and activate the latent resident natural endowment in man. It should therefore be understood that as a means or a principal weapon, it also has the ability to destabilize people if not properly harnessed or used. Language can make or mar any organization or country. According to Joseph (2019), the tool of language is acquired or learnt

by man for improved understanding of other cultures, places and daily emerging concepts that constitute our dynamic world. Language also develops every individual and opens window of opportunities for profitable jobs that guarantee comfort and satisfactions in the competitive and ever-increasing challenging world. Onah (2013) sees language as a determinant of national consciousness, the foundation that generation of any national culture use to build their spirituality.

English Language in Nigeria

English is one of the languages of the world. The language remains the predominant means of international and inter-ethnic communication despite the attempt to weaken its roles in some regions (Onah, 2013). It is a living language with very powerful intrinsic potentials. Linguists believe that globalization changes the status of a language. Today, English language is used regularly by many people and second only to Chinese. English belongs to the Germanic languages. In Nigeria, before and after independence, English was an exoglossic language of the colonial masters. The indigenous languages of the people served as the first language of the native then. English language in Nigeria is a second language that a child learns after the acquisition of the mother tongue. Today, English is the first language of many homes in Nigeria. It occupies prominent place in the school system. Politically, one would have thought that the language should have gone with the burden of imperialism after the country independence but English language became strong and dominant in Nigeria as a result of the acute linguistic complexity existing in the country. It became an intermediary, or better still an alternative in the quest for a national language.

English language is playing many roles in Nigeria which makes it inevitable in the citizens' national life. The impact of English language in Nigeria is also felt in areas such as education, politics and administration, mass media, religion, business and commercial activities. English indeed has assumed the status of language of utility in Nigeria language community.

In Nigeria's Philosophy of Education, education is described as an instrument for national development. To this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education. FRN (1998) equally acknowledges that for the philosophy to be in harmony with Nigeria's national goals, education has to be geared towards self-realisation, better human relationship, individual and national unity, as well as towards social, cultural, economic, political, scientific and technological progress. The national education goals which derive from the philosophy are therefore the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;

English language education should be seen as a necessary gateway to the survival of Nigeria nationhood. This statement derives its strength from the philosophy and goals of education in Nigeria. For instance, paragraph 9 of the National Policy Education reads:

> In order to realise fully the potentials of the contributions of education to the achievement of these goals and values, all other agencies will operate in concert with education to that end. Government shall take various measures to implement the policy.

According to the policy education shall continue to be highly rated in the national development plans because education is the most important instrument of change. In other words, any fundamental change in the intellectual and social outlook of any society has to be by educational revolution.

Paragraph 10 of the National Policy on Education reads: Government appreciates the importance of language as a means of promoting social interaction and national cohesion; and preserving cultures. Thus, every child shall learn the language of the immediate environment.

Furthermore, in the interest of national unity it is expedient that every child shall be required to learn one of the three Nigerian Languages: Hausa, Igbo and Yoruba.

In specific term, secondary education shall raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and lives as good citizens;

Security Challenges in Nigeria

Nigeria is a country that is presently passing through some security challenges many of which are claiming lives and properties of the people living in the country. Some of the challenges are discussed below:

Ethno-Religious Conflict

Communal and society conflict according to Ibrahim and lgbuzor (2002) has emerged as a result of new and particularistic forms of political consciousness and identity often around ethno-religious identity. In Nigeria, ethno-religious conflict has assumed an alarming rate. It has occurred in places like Bauchi, Lagos, Abia, Kano, Taraba, Ebony, Nassarawa and Enugu states respectively. It is sad to note that, groups and communities who had over the years lived together in peace and harmony now take up arms against each other in a gruesome "war".

Conflict over scarce resources, power, land, chieftaincy, and local government have resulted in large scale killing and violence among groups in Nigeria. These ethno-religious identities have become disintegrative and destructive social elements threatening the peace, stability and security in Nigeria.

Maritime Security

The insecurity in Nigeria's maritime environment is a major challenge to our national security. This occurs in many forms, such as piracy, illegal oil bunkering, oil theft, illegal fishing and hijacking. It has caused the government lots of revenue, making the port unattractive to foreign shipping lines. This situation today may be described as bad but certainly not hopeless.

The situation today has affected socio-economic development in the country. Some foreign contractors have had to abandon their projects for fear of men of the underworld.

Youths Unemployment

The high rate of unemployment results from a relatively slow growth of labour demand which is combined with a rapidly growing labour supply in erring economy, especially due to enhanced population growth and high level of rural- urban migration. Unemployment affects the ages that are active at work and this creates a great vacuum for lawlessness and unprecedented atrocities in the country. This marks a great threat to the domestic economy since it implies that many energetic youths are without gainful employment. Many graduates from the University are presently hit by the unemployment challenges in Nigeria. The outcome of this is the version of the language that engendered negative behaviour. Expressions like rationalization, downsize, recession, layoff, disengagement, austerity measures are words that express sorrow, frustration and generate an aura of uncertainty in the system.

Onah (2013) observes that there are faulty and unfavourable economic policies of the government in the past three decades that have acted as disincentives to employment creation which have dwindled the employment absorptive capacity in Nigeria. The problem of

unemployment has generated youth restiveness and possible resort to violent conflicts and other crimes.

Unemployment gives birth to political instability in any country. Unemployed persons can easily be enticed by antisocial elements. They lose all faith in democratic values and decent means of livelihood. They consider government as worthless since they have failed to provide them with work. This phenomenon is one social security challenge that the country is battling with. The engagement of these unemployed youths in criminality is a matter of concern.

Porous Border

The wide expanses of Nigeria's porous borders with contiguous countries are acknowledged as one of the security challenges. Porosity of the borders has many implications, apart from revenue loss to smuggling, small arms and light weapons are brought into the country in large numbers. With this pathetic situation, criminal gangs are in possession of heavy weapons in the country and are used to deadly effects.

Terrorism

In all academic circles, no definition of terrorism is ever all embracing and perfect.

Bearing this in mind, we shall attempt to give a simple definition of terrorism. In general, it is considered as the unlawful use of force or violence against persons, societies, cultures, religions or governments in order to create a desired change. The change sought may be political, religious or social in nature. It is interesting to note that terrorism does not always involve people from another country or background. The greatest and predominant security challenge in Nigeria today is terrorism or terrorism-related.

Islamic fundamentalist groups, the harbingers of terrorism in Nigeria today, include the likes of ANSARU and BOKO HARAM. The sects are predominately based in the North Eastern part of the country with their own ideology. The country has witnessed many attacks carried out by the sects with concomitant loss of lives and property.

Kushner (2002) opines that terrorism is the unlawful use of force or violence against persons or property to intimidate or correct a government. It is crystal truth that this tool or means has crippled socio-economic activities in the country most especially the northern part.

It is worthy to note that these sects have demonstrated evil activities by taking people of different countries hostage apart from attacking public institutions, such as police, military and para-military through armed attacks, suicide bombing the educational sector is not free from such attacks.

Nigeria's chequered history has had to contend with the challenges of managing violent conflicts, partly arising from strong divisive forces of ethnic cleavages alongside cultural and linguistic permutations. Therefore, tolerance and respect for linguistic and cultural diversity should be at the core of any state language policy.

Kidnapping and Ritual Killing

Kidnapping and ritual killing are vocabularies that send fear down the spines of innocent citizens, seem to be on the increase in Nigeria. On daily basis there are more reports of abductions, missing persons and ritual killings than we used to have in the past. There have been reports of mutilated bodies found in different parts of the city and around the country. In some cases, different parts of the body are severed. Some herbalists require human parts to

make some idiotic fellow rich or powerful. This shows how insanely fetish and madly desperate some people can be. Youths' modes of expressions are tailored towards all these cultic gibberish. Remarkable developments occur in a system through a formal refined version of the Language of Wider Communication (LWC).

There is the superstitious and fetish belief that the life of a child or a mother or a stranger can generate wealth as the notorious 'yahoo' boys believe, but this act is unscientific, inhuman, wicked and barbaric. Some have been reported to use their own close relations for rituals. It has also been reported that some politicians also indulge in this inhumane act as a way of winning elections, maintaining power and getting on in life.

Farmer-Herder Clashes

The middle Belt region of Nigeria has faced prolonged violent clashes between the farmers and the cattle herders. At the core of the conflicts are disputes over access and rights to land and water resources with rapid desertification which has changed the grazing patterns of cattle. Njoku (2019) affirms that since 2015 the disputes have become more frequent and violent. He says in 2018 alone more than 2000 people were killed in such clashes (more than the number killed in the past two years combined). He reports that the conflict now claims an estimated six times more than the Boko Haram crisis. The dispute is being politicized and is stirring ethnic and religious tensions which are very dangerous to the peace of the country.

Utilization of English Language as an Instrument to Solve Security Problems

The place of English language is an essential entity in solving Nigeria security problems. It is the most commonly spoken language not only in Nigeria but throughout the whole world as international language. It can be used around the world to settle disputes and to promote peace.

Security is the state of being free from danger or threat, while insecurity is the state of being open to danger and calamities; however, there is no society that is absolutely free from conflicts and crises. Security and insecurity are integral parts of the history of mankind. Insecurity can have a major effect on language as they bring about language contact situations which can disturb or change the language ecology of a region. Language remains the major viable tool that can be used to mobilize people for good or for evil (Ogundepo, et al 2017).

Communication is an essential factor in bringing about a change in ideology and encouraging cohesion and collaboration, and this is achieved through the use of language. Considering the multiplicity of language, English language is the common language that maintains the unity of the country because it provides a link amongst our heterogeneous communities' linguistic and socio-cultural backgrounds. Through the use of English Language, conflicts and disagreements can be resolved, and people who perpetuate violence due to misinformation or tribal differences can be properly educated and guided. Proper education will result in a more secured and peaceful nation.

Human societies employ systematic ways in training and educating youths for development. An educated man is described by Gbeyonron (2013) as one who is mentally, socially and physically well balanced. Teachers of English can assist the students to develop their ability to communicate effectively and efficiently in a variety of situations. The teacher can use listening, speaking, reading and writing skills in each case. The teacher is expected to provide a model in listening and speaking and writing. For example, in speaking, the teacher can encourage fluent, appropriate use of English in a sustained manner. The class may be organized into groups to ensure and encourage active participation by all members. They will be taught things like self-expression, polite request, honesty etc. Reading passages should provide the basis for writing so that the students can have the confidence to approach the writing task. The aim here Is to instil efficient and effective communication skills in students.

They should be taught how to write correctly and clearly using correct sentences and punctuations, they should also be taught the morphology, syntax and general rules of using the language. The teacher can develop topics chronologically using different situations like social contexts, debate and government, expressing obligations and desires, human factors reflecting real life situations, interpreting visual information, firmness on crime through devices like: Listen and say, think and talk, look and say, listen and create etc. the teacher can use the methods mentioned here to bring a positive change in the behaviour and thinking of the students who would be adults in the near future.

Proper knowledge of English language will ensure that members of a society can effectively communicate their thoughts and believe in an organized manner. This will reduce crises and violence caused by cultural misunderstanding, or lack of communication. Also, the use of one language to communicate among people from different cultural background will encourage bonding and cohesion which will ensure peace in the society.

Conclusion

In conclusion, the rise or fall of any nation, the degree of peace or instability of a nation is indexical of the language programme in such nation. When leaders of a nation acknowledge the importance of national and official languages and yet manifest lack of the political will to articulate an operational framework for the language or languages to survive, then ethno-religious crises and issues relating to cultural differences are bound to arise.

Obviously, Nigeria's security challenges are but the reflection of the failure of the government and the people to achieve internal cohesion. The New Lexicon Webster's Dictionary of the English Language (1987:190) defines cohesion as intermolecular attraction holding together particles in the mass. Unarguably, the internal factors that are supposed to integrate Nigerians have become the disintegrating forces; much faster than the positive patriots could imagine. For example, language, political party membership and ideological inclination, religious identity and ethno-linguistic chauvinism have all imparted the foundational structure of the Nigerian nationhood. One won't be wrong to say that most of the things we regard as national problems are indeed language problems. The cultural agitation in Nigeria has in a way crippled the usefulness of English language outside the school compound.

Languages can be used to foster peace and prosperity of any given nation. Using English language as a tool for combating security challenges is necessary at the present time in Nigeria, and will be vital in rebuilding Nigerian culture and society in addition to the security dimension. The Nigeria's security challenges can only be addressed adequately when language factors are addressed. It is hoped that Nigerians will start thinking as a people that share common identities, believing more in the survival of the nation that on their regional relics.

Recommendations

Students should be exposed to education based on critical thinking and creativity that encourages the mind of the students to critically analyse received information. This is necessary in curbing crises caused due to rumours and the spread of false information. Sound decision making ability and critical thinking skills will help prevent them from becoming easy preys for radical ideas, political thuggery and calls for violence.

People in leadership positions must appeal to the perpetrators of social, religious, political and economy unrest in the society to desist from their evil acts and make Nigeria a better place for all Nigerians. They should be educated that the harmful actions of a few persons can bring a bad name to a nation as a whole.

The media should not ignore the atrocities being perpetrated by miscreants in the society by organizing workshops, council meetings and using available media channels for enlightenment for positive changes.

Military force requires global capabilities, not only in terms of operational strength, but with regard to the quality of its people and their ability to adapt to different cultures and situations. In this dynamic and complex environment, language proficiency, and cross-cultural communication skills is imperative to solving our security challenges.

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TEACHER EDUCATION IN NIGERIA; PROBLEMS AND CHALLENGES

BY

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Abstract
Teachers play important role in enhancing quality in educational system. It is through teaching and learning that education is made possible, in line with this, this paper tries to examine the need to enhance teacher education in Nigeria. This is essential because of the changes in the globe and for our educational system to meet up with existing trends, there is need to transform our teacher education. Many Nations across the globe have made sudden changes in recent years especially with the emergence of Information and Communication Technology (ICT). This paper attempts to look into the concept of teacher education, which refers to the policies, procedures and provision designed to equip teachers with knowledge, attitudes, behaviours,approaches, methodologies and skills they require to perform their task effectively,the present status of teacher education, and its reforms. It further outlines the challenges; among them are inadequate funds, lack of creativity in student teachers etc. the paper made some recommendation for the way forward which include all administration for teacher education should be exposed to in-service training.
Key words: *teacher education, reforms in teacher education, teacher education programmes*

Introduction

Teacher Education is the only known agent of transformation for national growth and development It addresses environmental, social and economic contexts to create locally relevant and culturally appropriate teacher education programmers' for both pre-service and in-service teachers UNESCO, 2005). The concept of teacher education is a global phenomenon that requires proper understanding, the benefit of which goes for both individuals and nations as well. DarlineHarmond (2007) indicated that, among all educational resources, teachers training is especially a critical contributor to the educational outcomes and consequently the success of a nation to advance in its sociopolitical environment. Teacher training quality refers to the process of ensuring that education programmes are designed in such a way to help prospective teachers to know and understand a wide range of things about teaching and learning and their social and cultural contexts.

There is need to refocus and reposition teachers education programmes in Nigeria in order to address the challenges of globalization and its attendant effects on education, especially at this time in our national history when the entire Nigerian education system is undergoing far reaching systematic reforms. According to Obioma (2013) education having been identified as an instrument per excellence for economic and social reconstruction, and with teachers playing a fundamental role in the education delivery process, professionals and teacher educators must seek strategies to reconstruct the paradigm for teachers' education and development through appropriate curriculum change. Furthermore, as we try to meet local needs, our teachers must meet minimum global bench marks and best practices.

Globalization is the key factor driving the changes we witness and experience today, it is not merely an economic phenomenon; it is multidimensional, it affects every aspect of our lives; politics, education, trade, leisure and so on. Globalization encourages rapid growth and influx of trade, human capital and services within and between countries of the world with emerging technologies playing a very important role in the integration of the world's economic and social activities.

In Nigeria, the rapid spread and use of information communication technologies (ICT) such as mobile phones and internet has transformed our lives and economy in an unprecedented manner. Many countries like Canada, Malaysia, Singapore, India etc, have also embraced the emerging technologies (ICT) and as a result they are experiencing economic growth, while some sub-Saharan African nations are slow in integrating into the global economy and therefore are left behind "In Nigeria, Education has been identified as the strategic instrument for addressing present and future challenges of globalization and impact of knowledge economy" Teacher Education particularly is key to our emancipation as a nation technologically.

What is Teacher Education?

Teacher education or teacher training refers to the policies, procedures, and provision designed to equip teachers with the knowledge, attitudes, behaviors, approaches, methodologies and skills they requires to perform their tasks effectively in the wider community (Emetarom, 2012). It is a formal training provided for would-be teachers in an institution of higher learning to equip them with necessary skills, knowledge and experiences to bring about changes in the behavior of learners and enable the prospective teachers to succeeds in their teaching career.

The prospective teachers gets trained to equip themselves with the best teaching skills, knowledge, attitudes and behaviors which are required to perform effectively in any learning environment like a classroom or school.

Reforms and Present Status of Teacher Education in Nigeria

Education still remains the engine room for the growth and development of any nation including Nigeria. Globally, countries of the world always sought to improve the quality of her education especially developing countries (Ocho 2005).

Teacher educationprogrammes, are offered in the country by different teacher education institutions as declared in the national policy on education. Much improvement on teacher education has been made, however; a lot still needs to be done in the context of lifelong education. Following persistent demand by the national union of teachers (NUT), teaching in Nigeria is now legally recognized as a profession and N.C.E is now the minimum qualification to enter into the teaching profession. Teacher education the world over is often seen as very important because no educational system can rise above the quality of the teachers (N.P.E, 1981).

Teacher education in Nigeria has been undergoing changes across the country right from the missionary activities through the colonial era to the post independence era and modern period. Teacher education in Nigeria today is facing some problems such as low quality of students admitted into the school system, etc. The current problems of teacher education therefore needs to be addressed in order to improve the situation of Nigerian teacher education (Taiwo, 1999). Teacher education in Nigeria today is facing problems leading to lack of tilt concept awareness, learning and teaching technological issues, teachers' welfare issues and poor communication issues. (Idowu, Ogundele&Mainowe, 2017). Teacher education programme in Nigeria was further enhanced when the University College Iban founded in 1948 introduced a one – year diploma course in education as from 1957/58 session. The 1946 Richards constitution divided the country into three regions – east, west and North and each with a regional assembly (Okojie, 2020).

The major turning point in the history of education in Nigeria after Nigeria's independence in 1960 began in September 8, 1969 when the first ever curriculum National Conference was inaugurated by the Federal Government and led by the Commissioner for Education, Mr. Wenike Briggs. This was followed by the first National policy on education by the Federal Government in 1977, which recommend a uniform structure of education known as the 6-3-3-4 system of education which is a radical departure from British implanted Education system of 6-5-2-3 in the country. Since the publication of the first edition of (NPE) in 1977, the 2nd, 3rd and 4th editions were published in 1981, 1998 and 2004 respectively. The reviews were necessitated by the need to keep with the dynamics of social change and demands on education. The fourth edition (FRN, 2004) was necessitated by some policy innovations and changes and the need to update the third edition. (Awofala&Sopekun, 2013)

On Monday 6th September 1976 universal primary Education (UPE) was introduced in Nigeria in order to universalize education by General OlusegunObasanjo, the then Military Head of State. The scheme aimed at establishing equal educational opportunities for all children of School age in Nigeria and to gradually eliminate illiteracy and ignorance in the Nigerian society. The scheme met a dead rock because of fund. Upon the return of democracy in Nigeria to a democratically elected government in 1999, the UPE was improved upon; with expansion of its scheme from six to nine years basic education and the scheme was changed to universal basic education (UBE) which was launched by the then president Chief M.O.AObasanjo on the 30th of September, 1999 in Sokoto (Obioma, 2010). Under the new scheme, free education was extended to cover the junior secondary schools. This means all children of school age will receive uninterrupted formal education; 6 years of primary and 3 years of junior secondary school.

Teacher education was not left out. However, Fafunwa (1995) noted that teacher education at the university level was on the horns of dilemma when the Ashby commission was set up in 1959. The commission had it that higher education must be built upon the foundations laid by the primary and secondary education and that if the foundations were too week or narrow, higher education would not be able to meet the requirement needs of the nations. The commission's report also noted the imbalance between elementary, secondary and higher education. It therefore recommended that one out of every two teacher in a secondary school should be a graduate. According to the commission, it was specifically recommended that a new corps of grade, teachers also be styled well-qualified, non graduate teachers should be trained to man the lower levels of secondary schools and teacher training colleges (then).

The National Policy on Education (NPE) also stated that teachers in Nigeria Education Institutions from pre-primary to the university will be professionally trained and that teacher education programmes will be structured to equip teachers for effective performance of their

duties (Ugadus and Odo 2012). Teacher education in Nigeria has witnessed a lot of innovations leading to reforms.

However, a lot still need to be done. Government in all levels should automatically spend more money on education because it is an investment.

Teacher Education in some Nations of the World

Singapore shifted from just getting teachers to school as it's key goal during the period of the massive growth of its education system after independence in 1965 to providing teachers of quality. In 1997, the introduced the thinking schools learning national reform which explicitly redefined the role of teachers.

At the centre of Singapore's framework is the belief that the learner is the centre of our teacher education mission. The skills and knowledge spelt out in this framework refer to key skills and knowledge competencies that 21st century teaching professionals require in order to bring about 21st century literacies and learning (OECD 2011). Another nation that has taken teacher education seriously is Canada.

Canada supports teaching and requires all public-school teachers to complete a professional programme of university-based training at one of a limited number of teacher education institutions. There are around 50 teacher education programmes in Canada, making quality control easier for provincial governments. Teachers are frequently motivated by a combination of financial and non-financial incentives. Provisions are made for professional growth, postgraduates awards and study leave options. These factors and more promote real growth and retention. (OEDD, 2011)

Challenges of Teacher Education in Nigeria

Teacher edcation in Nigeria is currently faced with many challenges, among them are;

- **Quality control in teacher training institutions:** Nigeria has not attained the standards to ensure that quality education is given to teachers. Some government agencies that are responsible for regulating teacher education programmes include, the national commission for colleges of education (NCCE) which coordinates and regulates colleges of education ensuring that the number of qualified lecturers and the required infrastructure for effective running of the institutions are available. The Nigerian universities commission (NUC) is the body responsible for accrediting university programmes in the faculties and institute of education in the universities. The National Teachers Institution (NTI) is the body responsible for pre-service and in-service training programmes of teachers who wish to get national certificate of education (NCE) and most recently post graduate diploma in education (PGDE) programmes. The teachers registration council of Nigeria (TRCN) is responsible for maintaining teachers registration and code of conduct for teacher.

Even though these bodies have been given the responsibility to monitor and maintain standards in the various schools responsible for providing teacher education, they have not been doing their jobs the way they should. Inspection is not being properly done. The outreach programmes of NTI are poorly monitored by inexperienced officers. Poor quality lectures are given to these students, thereby promoting examination malpractice (Akindutire & Ekundaya, 2012)

- **Poor Enrolment:** teacher education suffers from poor enrolment. The. The poor condition of service over the years has made teaching very unattractive to the most qualified personals in Nigeria. The young ones do not crave to become teachers which is a huge challenge to teacher education in Nigeria.

- **Technological change:** Technological change which increases overall productivity, is the foundation for growth in a global economy, particularly information and communication technologies (ICT) which according to (Ocho, 2005) is a phenomenal and revolutionary, influencing all aspects of the processes and under pins the function of modern society. Nigeria is yet to be grounded on it. However in adapting to continual technological, social and political changes of the country and the world, educational programmes are expected to unleash the powerful forces of emerging technologies to produce competent graduates who would not only meet our local needs in the job market, but can cross borders to compete the best in the world.
- **Inadequate Funding:** The Nigerian education in general has always experienced very poor funding. Briggs (2010), opines that the federal government has never been able to get the 26% budgetary allocation stipulated by UNESCO to education, the highest being 6.4% of the budgetary allocation to the education sector. This always results to industrial actions due to non payments or delayed payments of salaries.
- Another major challenge in teacher education in Nigeria today is the lack of interest among secondary school graduates in teaching profession, owing to the negative image that teachers have in the society (Butu, Madu and Hassan 2012). The low status of teachers in the country discourages studies from enrolling in teacher education programmes, and those who do enroll do so because they have no other option, just like last resort.

Improvement of Teacher Education and Development

Teacher education programmes are not only to impact the teacher trainees with knowledge but, to inculcate in them the necessary skills and knowledge that will allow them become effective and efficient classroom teachers that will ensure quality assurance in the implementation of the school curriculum. Today teacher education is much improved than it was before independence and few decades thereafter. The National Policy on Education, published in 1977 and reversed is 1981, 1981 and 2004 clearly articulates the importance attached to teacher education and affirms that no education system can rise above the quality of its teachers". The policy gives the goals of teacher education as follows:

- Producing highly motivated, conscientious and efficient classroom teachers for all levels of our education system.
- Encouraging the spirit of enquiring and creativity in teachers.
- Helping teachers to fit into the social life of the community and the society at large and to enhance their commitment to national goals.
- Providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions.
- Enhancing teachers commitment to the teaching profession

The policy makes it mandatory for all teachers in Nigeria to be trained and stipulate (NCE) as the minimum qualification to the profession. The policy also provides that "teacher education shall continue to take cognizance of changes in methodology and in the curriculum"and that teachers shall be regularly exposed to innovations in their profession. It further recognizes the need for in-service training "as an integral part of continuing teacher education" (Orrafor, 2009)

The teacher education has been considered very relevant for Nigerians societal development because, it serves as the foundation for quality and relevant education at all levels of the system. There is therefore the need for all Nigerian teachers to be proficient in computer education. It is only when we are well equipped in computer that we can imbibe the new technologies and methodologies of the 2st century.

Conclusion

The focus of teacher preparation must shift from mere training to education. A holistic teacher education programme is strongly advocated. For teacher education to set its glory of this democratic dispensation there is the need to change the orientation of people as regards their perception of teachers and the teaching job. The salary and welfare packages of teacher should be enchased greatly, because without teachers, no profession can exist.

Recommendations

Nigeria education system as a whole need to be enhanced, on that note this paper recommends the following, as the way forward for teacher education in line with global best practices;

- Curriculum development and review on continuous basis should be encouraged to keep pace with current trends.
- Teaching should be recognized as an academically taught clinic-practice profession. This requires close cooperation between colleges of education and actual practicing schools, the appointment of master teachers as clinical faculty in the college of education programme, is strongly advocated (Yusuf, 2022)
- The Federal, State and Local Government should ensure that trained and experienced personnelare available foreducational policy implementation. Policy implementation will be successfully carried out if adequate consultations and dialogue with the implementers are properly carried out
- All the tiers of government should make sure that stake holders of educational system are all well represented in the process of policy planning, formulation and implementation. If this is done, the problem of successful implementation will be minimal.
- "UBAEC/BESDA Model mentoring/coaching peer-tutoring, subject lead teachers and cluster lead teachers should be encouraged to provide personal support to teachers to improve their instruction. So far, 1367 master trainers and 3,176 mentors/coaches have been trained in the BESDA programme" (Yusuf, 2022)
- Most of the failures experienced in teacher's policy implementation is caused by inadequate funding. Therefore, the government should ensure that adequate fund is provided for the implementation of educational policies because this requires a lot of fund.

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TEACHER EDUCATION AND SECURITY OF TEACHERS IN THE WORKPLACE

By

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Abstract

The paper discussed teacher education and security of teachers in the workplace. Teaching is an engagement with learners to enable their understanding and application of knowledge, concepts and process. This engagement is carried out in schools, colleges and universities by a teacher. Teacher and his education are very significance aspects of any nation. This education gives a new shape to the individual and the nation as well. As an integral component of the educational system, teacher education is intimately connected with society and is conditioned by the ethics, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of the knowledge, the emerging expectations and changes operating in education e.t.c, calls for the appropriate response from a futuristic education system and provide the perspective within which teacher education programmers need to be viewed. Teacher education is discipline which educates the progressive generations on what has gone by, where we are, where we want to go and what we like to create, observing healthy and meaningful longevity. Teacher education significantly contains the areas where a lot of innovative ideas and strategies can be tried out and fully practiced in an environment (workplace) where these inputs are rationally utilized for the actualization of the goals of the workplace (school). Therefore, these teachers just like other workers in an organization need to be secured and protected from any risk or danger for more efficient and effective production in the school system. Conclusively, the paper stated that teacher need to feel a sense of security before being able to contribute to the success of the school system and as well suggested active participation of teachers union, provision of policies and resources that will guaranteed safety by the government among others.

Keywords: Teacher Education, Teachers Security and Workplace.

Introduction

Teaching is an engagement with learners to enable the learners understanding, their application of knowledge, concepts and process which is carried out in schools, colleges and universities. Teaching is a jugglery of words which needs to be practiced through proper training, acquisition of various skills, competence and relevant knowledge about the learner and the subject matter in the contemporary world which is done by one called “teacher”. Teachers are indispensable resources in the administration of any school system. Teachers are beautiful gifts given by God as creative as well as blight creatures to any nation. Teachers work in the

classrooms and become vital creatures in the life of students who through their knowledge, patience and love give strong shape to students whole life. Teachers share academic knowledge, ethical values, competence, virtues that help one to shape and reshape one's personality as better human being. Teachers represent an open book and try to share their life experience for better tomorrow, are impartial and become an embodiment of patience. During teaching as described by Vedantu (2022), teachers uses creativity so that students can concentrate on their studies. This shows that teachers are respiratory of knowledge and have the patience and confidence to take responsibility for the future of the student so as to make them happy and successful and this can be achieved only through teacher education.

Teacher education is a discipline which educates the progressive generations on Swhat has gone by, where we are now, where we want to go and what we like to create with good health and long life. Oyeka (2020), described teacher education as the professional education specialized training within a specified period for preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizens. Teacher education as asserted by the education commission is a sound programme of professional education that is essential for the qualitative improvement of education. The commission emphasized that investment in teacher education can yield very rich dividends because, the financial resources required are small when measured against the resulting improvements in the education of millions. The commission was of the view that training and orientation of teachers is very vital so that they will understand and accomplish its's changing role effectively.

Concept of Teacher Education

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The teachers are the key personnel who play in important role to bring about this transformation and the quality and the event of learner achievement are determined primarily by teacher's competence, sensitivity and motivation. Teacher education is a programme that is related to the development of teacher's proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Ogunyinka, Okeke and Adedoyin (2015), teacher education refers to the professional education of teachers towards the attainment of attitudes, skills, and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the need of a given society at any point in time. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills as well. Teacher education as opined by Tijani, Rahamat and Ibrahim (2013), includes training and education occurring before commencement of service (pre-service) and during service (in-service). This means that teacher education is a formal process of making the teachers truly professionals by acquiring the right pedagogy from a recognized body that is charged with responsibilities of training effective and efficient teachers. Inyanuoluwa, Ishola and Sulaimon (2020), stated that teacher education refers to the policies, procedures and provisions designed to equip prospective teachers with the knowledge, attitudes, behaviours, approaches, methodologies, and skills they require to perform their tasks effectively in the classroom and wider community. This stated clearly the major functions of a teacher, which features imparting knowledge using acceptable method(s) and effective instructional materials in the classroom. Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers. It is meant to be involved in various community programmes and extension activities such as adult education and non-formal education programmes, literacy and development activities of the society. It is ever evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, teacher education has to keep abreast of recent development and trends and that is why in the 1986, the National

Policy on Education stated that the status of a teacher reflects the socio-cultural ethos of the society.

Teacher education is perhaps more confronted with how to negotiate and significantly address the world of teacher learning than merely dealing with duties, responsibilities and classroom assignments. It is now at the fork of fullness of vision in a fascinated world of immediate gain in every endeavor, worries and frustrations in fruitless teaching, sons, joy, sons freedom and creative adventure (Aggroval, 2016). More also, the collective commitment to the development of exemplary teacher education programme is unwavering. Central to the deliberations about direction of teacher education has been the adoption and enactment in all the teacher education programmes. Joshi (2015), acknowledge a set of six (6) principles that define in comprehensive ways, conceptual framework for the teacher education which include; knowledge, meaningful experience, personalized learning, community, critical reflection and growth. Supporting the idea of Joshi (2015) and to achieve the objectives of teacher education, National Policy on Education (NPE) (2004), emphasized that all teachers in the educational institutions must be professionally trained and that teacher education programmes must be structured to equip teachers for effective performance of their duties. It also reflects the national vision of attaining global economic relevance. The national objectives of teacher education as stated in NPE (2004), are listed as follows;

a. To produce highly motivated conscientious and efficient classroom teacher for all levels for our educational system.
b. To encourage further the spirit of enquiry and creativity in teachers
c. To help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
d. To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.
e. To enhance teachers commitment to the teaching profession.

Currently, the roles of teachers towards the development of any nation cannot be overemphasized. The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes as well as the extent of its appropriateness. Teachers build up ethical principles and obedience in pupils and students, help to shape to shape and re-shape the character of children under them, motivate and inculcate skills, knowledge and build up personalities in a country both psychologically, bodily, publicly, expressively and spiritual following primary objectives, principles, norms, way of life, plans, strategies, rules/regulations guiding the country. Samsu (2017), acknowledged that the provision of new teachers with the greatest chance of success, need to have completed a teacher education. Programme which provide them with the knowledge, experience and guidance. When this does not happen, we not only risk the teachers leaving the profession quickly but keeping the education of entire class of student at risk.

Leaving the profession of teachers and the students of risk is one of the challenges facing teacher education. In the pasted decade as dictated by Geldens and Herman (2014), that the conventional methods of professional teacher education have been subjected to criticism nationally and internationally due to changing of theories of learning as well as changing of expectations of the society. According to a study conducted by Adamu, Abiodun and Afolabi (2012) on the challenges for teacher education in Nigeria, it was revealed that, the various perceived challenges facing teacher education in Nigeria include; professionalization of teaching, socio-economic and political environments, personnel in terms of quality and quantity, instructional resources and infrastructure. Similarly, Omotayo (2021), opined that one of the problems of teacher education in Nigeria today is associated with poor preparation of teachers for the challenges of teaching. This means that quality of teacher education determines

the quality of teachers that are produced to teach in our school system today. Therefore, if the nation aspires to produce the quality of teachers who are skillful for the challenges of imparting knowledge as stated by Omotayo (2021), then, the quality of teacher education should be improved and revitalized and proper funding of educational sector which will reduce excess strike action in the nation because a teacher can craft and blight a nation.

Teachers' Security in the Workplace

Workplace simply means a place where people work such as an office or factory. It is a location where people perform tasks, jobs and projects for their employers. Eseyin, Anichobi and Osah (2017), defined a workplace as a place where inputs are rationally utilized for the actualization of objectives of the organization. According to Ezeyin et al, the various inputs used in the production process must be properly utilized in order to generate an optimal output from the production process. Schools are the workplace for both the students and the teachers and there are various inputs that are used in school system for the achievement of educational objectives. The impact of teachers is determined by the achievement of students' learning outcome in the school which is their workplace (Lacireno, Morgan, Mello & Ed, 2014). Therefore, teachers are vital input needed in the school (workplace) so as to ensure the attainment/achievement of goals in educational system represented in schools. Schools are one of the vital institutions in our communities and is essential to keep them as safe as possible. School security system as described by Zaun (2020), can be linked to fire a harm system or any other emergency system in the campus. By this, it is expected of the schools to have all the tools required to respond to any emergency as quickly as possible. With an integrated security solution, schools can connect school security system (SSS) to CCTV cameras which will alert the person monitoring them to an emergency immediately to ensure the best possible outcomes Prinsloo (2015) supported the above view stating that, a safe school is vital for effective teaching and learning. These teachers just like other workers in a organization will not be able to risk their lives and welfare for the organization (school) and as such, they require protection from harm to be able to work properly and productively for the school. Furthermore, the presence of security fencing in the school will not only prevent intruders from gaining access to school compound ground rather, it will also deter wannabe variables or students from committing crimes in the campus. School fencing also helps to reduce the crime of trespassing, theft, vandalization if physical barrier is visible. The need for security in the workplace especially teachers is for a better service delivery in the educational sector. Safety at work provides confidence and boost willingness for work in a formal organization. The extent of safety in the school determines the extent at which the teachers can ensure the attainment and achievement of the educational objectives stated. To be safe is to be protected from any form of danger or harm or to be secured asserted by Prinsloo (2015) and Masitsa (2021). Workplace security is therefore, the absence of threats of danger to worker's life, property or opportunities in the process of carrying out duties in the school (workplace) is the number one priority. Installing a high quality security system around and in the school brings proper relaxation from both teachers, students and parents at home knowing fully well that their children at school are safe an secured at all time without being distracted from their learning which is the happiness of the teachers that their physical material and intellectual threats are protected and secure thus creating an efficient and effective production during school hours.

Conclusion

Teachers are indispensable resources in the administration of any school system. Teachers can craft and blight a nation. Teacher education needs to strengthen and stress upon the attributes of a profession such as the systematic theory, rigorous training over a specified duration, authority,

community sanction, ethical code and culture, generating knowledge through research and specialization.

The safety of the teacher at work is an important factor that determines how well the teacher will be able to carryout his or her responsibilities in the school. Teachers need to feel a sense of security before they will be able to feel a sense of security before they will be able to contribute to the success of the school systems. Workplace security includes providing all the necessary facilities and equipment that will enable the teachers to feel protected at work and free to contribute to the success of the school. The safety of the teachers at workplace is very important for the school to succeed and the teacher to contribute freely towards the achievement of the educational goal. Conclusively, any effective teacher education curriculum must call for effective systematic task analysis of teachers at various levels and inclusion of relevant contents which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in the classroom.

Suggestions

The following suggestions are made on teacher education and security of teachers in the workplace for better delivery in the school system;

1. Active participation of teachers' union so as to protect the interest of the members and as well intervene in any case that poses danger on the teachers' safety.
2. Teachers should be trained on work ethics such as healthy interpersonal relationship with the school and the community. This training will help the teachers to avoid situations that pose as danger to the teacher and also how to negotiate and avoid harm when danger arises in the dispensation of the teachers' responsibilities.
3. The government should provide all the needed policies and resources that will guarantee the safety of teachers at workplace and as well provide other resources needed for the teachers to feel secured at school.
4. School administrators should ensure that these policies, programmes and resources provided by the government are implemented properly and accordingly.

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