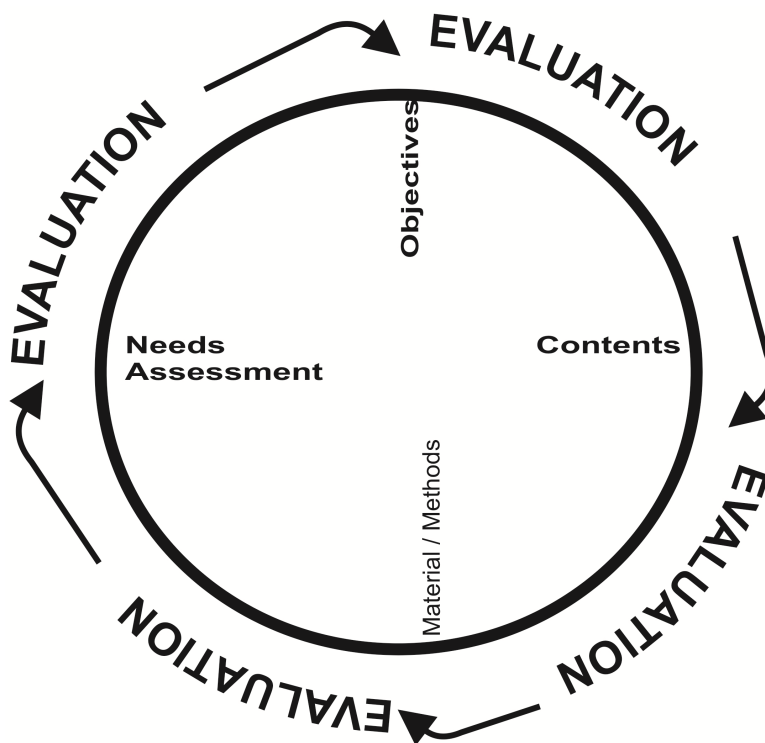


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This Journal is a forum for the dissemination of research findings and reports on curriculum development, implementation, innovation, diversification and renewal. In developing a curriculum, it is often necessary to use the experiences of the past and present demands as well as practices within and outside the system to design a desirable educational programme. Problems and issues in comparative education are relevant in shaping the curriculum. In the same vein, issues relating to the constant training and re-training of teachers are very relevant.

Articles which present the results of empirical educational research, discuss theoretical framework for innovation in education or advocate new ideas are welcome. The Journal accepts articles from scholars in all fields related to curriculum study from all parts of the world. However, particular interest is shown to papers in the following areas:

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## EFFECTS OF LECTURE METHOD SUPPLEMENTED WITH COMPUTER ANIMATION PACKAGE ON SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN BIOLOGY

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### **Abstract**

*The study investigated the effects of lecture method supplemented with computer animation package and gender influence on students' achievement in Biology was examined in the study. The research design adopted for the study was pre-test, post-test, control group quasi-experimental with a 2 x 2 factorial matrix. Sixty-six secondary school students (66) in intact classes drawn purposively from two schools in Ijebu East Local Government Areas of Ogun State that met a set of criteria were selected to participate in the study. Three hypotheses were formulated and tested at 0.05 level of significance. Two instruments were used to gather required data: Biology Achievement Test ( $r=0.67$ ) and Lecture Method supplemented with Computer Animation Package. Data collected were analyzed using both descriptive and inferential statistics of ANCOVA and the results point to significant main effect of the package on the senior secondary school students' academic achievement in Biology ( $F_{(1,53)}=22.676$ ,  $P<0.05$ ). However, no significant main effect of gender was found on students' achievement in Biology ( $F_{(1,53)}=2.157$ ,  $P>0.05$ ). No significant 2-way interaction effect of instructional package and gender was found in students' achievement in Biology ( $F_{(2,53)}=14.329$ ,  $P>0.05$ ). It was, therefore, recommended that the package should be integrated into the teacher education curriculum for the pre-service teachers.*

**Keywords:** Lecture Method, Computer Animation Package, Gender, Students Academic Achievement.

## Introduction

Education in this 21<sup>st</sup> century has become dependent on computer as a necessary tool for enhancing teaching and learning, communication and access to information (Adebanjo, 2020). Therefore, computer technology has been identified as a veritable tool in scientific and technological development of a nation. This explains why Nigeria places premium on science education as an instrument for its scientific, technological and economic development (Federal Republic of Nigeria, 2014). Among the science subjects being taught in secondary schools in Nigeria is biology and the National Policy on Education gave prominent place to biology.

Biology is a science of life that studies living matter, structure, functions and behaviours of organisms. Also, it is one of the requirements for many specialized science and engineering courses in Nigerian universities. The percentage of students that passed Biology in Senior School Certificate Examination at credit level and above (A<sub>1</sub>-C<sub>6</sub>) was consistently less than 50% for the past 6 years (2017–2022) in Nigeria (WAEC, Chief Examiners, Report, 2022). According to Adebanjo (2020); Adebanjo, Olori and Shogunle, (2019); Raji (2017), despite the importance of Biology to the nation, the achievement of students in the subject has been very poor which has continued to be a major cause of concern to all stakeholders in Nigeria. The persistent poor performance in Biology, if not checked, may jeopardize the placement chances of students in tertiary institutions, not only in Biology education but also in other Biology related disciplines. This can be attested to from the results of students in biology between 2017 and 2022.

**Table I: Students' achievement in the May/June biology between 2017 and 2022 in Nigeria**

	Year	Total Entry	No of Passes	% of Passes	No of Failure	% of Failure
1.	2017	1,505,199	579,432	38.49	925,767	61.50
2.	2018	1,340,206	383,112	28.59	957,094	71.41
3.	2019	1,675,440	541,956	32.34	1,133,484	67.65
4.	2020	1,433,440	371,624	26.11	1,051,812	73.89
5.	2021	1,442,096	560,014	38.83	882,082	61.17
6.	2022	1,249,635	415,261	33.23	834,374	66.77

(Source: WAEC Chief Examiner's Reports retrieved from <https://waeconline.org.ng/e-learning/Biology/Biomain.html>.)

Data in Table 1 revealed that for the six years reviewed, the percentage of students that passed Biology in senior school certificate examination at credit level and above (A<sub>1</sub> - C<sub>6</sub>) was consistently less than 50% for the past 6 years (2017 -2022) and this has become a great concern to biology educators in Nigeria

(Raji, 2017; WAEC, Chief Examiners' Report, 2022). The implication of the trend in performance is that only a few students would eventually be able to pursue biology related courses in the higher institutions (Adebanjo, 2022; Adebanjo & Yusuf, 2022).

Meanwhile, as part of the measures to redress the ugly trends in students' performance, the Chief Examiners reports have consistently emphasized the need for teachers to reconsider the methods of teaching the subject under investigation. According to WAEC Chief Examiners' Reports, teachers should be engaged in seminars and extensive trainings to aid their teaching; and teachers should provide teaching aids and models to help students understand biological concepts. Several studies have shown that factors affecting the effective teaching and learning of Biology. The factors include; teacher centered methods, inadequate use of ICT and other technological gadget (Adebanjo, 2020; Adebanjo & Yusuf, 2022; Gambari, Yusuf & Balogun, 2015). The aforementioned factors affecting the learning of Biology have led researcher to carry out study to find ways of integrating ICT in the classroom as supplements for conventional to enhance the performance of students in Biology.

The literature shows that information and communication technology has a significant impact on students' academic achievement, especially in this 21<sup>st</sup> century. According to Babayemi, Ahmed, Yisau and Babalola (2016) opined that a combination of the lecture method with other technology-based instructions will improve the understanding and performance of science concepts which will be more learner-friendly and student-centered. This implies that teachers should use the lecture method and supplement it with other innovative method which is ICT-aided instruction in other to improve the students' academic achievement. Therefore, in order to alleviate the problem of teaching of Biology concepts, particularly genetics, the use of lecture method supplemented with computer animation package has been suggested by the researcher as innovative teaching methods.

Animation refers to simulated motion pictures showing movement of drawn objects. Recently, educational computer animation has turned out to be one of the most elegant tools for presenting multimedia materials for learners, and its significance in helping to understand and remember information has greatly increased since the advent of powerful graphics-oriented computers. Computer animation instructional packages are tools that have the capacity to improve quality learning. It seeks to arouse students' interests, stimulates thinking and concretizes knowledge that could otherwise only be explained in abstract terms (Adebanjo, 2019). Effectiveness of the computer animation instructional package has been examined in Geography, Mathematics, Basic



Science & Technology and Chemistry (Abidoye & Omotunde, 2015; Adebajo, Olori and Shogunle, (2019); Adegoke, 2010; Falode, Sobowale, Saliu, Usman & Falode, 2016; Yusuf & Afolabi, 2010). Their results showed that there was an improvement in the achievement of students when taught with computer animation instructional package.

A few researches also had shown that lecture method with computer animation instructional package has a positive effect on students' academic achievement when compared to lecture method. For instance, Akpoghol, Ezeudu, Adzape and Otor (2016) examined the effects of lecture method supplemented with music and computer animation on senior secondary school students' academic achievement in electrochemistry in Markurdi Metropolis. The results indicated that the students taught electrochemistry using lecture method supplemented with computer animation performed significantly better in post test achievement mean scores than their counterparts taught electrochemistry using lecture method supplemented with music. This finding indicated electrochemistry could be taught and learnt meaningfully through the use of lecture method supplemented with computer animation because it is more learner-friendly and student-centered.

Adebajo (2020) investigated the effects of lecture method supplemented with PowerPoint presentation on students' academic achievement in Biology. The study revealed that the students exposed to lecture method supplemented with PowerPoint presentation performed better in post test achievement mean scores than their counterparts taught Biology using lecture method. The study concluded that in this 21<sup>st</sup> century, students should be taught Biology using lecture method supplemented with PowerPoint presentation for better performance because those that were in the experimental group were very active and also willing to learn.

Ugwuanyi, Okeke, Nnamani, Obochi and Obasi (2020) investigated relative effect of animated and non-animated PowerPoint presentations on Physics students' achievement in Enugu State, Nigeria. The results indicated that the students taught Physics using animated PowerPoint presentation performed significantly better in post test achievement mean scores than their counterparts taught Physics using non-animated PowerPoint presentation. This finding indicated that the students who were in the animated PPT group were very active in the learning process than those in the non-animated PPT group.

However, although lecture method with computer animation package seems to attract learners' attention and increase their motivation to learn. In addition to the possible influence of this package on students' achievement, some other factors inherent in students can also affect academic achievement. One of

such factors investigated was the gender of the learners.

The moderating effect of gender was also considered in this study. For instances, Adebajo (2019); Adebajo and Yusuf (2022); Olurinola (2015); Omoniyi, Adebajo and Olurinola (2018) found that there was no significant main effect of gender on the students' achievement in Biology and visual arts respectively. However, Awobodu (2016); Oludipe (2015) reported that there was significant main effect of gender on the students' achievement in biology and chemistry. Therefore, research is inconclusive and that is the reason why gender was included in this study.

Therefore, effectiveness of lecture method supplemented with computer animation package in Biology has not been examined in Ogun State. This is the gap this study intends to fill. It is against this background that this study investigated effects of lecture method supplemented with computer animation package and gender on students' academic achievement in Biology.

### **Statement of Problem**

Biology teachers still adopt the traditional method of instruction not minding the integration of technology-based instruction into instructional delivery. The resultant effect has been students' persistence poor achievement in Biology at both internal and external examinations in Nigeria. Although, a variety of approaches to the teaching of Biology abound, the use of lecture method with computer animation package is not popular among teachers in Ogun State. Therefore, this study aimed at finding out if lecture method is supplemented with computer animation package could improve academic performance amongst senior schools Biology students. The moderating variable of gender was also examined.

### **Research Questions**

The following research questions were answered by the study:

- Which treatment groups (experimental or control) will record higher gain in students' achievement in secondary school Biology?
- Which students' gender will record higher gain in students' achievement in secondary school Biology?

### **Hypotheses**

The following hypotheses were generated to guide the study and tested at 0.05 level of significance.

$H_{01}$ : There is no significant difference between the mean achievement scores of

students taught Biology using lecture method supplemented with computer animation package and those taught with conventional teaching method.

H<sub>02</sub>: Gender will not significantly influence the effect of instructional package on students' academic achievement in Biology.

H<sub>03</sub>: The interaction effect of instructional package and gender on students' academic achievement in Biology is not significant.

### Method

A quasi-experimental design using non-randomized, non-equivalent, pretest, posttest experimental group design was adopted for this study with 2 x 2 factorial matrix. The two groups were randomly assigned to experimental and control groups. The groups were mixed with two levels of gender (male and female) to determine its interaction effect on students' academic achievement in Biology.

The design layout is shown below:

O<sub>1</sub> X O<sub>2</sub> (Experimental group)

O<sub>1</sub> O<sub>2</sub> (Control group)

Where:

O<sub>1</sub> = Pre-test for both groups

O<sub>2</sub> = Post-test for both groups

X = Experimental treatment (lecture method + computer animation package)

The population for this study comprised all the senior secondary two (SS 11) students offering Biology in public senior secondary schools in Ijebu East Local Government Area of Ogun State. Sixty six (66) students (30 males and 36 females) were used for the study and they were drawn from SS 11 students offering Biology in Ijebu East Local Government Area of Ogun State. The two schools where the students were drawn were purposively selected on the basis of the following criteria:

- a. The schools must be offering Biology at the senior secondary school level.
- b. The schools must have educationally qualified biology teachers possessing B. Sc. (Ed.) or B. Sc. and Postgraduate Diploma in Education
- c. The schools should not be very close to each other to prevent subject interaction effect that could affect internal validity of the study.
- d. The schools must be co-educational with good number of male and

female students

because of the inclusion of gender as moderator variable in the study.

One intact class in each of the selected schools was randomly chosen and used for the study. A sample of sixty six students from two intact classes of SS 11 students offering Biology was used. The experimental group (n = 29) was taught using lecture method + computer animation, and control group (n = 37) was taught using conventional lecture method.

The two instruments used to collect relevant data for the study were:

- i) Biology Achievement Test (BAT)
- ii) Instructional Guide for lecture method supplemented with computer animation package (LCP)

Biology Achievement Test (BAT) was a researcher-developed instrument to measure students' achievement in Biology. It had sections A and B with the section A eliciting learners' demographic details while section B consisted of 25 multiple choice test items on the heredity and variation. The 25 items were decided upon after careful analysis of the initial seventy-five items. The test covered three levels of Bloom's taxonomy of educational objectives - that is, knowledge, understanding, and application. The instrument was validated with the help of two experienced biology teachers in secondary schools and two experts in test construction from the Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye, Nigeria. The suggestions and comments of the experts were used to modify the test items before the final production. The reliability of Biology Achievement Test (BAT) was determined after being administered twice on a sample of 20 secondary school 11 (SS 11) students offering Biology at a school that was not part of the study but which has similar characteristics as the schools selected for the study. The test re-test reliability method was used to analyse the students' responses obtained twice within the interval of two weeks and it yielded a co-efficient of 0.67.

The Lecture Method +Computer Animation Package (LCP) was meant for the experimental group. The LCP was developed based on the lesson note to be used for the study by the researcher and a computer programmer using Digicel's Flip Book animation software. Other computer applications that were also utilized during the development process were Macromedia Fireworks 8, and Macromedia Flash 8. Macromedia Fireworks was used for specific texts, graphics and buttons. The voice over of the animation was done using audacity and finally compiled after inserting the audio in the package. The package contained of genetics concept of Biology (heredity and variation) which were

subdivided into four lessons. It contains introductory page, lesson objectives, formative evaluation questions, animated-images, text and well-structured genetics concept of Biology which were subdivided into four lessons. The learning package was pilot tested after being validated by a computer programmer, two educational technology experts and two Biology teachers. Based on their responses and comments, necessary adjustments were made before the administration of the instrument. After the completion of a lesson, students take quiz which was marked and scored by the researcher. The package was installed on the laptop and displayed to the students via a projector on the screen for classroom instruction.

In collecting the data for this research, the objectives and the modalities of the study were

specified and operational guide was produced before the commencement of the treatment. In all, two biology teachers from the selected schools served as research assistants and one of them was trained on how to use of the Lecture Method + Computer Animation Package (LCP). Biology Achievement Test (BAT) was administered to sample students as pretest to ascertain the academic equivalence of the students before the treatments. The treatment was administered for four weeks. The LCP was projected onto the screen via LCD projector for the experimental group. The students read, listened, and watched the animated package of the lesson. After class presentation, students attempted multiple choice objective questions. During the study, the experimental group was exposed to the Lecture Method + Computer Animation Package (LCP), while students in control group were exposed to the conventional teaching method. Immediately after the treatment, BAT was administered as post-test. The following are the specific procedure for each group.

- (i) Experimental Group: This group was taught using lecture method with computer animation package (LCP). The teacher explained the objectives of the lesson to the learners. The computer animation package with biology contents was presented using laptop via liquid crystal display (LCD) projector on the screen. The teacher presents information and displays animation of the Biology contents in 2-dimensional view to the learners. Lesson demonstration was done by teacher and also learning tasks are presented using computer animation package in the classroom simultaneously. The teacher intermittently paused the video to allow interactions between the teacher and the students as well as among students. At the end of each unit, students attempted 10 (ten) multiple choice objectives questions after which the teacher then marked and

scored accordingly. Lastly, the assignments were projected on the screen via the LCD projector

- (ii) Control Group: The control group was exposed to conventional method of teaching. The

research assistants taught students in control group using some instructional charts to explain the genetics concept of biology. Immediately after four weeks of treatment, BAT was administered as post-test to measure the achievement of different groups. Scores from the post-tests ( $O_2$ ) as well as those from already collated pre-test ( $O_1$ ) were collated for analysis.

Data analysis involved the use of both descriptive and inferential statistics. Mean, standard deviation and mean gains scores were the descriptive statistics used to show estimates of the pre-test and post-test scores in achievement in secondary school Biology according to the different levels of independent and moderator variables (instructional package and gender) were used to answer the research questions raised. The three hypotheses formulated were tested using the univariate analysis of covariance (ANCOVA) test with pre-test scores serving as covariates. The analysis was done at 0.05 level of significance. Multiple Classification Analysis (MCA) was used to show and explain the magnitudes of the mean post-test achievement scores across the different levels of instructional package and gender.

**Results**

Research Question 1: Which treatment groups (experimental or control) will record higher gain in students' achievement in secondary school Biology?

**Table 2: Students' Pre-test and Post-test Achievement Scores in Biology**

<b>Instructional Package</b>		<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>Mean Gain</b>
<b>LCP</b>	Pre-test	29	10.22	2.61	9.50
	Post-test		24.35	2.32	
<b>CMT</b>	Pre-test	37	10.72	2.15	3.29
	Post-test		20.43	2.01	
<b>Total</b>	Pre-test	<b>66</b>	<b>10.62</b>	<b>4.38</b>	<b>11.60</b>
	Post-test		<b>23.35</b>	<b>3.19</b>	

The result in Table 2 shows the pre-test and post-test mean achievement scores of the sampled students in Biology before and after exposure to the two levels of instructional package. The result shows that the students exposed to

Lecture Method +Computer Animation Package (LCP) (N= 29) recorded pre-test mean achievement score of 10.22 (SD = 2.61) and post-test mean achievement score of 24.35 (SD =2.32); thus, yielding mean gain of 9.50 while the students exposed to conventional method of teaching (N= 37) recorded pre-test mean achievement score of 10.72 (SD = 2.15) and post-test mean achievement score of 20.43 (SD = 2.01); thus, yielding mean gain of 3.29. The result shows positive mean gains in achievement in both the experimental group and control group but higher mean achievement gain in the experimental group. Hence, Lecture Method +Computer Animation Package (LCP) appears to yield higher achievement gain in Biology than the conventional method.

Research Question .2: Which students' gender will record higher gain in students' achievement in secondary school Biology?

**Table 3: Gender Pre-test and Post-test Achievement Scores in Biology**

Gender		N	Mean	S.D.	Mean Gain
Male	Pre-test	30	20.20	4.30	1.44
	Post-test		23.05	4.57	
Female	Pre-test	36	20.20	3.90	0.78
	Post-test		21.59	4.28	
Total	Pre-test	66	20.20	4.09	1.07
	Post-test		21.52	5.55	

The result in Table 3 shows the mean achievement scores of the sampled male and female students in Biology before and after exposure to the instructional package. The result shows that the 30 male students recorded higher post test mean achievement score of 23.05 (SD = 4.57) than the 36 female students who recorded post-test mean achievement score of 21.59 (SD =4.28). It further revealed that positive mean gains across the level of gender when the pre-test and post-test scores are compared, with the male students recorded higher mean achievement gain of 1.44.

Hypothesis 1 ( $H_{01}$ ): There is no significant difference between the mean achievement scores of students taught biology using lecture method supplemented with computer animation package and those taught using conventional teaching method. The results of the main and interaction effects of lecture method supplemented with computer animation package and gender on students' achievement in biology is presented in table 4.

**Table 4: ANCOVA of Students' Achievement in Biology According to Treatment and Gender**

Source of Variation	Sum of Squares	df	Mean Square	F	Sig. of F
Main Effects	857.312	1	857.312	38.565	0.000
Covariates (pre-test)	1753.835	1	1753.835	78.894	0.000
Treatment	504.080	1	504.080	22.676	0.003*
Gender	47.056	1	47.056	2.157	0.143
<b>2 Way Interaction</b>					
Treatment * Gender	327.407	2	327.407	14.329	0.231
Explained	2244.027	8	561.021	25.232	0.000
Residual	2512.229	53	22.128		
Corrected Total	4756.287	65			

\* Indicate significant F at 0.05 level; R Squared =.472; (Adjusted R Squared =.453)

The result in table 4 showed significant outcome for treatment ( $F_{(1,53)} = 22.676$ ,  $P < 0.05$ ) and this implies that there is significant difference in the mean post-test achievement scores of the students after exposure to the two levels of instructional package. As a result, the null hypothesis one ( $H_{01}$ ) is rejected.

**Table 5: Multiple Classification Analysis of Students' Achievement Scores According to Treatment and Gender  
Grand Mean = 14.454**

Variable+ Category\ Treatment	N	Unadjusted Deviation	Eta	Adjusted for Independent + Covariates	Beta
LCP	29		3.215	3.107	<b>0.490</b>
CTM	37		-3.220	-3.342	<b>0.497</b>
Gender					
Male	30		0.533	0.755	<b>0.076</b>
Female	36		-0.449	0.543	<b>0.105</b>
<b>Multiple R Square</b>					<b>0.253</b>
<b>Multiple R Square</b>					<b>0.505</b>

\* Indicate significant F at 0.05 level

In table 5, the result showed that with a grand mean of 14.454, the students exposed to lecture method + computer animation package (LCP) recorded higher adjusted mean post-test achievement score, 17.561 (i.e.  $14.454 + 3.107$ ) than the students exposed to conventional method of teaching (CMT) who recorded



adjusted mean post-test achievement score of 11.112 (i.e. 14.454 -3.342). This outcome thus showed that LCP, with the higher adjusted mean post-test achievement score appears to be a better strategy for teaching and improving students' achievement in biology than the conventional teaching method.

Hypothesis 2 ( $H_{02}$ ): Gender will not significantly influence the effect of instructional package on students' achievement in Biology. The results of the main effect of gender in table 4 shows non-significant main effect of gender on the students' achievement scores ( $F_{(1,53)} = 2.157, P > 0.05$ ). This outcome implies that there was no significant difference between the scores obtained by male and female participants in the achievement test in Biology. As a result, the null hypothesis two is retained.

However, the result of the multiple classification analysis (MCA) on gender in table 5 shows a grand mean of 14.454, the male learners with adjusted mean post-test achievement score of 15.209 (i.e. 14.454 + 0.755) recorded higher achievement in Biology than the female learners whose adjusted mean post-test achievement score was 14.997 (i.e. 14.454 + 0.543). This outcome shows that the male learners recorded higher and better achievement scores than the female learners but the obtained difference is not statistically significant.

Hypothesis 3 ( $H_{03}$ ): The interaction effect of instructional package and gender on students' academic achievement in biology is not significant. The results of the 2-way interaction effect of instructional package and gender in table 4 shows no significant interaction effect of the instructional package and gender on the students' achievement scores in Biology ( $F_{(2,53)} = 14.329, P > 0.05$ ). This means there is no significant difference in the mean post-test achievement scores of male and female students after exposed to the two instructional package (Lecture Method + Computer Animation Package (LCP) and Conventional Method of Teaching (CMT)).

## Discussions

The outcome in hypothesis one showed that LCP, with the higher adjusted mean post-test achievement score appears to be a better strategy for teaching and improving students' achievement in biology than the conventional teaching method. Therefore, the results indicated that the LCP was more effective in promoting achievement than the conventional teaching method. This agrees with the findings of Akpoghol, Ezeudu, Adzape and Otor (2016) and Ugwuanyi, *et. al.* (2020), who found lecture method supplemented with computer animation

package had significant positive effects on student achievement in electrochemistry and physics respectively. A plausible reason for this outcome might be due to the fact that students participated actively in the learning process and also the students' interests were aroused.

The outcome in hypothesis two showed that the results of the main effect of gender on the students' achievement scores in Biology showed that there is no significant main effect of gender on achievement in Biology. The reason for this outcome may be due to the teacher's ability to give students, regardless of their gender, opportunities to ask questions and make some clarifications. This finding lends credence to the findings of Adebajo (2019); Olurinola (2015) which revealed no significant gender gap in the students' achievement in Biology and creative art. The result however negates the findings of Awobodu (2016); Oludipe (2015) who reported a significant effect of gender on students' achievement in Biology and Chemistry.

The outcome in hypothesis three showed that there is no significant difference in the mean post-test achievement scores of male and female students after exposed to the two instructional package (Lecture Method + Computer Animation Package (LCP) and Conventional Method of Teaching (CMT). Hence, the null hypothesis three is retained. The reason for this outcome is that students irrespective of gender had similar disposition to the instructional package used in the study since the students tend to show more interest in what they did and this is in agreement with the findings of Adebajo and Yusuf (2022); Omoniyi, Adebajo and Olurinola (2018) who reported that there is no significant interaction effect of the instructional package and gender on the students' achievement scores in Biology.

## **Conclusion**

The study investigates the effects of lecture method supplemented with computer animation package on secondary school students' academic achievement in Biology. The study reaches the conclusion that lecture method supplemented with computer animation package is effective in solving the problems of students' unstable academic achievement in senior school Biology. The study also infers that there is no significant main effect of gender on the students' academic achievements in Biology. Furthermore, the study agrees that there is no significant interaction effect of instructional package and gender on the students' academic achievement in Biology.

## Recommendations

Consequent upon the findings, the study recommends the followings:

1. That teachers should adopt the use of lecture method supplemented with computer animation package to assist students in improving the quality of their learning in Biology.
2. Government at all levels should sponsor workshops where teachers and other stakeholders could be trained on how to use the package.
3. The package should also be integrated into the teacher education curriculum for the pre-service teachers.

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## IMPERATIVE OF PEACE EDUCATION CURRICULUM IN ADULT EDUCATION FOR ACHIEVING MULTI-ETHNIC COHESION IN NIGERIA

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### **Abstract**

*Several policies have been formed by the Nigerian Government in order to find solutions to multi-ethnic conflicts without significant success. It has become diversity in unity rather than unity in diversity. Not emphasizing on the imperative of peace education curriculum in adult education for achieving multi-ethnic cohesion is the missing ingredient. Adults are the immediate solution providers of any conflicts, pillar of national development and unity. Therefore, adults must be deliberately and continuously exposed to peace education and learning. The researchers take a look at peace, peace education, objectives of peace education in adult education, peace education curriculum, the meaning of adult education, perspective of multi-ethnic nature of Nigeria and the current situation. In doing this, relevant literatures were reviewed on the keywords, peace, peace education, curriculum and adult education. The paper also introduced two strategies of maintaining peace (detribalization and group mobilization) and concludes with suggestions.*

**Keywords:** Peace, Peace Education, Curriculum, and Adult Education.

### **Introduction**

Peace, no doubt is the most treasured and the greatest assets of man. It is a global value that is in high demand as no nation, no matter how strong or populous can develop in a state of chaotic political, economic, social and religious backgrounds. Institutions crave and pray for peace for national development because man is a social being. It is in realization of the need for peace within and among nations that the United Nations (UN) 1945), in order to save succeeding generations from the scourge of war in its charter mandates the UN and its member states to maintain International Peace and Security. Over the years, the UN has often been called upon to prevent disputes from escalating into war, or to

help restore peace following the outbreak of armed conflict and to promote lasting peace in societies emerging from wars (UN, 1945). In line with the UN philosophy of world peace, the Federal Republic of Nigeria, through the National Policy on Education has demonstrated its resolved to (a) “live in Unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice (b) promote inter-African Solidarity and world peace through understanding” (FGN, 2013.p1). The overall philosophy of Nigeria in the national policy on Education is a clear demonstration and evidence that Nigeria is a peace-loving country that believes strongly in unity and world peace for better environment for mankind. Unfortunately, despite these efforts, there has been series of multi-ethnic chaos and conflicts, terrorism, kidnapping, unknown gunmen- attacks, banditry, ethno-religious and political crises and killings. The series of conflicts and crises as witnessed in Nigeria for decades, especially in the present democratic dispensation, have become a source of worry and have so far impeded Nigeria's efforts to achieving peace, unity and national development.

It is in this direction that Osaat, Orlukwu and Iyleka-Jaja as cited by Ofoegbu and Ugwuegbulam (2020) have noted with regrets that all programmes and efforts made by various governments in Nigeria to maintain peace and unity through peace building are not enough as more devastating violence hits the nation on regular basis. This paper therefore, showcases the imperative of peace education curriculum in adult education programme for proper implementation and adoption to promote peaceful co-existence and national development in multi-ethnic nation, Nigeria.

### **Concept of Peace**

Life without peace is frustrating and meaningless. Peace has always been among humanities' priority. The most precious and desired gift some communities, states and nations are looking for presently is peace. It has indeed become essential commodity sought for all over the world. Peace is not merely the absence of war and haltered but the presence of cooperation, compassion and worldwide justice (world peace Newspaper 2018).

According to UNESCO (1999) declaration, peace is in the mind of men. It is a state of being calm. According to Miller & Pencak (2022), peace describes a society or a relationship that is operating harmoniously and without violence or conflict peace is understood as model of cooperation and integration among groups, characterized by the absence of violence and the presence of justice,

equality, harmony with oneself and other human beings and nature (Pino, 2013). In other words, peace is something that springs from inborn desire to smile and be happy Roberts (2004) equally believes that peace is not something you wish for, it is something you make, something you do, something you are, something you give away corroborating with statement of Jesus to his disciples. “Peace, I leave with you, my peace I give unto you, John 14:27”.

In addition, Kimani (2004) believes that peace is always possible and it always prevails. But it has to be nurtured and cultivated on daily basis. Mayor, UNESCO Director General (1987-1999 in Olomukoro, 2015) states that: “Without peace, there is no development, no justice, and no democracy. To go from a culture of war and violence to a culture of peace and dialogue, we have to change the values, attitudes and behaviour of the past” (UNESCO 1999). Instead of the cynical proverbs, if you want peace, prepare for war. Peace is for man or woman in his or her environment. Peace therefore, is a condition of environment that is characterized by healthy interpersonal and relationships, presence of justice, equality and fairness to all. Peace is a fundamental process and requirement for continuing existence of man on the planet earth.

#### **Peace Education from the Perspective of Adult Education**

The imperative of peace education in sustenance of human life cannot be over emphasized. Peace education is aimed at creating awareness about causes and dimensions of domestic and global conflicts, way of preventing them as well as measures of remediating them. Peace education, according to UNICEF (1999) refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behavioural changes that will enable children, youths and adults to prevent conflict and violence both overt and structural to resolve conflict peaceful and to create the conditions conducive for peace, whether at an intrapersonal, interpersonal, inter group, national or international level.

The above points out that peace should be built among people to avoid conflict and violence. In corroboration with this view, Harris and Synott noted that peace education should emphasize the desire for peace nonviolent alternative for managing conflict and skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality and raise awareness on human rights. According to Ugwu and Mbalisi (2016), Peace education empowers learners with the knowledge, skills, attitude and values necessary to end violence and injustice and promote culture of peace.



According to Schmidt (2006), Peace education is about empowering people with skills and knowledge.

- To build, maintain and restore relationships at all levels of h u m a n interaction.
- Develop positive approach towards dealing with conflicts from personal to the international.
- To create a safe environment both physical and emotional that nurtures individuals.
- To create a safe world based on justice and human rights.
- To build sustainable environment and protect it from exploitation and war.

Peace education therefore, aims at ameliorating the escalating level of violence in various forms so that individuals can live and work in a relatively peaceful atmosphere that could ultimately engender “a global culture of peace” (Oyitso and Omage, 2014 p2). Peace education, therefore, primarily, intends to develop in the individual skills, attitudes and knowledge with cooperative and participatory learning methods and an environment of tolerance, care and respect. Furthermore, Ugwu and Mbalisi (2016) list the contents of peace education to include; information about human community, importance of building peace in communities, forming peace building committees in communities, different types of conflicts, the responsibilities of peace builders' committees in communities and different styles of managing conflicts to achieve peace among community members. With these, it is believed that community members will learn to live in peace and bring up their children in the culture of peace. Reardon (2002) has characterized peace education as follows:

1. Peace education is always normative and never value free. For example, all human beings by the fact they are human, are endowed with basic human dignity and have inherent self-worth, regardless of gender, age, race, colour, religion, socio-economic class, intellectual and physical ability. This is one of the central value judgments of peace and human right education.
2. Peace education is problem-centred, hence inquiry-oriented concerns are rooted in the core problematic of violence. This could be - o r g a n i z e d (e.g. war, genocide, terrorism); Political (e.g. authoritarian rule and repression/denial of political participation); Cultural (e.g. racism, sexism, ethnocentrism, ableism); and Environmental (e.g. resource use, pollution of water and air, degrading of soil).
3. Peace education is conceptual, dealing with germinal ideas.

4. Peace education is holistic and multidisciplinary, focusing on interrelatedness of problems and systems. It links theory (challenging the dominant paradigm), pedagogy (promoting engagement for development of capacities and communities) and action (for personal, structural and cultural transformation).

5. Peace education ecological, taking the living systems approach.

The basis for peace education is character development, which promotes peace and peaceful co-existence among people, communities and nations. Such character development emphasizes absence of violence that recognizes justice, equality and freedom (Eyetsemitan 2007). Peace education in essence is concerned with the philosophy that teaches non-violence, love, compassion, trust, fairness cooperation and reverence for human life on our planet.

### **Objectives of Peace Education in Adult Education**

The objectives of peace education according to UNESCO (1974) recommendations are;

- Continuing learning, training, information and action which will develop the individual intellectually and emotionally.
- It should develop a sense of social responsibility and solidarity with less privilege groups and should lead to observance of the principles of equality in everyday conflict.
- It should help develop qualities, attitudes and abilities which will enable the individual to acquire a critical understanding of problem at the national and the international level.
- To understand and explain facts, opinions of ideas to work in a group.
- To accept and participate in free discussions
- To have value judgments and decisions on a national analysis of relevant facts and factors (UNESCO in Oyitso, 2014).

The characteristics and objectives of peace education as stated above are aimed to inculcate principles of peaceful co-existence among individuals and groups living within the environments to foster good interactions among nations and promote world peace.

### **Concept of curriculum**

The term curriculum, since its introduction in education has been variously defined by key players in the field of Arts, social science, education and other related field of study. “Curriculum” derived from a Latin word meaning “a running course”, race, running on a wager, a race –ground, or a career. In its original Latin usage, it meant a “running” or a course which one runs to reach a

goal” (Onwnka, 1996). Curriculum is a planned programme of learning opportunities to achieve broad educational goals and related objectives. Curriculum is significant because it reveals what educational purposes the nation aims to attain. In this case it is the society that determines what school curriculum should be according to its felt needs. For instance, the overall philosophy of the nation includes, but not limited to live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice and promote inter-African solidarity and world peace through understanding (FGN, 2013.p1). This justifies the need for peace education curriculum in adult education.

Peace education curriculum is constantly and consistently in the mind of man. Peace education curriculum refers to progressive systematic, thematic translation of overall philosophy of the nation to live in unity and harmony and promote international solidarity and world peace (FGN, 2013). Peace education curriculum is a designed teaching plan to reduce violence, confusion, crisis and conflicts, in the life of learners and inculcate, in them the skills, attitudes and knowledge that will enable them communicate effectively with people in love, peace and unity. All these invariably foster national development. The curriculum for peace education is concerned with planned objectives for learning the content, characteristics, objectives, evaluation to certify the extent the objectives have been achieved and the environment within which learning takes place. This curriculum is predetermined, organized and sequentially arranged.

### **The meaning of Adult Education**

Adult Education is one of the special professions with the aims and objective of improving the conditions of the members of the society. It is a form of academic programme that is imperative in solving socio-economic, cultural political and environmental problems (Daramola, 2015). Adult education accommodates all forms of education: formal, non-formal and informal aspect of education (Nzeneri, 2008). This implies that adult education is dynamic and accommodates all learners. Adult education can be seen as the transmission process of general, technical or vocational knowledge as well as skills, values and attitude which take place out of the formal educational system with a view of remedying early education, inadequacies or mature people or equipping them with knowledge and cultural elements, required for their self-fulfillments and active participation in the social, economic and political life of their societies (Seya, 2005). It gives rooms to those who have not had the opportunity to attend formal education to acquire skills and knowledge that can be useful for them in the society they

belong. For any nation to enjoy peace and tranquility, adult education must be given a priority attention because it is the adults that take decision and control the affairs of the nation. UNESCO in Aliwa (2017) defines adult education as the body of organized process aimed at prolonging or replacing formal education in schools as well as apprenticeship whereby individuals, who are regarded as adults, engage in order to bring changes to their attitudes and behavior and also for the full personal development. These adults try to meet the felt needs, interest and values of the society through their commitment to peaceful co-existence and development. Adult education gives second chance education to the poor, the disadvantaged groups and gives opportunity to people to upgrade themselves in the workplace and to engage in meaningful economic activities for individual and national development.

The imperative of adult education in the life of individuals and nations cannot be neglected as no nation will develop and achieve peaceful living without educated community members especially adults that are the custodian of each community. Lending credence to this fact, the federal republic of Nigeria (2013), mandates adult education to give the adult citizens civic education for public enlightenment which will reflect on secured environments and day to day activities for national development.

### **Perspectives of Multi-ethnic Nature of Nigeria and the Current Situation**

The cultural enrichment and national development Nigeria has received from multi-ethnic relationship and unity cannot be overlooked. The relationships that have existed among the ethnic groups have clearly showcased Nigeria outstandingly in the global setting. This is most observable in sports, music, dance, Arts, textiles, films, drama, poetry, religion writing, and books; also in the world of Engineering, Medicine, Education, entertainment (comedy), Technology and other professional expertise. Hardly can anyone travel to any part of the world without seeing a Nigerian in one professional field or vocation or the other. Though there is observably diversity in the unity, it is noteworthy that Nigeria has indeed multiple ethnic grouping differing in language, religion customs, political organization and in general appearance.

Looking at a study by Anigbo (1988) the cultural differences were not neglected by the Amalgamation Act of 1914 when Lord Lugard upheld Nigeria for Northern and southern protectorate and instituted one government for all the people. This resulted to the birth of Nigeria in name and action.

Anigbo maintained that a number of unifying measures were gradually applied in

the whole country. These include common currency, uniform system of taxation, networks of roads and railways, security system which guaranteed freedom of movements all over the country. With all these measures, Nigerians from different tribal grouping were able to travel out of their home bases to find suitable employment in entirely new cultural environments. Contacts between the various cultural groups were simplified by the use of the English Language which is learnt at school by all Nigerians. The provision of English Language made it easy for greater understanding among the ethnic groups in trade, business, marriage, education, political pursuit and co-existence in the multi-ethnic society of Nigeria. Though Nigerians appeared to have developed a great sense of common destiny for they expressed united opposition to colonialism and fought for freedom from Britain, the division remained (Anigbo 1988).

One avers that the ideas listed below were the bases of division and multi-ethnic differences in Nigeria:

- a) British administrators created and applied separate administrations for the south and north of Nigeria with federation based on a regional presence with strong ethnic base. Hausa-Fulani in the North, Igbo in the East, and Yoruba in the west. This paved way for competitions for administrative offices and invariably sharpened cultural distinctness of the people.
- b) The partition of Nigeria structure into state that was introduced to widen participation and inclusion of the minority groups to have a say in their affairs in the multi-ethnic Nigeria.
- c) The quota system, the federal character, special attention to the so-called “educationally underdeveloped areas” which are subjectively criteria devised for the distribution of amenities or academic opportunities to special areas and believed to promote even development for the whole country only emphasised multi-ethnic differences and division (Anigbo, 1988).

In a multi-ethnic setting like Nigeria, hatred, conflict, crises, lack of trust among the ethnic groups, nepotism, tribalism, discrimination and various kinds of animosity thrive at their peak. There is observable intense interaction and competition for scarce goods political offices and values which are potentially accessible to only those people that have access to the ruling government. Currently, Nigeria is facing ethnic crises across geopolitical zones which have resulted in loss of lives and unquantifiable damages on properties.

The violent nature of the ethno-religious conflicts often takes the form of risks, sabotage, assassination, armed struggles, guerilla warfare and secession in

Nigeria, which have had major implications on the political and economic development of the nations (thisdaylive.com)

Ezeobi (2021) reported that the multi-ethnic conflicts gave rise to the establishment of group such as Odua People Congress (OPC) Bakassi Boys, Egbesu Boys, Ijaw Youth Congress (IPC) Arewa People's Congress (APC) and move for the actualization of Biafra (MASSOB).

Abdulrazak as cited in Ezeobi (2021) decried that tribalism has been elevated to dominate national discourse, control how people think, talk and determines who they oppose or support. The researcher explains further that this is promoted by the political elites, embraced by the young and old passed from generation to generation and even has base in the constitution. On this note, the ethnic diversity of Nigeria has more or less been a threat rather than a source of national pride and development as one can observably perceive underdevelopment, social tension, displacement of people, destruction of private and public properties, disruption of means of livelihood, imposition of command of instruction on people, unnecessary killings, disruption of education, movement barriers and many others. The recent wave of ethno-crisis has become alarming and practically across all the geopolitical zones and states. These make headlines in almost all the television channels; farmers and headsmen, unknown gunmen, unnecessary killings, bandit attacks on people, attacks on police, politicians, jail breaks and other horrible acts. Even these acts are displayed in social media without fear of the consequences.

### **Two strategies to include in peace education curriculum**

However, as earlier said in this study, inclusion of peace education curriculum in adult education will enhance multi-ethnic cohesion which invariably leads to national development. Even as it is, Nigeria has been known to be a great country in all spheres of life. Therefore, adult education through peace education curriculum has to include the concept of detribalization. In this, individuals from different ethnic groups living together and sharing boundaries will have to learn to shed some past toxic, wrong misleading and obnoxious knowledge of some cultural characteristics, religious extremism and other unhealthy actions to accommodate themselves with other ethnic groups. Anigbo (1988) sees this as an exercise in mutual tolerance for peaceful co-existence. As Nigeria struggles to adhere and meet up with the global standard of national development, the people require group mobilization to succeed. This is done when people learn and decide to embrace ethnic loyalty in defense of private interest to achieve a common goal for the development of man irrespective of ethnic background.

## Conclusion

This paper has attempted to examine the inclusion of peace education in curriculum of adult education for achieving multi-ethnic cordial relationship in Nigeria. It is noteworthy that Nigeria as a multi-ethnic nation has achieved outstanding landmarks in terms of national development collectively. However, division, lack of trust, political struggles, and all sorts of inequality have been quite observable: proper implementation of education curriculum will not only achieve peaceful co-existence, national development, also promotes self-reliance and independency as people will mingle freely in business, marriage, religion activities, freedom of speech, trust, honesty, sincerity and even share of national wealth. Therefore, peace education curriculum is imperative in all ramification in adult education because adults are the first driver of national unity and development.

## Suggestions

1. The government should form a committee comprising adult educators to design special programmes that will be aired in television channels and radios to emphasis on peace education for national development and unity.
2. The Nigeria National Council for Adult Education (NNCAE) should be given its position to handle all aspects of adult education programmes in Nigeria.
3. There should be adequate supervision and monitoring of documented curriculum and education policies to evaluate their efficacies in Nigeria by the Federal Ministry of Education.

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## PEACE EDUCATION AT THE BASIC EDUCATION LEVEL: A PANACEA FOR NATIONAL DEVELOPMENT

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### **Abstract**

*Lately, Nigeria has been faced with heart-melting and life-threatening situations such as violence, chaos, killings, terrorism among others, which have devastating effects on lives, property and threaten peaceful co-existence and national development. Diversity of ethnicity, religious belief, selfish interest of different groups, poverty and bad governance have contributed greatly to lack of peace in our environment which is one of the building blocks on which national development stands. This paper focuses on peace education at the basic education level: a panacea to national development. Challenges facing peaceful co-existence in Nigeria and benefits of inclusion of peace education in the curriculum were looked at. However, suggestions such as inclusion of peace education in the curriculum, re-orientation of our value system, good governance by political leaders and adequate funding of schools were made. This paper proposes that suggestions proffered should be looked into as this will improve peaceful coexistence to ensure national development.*

**Keywords:** *Peace Education, Basic Education, National Development*

### **Introduction**

For some decades now, the universe has been faced with heart melting and pathetic happenings that are characterized with devastating effects such as pain, suffering, sickness, hunger, poverty, homelessness, insecurity, conflicts, destruction of lives and property. In Nigeria, unrest has been in form of herders / farmers conflict, militancy, assassination, kidnapping, Boko Haram activities, terrorism, inter-tribal conflict, inter communal conflict, vandalization of private and public property, political thuggery, killings, religious crisis, among others which have threatened and will continue to threaten national development and stability if not checked. Many countries such as Liberia, Lebanon, Syria, Rwanda, Nigeria, Iraq, Iran, Democratic Republic of Congo, Somalia, Sudan,

Russia and Ukraine have experienced war and the aftermath of war is evident in our world today. It is believed that Education is a veritable tool for shaping the minds of the youth and will lead to change of attitude which will also lead to youths being more responsive to their environment and advocating for peace.

Education is more than mere attending classes or acquiring certificates. Education is the transfer of knowledge, right attitude, relevant skills and values to the learners so as to initiate a change in behavior. It is an experience that brings about changes in behavior of learners. It is a learning process that inculcates knowledge and equips learners with characteristics to adjust properly to society's value system and cope with life's challenges. It is a tool for growth and development of a nation. United Nation International Children's Emergency Fund (UNICEF, 2011) defines education as a valuable tool for human improvement and extermination of poverty. Olatunji as cited by Agih, Paulley and Offor (2018) noted that education should develop the learners for citizenship and citizenship is not just about an individual being literate, and be solve mathematical operations or think critically but also one who possesses a national spirit of patriotism and complete sense of shared responsibility. This behavioral change in learners should be such that accepts and cherishes acceptable norms in society which ensure peaceful coexistence among individuals irrespective of tribe, language, race, ethnicity, religion, belief, among others. For this to take effect, there must be a functional education system hinged on relevant and adequate knowledge which is the bedrock of national development.

Considering the quality of graduates from the Nigeria's educational system, it is hard to ascertain if the citizenship aim has been attained. This may be probably because teaching and evaluation of affective traits are relegated to the background while the cognitive and psychomotor traits are more emphasized. The United Nations Educational Scientific and Cultural Organization (2017) advocates for an educational curriculum with citizenship education consisting of History, Civic Education and Political Development, to alter the views of learners beyond their myopic understanding of courses offered. Agih and Jonah-Etelias cited by Agih, Paulley and Offor, (2018) revealed that reoccurrence of juvenile delinquencies in our nation is as a result of mal-handling of affective domain in the school curriculum.

The progressive increase in crisis is caused by several factors among which are bad governance, culture, religion, poverty, unemployment and poor education. The prevalence of chaos in our world demands for a clarion call for peace

education to halt the menace ravaging economic and national development in Nigeria (Khairuddin, Razak, Idris & Ismail, 2019). It is alarming to note that children and young people contribute to a substantial proportion of the population of those involved in violence in the world and a high percentage of the population of these children could be found in West Africa and Nigeria in particular (United Nation, 2006). UN (2006) reported that many children grow up in the arena of conflict, civil unrest, political upheaval, terrorism, killings, violence, among others and they are forced to be young soldiers of violence. PM News as reported by Alao (2018) noted that children and teens were recruited by Boko Haram and positioned in the war front to deter operation of the Nigerian Armed Forces. Turkur (2017) reported that the governor of Borno State stated that Boko Haram activities have claimed over 100,000 lives and more than 2,114,000 people were internally displaced as at December 2016. UN (2006) noted that the success of involvement of children in violence lies on the faulty foundation of their learning process. The majority of children involved in violence are poor with no food, shelter and of little or no education. Adequate education of children from the cradle cannot be over emphasized (June, 2018) because it will enable them to understand when they are being brainwashed. Good quality early education of children should therefore not be sacrificed on the altar of anything.

The global reoccurrence of crisis calls for a state of emergency on peace education in order to rescue the present and future generations from total collapse of order and this could be possible if peace education is taught at the grassroots, continues throughout the stages of education and practiced at homes, schools, religious centers, communities, states and nations. It is on this background that the study intends to examine peace education in the basic education level in Nigeria system as a panacea for national development

### **The Concept of Education**

Education is as old as the beginning. It has different meanings to different people. Different generations have over the years educated their offspring through different methods. Till date, education is still as important as it were in the beginning. Education is the transmission of knowledge, skills, attitude, moral, value and culture from one generation to another. It could also be defined as the acquisition of knowledge, attitude, skills, value and moral to bring about a change in behavior of the learner. The National Policy on Education (FRN, 2014), sees education as the development of the individual physically, morally,

mentally, socially, economically, culturally and technologically to help learners perform creditably everywhere and always. It also defined education as an instrument par excellence for effective national development. The Nigeria Government has one of the best ambitions in its National Policy on Education and Universal Basic Education for its populace. The five main goals of education in Nigeria as stated in the National Policy on Education include

- a) Free and democratic society;
- b) Just and egalitarian society;
- c) United strong and self-reliant nation;
- d) Great and dynamic economy; and
- e) Land of bright and full opportunity for all citizens.

Basic Education is a nine year programme of education of all children of school age between ages 0 to 15 years old in Nigeria which includes 1 year pre-primary, 6 years primary education, and 3 years of Junior Secondary Education. It is the compulsory education of children in Nigeria from Kindergarten to junior secondary school three. It is one of the emphases of, “Education for all”, the move led by United Nations Educational Scientific and Cultural Organization and Millennium Development Goals (MDGs) which is free, compulsory and universal. Should the philosophy behind these provisions be harnessed consciously, ignorance, illiteracy, poverty, conflicts, biases, among others that threaten peaceful co-existence, would be eradicated, hence, a dawn of sustainable national development in Nigeria.

### **The Concept of Peace Education**

The construct of peaceful society remains important and cannot be detached from peace education, as education is seen as a tool for social change. United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014) opined that since war starts in the mind then defense of peace must be built in the mind too. Demir cited by Khairuddin, et al, (2019) reported that in developed nations, Peace Education has been integrated in their curriculum unlike in the developing nations. In Nigeria, however, peace education is getting more attention and has become a contemporary issue for discussion, perhaps, due to incessant children and youth delinquencies. What is peace? Peace means agreement, love, cooperation, absence of fear, justice, tolerance, feeling of safety, absence of hatred, strife and fighting. Higgins and Novelli (2018) view peace as the presence of harmony, equity, fairness, satisfaction, security, law and order. Peace Education is enhancing knowledge, attitude, skills and values required to cause a change in behavior of people to manage conflicts and chaos so as to enhance

peaceful co-existence. Webster as cited by Ekpoh (2015) defined peace education as the inculcation of knowledge which leads to advancement of skills, attitudes and behaviors to live in love with oneself, others and with the ecosystem. Peace Education is an embodiment that encompasses the totality of man's interactions in the family, peer group, religion, school, community, among others. Peace Education should not be restricted to classroom experiences but should be a lifelong education that promotes love, kindness, tolerance, forgiveness, patience, among others that brings about peaceful co-existence among individuals which leads to national development. Peace Education could also be socialization of young people for peace wherever they find themselves. Obiye (2020) defined peace education as alteration of the mind through imparting and attainment of right attitudes, skills and values to enable learners maintain peace everywhere they find themselves. Peace education calls for global attention due to incessant use of violence in response to disagreement between and among individuals, groups, communities, states and nations. Peace building exceeds ending of war but rather establishing institutions and confidence in the citizens that guarantee a peaceful tomorrow (Ban Ki Moon, 2009). Adjustment of the curriculum to accommodate inclusion of Peace Education is a concern at a time where national integration in Nigeria is still a challenge due to her diversity in ethnic, culture, religion, belief, among others and this is having a negative downturn on curriculum development in Nigeria. There is a shift of focus from prevailing issues of our time (the content and intended outcome of the curriculum) to non-essentials (number of Christians and Muslims in the country). Ekpoh (2015) opined that inclusion of Peace Education in the curriculum would be helpful in tackling prevailing issues of the age. The success of adjusting the curriculum to contain peace education in order to curb the menace of terrorism, killings, violence, among others depends on all the stakeholders involved from the planning stage to implementation stage.

### **Prospect of Peaceful Co-existence in Nigeria**

Every developed nation set out mechanism for inclusiveness and diversity management. Asogwa (2016) stated that Nigeria has 350 tribes with heterogeneous culture, ethnicity and background, which are advantageous to national development. These multicultural and multiethnic diversities have refused to come to agreement on certain important terms due to divergent views, hence, heterogeneous values leading to chaos in Nigeria. Over the years, Nigeria has been tagged the giant of Africa due to her natural and man-made endowment of resources for the benefit of its populace. It is quiet unfortunate that in the midst

of plenty, wealth and other potentials, national development is still a mirage. National development cannot be real in the face of chaos, crisis, violence, terrorism, political upheaval, kidnapping, inequality, destruction of lives and property. The former President of Nigeria, Goodluck Jonathan on July 26, 2012, opined that, “if Africa is to move forward and be competitive in the 21<sup>st</sup> century, gender inequality must be a major component of our national policies”. He advocated for women enablement through education to maintain peaceful co-existence in Nigeria. The laudable initiatives by different First Ladies in Nigeria for maintaining peace culture include, “Better Life for Rural Women”, “Women for Change and Development Initiative” and its campaign for women education and 35% women appointment into political offices. These initiatives are to empower women through education, since education is a strong weapon for maintenance of peace culture in societies. After many years of independence, Nigeria is yet to have a pass mark in infrastructure, health, power, economy, education, among others. Neglect of education by the government which has breed so many bitter fruits over the years has generally caused so much harm to the wellbeing of its citizens.

### **Peace Education and National Development**

National development encompasses a broad spectrum such as progress in education, social science, economy, human, political technology, cultural, among others. Chinyere and Nwiizor as cited by Azi, Erizia, and Nabelami, (2018) are of the opinion that national development guarantees absence of danger to life such as fear, sickness, poverty, hunger, ignorance by enhancing the standard of living of the people. It is impossible for security and national development to exist without right and adequate education in which peace education is one. Peace Education fosters scientific attitudes such as positive thinking, critical thinking, creativity and science skills such as listening, observing, among others. These scientific attitude and skills enhance healthy interaction, open mindedness, participation, socialization, self-realization and self- actualization which widens learners' perception about life and life's challenges, thereby ensuring peaceful coexistence, devotion, commitment, integrity and national spirit (Mbachu, 2018). Proper teaching and learning of science at the basic education level is paramount to ensuring peaceful co-existence in Nigeria. This is because education of science inculcates science attitudes and skills which are vital ingredients of peace education with the help of such techniques as interaction, active participation, contribution, group work, discussion, among others, which enhance reflection and critical thinking to

solving and resolving conflicting situation peaceably. Fink (2003) as cited by Writh and Perkins (2013) advocated for teaching and learning geared towards liberation of mind and ensuring critical thinking to enhance validation of thoughts, ideas and information. Science frees the mind from myths, biases and prejudices. Maximizing the potentials of peace education may be difficult in Nigeria, when there is insecurity and political instability which impede learners from achieving self fulfilment which translate to national development.

### **Challenges Facing Peaceful Co-existence in Nigeria**

Some of the challenges facing peaceful co-existence in Nigeria include value system, religion, non- revision of the curriculum to meet modern circumstances, lack of unity of purpose, politics in Nigeria, inadequate education, and poverty.

#### **Value System**

Value is an integral factor that drives any system, as value defines the principle of a system. It enables a system to fundamentally hold on the pillar of what they stand for. Nduka (2006) revealed that there seemed to be no clearly stated value system in Nigeria. This could be due to subjective and compromising value system in Nigeria. Azuka (2018) opined that biased views could be due to fight for cultural dominance by the three major ethnic groups in Nigeria. This fight has caused so much cultural diversity in Nigeria. Many adults, though schooled are deficient in characters are in the schools, homes, communities, and so on and are negatively socializing the young people. This is a threat to the present and future generation as they are in deep confusion of which value to uphold and blindly go about doing all sorts of irrational activities due to heterogeneous values and morals in Nigeria.

#### **Religion**

Religion is supposed to preach love, peace, togetherness, among others, but it is disheartening to know that religion is one of the problems in our world today. Religious creeds are being misread, misinterpreted, misappropriated, misapplied and indoctrinated on the young mind in order for them to be manipulated to commit crimes. Cleopas (2018) opined that the basic role of religion is to ensure peace and preserve life. Any religion that does otherwise will be anti-society and development.

#### **Non-revision of the Curriculum to meet Modern Circumstances**

The National Policy on Education stated that national educational goals shall include inculcation of national consciousness and national unity, appropriate values and attitude for survival of individual and society, training of the mind in the understanding of the world around which include diversities in culture, ethnic

and religion. The National Policy on Education did not clearly state peace education in the goals of education but made a reference to it in the goals of education. Nwana (2016) reported that teachers teach bits of peace education in lessons from civic, cultural arts, Christian religious knowledge and social studies because there is no official curriculum for Peace Education in Nigeria. Threatening issues in Nigeria could be linked to relegation of affective domain to cognitive and psychomotor domains. Agih & Jonah-Eteli (2011) are of the view that if the affective domain of primary learners is adequately taken into consideration by allocating more resources in developing and delivering them to the learners, the gains will include spending less in purchase of weapons and security ventures.

### **Lack of Unity of Purpose**

Lack of proper understanding and interest of stakeholders has challenged acceptability of peace education concept. Different stakeholders with diverse personal views and interest cannot be accommodated if the objectives of peace education must be achieved. The government, traditional leaders, religious bodies, parents, learners, schools, among others have compromised definition of peace and content of peace in form of jungle justice, injustice, silence to terrible happenings and violation of human rights. Due to subjective interest, important issues are being hijacked and politicized and these have continued to divide the country.

### **Politics in Nigeria**

Politics in Nigeria has further increased ethnicity and regionalism, thereby enhancing religious and ethnic intolerance in the country. The accumulation of wealth and power, corruption, wide margin between the rich and the poor and unjust social inequalities among the populace has translated to challenges in the system (Daniel, 2020). Alao (2018) reported that the media is often used by political leaders to cause division of interest which lead to chaos in the country in order to maximize gains. Engagement of young people in political violence such as rigging and snatching of ballot boxes promote conflicts, hatred, and violence, among others. This may be because peace education is not a priority on their agenda. Desperation for acquisition of political power by all means make politicians to be involved in various sorts of electoral malpractices which further divides the country and foster poverty, suffering and so on ( June, 2018 & Daniel 2020).

### **Inadequate Education**

Education in Nigeria has suffered much shipwreck over the years. Many children are still outside the classroom while those in the classroom are not getting



adequate education that will make them total beings. Education enables individuals to develop right attitude and skills for social responsibility. It gives capacity, confidence, ability and power to access right information and secure other privileges. Akinyemi and Isiugo as cited by Cleopas (2020) revealed that less 10% of the national budget was allocated to education between year 2006 and 2013. This is small compared to complex issues in education. Also, UNESCO recommendation of 26% allocation to education has not been attained by the government over the years (Obera, 2020). The frequency of strike actions by teachers of public schools at the basic level have continued to divide learners' attention and take away their focus from education while they are attracted to harmful activities. Nwosu (2017) revealed that adequate basic education with peace education will go a long way to solving societal problems which include destruction of lives and property.

### **Poverty**

Little or no education leads to poverty. Isiramen as cited Gabriel (2017) report that in 1991, the National Empowerment Development Strategy rated literacy in Nigeria at 71%. As at 1999, it dropped to 64.1% and 57% in 2005. Also, in 2006, National Bureau of Statistics in her survey reported that 46.7% of Nigerians are total illiterates and 53.3% are literate in the use of English Language only. In 2008, the United Nations Children Education Fund (UNICEF), revealed that 10 million children of school age are out of school and they are either involved in hawking or menial jobs in Nigeria. According to information Nigeria (2013) and Premium Times (2012), 70% of Nigerians are in poverty, unemployment rate is at 54%, difference in income gap is from 0.429 in 2004 to 0.4471 in 2010, life expectancy at birth is at 52years and maternal death rate is still high. The degree of poverty is so enormous that people have lost the inner strength to think right and act right due to want. Children in need of food, shelter and education are more vulnerable to violence. The wide gap between the rich and the poor leading to inequitable distribution of resources and social injustice aggravates agitation, intolerance, hate speeches, ethnic and cultural clashes, ignorance, poverty and sickness (Azi, Erizia & Nabhelami, 2018). Little wonder UNICEF (2011) stated that education is a crucial element for individual development and abolition of poverty.

### **Benefits of Inclusion of Peace Education in the Curriculum**

The passive handling of the affective domain in teaching and learning over the years could be one of the factors contributing to incessant crisis in our world today. Cleopas (2018) revealed that teachers pay little or no attention to the

affective domain as they do the cognitive and psychomotor domains. The affective domain hinges on recognition, acknowledgement and appreciation, among others. The affective domain should be deliberately and consciously emphasized by teachers if we must maximally benefit from the potentials inherent in peace education (Asuka, 2018). When we start to recognize ourselves, we acknowledge and appreciate ourselves, then, we begin to love more, which bring about peaceful coexistence, value for lives and property, hence, the dawn of national development. Inclusion of peace education will inculcate use of dialogue, deliberation, resolving conflict constructively and peacefully, build conducive atmosphere, positive thinking, critical thinking and enhance peaceful relationships. It will foster social justice, equality, respect for lives, peaceful protest, peaceful rallies, deliberations and when there are grievances between groups or among groups. Highlights on some benefits of peace education in the curriculum include reorientation of children about right knowledge, attitude and values, modification of thoughts, habit, characters to conform to acceptable norms, overhaul of myths and erroneous information and room for questioning and answers.

### **Modification of Thoughts, Habit and Characters to Conform to Acceptable Norms**

The alteration of thought, habit and characters of children with the aim of getting them to improve, cherish and conform to acceptable societal norms is very crucial (Azi et al, 2018). Over the years, these children have formed harmful characters due to their early exposure to violence in their environment which makes them harmful to themselves and others around them. The extent of peace, development, security, and safety enjoyed in Nigeria hinges largely on compliance of moral laws by its populace (Asuka, 2018). This could be done by a deliberate and conscious effort through peace education by all stakeholders.

### **Overhaul of Myths and Erroneous Information**

The reoccurrence of chaos and crisis in Nigeria could be that myths and erroneous information about peaceful co-existence have been passed from one generation to another, the aftermath of which is present with us. These wrong or incorrect information about life could be by parents, peer group, indoctrination by religious leaders and social media. Considering the happenings around us, there is need for a thorough examination of ideas, knowledge, and values children are exposed to change their mindset and get them to think and act in the right direction.

### **Conclusion**

Considering the happenings in Nigeria and around the world, it is noted that there

is a gap in Nigerian curriculum with respect to prevailing concerns. It is therefore pertinent to include peace education in the curriculum so as to instill and enhance peaceful value in learners at all levels of education especially at the grass root.

### **Recommendations**

From the above, the under listed actions are recommended for implementation:

- a) Inclusion of peace education in the curriculum to enhance right attitude, skills, values and facilitate critical thinking to solving problems and resolving conflicting situations constructively and peacefully.
- b) Reorientation of our value system by the family, communities, religious organizations, traditional institutions, schools and non-governmental organizations to inculcate the culture of peace in children and young people.
- c) Political leaders should pursue good governance that will alleviate poverty, improve standard of living of the populace, enhance security and provide basic essentials of the people of which education is one.
- d) Adequate funding of schools to increase enrollment of learners, cater for the needs of learners and teachers to ensure quality delivery.
- e) There is need for curriculum review at the basic level of education in order to make room for equal emphasis on the domains.

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## GENDER DISPARITY IN TEACHERS' ACCEPTANCE OF DEPLOYMENT OF ARTIFICIAL INTELLIGENCE FOR BIOLOGY INSTRUCTION

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### **Abstract**

*The use of Artificial Intelligence (AI) technologies in educational settings and managing any related issues in recent time has brought unprecedented development to institutions of learning. To effectively sustain the dynamism AI is bringing to educational sector, it is important to critically understand the perceptions of teachers and gender inequalities in the adoption of AI. The study makes use of survey design to collect quantitative information. The sample consisted of 107 biology teachers drawn from 30 secondary schools across Ekiti State, Nigeria using simple random sampling technique. A self-designed questionnaire whose face and content validity were ensured was used for data collection. To determine the reliability of the instrument, Cronbach alpha was determined after administering it on selected teachers outside the study area and a reliability coefficient of 0.723 was obtained. Data gathered from the survey were subjected to both descriptive (mean and standard deviation and inferential statistics (t-test). The survey results show that there was high level of acceptance of the deployment of AI for Biology instruction in secondary schools ( $\bar{x} = 2.72$ ). It also reveals that there is a significant gender disparity in teacher acceptance levels of the deployment of AI for Biology instruction in secondary schools ( $t = 16.997$ ;  $p < 0.05$ ). In comparison to their male colleagues, female teachers demonstrated lower levels of acceptability. Sequel to the finding, it was recommended that to enhance instructional processes and reduce the time spent by educators on adopting new pedagogical strategies, teacher training programs should prioritize the inclusion of AI expertise, specifically tailored for Biology teachers. Gender disparities should be taken care of in the process of implementing the deployment of AI based instruction into Biology education. Policymakers should give special attention to the training of female Biology teachers in the process of adopting AI based instructions in secondary schools.*

**Keywords:** Artificial Intelligence, Biology Instruction, Teachers' Acceptance, Gender Disparity.

## **Introduction**

The educational system has not been immune to the prevalent influence of modern technology. In a number of fields, including education, artificial intelligence (AI) has emerged as a revolutionary force. Artificial intelligence (AI) technologies provide personalised learning experiences, adaptive assessments, intelligent content production, and data analytics, all of which have the potential to completely transform the way that classroom instruction is conducted (Ouyang & Jiao, 2021; Chen, Xie & Hwang, 2020). There has been growing interest in incorporating artificial intelligence (AI) applications into education as the globe moves towards using the fifth generation of the Internet or web 3.0, in classroom instructions. Artificial intelligence has risen to prominence since the abrupt closure of schools due to the COVID-19 pandemic, and it is assisting in the provision of solutions to the difficulties encountered by the educational system, particularly in the middle of the pandemic (Hwang & Tu, 2021; Su & Ng, 2023). The latest discovery in the area of AI-based learning suggests that the more the opportunity for learning via cutting-edge applications, the greater the likelihood that the educational system will evolve and improve (Mahmoud, 2020). Artificial intelligence (AI) has the ability to play a substantial and tangible role in the present and future of the learner since it plays a number of critical functions in the teaching-learning process and its components (Ayanwale et al., 2022; Suleimen, 2019).

AI aims to imitate the human brain by recreating its abilities to understand, learn, reason, and act (Mahmoud, 2020; Wang & Liu, 2021). Its premise is that intelligence may be precisely characterised so that a computer can replicate it (Wang & Liu, 2021). When compared to other computer programmes, AI stands out due to its ability to teach itself new information (Zhu, 2020). Highly developed AI may learn, recognise situations, solve problems, and communicate in natural language, just like humans.

In a study carried out by Ouyang and Jiao (2021), they examined the function of AI in education and provided three paradigms for its use; Intelligent Tutoring Systems (ITS), Intelligent Learning Analytics (ILA) and Intelligent Learning Environment (ILE). These AI-powered technologies are expected to provide learner personalised and adaptable learning. They analyse learning patterns, identify knowledge gaps, and provide customised instruction (Hwang & Tu, 2021). ITS boost student engagement, learning results, and rapid feedback and coaching. In the second paradigm, AI analyses educational data and generates insights in the second paradigm. ILA uses data mining, machine learning, and predictive analytics to analyse student performance data, learning management

systems, and online interactions. ILA can analyse this data to find trends, forecast students' results, and provide instructors and students useful feedback, allowing data-driven decision-making (Hwang et al., 2020). While in the third paradigm, AI creates collaborative and interactive learning environments. These settings use AI technologies like natural language processing and computer vision to improve student-teacher interactions and knowledge transfer. ILEs encourage active learning, critical thinking, and personalised, social learning (Wang & Liu, 2021). These three AI education paradigms enhance one other. Intelligent tutoring systems give personalised instruction, intelligent learning analytics provide data-driven insights, and intelligent learning environments promote interactive and collaborative learning. By personalising instruction, analysing data, and developing immersive learning environments, AI may revolutionise education (Ouyang and Jiao, 2021).

Despite the great potential of AI-supported learning, widespread use of AI in science education does not automatically ensure that teachers will be able to effectively incorporate it into their lessons, nor does it ensure that students will learn effectively (Abdulla, 2023). Furthermore, the dispositions of Biology educator towards innovative pedagogical strategies are strongly correlated with the successful adoption of such methods. Some Biology teachers still have obsolete views about the value of incorporating technology into the classroom and prefer to stick with what they call the tried-and-tested methods of instructing students (Suleiman, 2019). Teachers' apprehension about learning new methods might stymie their attempts to integrate technology into their practise (Mahmoud, 2020; Zhu, 2020; Darayseh, 2023).

Teachers' perceptions of AI-based classroom instructions are critical to the effective integration of AI technology in education (Darayseh, 2023). To best address the teachers' worries, provide the appropriate assistance, and realise the benefits of AI, it is important to see things from their point of view. The potential of AI to improve efficiency, personalise learning, and supplement teachers' practises is well recognised by educators (Hwang & Tu, 2021; Ayanwale et al., 2022). The advantages of AI may be reaped while the vital human touch in the classroom is preserved if educators are included in decision-making processes, chances for professional development are provided, and transparent and ethical AI practises are maintained (Hwang et al., 2020).

To guarantee effective deployment and resolve issues, it is essential to comprehend teachers' perceptions of AI-based classroom instruction. Some of the most pressing concerns with the use of AI in classroom instruction are as follows: classroom instruction should be supplemented, not replaced, teachers

being concerned about their job security, opportunities for professional development, and fair treatment of all students. When it comes to improving classroom instruction, many teachers see AI as a useful resource. Teachers are aware of the potential for AI to personalise instruction to the requirements of each student, save time, and provide individualised assistance (Chen et al., 2020; Clark & Angelo, 2017).

The majority of the time, teachers see AI as a supplementary tool rather than a potential substitute for their own methods of instruction. Human engagement, direction, and emotional support are all stressed as essential to the learning process (Chen, Xie & Hwang, 2020). Teachers' worry about their employment being under future threat (Darayseh, 2023; Cheng, Liang & Liu, 2019). Some educators are concerned that AI technology may have a negative influence on the education sector because it will replace human instructors or lower the demand for teaching personnel. It is crucial to address these worries and highlight the distinctive features of human instruction in order to reduce anxiety (Bates et al., 2020).

Teachers are aware of the need of modifying their pedagogical strategies in order to successfully incorporate AI into the classroom. It is critical that educators have access to professional development options that help them become more AI literate and proficient in their teaching methods (Bates et al., 2020). In order for educators to make successful use of AI technology, they need access to proper training and support structures (Bates et al., 2020; Darayseh, 2023).

Darayseh (2023) examined science teachers' perceptions on the usage of AI in science education. This study revealed that AI in science education might improve student's engagement, learning experiences, and access to massive volumes of knowledge. It recognises that AI can deliver real-time feedback, customise instruction, and help solve complicated problems. A high level of acceptability of AI for science education was found from the study. The study recognises science teachers' AI integration worries. These include job loss, adjusting to new technology, lack of human connection in the classroom, and data privacy and bias issues. The study focused on science teachers' perceptions of using AI in science education, and while it does not explicitly address the Biology teachers and gender disparity in the adoption or deployment of AI based instruction. However, it is important to examine the gender gap in Biology education and the integration of AI.

The term "gender disparity" is usually used to explain the unequal distribution of resources, money, opportunities, rights, and advantages between male and female (Kausar et al., 2023). Female and male are ranked differently in the



economy and society based on their physiological differences (Zakka, Azlan & Ahmad, 2015). Gender disparity shows itself in a variety of ways; education, employment and career advancement, political participation, health and well-being, media and representation, cultural and social norms. For example, while this gap is shrinking in many areas, it is often noted that males have more access to and demonstrate greater expertise in the field of technology and digital literacy (Gebhardt et al., 2019). These disparities have substantial effects on social and economic development and are influenced by cultural, sociological, and historical variables (Gebhardt et al., 2019; Kausar et al., 2023). Globally, human rights and development organisations place a strong emphasis on addressing gender disparity.

Despite the growing trend of integrating technology in the classroom, several research indicate that gender disparities still exist. For instance, Darayseh (2023) found no statistical significance in teachers' perception of the integration of AI in science education by gender, experience and qualification. On the other hand, Jain and Jain, (2019) revealed gender difference in teachers' perception on the impact of AI in classroom instruction. This difference was found not to favour the female teachers but rather the male teachers who were found to be more enthusiastic about technology. The author stresses the need of resolving these issues by training and supporting instructors in AI tool use. The research implies that professional development, collaboration, and teacher autonomy may help integrate AI into science education.

In addition to helping teachers facilitate and assess student learning, AI is becoming a fundamental component of STEM education. The integration of AI into education is an essential and unique path, but more study is needed to determine the true nature of the factors that affect the use of AI applications, the benefits of AI, and the sustainability of their deployment by teachers particularly Biology teachers without gender bias. This study examined the gender disparity in Biology teachers' perception on the deployment of AI for Biology instruction in secondary schools.

### **Research Questions**

This study seeks to examine teachers' perception of the acceptance of the deployment of artificial intelligence for the teaching of Biology in secondary schools and also investigate gender disparity in the level of this acceptance by answering the following questions:

1. What is teachers' level of acceptance of the deployment of AI for Biology instruction in secondary schools?

2. Is there gender difference in the level of acceptance of the deployment of AI for Biology instruction in secondary schools?

### **Method**

Descriptive survey design was adopted for this study. This is adopted to better understand how AI deployment into Biology instruction in secondary school might be accepted by the teachers. A questionnaire was utilised to gather the data needed to realise the study's objectives.

All Biology teachers in Ekiti State Nigeria public secondary school during the 2022/2023 academic session constituted the population of the study. The sample used in the study consisted of 107 Biology teachers. Purposive sampling technique was used to select the both male and female Biology teachers across the Local Government Areas (LGAs) of Ekiti State. Of the study sample 57.94% were females while 42.06% were males; 16.82% have taught Biology within the last 10 years, 65.42% between 10 and 20 years while 17.76% have been teaching Biology for over 20 years. Considering the highest qualification of the sampled teachers 6.54% has NCE, 14.02% has B.Sc., 64.49% has B.Sc. (Ed)/PGDE, while 2.80% has other qualification. Most of the sampled teacher had B.Sc. (Ed) (Bachelor of Science Education) as highest qualification and majority of the teachers have been teaching Biology for over 10 years.

A self-designed questionnaire was used as the instrument for data collection in the study. The questionnaire consisted of two sections A and B; section A sought for demographic information (such as gender, experience, qualification) of the respondents while section B consisted of 15 items (considering attitude towards AI applications, self-efficacy and ease of use) structured in line with the research questions. The four-point Likert scale for rating responses was also adopted with responses varying from strongly agree to strongly disagree.

The questionnaire's external validity was determined by having 4 subject-matter experts evaluate its items for precision, readability, and relevance. After considering the feedback of the experts, the final version of the instrument had 15 items. The questionnaire's internal consistency was determined by administering it to 20 Biology teachers who were not part of the study population. The Cronbach alpha coefficient was used to determine reliability coefficients of 0.723 which was adjudged adequate.

The questionnaire was administered on the respondents using research assistants who were trained on the purpose of the study and were briefed on how to administer the questionnaire. The data gathered from the questionnaire were analysed using frequencies, percentages, means, standard deviations, and t-tests

for the differences between the means of two independent samples. SPSS 26 was the statistical package used for analysing the data collected.

**Results**

**Question 1:** What is the level of acceptance of the deployment of AI for Biology instruction in secondary schools?

**Table 1:** *Teacher's level of acceptance of deployment of AI for Instruction*

SN	ITEM	$\bar{X}$	S.D.	Remarks
1	Instructing with artificial intelligence is within my capabilities.	2.22	0.526	Disagree
2	I am familiar with the use of AI for educational purposes.	2.81	0.501	Agree
3	Traditional methods of instruction have my preference over those based on artificial intelligence.	2.63	0.510	Agree
4	The utilisation of my computer for AI-based education is something I need to get adjusted to.	2.90	0.547	Agree
5	Instruction based on artificial intelligence is pointless.	2.28	0.503	Disagree
6	I struggle to effectively communicate with students online	2.79	0.574	Agree
7	I struggle to adapt my lesson plans to the needs of a digital classroom.	2.60	0.540	Agree
8	Artificial intelligence-based teaching systems are intuitive and simple to implement.	2.71	0.496	Agree
9	All the tools and functionalities I need are in the platform's AI-based instructional packages.	2.35	0.521	Disagree
10	Inadequate knowledge about computers frustrates me.	2.48	0.510	Disagree
11	It takes a lot of work to put out material for online classes.	2.93	0.464	Agree
12	Adopting AI-based instruction in a matter of days or weeks is possible;	2.84	0.556	Agree
13	I believe I would benefit from training in AI-based instruction as teacher.	3.29	0.413	Agree
14	I use to think that AI based instruction can make teachers lose their job	3.06	0.465	Agree
15	Adopting AI based instruction at this period shows the concern authorities are very sensitive	2.91	0.485	Agree

**Criterion Mean = 2.50**

Using the criterion mean of 2.50, four items were disagreed while the other eleven items were agreed on. The teachers perceived that instructing with artificial intelligence is not within their capabilities perhaps they perceived necessary resources needed are not available and training program is needed to adjust to the technology. They perceived that AI based instruction can make teachers lose their job which could be the singular reason for their preference for traditional method of instruction over those based on AI. The result from the table

is an indication that Biology teachers are willing to adopt AI for classroom instructions though the competency to utilise AI based instruction is not there. It is also indicated that the teacher exhibits a kind of anxiety of losing their job when AI based instruction is fully adopted.

**Question 2:** Is there gender difference in the level of acceptance of the deployment of AI for Biology instruction in secondary schools?

**Table 2:** *Teacher's level of acceptance of deployment of AI for Instruction by gender*

SN	ITEM	SA		A		D		SD		??		S.D.	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Instructing with artificial intelligence is within my capabilities.	15	8	11	9	9	22	10	23	2.69	2.03	1.15	1.02
2	I am familiar with the use of AI for educational purposes.	14	9	15	10	9	22	7	21	2.80	2.11	1.05	1.03
3	Traditional methods of instruction have my preference over those based on artificial intelligence.	19	9	15	18	7	15	4	20	3.09	2.26	0.96	1.06
4	The utilisation of my computer for AI-based education is something I need to get adjusted to.	19	26	16	12	7	5	3	19	3.13	2.73	0.91	1.28
5	Instruction based on artificial intelligence is pointless.	13	6	8	15	18	5	6	25	2.62	2.04	1.04	1.12
6	I struggle to effectively communicate with students online	15	28	14	11	9	3	7	20	2.82	2.76	1.06	1.32
7	I struggle to adapt my lesson plans to the needs of a digital classroom.	17	14	12	16	9	13	7	19	2.87	2.40	1.09	1.14
8	Artificial intelligence-based teaching systems are intuitive and simple to implement.	14	15	13	24	11	11	7	12	2.76	2.68	1.06	1.04
9	All the tools and functionalities I need are in the platform's AI-based instructional packages.	12	11	19	2	8	25	6	24	2.82	2.00	0.97	1.06
10	Inadequate knowledge about computers frustrates me.	13	8	15	22	9	12	8	20	2.73	2.29	1.06	1.05
11	It takes a lot of work to put out material for online classes.	21	14	19	23	2	15	3	10	3.29	2.66	0.83	1.00
12	Adopting AI-based instruction in a matter of days or weeks is possible;	21	23	16	9	5	10	3	20	3.22	2.56	0.89	1.28
13	I believe I would benefit from training in AI-based instruction as teacher.	27	27	11	26	3	6	4	3	3.36	3.24	0.95	0.82
14	I use to think that AI based instruction can make teachers lose their job	25	18	17	22	2	11	1	11	3.47	2.76	0.69	1.06
15	Adopting AI based instruction at this period shows the concern authorities are very sensitive	18	21	12	20	8	15	7	6	2.91	2.90	1.09	0.98

Using the criterion mean of 2.50, all the items were agreed on by male Biology teachers while the female teachers agreed on eight items and disagreed seven items. The male teachers agreed on instructing with artificial intelligence being within their capabilities and being am familiar with the use of AI for educational purposes while their female counterparts disagreed on these. However, both male and female Biology teachers perceived that AI based instruction can make teachers lose their job.

**Table 3: t-test for gender difference in the level of acceptance of the deployment of AI**

Gender	N	Mean	S.D.	df	t-value	p-value
Female	62	2.50	1.08	105	2.301	.023
Male	45	2.97	0.99			

*P*<0.05\*

Data in Table 3 shows the result of the t-test analysis of male and female teachers' level of acceptance of the deployment of AI. The result shows that the female teachers had acceptance mean score of 2.50 while their male counterparts had an acceptance mean score of 2.97. It was further shown from the result that the computed t-value of 2.301 with degree of freedom 105 was statistically significant at 0.05 level of significance as  $p < 0.05$ . This implies that there is gender difference in the level of acceptance of the deployment of AI for Biology instruction in secondary schools in favour of male teachers.

### Discussion

The study examined the disparity in teacher acceptance of deployment of AI for Biology instruction in secondary schools. Artificial intelligence is bringing new dimension to classroom instructions particularly in the teaching and learning of Biology in schools. This study revealed that despite the teachers having low self-efficacy on the use AI based instruction and low competency in the use of AI based instruction, they were willing to adopt AI based instruction for the teaching and learning of Biology in secondary schools. They expressed the fear that AI might take over the role of the teacher which might cause them to lose their jobs. This finding agrees with the finding of Darayseh (2023) who revealed that science teachers have high level of acceptability of AI for science instruction which they believed might improve student engagement, learning experiences, and access to massive volumes of knowledge. The finding of the study also agreed with Darayseh (2023) on his report that science teachers demonstrate worries on AI integration, these worries relate to job loss, adjusting to new technology, the lack of human connection in the classroom, and data privacy and bias issues. This could be an indication that majority of teachers might be resistant to the deployment of AI in classroom instruction at the implementation

level.

The study also revealed that there is gender difference in the level of acceptance of the deployment of AI for Biology instruction. This difference is in favour of male teachers as they are more self-efficacious on the use of AI for Biology instruction, much more positive in their attitude towards incorporating AI for Biology instruction and not resistant to adopting AI based instruction than their female counterparts. The finding of the study contradicted the outcome from the study conducted by Darayseh (2023) who found that demographic variables such as gender, experience and qualification does not significantly relate to the perceptions of teachers on the adoption of AI based science instructions.

### **Conclusion**

Biology teachers are generally receptive to the idea of implementing AI-based instruction. The teachers were found to have low level knowledge of AI based instruction despite their readiness to accept AI based instruction. Furthermore, educators' behavioural intention in relation to the deployment of AI based instruction is most affected by their sense of competence of the use of AI based instruction. Science teachers' views on incorporating AI into their classrooms are influenced by their gender. Male teachers are more receptive to the deployment of AI based instruction in Biology classroom in secondary schools. Making it simpler for educators to utilise AI based instruction in the classroom might increase their confidence in the value of these tools and encourage them to use them.

### **Recommendations**

1. Educators and policymakers should consider effective strategies to reduce teachers' anxiety and improve their competency of implementing AI applications in teaching when developing training activities of adopting AI to assist Biology education.
2. Teacher training programmes should emphasise the deployment of AI expertise, such as that offered for Biology teachers improved instructional processes, as this may reduce the amount of time spent by educators on adopting new pedagogical strategies.
3. Gender disparities should be taken care of in the process of deploying AI based instruction into Biology classroom. Policymakers should give special attention to the training of female Biology teachers in the process of adopting AI based instructions in secondary schools.

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## PROMOTING PEACEFUL COEXISTENCE AMONG SECONDARY SCHOOL STUDENTS THROUGH IMPLEMENTATION OF ENGLISH LANGUAGE CURRICULUM: CHALLENGES AND PROSPECTS

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### **Abstract**

*At a time when the country is witnessing daily conflicts and clashes as a result of intolerance from its political, cultural, religious and ethnic diverse citizens, it is mandatory for teachers to foster peaceful coexistence through proper education of their students since education is an instrument of change and development. This paper tried to look at how English language teachers can foster peaceful coexistence among secondary school students through English language curriculum implementation. It also highlights notable challenges as well as prospects of English language curriculum implementation for peaceful coexistence in our secondary schools in Nigeria.*

**Keywords: Peace, coexistence, education, unity, integration, curriculum implementation**

### **Introduction**

Nigeria is a multi-ethnic society with over 350 to 400 ethnic groups within its shore. It is a country that has gone through a lot of conflicts and clashes-mostly bloody throughout history. Akudolu and Umenyi (2016) and Kadiri (2003) as cited in Odejobi and Adesina (2009) reported that most crises have ethnic undertones fuelled by tribal sentiments, greed, selfishness as well as chauvinism. Often times these clashes result in chain reactions of reprisal attacks in different parts of the country. For this reason, peace-making skills need to be inculcated into school programmes at all levels, (Abba; 2012). In the words of Akedolu and Umenyi (2016) institutionalizing peace education can only be achieved over time and in stages among which is at teacher preparation level. Teachers need to be familiar with the tenets of peace education to be able to inculcate same onto

their students. Teachers been the actual implementers of the curriculum make direct use of the curriculum hence, their quality remains crucial for the success of the said curriculum.

English language has assumed a prominent position in the world as it is spoken as a first, second or foreign language globally. In Nigeria, English is spoken mostly as a second language and it is used as the language of education and official governance due to the multi-linguistic nature of the country. It performs such a unifying function that no indigenous language can adequately cover. English language provides the means through which these different ethnic languages can relate on a common ground and paves way for peace and development alike. This is why Mishina and Iskandar (2019) emphasized that if English language is accorded its role in Nigeria, unity and peace will be restored in the country. Since most students get acquainted with the English language in school during formal education, the English teacher's roles in ensuring that all four language skills (listening, speaking, reading and writing) are adequately taught with elements of peace-making techniques cannot be over emphasized. This is because curriculum implementation in schools largely rest on the shoulders of the teacher as the corner stone in curriculum implementation.

According to Ogunyemi (2009) curriculum can be described as planned and unplanned experiences which learners receive in the process of their formal or semi-formal education for the purpose of becoming rounded persons who can make useful contributions to the betterment of their society and world. While curriculum implementation entails translating the prescribed curriculum document into reality, Okafor (2004) as cited by Nnachi (2009). For the English language curriculum at the secondary school level, the teacher needs to understand that the task involved is not merely teaching but ability to stimulate learning while ensuring that the learners' behaviour is modified towards the desired direction.

Peace education according Mishra (2015), is a form of education that is socially directed and is deeply rooted in some social intent aimed at teaching individuals all the skills they need to ensure a violent free conflict resolution as well as building and maintaining mutually beneficial relationships. To Harris and Morrison (2003), peace education aims at creating a sort of commitment to the ways of peace in the human consciousness as well as solve problems caused by violence. Similarly, Ojha (2018) sees the concept of peace as the inexistence of brutality or freedom from terror between individuals and diversified social groups as well as the existence of equality and oneness. On their own part, Akudolu and Umenyi (2016) explained that peace education is concerned with

not just absence of violence or war but also the presence of harmonious relationship and interaction based on mutual respect and social justice. They also reiterated that the more efforts were made to eradicate violence through studying of peace and conflict resolution strategies, the more elusive it becomes as the world continues to witness various forms of violence and conflicts of different magnitude. This chiefly, they stressed, could be connected to the lack of attempt to sow the seed of peace in the young ones through education. For this reason, education as a vehicle through which what the society needs is inculcated unto the learners must be harnessed and used to achieve the much-needed peace the world clamours for.

Abba (2012) explained that the active role of students towards actualizing a peaceful coexistence both within and outside the school cannot be overemphasized. This is because the students are from the society and as such will certainly go back to the society. The important point to note here is that the students are always in close contact with the teacher and as such the teacher can play significant role in shaping their skills, attitudes, values, and who they ultimately become as they grow up. This is why the teacher is given so much responsibility in the overall training of the student and is often referred to as a *luco parentis*. Hence, teachers must be willing to urge students to develop their critical thinking skills and act on their convictions.

### **English Language Curriculum for Senior Secondary Schools**

The objectives of the senior secondary school English language curriculum include:

- a) Building upon the English language skill developed at the upper basic education classes.
- b) Developing the skills of listening, speaking, reading and writing to enable the students undertake higher education without problems.
- c) Equipping secondary school leavers with a satisfactory level of proficiency in the language for use in their work places.
- d) Stimulating in them love for reading as a pleasurable activity.
- e) Promoting and enhancing the various language skills and competencies for effective national and international communication.

The above listed objectives reveal the non-controversial status of English language in Nigeria as almost all the school subjects are also taught in English language and no student can proceed to the tertiary level without a credit pass in the subject. The English language curriculum component is sectioned into the following parts: Theme I, II, III and IV in the following order:

- i. Vocabulary development
- ii. Oracy skills/spoken English
- iii. Literacy skills/reading comprehension and writing for communication
- iv. English grammar/structural pattern

The English language curriculum strives to equip the learner with an adequate range of vocabulary building topics embedded in the curriculum. Not only that, it is also designed in such a way as to consolidate and even extensively cover areas that were otherwise treated fleetingly in the previous English language curriculum, (FME, 2007). This is done with the hope that the students will be able to speak intelligible English. In addition, even when these secondary school graduates do not continue formal schools, it is assumed that they have imbibed the culture of peaceful living by been exposed to the English language curriculum by their teachers.

In the English curriculum, topics under vocabulary are tailored towards contemporary issues like agriculture, religion, stock exchange, health, sport, building, science and technology while reading comprehension centres around comprehending main ideas, supporting ideas, word meaning from contexts, identification of writer's mood, tone, summary writing, letter writing and continuous writing. These topics can be taught at the secondary school level using emerging techniques of teaching that promote peace among students. For instance, the use of cooperative learning techniques like think-pair-share (TPS), jigsaw (Isa, 2017), student team achievement division (STAD) (Ibrahim and Adnan 2019; Jamaludin and Mokhtar, 2018), scaffolding (Popoola and Osikomaiya, 2021) have all been explored and found to be effective in enhancing students' academic performance.

In addition, reading comprehension passages should centre on burning issues like importance of peaceful living, religious tolerance, and negative impacts of insecurity, terrorism, banditry, riots, cultism, bribery and corruption, famine, injustice, gender-based violence and a host of other social vices that hamper the peace and development of Nigeria. In such lessons, the English language teacher can use any of the emerging techniques to foster peaceful deliberation among students by making them see and accept other peoples' point of view that could be different from theirs, be aware of the harmful effect of these social vices, and resolve conflicts amicably while also learning the English language skills.

### **Challenges Teachers Encounter in Implementing Peace Education in English language Classes**

Peace education has also been sought after by all and sundry. Odejobi and Adesina (2009) revealed that the vital ingredients for peace education in

Nigerian school curriculum has consistently been faced with one obstacle or the other ranging from unsuitable teaching methods used by teachers to lack of creativity on their part towards solving real problems in the world. This was further emphasized by Yusuf (2011) who brought out some problems English language teachers face in implementing the tenets of peace education in reading comprehension classes to include: lack of creativity on the teachers side, poor command of the English language, time constraints, unavailability of appropriate reading comprehension passages that centre on issues dealing with peace education, poor teaching methods, lack of orientation and training of teachers and inadequate teaching materials among others.

In a similar study, Abba (2012) also added that no teacher feels personally responsible for inculcating peace in students because it is seen as a general responsibility. The author also mentioned other similar challenges like overcrowded classrooms, poor remuneration of teachers, lack of teacher preparation to handle linguistically, culturally, and religiously diverse topics in a multicultural classroom among other challenges. These obstacles and a host of others are mostly dicey for English language teachers.

Similarly, Obilo and Sangoleye (2015) as cited in Nnabuike, et al. (2016), mentioned factors like parent, teacher and student related factors among others as potent constraints to the teacher in effective implementation of the planned curriculum. For the parent factors, they particularly mentioned ill treatment of the teachers due to illiteracy, ignorance and lack of awareness about the importance of education on the parents' side. They also mentioned that teachers do not bother to keep up-to-date with new discoveries and advancements especially in their specialties once they are employed which leads to brain drain and mediocrity. While students on their own part engage in examination malpractice and other undisciplined behaviour that are detrimental to their success in school. These maladies together with afore mentioned factors constitute barriers to effective implementation of the English language curriculum in schools and by extension the much-needed peace in and outside the school has continued to be elusive.

### **Prospects on Teaching Peace Education through English language Curriculum Implementation**

Since English is a unifying language in Nigeria, there is every possibility that the English teacher can use it as an instrument to foster unity among students. Peace education can be infused into the English language curriculum for secondary schools around Nigeria in an effort to curb the menace of intolerance among our students and the wider society. Therefore, there is need for the following to be enshrined into English language curriculum implementation:

- i. Reading comprehension passages should centre on morals like tolerance, kindness, compassion, respect for one another, loyalty, trustworthiness, love, peace, honesty and a host of other topics that depict peaceful coexistence especially in a diverse society like ours.
- ii. School boards in collaboration with state ministries of education who recommend textbooks for schools in their various states should ensure that such textbooks have appropriate contents that sufficiently portray peace education tenets.
- iii. Use of appropriate teaching methods in terms of age, readiness, maturity, time, expertise and resources available. These teaching methods include cooperative learning strategies like Student-Team Achievement Division (STAD), Think-Pair Share (TPS), jigsaw, narrations, role play and a host of others. Textbooks should categorically spell out these strategies as suggestions for each content to be taught.
- iv. The teacher must be conversant with the techniques of behaviour modification and be a good counsellor who can structure the English language class to conform with the culture, tradition and norms of the society without compromising the quality of the content to be learned.
- v. The English language teacher must be a role model to the students. He/she must be an embodiment of peace, decorum and tolerance in all aspects.
- vi. English language teachers must make efforts to contextualize their English classes to align with real life situations in order to give the students the opportunity to experience different strategies of peaceful resolution of daily life conflicts.
- vii. The English language teacher must lead students to take part in social responsibility action that has elements of peace education embedded in it. This can be achieved when Social Responsible Teaching (SRT) is embarked upon by teachers to make students see the negative impacts of real life issues such as tribalism, nepotism, gender-based violence, hunger, racism, pollution and many others, Nuskhan (2016). Hence, students can be made to see how to ensure peace, justice and empathy in dealing with fellow humans.
- viii. English language teachers must be constantly trained through seminars and refresher courses on issues that deal with strategies and means of infusing elements of peace education in their language classes. They should be taught how to deliberately modify their students' behaviour

- to accept peace and to resolve their differences amicably.
- ix. English language teachers' workload should be reasonable enough to give them time to plan interesting lessons for their students. This is crucial because when the teachers are stressed out, they will most likely not be able to prepare their lessons beyond just writing out a lesson plan.
  - x. English language curriculum developers should ensure that the curriculum is revised to include elements of peace education to be taught under all the four language skills of listening, speaking, reading and writing.
  - xi. Teacher training institutions should ensure that prospective teachers are adequately trained on useful strategies of inculcating peace education unto their learners in the process of curriculum implementation.

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## IMPLEMENTING THE 2020 ISLAMIC STUDIES MINIMUM STANDARD FRAMEWORK IN COLLEGES OF EDUCATION: ISSUES, CHALLENGES AND WAY FORWARD.

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### **Abstract**

*This paper centered on the weakness and the deliberate aim of the designers of 2020 minimum standard on the part of Islamic Studies as a course in truncating the spiritual, moral and ethics of Islam as a religion. Both primary and secondary literary sources are used from print and e-materials. The study found out that, the period that are allocated for some courses are highly inadequate whose objectives could not be easily achievable, some of the core courses which are more significant and are fundamentals of the religion were given a lesser period, the new additional courses are less important to some courses that are merged into a single course. Way forward to these issues which includes among others that NCCE as a stake holder should call for immediate review of the Minimum standard by allowing Islamic Studies lecturers from different Colleges of education for a real review and not being enforced to rubber stamp already prepared one, government should find a better and immediate way of addressing the problems associated to it, COEASU as a stake holder should take the bull by the horn in addressing all problems being presented in this conference to the appropriate organization, while Islamic studies lecturers are also advised to use all available resources and techniques in putting in their best during instructional presentations as students could be negatively affected if any curriculum is inadequate or not adequately presented.*

**Keywords:** Federal Colleges of Education, Islamic Studies, Implementation of Minimum Standard framework, Issues, Challenges and way forward.

### **Introduction**

Education setting of any society foretells the position and the future of such society. The ways and manner by which any nation held its educational setting brings about positive advancement or negative depressions. It is therefore necessary for every nation to establish a viable educational system that could advance its aims and objective to glory. No nation could thrive where there is high rate of immorality and depreciation of ethical values. This is the more

reason the National Policy on Education stated that: “In recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development” (FRN, 2013, 28). Religious studies are aimed at salvaging human beings from immorality and ethical depreciation. Islamic studies for example, are to establish well balanced citizen in both spiritual and socio-economic personalities that will be able to advance the development of the nation and the world at large. Its curriculum is therefore planned to achieve in such a way that rhyme with the core Islamic value and etiquette. The minimum standard that acts as the core curriculum for Federal Colleges of Education has gone through series of review within two decades now in which lecturers of Islamic Studies found some vital set back in such reviews. While the lecturers who are at the center of its implementation have been complaining of inadequate time allocated to some of the core courses, instead of the reviewers to take note of the observations and effect corrections, rather, they add more problems to the existing ones rendering the dissemination of instructions cumbersome. There is the need for all stake holders in education sector to come together to salvage the minimum standard by allowing those who are at the grassroots to be active members of the reviewing process rather than being invited to rubber stamp already planned minimum standard to be enforced for usage.

### **Education:**

Education has been defined in different ways by difference scholars. Every individual defined it in accordance with his or her declination. Philosophers viewed it from a Latin word 'educare' meaning to lead out. The term “Education”, imply the transmission of what is worth-while to those who have become committed to it. Birabil and Ogeh (2020) stated that from the etymological point of view, the word 'education' is derived from two Latin words “educere” which means “to lead out” and “educare” which means 'to bring up". This means that education bring out skills in someone and build them up. Okoorosaye-Orubite (2019) defined education as a social creation, designed to meet the specific needs of the society at any particular point in time. Its form, content, methodology and clientele are determined by the society. Chauhan (1987) in his own perspective defines Education as the “shaping of behaviour or modification of behaviour of the individual for adjustment in the society. Dewey (1963) sees education as the scientific process by means of which man studies the world, and accumulates knowledge which leads to useful and intellectual living.

Iyamu (2010) in Sunday and Gidado (nd) said education refers to the process of

socialization in which the individual is opportune to learn and imbibe those norms, values, attitudes, habits and creative skills that are needed, not only for his survival but contribution to the progress of the society. It is a formal process of inculcating certain desirable knowledge, values, norms, habits, altitudes and other attributes in the individual to enable them understand humanity and become agent of social change. Education should not just add value to the life of the individual. It should be seen to effectively equip such individual with ability and capacity to add value to the society.

Education is viewed in this presentation as the means by which accumulated knowledge, experiences and skills are transferred to others in order to become an upright citizen with high value for ethical and moral discipline in the society.

Islam valued education so much that the first five verses revealed to Prophet Muhammad (May the peace and blessing of Allah be upon him and his household) centred on reading and its sources. Allah said in the following verses:

عَلَّمَ الْإِنْسَانَ- الَّذِي عَلَّمَ بِالْقَلَمِ- ٤ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١  
لَمْ يَعْلَمْ ٥ مَا

65

1. Read in the name of your Lord Who created.
2. He created man from a clot.
3. Read and your Lord is Most Honourable,
4. Who taught (to write) with the (use of the) pen
5. Taught man what he knew not. (Qur'an, Chapter 96:1-5)

The prophet (May the peace and blessing of Allah be upon him and his household) also advised the Muslims to seek for knowledge even it is (as far as) *Sin* (China). He (May the peace and blessing of Allah be upon him and his household) also said that learning starts from cradle till (one enters) his grave. All these are pointers to the importance Islam held for educating the populace. China in that period of the Prophet (May the peace and blessing of Allah be upon him and his household) takes months of travelling from Madinah to get there.

### **Colleges of Education**

Colleges of Education are one of the tertiary institutions established for the continuation of study in any specific area of study at the higher level. It is established as teacher training institution of learning. It evolved from Ashby Report (1960) called, "Investment in Education". The Commission recommended the establishment of Teachers' Grade One Colleges, which

would offer a two-year teacher programme based on a school certificate whose report later been modified to the establishment of five Advance Teacher Training Colleges in 1962 by the Federal and regional government with the aid of UNESCO (Godwin & Adagba, (nd)). The five Advanced Teachers' Training Colleges were established at Lagos, Ibadan and Zaria in 1962. That of Ibadan was later transferred to Ondo in 1964. The College is now known as Adeyemi College of Education. Other Advanced Teachers Training Colleges were established at Owerri in 1963, Kano in 1964 and Abraka in 1968. All the Advanced Teachers' Training Colleges were co-educational with sponsorship from either the Federal or Regional governments. Some of the Advanced Teachers' Training Colleges were elevated to the status of Colleges of Education because of their high standards and the reputation of their products. In 1973, the number of the Advanced Teachers' Training Colleges and Colleges of Education in Nigeria rose to 13. And as of 1989 there are 43 Colleges of Education with affiliates to universities. And today, we have 57 Colleges of Education.

The law that established it has the following goals, according to the National Policy on Education (FRN, 2014):

- 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 interest of all Nigerians;
- c. Provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work;
- d. Reduce skill shortages through the production of skilled manpower relevant to the need of the labour market;
- e. Promote and encourage scholarship, entrepreneurship and community services;
- f. Forge and cement national unity and
- g. Promote national and international understanding and interaction. (FRN,

2014).

The Policy stipulates that the Nigerian Certificate in Education (NCE) shall be the minimum entry qualification into teaching and provides that all teachers in educational institutions shall be professionally trained, in relevant teacher education programmes (FME, 2003).

Ukeje, (1966) in Charlis, (2009) stated that the teacher is the nut of any education system because the school cannot be better than their teachers. According to him, it is upon teachers' quality and devotion to teaching that the effectiveness of educational system can be tested. This suggests that teachers should be well prepared for their duties through appropriate teacher education programmes.

The aims above are all embracing if it is well followed and organized by all stake holders. It is therefore necessary to formulate an enduring policy to see to the achievement of the above aims by which it is established.

### **Implementation of Minimum Standard Framework**

The National Commission for Colleges of Education (NCCE) is a parastatal of the Federal Ministry of Education established by Decree 13 of 1989. The establishment of the Commission was a resultant effect of the utmost importance accorded to quality teacher education by the Federal Government of Nigeria. Since its inception, the Commission has continuously pursued the goals of quality assurance in teacher education. It has continuously reviewed and standardized the curriculum of colleges of education in the country (NEEDS, 2014) in (Ogunode, & Abubakar, 2020).

Today, there are 57 Colleges of Education in Nigerian with uniform minimum standards as provided by the National Commission for Colleges of Education (NCCE). The setting up of the uniform minimum standards by the commission was necessitated, among other things, by the discriminatory admission policies of the universities in favour of the candidates from ATTCs/Colleges of Education that were affiliated to them (Godwin, & Adagba, (nd)). They stated that the commission argues further that:

The necessity for harmonization of the different standards becomes even more compelling with the recognition that is producing for the same market.

The act that established the NCCE as contained in section 5 (c) and (d) of Decree 3 of 1989 states that; the Commission shall: (c) Lay down minimum standards

for all programmes of teacher education and accredit their certificates and other academic awards, (d) Approve guidelines setting out criteria for accreditation of all Colleges of Education in Nigeria.

From 1989 when it was established till date, NCCE uses this minimum standard as a basic curriculum framework for Colleges of Education to attain uniformity without any discrepancies within its institutions. The institution as a basic teacher trainee of the nation needs to be uniform in order to maintained purposeful attainment of the teacher training objectives.

### **Issues and Challenges**

The minimum standard has gone through several reviews since its inception in 1989 till date. This is due to advances in knowledge and technology. There are series of new courses that have been introduced into it due to their importance in the field. For example, year two contained ISS 216, ISS 217, and ISS226 ISS 227 which are for first and second semester respectively introduced in the reviewed edition (NCCE, 2012). All the above introduced courses are essential ones that need to be known by every Islamic studies student. For example ISS 216 stands for textual study of some 15 selected *ahadith* from an-Nawawi's fortieth hadith collection; ISS 217 centred on research methodology; ISS 226 is the study of the roles of Muslim Organisations in the spread of Islam in Nigeria and ISS 227 is the study of Islamic Inheritance.

The issue of the above courses is not on its importance but posed a challenge in reducing the credit periods of other core courses. Example of these is: before the introduction of the new courses, ISS 322 (Textual study of Hadith) in second semester year three is 2 Credits which is now a credit unit thereby reducing the credit course of NCE 3 from 6 credit unit to 5 credits (NCCE, 2012). By these changes, the NCCE tried to maintain same credit unit allocated for attainment before graduation of any students.

### **Challenges on Islamic Studies Minimum Standard**

But, the issues and challenges of 2012 edition could not be compared with the present 2020 edition which is filled up with controversies and confusions. For example, students who have carryover or spill-over in any courses must sit and re-write such courses before he or she could be allowed to graduate. But the issues in the present minimum standard posed a challenge of confusion to both the examination officers and the students involved in tackling the problem. Most

of the courses titles have been changed below are the challenges observed in the minimum standard:

- 1- ISS 123 titled 'History of Khulafa'u ar-Rashiduna (Rightly Guided Caliphs)) is now ISS 125 (NCCE, 2020); ISS 125 a credit course titled 'Tajwid I' has been merged with ISS 224 titled 'Tajwid II' still bearing a credit unit (NCCE, 2020);
- 2- ISS 212 titled 'Arabic I' has been changed to ISS 213 titled 'Textual Study of Hadith I' (NCCE, 2020) which is formerly titled 'Introduction to Islamic Law';
- 3- ISS 214 is now titled 'Introduction to Islamic economic System (NCCE, 2020) which is formerly titled 'Islamic Philosophy and now ISS 215 merged with Muslim Thought as a credit unit (NCCE, 2020);
- 4- ISS 216 formerly titled 'Textual study of Hadith' now titled 'Introduction to ICT in Islamic Studies' (NCCE, 2020);
- 5- ISS 217 a credit course formerly titled 'Research Method has been merged with ISS 224 formerly titled '*Tajwid* II' and now titled 'Research/Teaching Methodology as a credit unit (NCCE, 2020);
- 6- ISS 221 formerly titled 'Islamic Personal Law (Nikah and Talaq) is now titled 'Hajj in Islam' while ISS 223 formerly titled 'Hajj in Islam and now titled 'Islamic Personal Law (*Nikah, Talaq* and *Mirath*);
- 7- ISS 226 a credit unit course titled 'The Role of Islamic Organisations in the Spread of Islam in Nigeria' is now merged with ISS 225 formerly titled 'Islam in West Africa' and now titled 'Islam in West Africa and the Role of Islamic Organisations in the spread of Islam in Nigeria' and still a credit unit;
- 8- ISS 227 a credit unit course formerly titled '*Mirath*' was completely removed and merged with ISS 223 as stated above. There is no any code now as ISS 217.

When the above stated courses are observed critically, they posses great challenge for Islamic studies examination officers and carryover and spill over students alike. The challenge on records of examination results which are already stored in the computer could be very hard to be corrected due to the differences that occurred in their present titles including the credit units. It poses a great challenge in confusing the carryover and spill over students in Islamic studies whose course titles has been changed to a complete course that he is not having carryover or spill over on. More so, for these categories of student that is carrying over a course that is formally two credit unit but now became a credit

unit in addition to being merged with another course. Attached herewith at the end of this paper are the two editions of the minimum standards for confirmation and comparison.

### **Implementation of 2020 Minimum Standard**

Implementation of the 2020 minimum standard by the lecturers could be solved through various teaching methods despite the challenges in reduction of time that is formerly allocated. But, the students may be at the receiving end. While inadequate times have been among the issues and challenges that have been complained in the past, the present minimum standard did not consider the course contents of the merged courses in allocating their credit units. Though, this may be due for the maintenance of the minimum credit units stated for graduating any student which they may not want them to exceed. Below are the minimum credits required for graduation:

- Education Courses            24 credits
- General Courses                16 credits
- Teaching Practice              6 credits
- Islamic Studies Courses       24 credits
- 2<sup>nd</sup> Teaching Subject          24 credits
- Total                                94 credits

### **Way Forward**

Teacher training as an institution should be very careful in dealing with their products. This is due to the fact that their product deals with human beings that needed a serious guide and affections. When the products of such institution are half baked, it directly poses a serious threat to the society as one cannot give out what you don't have. It therefore behoves every stake holders in the system to look inwardly and critically analyse every issue that may come up concerning it. It's due to this reason that the following ways are suggested to at least reduce negative effects of the above stated issues on Islamic studies minimum standard and their immediate challenges:



- 1- NCCE should be immediately contacted and be notified on these serious issues contained in the Islamic Studies minimum 2020 edition in order to find a quick remedial solutions to them,
- 2- Reviewers should include Islamic Studies course lecturers for planning and not just for input that serves as rubber stamp to the already planned minimum standard by whoever made those mistakes.
- 3- HODs in Islamic Studies should hold meetings with all the teaching staff to discuss immediate solutions in its implementation in order not to affect both regular and carryover or spill over students.
- 4- All merged courses in Islamic Studies that students might have pass one out of the merged two should be recorded as pass since the two cannot be separated now and the code and titles have changed.
- 5- HODs in Islamic Studies should ask for more periods from the school managements for the merged courses in order for curriculum coverage before the issues be solve by NCCE
- 6- Islamic Studies Students should be orientated by lecturers on the necessity for their cooperation during lectures and assignments. This is due to the fact that most of the merged courses and the reduction of period will definitely results in series of group or individual assignments for curriculum coverage.
- 7- Islamic Studies teachers should use all available resources and methodology to achieved the aims and objectives of courses allocated to them.
- 8- NCCE should try to convene another review as soon as possible to remedy the entire problem associated with the present edition of Islamic Studies minimum standard.
- 9- Government should provide financial responsibility for the immediate review of the Islamic Studies minimum standard 2020 edition.

## Conclusion

Colleges of Education which serves as teacher training institution whose products are aimed at teaching the primary and Junior Secondary Schools must be well focused on. They act as the foundation of all other segment and branches of educational disciplines. Doctor, Engineers, Lawyers, etc are all product of primary and junior secondary schools. Therefore, all the teachers of such level of education must be well trained and equipped for his enormous role in the society. All the courses must be well taught, passed and mastered by them. This could only be achieved when the minimum standard which served as its curriculum is well planned, selected, disseminated and delivered as at when due, by efficient instructors and maximum period of learning is provided. It is believed that above suggested way forward will go a long way in solving most of the negative issues and challenges contained in the present minimum standard listed above.

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**EVALUATION OF THE EFFECT OF LANGUAGE LABORATORY INSTRUCTION ON PERFORMANCE OF STUDENTS OF ENGLISH IN THE INTONATION PATTERN IN COLLEGES OF EDUCATION IN NORTH-WEST, NIGERIA**

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**Abstract**

*The study adopted quasi-experimental research design guided by the objective: to examine the performance of students in the intonation pattern of English when taught using language laboratory instruction and those taught using lecture method. The research question and hypothesis were formulated in line with the objective. Two Federal Colleges of Education in North-west Nigeria were selected, one as experimental and one as control groups. Intonation Pattern Achievement Test (IPAT) with thirty multiple choice items was used as the research instrument. The instrument yielded a reliability coefficient of 0.78. The experimental group was taught using language laboratory instruction while, the control group was taught using lecture method. One thousand and ninety five students were the population of the study with one hundred and twenty four NCE 1 students of English double major as the target population and which were purposively selected as samples. At the initial stage, a pre-test was administered. After six weeks of treatment, a post-test was also administered. Mean and standard deviation were used to answer the research question while, t-test for independent samples was used in testing the hypothesis at 0.05 level of significance. The finding of the study revealed that students taught intonation pattern using language laboratory instruction performed significantly better than those taught using lecture method. Based on the finding, the study recommended the use of language laboratory instruction in teaching intonation pattern of English in Colleges of Education in Nigeria.*

**Key words:** Evaluation, Language Laboratory, Performance, Intonation Pattern

**Introduction**

The need for mastery, fluency and the overall academic performance of students in Colleges of Education in Nigeria can never be overstated. Students need to have mastery and command of the language if they could at all be considered efficient. This is because, mastery and fluency in speaking are unique features expected of all students of English language in Colleges of Education and all educational institutions for that matter. Most, if not all students in Colleges of Education in Nigeria are studying English as a second language. This implies that, they all have their first (native/indigenous) languages. However, their first languages tend to interfere consciously or unconsciously in learning the second language 'English', (Odusesu, 2016). It is pertinent to emphasize the relevance of intonation in the mastery and fluency in speaking. It is the intonation pattern that determines how, when and where to put emphasis and raise or lower a voice in speech. Perhaps, fluency of expression in English could be realized with mastery of the intonation pattern. To speak English with mastery and fluency, one needs to raise or lower his/her voice depending on the issues or circumstances. It is the intonation pattern that determines the modalities for raising or lowering of voice in speaking English.

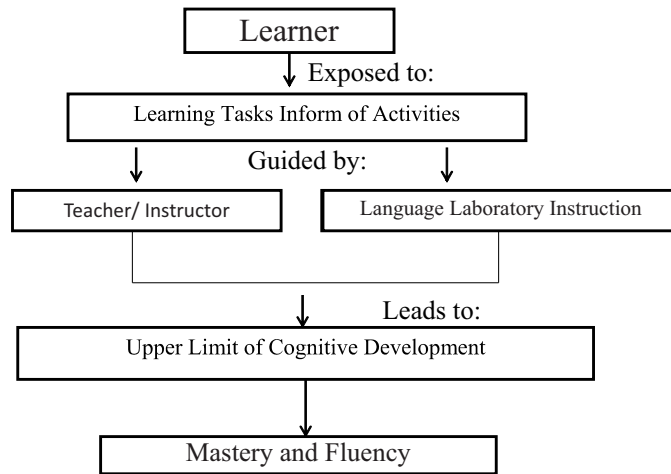
Most of the indigenous languages in Nigeria do not have the intonation pattern of English. In other words, while circumstances of definite feelings, certainty or uncertainty, excitement, inquiry and the likes determine the nature of the voice in speech (falling, raising or a combination of the two); to most indigenous languages of Nigeria this is not the case. The only thing that determines their voice is the tone and state of mind. Students who study English language as an area of specialization in the Colleges of Education should be trained on the skills to speak English fluently and effectively (Kabir, 2019). They should also be made aware of the missing intonation pattern of English in their own first languages. This will enable them to strike a balance between the language they are studying and their first languages and that in the final analysis, can sustain the interference of their mother tongue in learning the correct intonation pattern of English. In addition, the urgent need for students at the Colleges of Education in Nigeria to learn and master English language with certain degree of fluency that will enable and qualify them to teach at the basic education level, implies that, they could not afford to fumble and scramble for words, substitute and pronounce incorrect sentences altogether. With the growing demand for competent teachers with an excellent communication skills, coupled with the fact that, good communication skill is deemed necessary in an effective instructional process, it

has become important to explore all options and all possible academic solutions to address this issue (Kabir, 2019).

In an attempt to address the gap between the English language intonation pattern and that of most indigenous languages in Nigeria, this study employed language laboratory instruction which placed premium on Zone of Proximal Development (ZPD). Zone of proximal development refers to the range of tasks that a learner undergoes in learning the second language as advocated by Vygotsky in Yatsnisky (2016). ZPD is viewed as a way to better explain the relation amongst students learning of a second language, cognitive development and first language interference. Prior to the ZPD, the relation between learning and cognitive development could be boiled down to the following three major positions:

1. Cognitive development always precedes learning, that is to say, learner needs to reach a particular maturation level before learning can occur.
2. Learning and cognitive development cannot be separated and thus occur simultaneously.
3. Learning and cognitive development are separate but interactive process. That is to say, one process always prepares the other process and vice versa.

Vygotsky rejected all these three major positions because he believed that learning should always precede development in the zone of proximal development. According to Vygotsky, through the assistance of a more capable instructor, a learner will be able to learn skills or aspects of a skill that go beyond the learner's actual development or maturational level and can as well achieve the inter-language. Inter-language is the level of proficiency a second language learner can achieve to approximate the target language. This study has therefore justified the Vygotsky's theory of zone of proximal development in second language acquisition. It is vividly justifiable by this study that second language learning takes place when learners are exposed to range of learning tasks inform of activities through the assistance of a more capable instructor (teacher) and an appropriate method and instructional facility (language laboratory). Based on this, learners can reach the upper limit of cognitive development that will lead to language mastery and fluency. This study could be illustrated, thus



**Figure 1:** Representation the Study Process.

Moreover, language laboratory serves as a perfect instructional setting for the application of Vygotsky's theory of learning. Indeed, one of the basic requirements for teaching and learning of intonation pattern is the provision and use of a well-equipped language laboratory. In the study of English, the equipment and facilities to which students are exposed to during teaching and learning are of paramount importance. This is why, it is largely believed that, students with rich background in terms of exposure to facilities in the language laboratory, have advanced intellectual development, and hence, perform better in practice and in examination (Amodu, 2012; Hmoud, 2014 & Davies, 2015). Furthermore, Aleman (2014) stated that, since learning is change of behavior and change of behavior is better observed when practicalised, language laboratory should be made available especially in English language learning in which certain intonation patterns cannot be pronounced correctly as many of these patterns are missing in most of the students' first languages. Language laboratory instruction in English owes its existence and utilization based on the recognition that the spoken form of language is central to effective communication. Speech is very important in English language teaching and learning and therefore, prospective teachers of English (students of English at the Colleges of Education) should be trained in line with mastery and fluency in speaking of which intonation pattern is at the center stage.

Language laboratory is an essential component of English teaching and learning. Intonation pattern of English is however, key component in language mastery and fluency that cannot be dispensed with. Language programmes with a

communicative goal should focus on quality pronunciation tasks based on authentic materials as well as appropriate audio-visual equipment in the language laboratory. In terms of the authenticity of the content of pronunciation activities, Kilickaya (2014) explains that language learners feel better with authentic materials helping them involve in the real language as long as teachers provides them with pedagogical support. Instructors may create tasks from short academic discourse, recordings, analyzing and conversations.

main function and objective of a language laboratory is to make the individual learner practice more effective and increase the productivity of language teachers who only needs to focus on students' production and the mistakes encountered (Navas, 2016). Language instructors can use the language laboratory in order to improve those areas in which the students are facing problems such as intonation structure and pronunciation. Nevertheless, this does not mean that only this area can be reinforced with the use of the language laboratory. On the contrary, all the language skills and sub-skills can be easily improved in the laboratory according to the level reached by learners.

In addition, Alexander (2016) maintained that, language laboratory allow the teacher to monitor, control, deliver, group, display, review and collect audio, video, and web based multimedia contents. The student player is linked to the teacher console and can play audio, video and web based formats. Students can start, stop, rewind, and go back to last sound (word or sentence), record and repeat phrase and bookmark, respectively. The practical activity in the language laboratory is by every definition totally active and interactive way to teach and learn English. It is considered as a valuable tool and gadget that maximize the learning experiences of students. The value of language laboratory instruction in English has been recognized by both academic and private sector disciplines, and is also highly valued by students themselves who appreciate the opportunities, contextualization and challenges a language laboratory practical activities can offer in achieving mastery, fluency, manipulative skills and academic achievement (Navas, 2016).

Laboratory instruction involves activities that allow students to make choices with expletory actions. It is a learner centered, comprise before and after instruction, exciting activities that are connected with real life enthusiastic approach, rather than boring and passive encounter (Navas, 2016). In order to encourage students' flexibility in the use of language skills which include problem analysis, planning, conducting and applying learning experiences, it is



vital to employ the use of laboratory which is uniquely known for its enabling environment for learners' active participation (Lynn, 2008 & Lundi 2010).

Language laboratory applications and activities lead students to explore, inquire, personalize and practicalize learning experiences. This is why, in the English language curriculum which is approved to be offered and studied at the Colleges of Education in Nigeria, a list of practical activities that should go with each topic or course have been stressed, not even to mention the emphasis placed on language laboratory in particular. According to Aliyu (2015), language laboratory instruction contributes to students' academic achievements. Lynn (2008) submitted that an effective usage of language laboratory always have a significant effect on students' performance in English language learning. Language laboratory gives the students an appreciation of the necessary skills required for learning and promotes problem solving, analytic and expressive skills.

Furthermore, Navas (2016) stressed the following importance of laboratory instruction in English language: to arouse and maintain interest, attitude and curiosity of students in English language; to develop effective communication, creative reasoning and problem solving abilities; to develop inter language, fluent expressions and presentations; to develop conceptual understanding and to develop practical activities and teamwork. Lundi (2010) has further outlined the goals of English language laboratory activities in the following four dimensions: to foster knowledge of human communication enterprise so as to enhance students intellectual and competitive awareness; to foster English language learning and acquisition skills that can be transferred to other spheres of learning and problem solving; to help the students appreciate and in part emulate the linguistic competence in the entire realm of knowledge and learning; to help the students grow and appreciate the orderliness of language acquisition, knowledge and in understanding the nature of speech production in both theory and practice.

The effectiveness of language laboratory instruction covers listening and speaking which are highly essential in any meaningful language course. Also, students need to participate in practical activities (pronounce, record, display, observe, correct, analyze, transform, translate and report) in order to acquire the skills of learning by doing which is perhaps revealed to have been intrinsically interesting to students. Navas (2016) maintained that, the objectives of using laboratory work in teaching the intonation pattern of English include among others, the teaching and learning of skills, concepts, cognitive abilities and

understanding of the nature of speech, sound, syntax, structure, pronunciation, grammar and to some extent, semantics. Language laboratory activities appeared as a way to learn with understanding and at the same time, engage in a process of constructing knowledge and learning experiences by doing. It has been reported that laboratory activities and experiences are central to language learning goals; that English language cannot be meaningful to students, and the attainment of manipulative speech proficiency cannot be achieved without practical experiences (Aliyu, 2015).

The need for and the importance of laboratory practical activities in language curriculum should not be undervalued. It is believed that practical skills of speech production and presentations are not only essential for a successful language student, but are also central, unique and distinctive features towards mastery, professionalism and the overall academic excellence (Bygate, 2015). Practical activities in the language laboratory are essential aspects of English language course in higher education. The reason for its development lay in the need to produce well skilled and highly competent students that could be presented anywhere and that can fit in to the contemporary challenges encountered in communication (Aliyu, 2015). There are many purposes for engaging learners in to practical activities in the language laboratory. Some of these purposes are: to encourage accurate observation and description of sound; to make learning phenomena more real and exotic; to arouse and maintain interest; to promote a logical reflective thoughts and expressions; to use knowledge and skills in understanding some missing and unfamiliar concepts, letters and sound; to learn through practice and experimentation; to describe clearly, the process of sound production; to identify and illustrate key concepts in real life experiences; to be trained in specific practical skill; to develop observational and sound interpretational skills; to develop time management skill in speaking; and to enhance motivation and confidence in self-expression, among others (Navas, 2016).

### **Statement of the Problem**

It is an established fact that most of English language students at the Colleges of Education in Nigeria lack the ability to fluently express themselves in the language (Kabir, 2019). You will hardly meet a language student who could put his/her statement and sentences using Standard English with correct pronunciation of sounds, words and intonation. In addition, a brief conversation with any of these students will enable you to easily identify his/her first language.

This is because; his/her pronunciation of sounds and words will reflect that of his/her mother tongue.

Considering the rate of failure of students in the context of English phonology and the intonation pattern in particular (Ewa, 2015), coupled with facts on ground surrounding the inability of language students to fluently express themselves properly; it has therefore become necessary to evaluate the effectiveness of using language laboratory instruction on performance of students of English. Hence, the problem of this study is to determine the degree to which language laboratory instruction enhances performance of students of English in the intonation pattern in Colleges of Education in Nigeria.

The study was designed to achieve the following objective which is to:

1. Examine the performance of students' of English in the intonation pattern when taught using language laboratory instruction and those taught using lecture method.

The study answered the following question:

1. How effective is the use of language laboratory instruction on performance of students' of English against the lecture method in the intonation pattern?

The following hypothesis was formulated based on the research question:

Ho<sub>1</sub>. There is no significant difference in performance of students' of English in the intonation pattern when taught using language laboratory instruction and those taught using lecture method.

### **Method.**

The study adopted quasi-experimental research design (pre-test, treatment and post-test). Two Federal Colleges of Education in North-west Nigeria were selected for the study, with one college each as experimental and control groups, respectively. The experimental group was taught intonation pattern of English using language laboratory instruction while the control group was taught using lecture method. One thousand and ninety five NCE 1 students constituted the research population with one hundred and twenty four students of English double major as the target population. One hundred and twenty four (124) students were purposively selected as samples and participated in the study. Intonation Pattern Achievement Test (IPAT) was used as the research instrument. The instrument contains thirty multiple choice items and yielded a reliability coefficient of 0.78. At the initial stage, a pre-test was administered to ascertain the entry behavior of the participants. After which, the groups were exposed to the treatment. After six (6) weeks of treatment, a post test was also administered, and the result was

collected and analyzed. Mean and standard deviation were used to answer the research question while, independent samples t-test was used in testing the hypothesis at 0.05 significance level using SPSS 23.1 version.

**Result**

**Research Question One:** How effective is the use of language laboratory instruction on performance of students' of English against the lecture method in the intonation pattern? To answer this research question, mean and standard deviation of students' post-test scores in the intonation pattern in the experimental and control groups were used.

**Table 1: Mean and standard deviation of students' performance taught intonation pattern using language laboratory instruction and lecture method**

Group	N	$\bar{X}$	SD	Mean Gain.
Exp.	62	16.6322	2.54103	7.2299
Con.	62	9.4023	4.28473	

Table 1 revealed that there is a statistical difference in the mean score and standard deviation between the experimental and control groups in the intonation pattern. The experimental group has mean score of 16.6322 and the standard deviation of 2.54103 while the control group has mean score of 9.4023 and the standard deviation of 4.28473. A mean gain of 7.2299 was calculated in favor of the experimental group. This finding implies that students taught intonation pattern using language laboratory instruction performed better than those taught using lecture method.

**Hypothesis One:** There is no significant difference in performance of students' of English in the intonation pattern when taught using language laboratory instruction and those taught using lecture method. In testing this hypothesis, an independent samples t-test was conducted using students' post-test scores in intonation pattern in the experimental and control groups.

**Table 2: t-test analysis of students' performance taught intonation pattern using language laboratory instruction and lecture method**

Group	N	$\bar{X}$	SD	df	t-cal	t-crit	p-value
Exp.	62	16.6322	2.54103	122	7.54		2.58
Con.	62	9.4023	4.28473				

0.000

Table 2 displayed the t-test analysis of significant difference in students' performance taught intonation pattern using language laboratory instruction and lecture method. Result of the analysis indicated that the P-value= 0.000 is less than the alpha 0.05. The t-calculated 7.54 is greater than the t-critical 2.58 at degree of freedom of 122. The hypothesis which stated that there is no significant difference in performance of students' of English in the intonation pattern when taught using language laboratory instruction and those taught using lecture method is rejected. The difference is in favor of students' taught using language laboratory instruction. P-value=0.000 < alpha=0.05.

### **Discussion**

The finding of the study revealed that there is a significant difference in performance of students' of English taught intonation pattern using language laboratory instruction and those taught using lecture method. Students taught intonation pattern using language laboratory instruction performed better than those taught using lecture method. This study finding agrees with the findings of Carlos (2014), Ewa (2015), Hughes (2015) and Hewings (2016) which disclosed that language laboratory instruction in English facilitates mastery of the intonation pattern. Hewings (2018) maintained that the best way to improve your intonation is simply to become more aware of it by listening carefully to a recorded conversation in the language laboratory. The study by Ewa (2015) revealed that 95.5% of students' respondents described the use of language laboratory instruction in English as effective in enhancing mastery of the intonation pattern. Odusesu (2016) added that intonation deals with how we say (pronounce) more than what we say. The way we pronounce words will to a large extent translate the way we are as students. With this in mind, good and fluent intonation pattern is a feature expected of all language students at Colleges of Education in Nigeria.

### **Conclusion**

The study concluded that mastery of the intonation pattern leads to language acquisition, proficiency and the overall academic performance. In addition, effective utilization of language laboratory instruction in English significantly facilitates learning of intonation pattern. It should therefore be noted that, language laboratory instruction significantly enhances academic performance of students of English in intonation pattern than the predominantly used lecture method in Colleges of Education in Nigeria.

### **Recommendation**

Based on the finding and the conclusion drawn, the study recommended that,

- The National Commission for Colleges of Education (NCCE), administrators and teachers in the department of English in Colleges of Education in Nigeria should recommend the use of language laboratory instruction in teaching and learning of intonation pattern of English as it enhances students' mastery and academic performance than the predominantly used lecture method.
- Language experts and curriculum planners should design textbooks and other relevant instructional materials to guide and support teaching and learning of intonation pattern of English applicable in the language laboratory at Colleges of Education and at all institutions of learning in Nigeria.

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## **RISING CASES OF INSECURITY IN NIGERIAN TERTIARY EDUCATION INSTITUTIONS: EFFECTS ON STUDENTS' LEARNING ENGAGEMENT**

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### **Abstract**

*Insecurity is a phenomenon that has affected the emotional, physical, psychological and other aspect of student's life, hence its negative effect on student learning engagement. This study investigated the rising cases of insecurity in Nigerian tertiary education institutions and how it affects students' learning engagement. Using interview, the researchers obtained rich information from 28 participants who were 300 level students drawn from 12 tertiary institutions in Nigeria. Concentrating on the three dominant themes from the thematic analysis, the researchers analysed the opinion of students on the effect of insecurity on their learning engagement. Recommendations made include the employment and training of security personnel in tertiary institutions, and that security education should be included as a compulsory course in the tertiary institutions curriculum.*

**Keyword: Insecurity, Tertiary, Institution, student, Engagement**

### **Introduction**

Education is a tool for all round development. The Federal Republic of Nigeria (FRN, 2014) in her national policy on education described education as an instrument par excellence and that is why every country struggles to equip her young ones with requisite education in a safety environment. The Nigeria's philosophy of education according to Federal Republic of Nigeria (FRN, 2014) aims at the development of individual into a sound and effective citizen. This noble aim is expected to be achieved through quality instruction that promotes



value for promotion of physical, emotional and psychological development of students. Considering these lofty exceptions, one might not be wrong to ask if these can be achieved in the face of the preponderance of insecurity which have bedeviled Nigerian educational institutions especially in the tertiary institutions.

The goal of tertiary education among others includes development of relevant high-level manpower, development of intellectual capability of individuals and acquisition of physical and intellectual skills (FRN, 2014). The question begging for an answer is, can this be attained considering the high-profile lethal insecurity (kidnapping, killings, rapping, abductions) perpetuated by kidnappers, Boko Haram, banditry, foreign herders in Nigeria? This has brought about serious concern to the educational sector especially the students in tertiary institutions (Ogba & Igu 2019). Insecurity incidents have occurred in multiple tertiary institutions in the country and have also brought about a lot of concerns to students, teachers, parents and managers of educational institutions as at every incident life and property will be destroyed. Preumean-chancy and Sutton (2012) advice educational managers that security is very paramount in the achievement of academic performance that they should endeavor to take proactive steps to achieve safety environment in schools.

When insecurities occur, they create serious concern for parents, teachers, students, administrators, and communities about security of students in the school (Onifade, Imhonopi, & Urim, 2013; Ogba & Igu, 2019). The issue now is how can we restore confidence in students' engagement to learning as the insecurity in educational institutions might have affected their self-confidence in studies. Nigeria was one of the top twenty optimistic, happiest and secured nations especially in Africa between 1999-2010 not minding the low rating of her economic, political and education system, students were happily engaged in their learning (Ugwu et-al, 2021).

Insecurity in Nigerian tertiary educational institutions have different dimensions ranging from challenges of the civil war of 1966, election related turmoil, communal clashes, ethnic disturbances, riots, protest, militancy, insurgency, herders/farmers clashes, rapping, media crises, religious crises, kidnapping among others. All played a significant role in interrupting school activities (vandalization, killings and destruction); inducing fear in the students and teachers hence affecting their academic engagement(Ogba & Igu, 2008., Onoja, 2014).

Some researchers have different interpretation of insecurity, for instance, Strait and Rivera (2013), first perceived security as a basic human need that contributes to effective learning. Nwolise (2006) describe security as an all-

encompassing condition which suggests that a territory must be secured by a network of armed forces. Insecurity is the opposite of security which deals with lack of protection or condition that threatens lives and property. Achumba, Ighomereho & Akpor-Robaro, (2013), consider insecurity as a state of being inability to take defensive action against forces that portend harm or danger to an individual or group, or that make them vulnerable. Insecurity therefore, represents the state of fear or anxiety stemming from a concrete lack of protection. It also refers to lack adequate freedom from danger. This definition mirrors feeds into many other forms of insecurity such as emotion, psychology, physiology and social security.

Insecurity in Nigeria tertiary education institution has reached an alarming stage as students; teachers and other educational managers are either killed, kidnapped, raped, or maimed. Onoja (2014) reports that statistics has shown that between 2009 and 2019 that over 2,295 teachers have been killed, 1,280 students killed 19,000 others displayed and about 1,500 schools destroyed. In a similar report, and consequent upon this, Iheanachor (2015) rated Nigeria low as regards security matters.

The States mostly affected are Sokoto, Zamfara, Katsina, Kano, Niger and Yobe. Adedeji and Marco (2021) report that Nigerian education system is deep into crises on manifold facades, as the spate of mass kidnappings of students and teachers represent the gravest existential threat to the education system. Iwara (2021) found that in less than three months between December 2020 and March 2021, more than 600 students have been kidnapped. These attacks imping on effective teaching and learning and jeopardize the health of the students and others. According to Akintunde and Musa (2016), insecure school environment affects the learning of children and triggers traumatic disorder and toxic stress that affect the emotional, physical and psychology wellbeing. Ogba and Igu (2019) note that the consequence of insecurity is witnessed in school attendance as parents pull their children out of schools in some cases, infrastructures are destroyed and schools are closed down. Ojukwu & Nwanma, (2015) report that hostile school environment destabilizes student engagement and academic achievement.

Student engagement (2014) as applies to education refers to the level of devotion, inquisitiveness, attention, confidence, and desire students show in their academics which is predicates that learning improves behavioral attitude. Skinner et-al (2008); O'Farrell and Morrison, (2003) found student engagement as a means to decrease adolescent troubles and also decrease in increase in the risk of dropout rate. The exposition of the above is that when students are engaged

in a serenity environment it may help them to coordinate both emotionally and psychologically. When students are engaged in a good environment, they are encouraged to do better in their studies which will help them have a better life than taking to crime. Wang & Eccles (2012) found student engagement is essential for encouraging future careers as it promotes positive youth development. Iheanachor (2015) notes that incidence of insecurity has destabilized student engagement hence skyrocketing insecurity.

Government, school management and community have been making proactive steps to ensure the safety of students in schools. Periodically government use to post security men to schools more especially when there is an incident of insecurity in that particular school (Iheanachor, 2015). The school management has their own security personnel that work to ensure that there is security in the school (Ogba & Igu, 2008). These school security personnel stay at the both the entrance and departure gates. They search visitors' cars and interrogate them to find out what their mission is in the school.

However, irrespective of the identified efforts to provide security, Katsina (2012) report that insecurity in Nigeria educational institution is a concomitant of the deep and structurally entrenched crisis in student performance. The consequence of insecurity may affect students' engagement which is a critical component of academic and behavior success. Ubong (2016) narrates that the insecurity increase risk of wasting potentials. Schreck and Miller (2003) affirm that insecurity causes students to skip classes and encourage students to avoid setting places in school to avoid being a victim. Lawrence (2007) opines that student engagement when attention is lacking has a detrimental effect on their academic performance. Students' engagement is a multidialectal and multifaceted concept which involve positive students' behavior such as regular attendance to school, paying attention while in class and participation in class activities (Olson & Peterson, 2015).

Student engagement is explained as both governance (student representation and institutional) and pedagogy (earning, teaching, assessment and curriculum) all contribute to enhance both institutional and individual progress. Students' perceptions of the school environment influence their motivation for academic performance which may be influenced by all aspect of engagement such as individual, emotion, cognition. Students' engagement is used also to describe student's interest and enthusiasm which may not be attain in an institution that is characterized by insecurity. Hypothetically, therefore, insecurity in school may natively impact on the performance of student in school. According to Anderson et-al, (1999) engagement expose the psychological

experience of identification, feeling and respect that dear one's interest to care and participate in the school activities. Student engagement (2014) describes engagement in education as the degree of attention, curiosity, interest, optimism, and passion that students show in learning that promote their progress in education. This explains that student engagement is a predictor of learning improvement because when students are emotionally, psychological and physical stable they are inspired, interested and inquisitive to learning but when the reverse is the case, they lose interest hence disengagement may set in. Summarily, student engagement is a combination of individual interest. The student's sense of belonging, interest, willingness to learning is linked to level of acceptance posed in the learning. Lent (2014) reports that behaviour, emotions and cognitions are vital components of development and there is need to eschew every form of interruption.

Engagement encourages individual learning, belongingness, collaboration which may be achieved when the security of the school is assured (Singh & Srivastava, 2013). Student sense of belonging has to do with emotional response that may inspire positive feelings about one's happiness in an institution by promoting the psychological factor of being accepted and valued. Fredricks, Blumenfeld and Paris (2004) report that student engagement enhances personal commitment, proper use of time to acquire requisite knowledge and prospective skills. Engagement no doubt is a key way to increase student positive attitude towards learning. Student engagement pacifies collaborative actions that propel students to work in groups both for curricular and co-curricular activities that enhances progressive individual and school successes (Stout Christenson, 2009). Okolie et-al (2021) report that student engagement encourages interaction among them and enabled students to brainstorm, drive their enthusiasm and foster development of critical thinking skills. Affirmatively. Students' engagement is a route to success and an outcome of excellent teaching and learning in tertiary educational institutions.

However, one of the key challenges that seems to bother students, parents, educators and general public today is the incidents of insecurity that is threatening tertiary education institutions in Nigeria. The incidents have eating deep into students' learning engagement. The above assertion is in line with Ogba and Igu (2019) report that poor academic performance of students as occasioned by insecurity in Nigeria is witnessed in both internal and external examinations. Grover (2015) found that learning engagement does not take place if a student has any type of safety issues going on in his or her school. Hence one may not be wrong to state that one of the major challenges facing tertiary education in

Nigeria is insecurity as students are withdrawn, saddened and frustrated which is evidenced in their academic performance. This study is set empirical eye to investigate students Perception of their learning engagement in the face of insecurity in tertiary education institutions in Nigeria

### **Statement of the Problem**

Insecurity in tertiary institutions in Nigeria has become an important discuss at all quarters today due to increased abduction, kidnapping, sexual assault, media and assaults. Students, teachers and parents are concerned about the trajectory at which the incident of insecurity has taken. There is fear in every quarter as parents are worried about the safety of their wards and teachers are teaching under tension. The researchers a worried because insecurity in schools being a hydra-headed terror may force students out of schools, increase absenteeism, increase poor academic performance as students' perception will be negatively affected. The emotional and physical trauma the students experience may affect their academic engagement. Therefore, does insecurity in tertiary institutions affect students' perception in their academic engagement in learning?

### **Research Questions**

Two research questions guided this study:

- 1(a) What are students' perception about the prevalence of rising insecurity in Nigeria Tertiary education institutions?
- (b) How does insecurity affect the perception of students in their learning engagement in Nigeria Tertiary education institutions?

### **Research Methods**

Qualitative design approach was employed for this study. This approach enabled the researchers to explore data more thoroughly by allowing careful interactions with participants (Onwuegbuzie & Collins, 2007; Okolie et-al, 2019

### **Sampling technique**

First was the purposeful selection of 12 tertiary education institutions across the six geo-political zones of Nigeria. Secondly, using stratified random sampling technique 300 level students were sampled from five institutions. 30 participants were selected, five per each tertiary education institution (18 females & 12 males). 300 level students were used as study participants because they could give relevant information on the subject of study. The participants were reached through face-to-face, phone calls, email and WhatsApp messages. The invitation messages explained the objective of the study and requested the

consent as well the profile of students. This process was taken to ensure the eligibility of the participants. Several reminders were made to for over 20 days and 28 students (18 females and 10 males) eventually agreed to participate while 2 male participants were not available to participate.

### **Data Collection and Analysis**

Interview was used to collect data for the study. The planning and development of an interview protocol were completed prior to the interview with participants (Merriam, 1988); Creswell, 2014. Newton (2010) identified four essential aspects useful for interview data which include:

- a. it provides the opportunity to generate rich data;
- b. language use by participants is considered important in gaining insight into their perception;
- c. contextual and aspects are seen as significant to understanding other's perception;
- d. data generated can be analyzed in different ways (p.2).

Participants were interviewed through face-to-face approach, phone calls, and WhatsApp at a convenient time and place.. The interview lasted for 20 minutes per interviewee. The interview extract was transcribed.

### **Findings**

From the thematic analysis, the findings are presented in three main themes that were identified based on the research questions: (i) Fear of the Unknown ,(ii) Learning Disruption, (iii) Efforts to secure students and teachers.

**Theme 1:** *Fear of the Unknown.* This theme explains how students perceive insecurity in their various tertiary education institutions and the devastating effect on student engagement. From the results of the data analysis, it appears that students are becoming more afraid of attending classes due to fear created by the increasing rate of insecurity in their respective educational institutions.

**Theme 2:** *Learning disruption.* This theme explains how students hardly engage in their academic activities given the disruptive nature of the insecurity situations and attacks within their higher education institution's host communities.

**Theme 3:** *Efforts to secure students and teachers.* Participants expressed their fear in the increased rate of insecurity and are asking the stakeholder in the education and cooperate organizations to join hand to end the insecurity incidents hampering student engagement.

**Theme 1:** *Fear of the Unknown.* Data from the interviews indicated that

participants expressed fear over the insecurity challenges in Nigerian tertiary education institutions and the devastating effects on the students' emotional and psychological dispositions. Many commented that insecurity has pushed students to live in fear and frustration hence losing interest in academic activities which may negatively affect learning. Many participants explained that insecurity has negatively affected academic practices and activities. For example, consider the following students' narratives:

*the insecurity situation is becoming worse by the day, we no longer have that confidence, even inside the classes, students are always afraid. The fear is always in us because we don't know what will happen the next minute. The effect is that this has done so much harm to our academic lives...you will learn one thing today, tomorrow you will forget all of them because of inconsistency in academic activities(Student 9).*

The participant's narrative explains the level of anxiety and fear that students can express as a result of uncertainties from the insecurity situations around their various campuses. Such unpredictable insecurity situations may affect students' learning in that majority of them focus more on safeguarding their lives than their academic activities:

*The issue of this kidnapping of students and teachers has worsened the whole case. Everybody is afraid and the security situation around the school is equally so porous, that we don't even know what will happen the next moment. I'm praying and hoping that God will intervene in this situation (Student 1).*

This participant presented a worsening situation of insecurity in the campus and the level of fear that students have resulting from worsening cases of kidnapping of students and teachers, which have negatively affected learning activities in many higher education institutions. From the participant's excerpt, it can be seen that when students entertain fear of the unknown, their interests and attentions may be shifted away from learning. One of the participants explained further that:

*I know that they go to school hostels to kidnap students. Even if they eventually free the students, it will be difficult for them to return back to their campuses and even if they return to their campuses, they will not be free to carry out their academic activities as they ought to (Student 8).*

The participants were of the views that students who may have experienced any form of violence or who have been terrorized may have difficulty returning back to school and even when they do, they may lack a higher level of concentration and confidence to continue in their academic activities. This is clearer from one of the participants' explanation:

*We are all at the mercy of God now because the insecurity situations have overwhelmed even the government. We have been chased out of our hostels since the school management cannot guarantee our security (Student7).*

Another participant further explained:

*How do I cope with learning when my life is not protected and the fear of the unknown has become the order of the day? This semester has started but some of us are not in school as a result of the fear of unknown. They don't want to be kidnapped or attacked in their hostels (Student 4).*

From the excerpts of these participants, it is clearer that many students express much fear of the unknown which has negatively affected their learning engagement in their various higher education institutions.

### **Theme 2: Learning disruption**

Participants felt that insecurity has disrupted their engagement in academic activities which has a huge negative impact on their class attendance and academic performance. The situation also affects the students' emotions negatively. For example, one of the participants explained thus:

*I hardly stay in the school these days because you will hear that some bandits visit students in their hostels to abduct them for huge ransom (student10).*

Another participant further explained:

*For the past three months, many of us are out of school because kidnapers visited our school, killed one student and kidnapped 15 students. We don't*



*go to night classes anymore (student3), as a consequence of this.*

From these participants' explanations, it is clear that students spend more years in their respective tertiary education institutions given the insecurity challenges. This is because, the more schools shut down due to the attacks by the bandits the more the time to graduate gets elongated. Thus, a four-year undergraduate programme may be extended to 6 years:

*Sometimes, I feel unsafe when I am in school. Just imagine that you'll be in the class, lecture will be going on then, the next thing you hear is gun shot from nowhere... You don't even know where to run to. Learning under such disruptive environment affects me negatively (Student 19).*

The participants' views show that students would prefer to stay away from their campuses for safety to avoid being attacked by bandits and other terrorist groups that have now seen the education institutions as their easier points of call and economic emancipation.

**Theme 3: Efforts to secure students:**

Participants narrate the efforts made by the school management, student union management, communities and government to protect students and teachers at their various schools. Students noted that school management have invested more in improving the school security personnel, while the tertiary education institutions' host communities have done their best to provide vigilante groups to help improve the security situations, and the government have also deployed other security agencies to improve the security situation in and around the tertiary education institutions in order to enhance learning:

*The community authority usually send their vigilantes to monitor around the school premises and in most cases, I see the police men and Nigeria civil defense officers parade the school premises (Student 11). This makes us to become calm and assuring that safety in school for academic activities in being guaranteed.*

This participant confirms the efforts of their institution's host community in

safeguarding the students' lives. Although the participants expressed their loss of confidence in the government and their school management, they did not deny their efforts toward protecting lives and properties and to ensure that learning takes place appropriately the various tertiary education institutions under study.

*In my university, the management is trying their best by conducting strict checks at the school gates. There is an improvement in the security situations and the management is putting proper security measures in place to safeguard the school environment (Student 20).*

Another student further explains that:

*Right now, there are checks on vehicles moving out and ones coming into the school environment. Victors are given identification cards. They have some anti-bomb detectors, which they use to check vehicles. So, I think that there is a joint effort of the school management, the government and the host community (Student 7).*

From these participants' views, despite the overwhelming insecurity situations, efforts are being made by the school management, government and school host communities to help improve the security situations. Also, another participant explained the efforts of the student union government toward improving the security situations around the campuses:

*Since the issue of insecurity came up, the student union government have been working tirelessly to improve students' safety. In my school, the student government has provided some hotlines to call if you suspect any attack. The lines have been working effectively (Student 14).*

## **Discussion**

As the exploration of the three themes indicates, participants placed high concern on the rising cases of insecurity in tertiary institutions and its consequent effect on learning engagement. Their views were generally consistent with the destabilizing effect of insecurity on learning engagement, holding that fears of the unknown have great negative impact on their emotion, and this has created substantial deficiencies in their academic achievement. This reflects Ogba and Igu's (2019) report that poor academic performance in both internal and external

examinations are majorly as a result of insecurity witnessed in schools. The students also recount the disruptions of learning activities in their schools as bandits, kidnappers, boko haram to mention but a few, constantly launch attacks at various tertiary institutions across Nigeria. These attaches are seen in the distractions of life and property resulting in either suspending activities, students' dropouts, or closing down schools.

The third themes echo on efforts made by government, management, student union government and host communities to secure students and teachers in their respective tertiary education institutions. The students stress that occasionally security men (police, Nigeria civil defense personnel) mount surveillance especially in the affected schools to ensure and security is restored. The host community of the school usually deploys vigilantes to help in providing security while the school management employs security personnel as a security measure to check visitors coming in and going out of the school. The above extract concedes with the affirmation of Iheanachor (2015) that different administrations have been making proactive measures to ensure students safety in schools.

The results of this study confirm that, insecurity in tertiary education institutions has negative implications in students learning engagement which have impediment in their commitment, enthusiasm and interaction interest. These affect students' cognitions, affection and psychomotor factors that are key in taxonomy of education which students need to have positive attitudinal changes needed to foster effective living. Although, efforts have been made by various management to ensure appropriate security measure is maintained in the schools, the findings suggest that fear of unknown and disruptions of learning engagement occasioned by insecurity are still obvious in tertiary education institutions. On the basis of this research therefore, appropriate security measure needs to be redesigned and implemented to students' confidence in their learning engagement. Such security measure will likely produce significant changes in the way and manner students will take their studies in tertiary education institutions. This conclusion is consistent with the views of Preumean-Chancy and Sutton (2012) that educational managers should endeavour to take proactive measure to achieve security in schools noting that security is important to academic engagement.

The findings of this study also highlight the importance of learning engagement in a serene school environment. This will enable students to interact and engage in meaningful curricular and co-curricular activities in schools that will propel academic performance both in external and internal examinations.

According to Okolie et-al (2021) and Grover (2015) when students are engaged in learning activities in an environment that is free from different threats and attacks, their interactions will enable brainstorming which foster development of critical thinking skills one of the 21st century skills emphasized as essentially needed to be either employable or employers of labour.

### **Recommendations**

Based on the discussion, the paper recommends as follows:

1. Employment of adequate security personnel who will be adequately trained and equipped with security gadgets. Legislation of appropriate security measure that will be used to restore students' confidence in their learning engagement is needed.
2. Establishment of emergency bell to serve as a security as a security alert that any time there is suspicion in the school, the bell will raise an alarm and students will understand that there is danger.
3. Security education should be made as one of the faculty wild courses, this will help students to avoid the risk of exploitation.
4. Student union government should be used to create an awareness by sensitizing students on the issues concerning insecurity. This could be done by holding meetings periodically, printing and sharing flyer, pasting of posters at strategic areas in the school premise with inscription such as “be aware of unknown gone men,” “walk in groups” “inform your neighbor of your way about”.
5. Legislations is needed to checkmate the precarious and dangerous situations in tertiary education institutions in Nigeria enable the restoration of student's confidence in their learning engagement.

### **Limitations**

The limitation of this study is that generalization is constrained. “The intent of qualitative research is not to generalize findings but to form a unique interpretation of events” (p.158). It is argued that researchers who select their samples by any means other than random must accept the responsibility of determining whether the results are suitable to their situation or not.

Furthermore, the generalization from qualitative study should be viewed as a tool with which to work

### **Conclusion**

This research offers significant opportunity to progress research to enhance students' perception in learning engagement. It focused on the issue of frequent insecurity which have caused a lot of damages to the tertiary institutions in Nigeria. It calls for managers of education s to develop adequate security measures towards ameliorating the danger. The study notes that government and school management have provided security, though inadequate,

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## PEACE BUILDING ATTITUDE THROUGH ACTIVE LEARNING STRATEGIES IN JUNIOR SECONDARY SCHOOL PEDAGOGY FOR PEACE AND NATIONAL DEVELOPMENT

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### **Abstract**

*The study was carried out to determine Junior Secondary School teachers' perception on integrating active learning strategies in JSS pedagogy for peace building and national development. The population of the study comprised all the Junior Secondary Schools totaling 233 teachers (72 males and 161 females). Which is also used as the sample size. Researchers' made perception questionnaire titled "Teachers' Perception on Integrating Active Learning Strategies in Junior Secondary School pedagogy for Peace building and National development (TIAJPPN), was used for data collection. It had reliability coefficient of 0.85 determined through Cronbach alpha method. The data collected was analyzed using mean and standard deviation in answering research questions while the t-test statistic was used to test the hypothesis at 0.05 level of significance. The result of the study showed that JSS teachers have positive perception on integrating active learning strategies in Junior Secondary School pedagogy for peace building and national development. It was recommended among others that Junior Secondary School teachers should develop themselves as to be knowledgeable in using appropriate active learning strategies that is relevant to their respective subjects for the attainment of peace building culture among students.*

**Keywords:** Active learning strategies, Peace building, National Development

### **Introduction**

The world over is experiencing heightened conflict and security challenges in form of terrorism, violent extremism, kidnappings, political oriented thuggery and criminality, drug related violence, armed robbery, domestic violence, arson and so. It now seems that peaceful attitudes and spirit of humanity are lacking among men. These heightened conflict and security challenges are very much evident in Nigeria to the extent that violence of all forms seems to be



institutionalized in Nigeria. News about violent deaths as a result of assassination, political oriented thuggery, kidnappings, banditry, violent brutality by security agents on their victims, religious extremism, ethnicity, and other varying dimensions of violence are now a common place in society and are being shown daily in the media. These conflict and violence are largely centred on religion, ethnic bigotry, mutual suspicion and antagonism, and ethnic prejudices and so on (Eke and Ugonna, 2017). These increased incidence of violence, cruelty, aggression and upsurge of crime are majorly perpetuated among juveniles who have little or no idea of the root cause of the conflicting issues. These could be attributed to cultural, religious, political, historical differences among various ethnic groups in the country, (Kamkwis & Kojigil, 2011). Though differences do exist among humans as result of divergent religious affiliations, ethnicity, and political, cultural and social status and so on, peaceful coexistence is quite possible even in the midst of obvious differences, if peace building culture is deliberately and systematical integrated in the pedagogy of school system (Eke and Ugonna, 2017 & Ugwu, & Ibiam, 2011). It is cardinal for it to be integrated in the junior secondary school level pedagogy. This is based on the fact, that the junior secondary school level is the foundation upon which other levels of education are built and moreover attitudes of pupils can still be made to adjust to peaceful disposition, acceptance of contrary views and respect for others. Therefore, the importance of introducing peace building in the curriculum of junior secondary school cannot be over emphasis, as there cannot be sustainable national development without peace.

The term national development is very comprehensive, it embraces all facets of the life of an individual and the nation. It involves the process of reconstruction and development in various dimensions of a nation and development of individuals. It also cut across full-growth and expansion of industries, agriculture, education, social, religious and cultural institutions in a specific society: that is all-round and balanced development of different aspects and facets of the nation, political, economic, social, cultural, scientific and material. (Bawa, 2022). It cannot be effectively achieved without a peaceable individual and peaceful society; this is why peace inculcating building attitudes in youths is a veritable tool for national development

Peace building is an intervention that is designed to prevent the start or resumption of violent conflict by creating a sustainable peace (Iwuamadi; Eke & Nwanguma, 2022). Organization for Economic Cooperation and Development (2016) sees peace building to include activities designed to prevent conflict

through addressing structural and proximate causes of violence as a dispute resolution strategy, building capacity within society to peacefully manage disputes and reducing vulnerability to activities that may spark violence. George Manson University (2016) portrays peace building as a term used in international development community to describe the processes and activity involved in resolving violent conflict and establishing a sustainable peace. It is an overarching concept that includes conflict transformation, restorative, justice, trauma healing, reconciliation, development, and leadership, underline by spirituality and religion and attitude susceptible to peace and tolerance. In the broadest sense, peace building is a comprehensive concept that encompasses, generates and sustains the full array of process, approaches and stages needed to prevent conflict and transform conflict towards more sustainable, peaceful relationship. Inculcating peace building attitude in youth could be actualized through education.

Education plays key roles in peace building for behavioural change. Education, according to Eke; Iwuamadi & Nwanguma (2021) is a complex process of socialization that transform individuals into social beings equipped with necessary tools to participate fully in the dynamics of life. Junior secondary school education is a strategic sector of any educational system and offers unique opportunity to contribute to the transformation of societies through equipping young ones with functional life skills and attitudes that can help them adapt in the ever changing world and be prepared for higher education. The Government being aware of the strategic importance of junior secondary education to the future generation, articulated goals of secondary school to include among others;

- Foster National unity with an emphasis on the common ties that unite us in our diversity
- 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 live as good citizens (FGN, 2004).

Obviously, the goals of Junior secondary education is quite lofty, but one of its primary goals of fostering unity and respect for the feelings of others have not been achieved because majorly all the violent crimes and killing are being perpetuated by misguided youths and master minded by unscrupulous adults. This might be because the teaching method mostly used in junior secondary schools which is the lecture teaching method does not encourage collaborative skills and attitude among students. It is based on this foregoing that the researchers think that for concerted efforts to be made to curb violent conflicts

and institutionalize peace building attitude among the youths, it is imperative that the education system play a leading role. Specifically, junior secondary school teachers can play a key role in connecting with the younger population and effectively and positively reorienting their values by engaging them in collaborative/active learning experiences that focuses on critical thinking, mutual engagement of all participants in coordinated efforts to solve problems and reflect on peace building culture. It is the ethical responsibility of junior secondary school teachers to strengthen the moral values of their students as clearly stated in the goals of education in Nigeria FRN (2013).

There is a recent call for a paradigm shift on the teaching methods used in junior secondary school. The teaching methods advocated should be functional as to reflect the current realities and should not only centre on the cognitive, affective and psychomotor domains but should also emphasize on interpersonal skills, collaboration and critical thinking (Egbai & Eke, 2021). Interpersonal skills, collaboration and critical thinking are elements that drive positive attitudinal change in youths. This will help students to respect opinions of others, accept the differences in personality and understand that working in teams makes for better result than working individually. This will make individuals have peaceful attitudinal orientation that will help bring about national development. Egbai & Eke (2022), Eke, (2018), Eke, Ugonna & Nwachukwu (2021) were of the opinion that teaching methods to be used in teaching especially in secondary school should be one that makes students to collaboratively work for reconstruction of knowledge, develop good interpersonal attitude in learner, give the learner opportunity to critical think out solutions to problem and also develop in the learner the spirit of tolerance and acceptance of divergent opinions. They further stressed that the teaching method/ strategies used should be one capable of inculcating in the learner peace building attitude and that teachers should endeavour to use in lesson delivery, collaborative learning strategies that are embedded with skills and strategies that embraces and encourages peace building attitude among learners. A general term for group of teaching strategies that align with the above principles is active learning strategies.

Active learning teaching strategies are teaching or instructional procedures that involve all students to be fully engaged in the teaching and learning process. Regents of the University of Minnesota (2022), define active learning strategies as broad range of teaching strategies which engage students and their teachers as active participants in the teaching and learning process. Brame, (2016) sees active learning as any instructional method that engages students in the learning process beyond listening and passive note taking. Active learning approaches

promote skill development and higher order thinking through activities that might include reading, writing, and/or discussion. Active learning can take many forms and can be used in teaching in any discipline. It generally involves students engaging in small or large classroom instructional activities that may focus on writing, talking, problem-solving, or reflecting. In a conventional classroom, only few students in a given subject ask questions and respond to questions. But successful active learning activities provide an opportunity for all students in a class to individually and collaboratively think and engage with course material and practice skills for learning, applying, synthesizing, or summarizing material and solving of given tasks. Beyond the theoretical underpinnings, many studies across disciplines have explored the benefits of active learning approaches in college classrooms (Paniz, 2016). Active learning strategies provide valuable opportunities for students to develop disciplinary skills and expertise. It also enhances sourcing of knowledge, formulating questions and articulating ideas, as well as fostering interactions with peers (Ugwu, & Ibiam, (2011). Active learning strategies have shown to enhance students' academic achievement more than the conventional teaching method (Eke, 2018 & Eke, Igwe & Eke 2019).

Active learning is rooted in constructivist learning theory. Among all the learning theories, constructivist instructional teaching approach has the basic tenets of active learning which include the principle of individually and collaboratively active participation of students and teachers in achieving the expected instructional objective of the lesson, Eke, (2018) and Adikwu, & Abakpa, (2010). It also emphasize the importance of peer-to-peer interactions in teaching and learning process.

Constructivist teaching is based on constructivist learning theory. This theoretical framework holds that learning always builds upon knowledge that a student already knows. This prior knowledge is called a schema. Because all learning is filtered through pre-existing schemata, constructivists suggest that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively. A wide variety of teaching methods lean on constructivist learning theory. Most of these methods rely on some form of guided discovery where the teacher avoids direct instruction and attempts to lead the student through questions and activities to discover, discuss, appreciate and verbalize the new knowledge. (Eke, 2018).

The constructivist method is composed of at least five stages: inviting ideas, exploration, proposition, explanation and solution, and taking action (UC Regent, 2022). The constructivist classroom also focuses on daily activities when it comes to student work. And its teaching strategies also emphasize

communication and social skills, as well as intellectual collaboration (Eke, Ugonna & Nwachukwu, 2020) This is different from a traditional classroom where students primarily work alone, learning through repetition and lecture. Constructivist teaching strategies avails the students with a special opportunity for active learning and an atmosphere for proper participation and commitment. Other benefits of constructive learning strategies to learners according to Eke, Igwe and Eke (2018) include: developing higher level thinking skills; building self- esteem in students; Promotion of positive attitude toward the subject matter; development of oral communication skills; development of social interaction skills; promotion of positive race relations; the uses of a team approach to problem solving while maintaining individual accountability and stimulates critical thinking and helps students clarify ideas through discussion and debate.

In the active learning classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject. Eke (2018) identified three major roles for facilitators to support students in constructivist learning environments: Modeling, Coaching and Scaffolding. The following are some of the teaching strategies that are rooted in constructivist learning theory and by extension having the underlining principles of active learning teaching approach. Not all will be discussed because of limited of time. They include among others

- Concept mapping
- Know-what-learn (KWL)
- Picture work
- Read- Retail strategy
- Venn diagram
- Think-pair-share
- Concept mapping
- Jig saw
- Scaffolding
- Fish bowel
- Prediction activities
- Learning cells
- Pair Work

Adapted from Panitz, (2016).

Given the current pressure to use education as an instrument of fostering peace building culture and to make learners more active and learning more interactive,

the researchers therefore sought to determine Junior secondary teachers' perception on integrating active learning strategies in junior secondary school pedagogy for peace building and national development. It also set out to find out if differences exist between male and female junior secondary school teachers' perception on integrating active learning strategies in junior secondary school pedagogy for inculcating peace building attitude and national development.

#### **Purpose of the study**

1. The main purpose of the study is to determine the perception of JSS teachers on integrating active learning strategies in JSS pedagogy for peace building attitude and national development.
2. To find out if there are differences between male and female JSS teachers' on perception on integrating active learning strategies in JSS pedagogy for peace building attitude and national

#### **Research Questions**

1. What is the perception of JSS teachers on integrating active learning strategies in upper basic school pedagogy for peace building attitude and national development?
2. What is the difference between male and female JSS teachers' perception on integrating active learning strategies in JSS pedagogy for peace building attitude and national development

#### **Hypothesis**

There is no significant difference between the mean responses of male and female JSS teachers' perception on integrating active learning strategies in JSS pedagogy for peace building attitude and national development.

#### **Method**

The study used a descriptive survey research to gather information from JS school teachers in all the eleven public upper basic schools in Owerri Municipal Council of Imo State. The population of the study comprised all the JS schools totaling 233 teachers (72 males and 161 females). The whole population was used because of its small size. Instrument for data collection was Questionnaire on Teachers' Perception on Integrating Active Learning Strategies in JS school pedagogy for Peace building and National development (TIAJPPN), a 15-item questionnaire designed by the researchers and validated by three experts in teacher education and educational psychology. The instrument was divided into two sections. Section A dealt with demographic variables while section B dealt with junior secondary school teachers' perception on integrating active learning strategies in JS school pedagogy for peace building and national development.

The instrument was weighted and scaled thus: strongly Agree (SA), Agree (A), strongly Disagree (SD) and Disagree (D). Respondents were made to tick the option that best described their opinion. The instrument was trial tested using Cronbach Alpha to determine its internal consistency using thirty six upper basic teachers outside the study population. The reliability of TIAJPPN was 0.85. The researchers used two research assistants in the administration and collection of data from the subjects. This yielded a 100% return. The data collected were analyzed using mean and standard deviation in answering the research questions. Any item with a mean less than 2.50 was rejected while within and above 2.50 was accepted. The t-test statistic was used to test the hypothesis at 0.05 level of significance.

### Result

**RQ 1:** What is the perception of JSS basic teachers on integrating active learning strategies in JS school pedagogy for peace building attitude and national development?

**Table 1: Perception of JSS teachers on integrating active learning strategies in JSS Pedagogy**

S/N		Male		Female		Remarks
		Mean $\bar{X}$	SD	Mean $\bar{X}$	SD	
1	Integrating active learning strategies in JSS pedagogy will help to improve peace building attitude in learners that drives national development.	3.61	1.09	3.58	1.05	Accepted
2	It helps to promote peacebuilding attitude in learners, thereby reducing the culture of violence in the society.	3.04	1.10	3.06	0.99	Accepted
3	It help to develop in the individual skills, attitude and knowledge that seek cooperation, tolerance, care and respect for one another.	3.21	1.05	3.03	1.02	Accepted
4	It help to inculcate in the individual culture of peace that makes for appreciable level of development.	3.61	0.89	3.60	0.98	Accepted
5	It help individual to understand that justice and equity engender peaceful society that makes for development.	3.04	0.83	3.07	0.92	Accepted
6	It help individual to challenge and mitigate cultural norms and practice that create discrimination and injustice.	3.08	0.86	3.10	0.90	Accepted
7	It help to eradicate school violence that result from cult related activity.	3.40	1.01	3.41	1.01	Accepted

8	It help with skills for conflict mapping. That is to examine conflict clearly from the root point and using appropriate strategy to address the problem	2.78	0.70	2.73	0.81	Accepted
9	It will help to reduce the cases of tribal sentiments and religious intolerance.	3.59	1.02	3.61	1.03	Accepted
10	It help to avoid violence and criminality that result from political thugry.	3.01	0.83	3.00	0.85	Accepted
11	It reduce corruption and bad leadership.	2.74	0.79	2.72	0.93	Accepted
12	It will help learners to understand that issues that issues can be peacefully addressed through constructive negotiation and cooperation.	3.30	9.52	3.32	9.78	Accepted
13	It will have a positive far reaching effect on the national development.	3.66	0.81	3.71	0.89	Accepted
14	It will help for peaceful co-existence in the community irrespective of socio-economic differences.	3.04	0.78	3.60	0.80	Accepted
15	It help people to accommodate dissenting voices, know that every individual has a right to his/her opinion on issues.	3.84	0.89	3.69	0.85	Accepted
	<b>Grand mean</b>	<b>3.26</b>	<b>0.91</b>	<b>3.28</b>	<b>0.93</b>	
	<b>Average mean response</b>	<b>3.25</b>				

Table 1 shows that all the items on the questionnaire were accepted as they had response mean greater than the instrument scale mean (2.50). Also, the average mean (3.25) is greater than the scale mean. It is interesting to note that item no 1, 3 and 13 have the highest mean of 3.6 and above. Highest number of respondents agreed that integrating active learning strategies in JSS pedagogy have far reaching effect on the national development. Secondly, that integrating active learning strategies in JSS pedagogy improve peace building attitude in learners that drives national development. Thirdly, that integrating active learning strategies in JSS pedagogy will inculcating culture of peace on individuals. This implies a positive attitude among upper basic school teachers on integrating active learning strategies in upper basic pedagogy for peace building and national development.

**RQ2:** What is the mean difference between male and female JS school teacher on integrating active learning strategies in upper basic pedagogy for peace building and national development?



**Table 2: Summary of male and female students mean response on integrating active learning to JS pedagogy**

Group	N	Mean $\bar{x}$	SD	Difference in ??
Male	72	3.26	0.905	0.02
Female	161	3.28	0.96	

Table 2 shows that a mean difference of 0.02 exist between responses of male and female on their perception on integrating active learning strategies in upper basic pedagogy for peace building and national development

**Hypothesis**

**H<sub>0</sub> 1:** There is no significant difference between the mean response of male and female JSS teachers' perception on integrating active learning strategies in upper basic pedagogy for peace building and national development.

**Table 3: Mean responses of male and female JSS teachers' perception on integrating active learning strategies in JSS pedagogy for peace building and national development**

Group	N	Mean $\bar{x}$	SD	DF	T. cal	P.value	Decision
Male	72	3.26	0.91	231	.25	0.81	Accepted
Female	161	3.28	0.93				

The data above on table 3 indicated that t-calculated is .25 at 231 degree of freedom and a p.value of 0.83 which is greater than 0.5 at 0.05 level of significance which indicated that we retain the null hypothesis. Therefore, there is no significant difference in the mean responses of male and female upper basic teachers' perception on integrating active learning strategies in upper basic pedagogy for peace building and national

**Discussion**

The result of the study revealed that all items on the perception questionnaire were accepted as they had response mean greater than the instrument scale mean. This implies that all the upper basic teacher have positive perception on integrating active learning strategies in upper basic pedagogy for peace building and national development. This result is in agreement with the findings of Eke and Ugonna, 2017 as well as Kamkwis & kojigil (2011) which showed positive perception among teachers on the use of active learning strategies to enhance

peace building culture among students. Also, the study showed little difference between the mean responses of male and female upper basic teachers' their perception on integrating active learning strategies in upper basic pedagogy for peace building and national development This is in line with Kamkwis & kojigil (2011) which shows no difference in perception of male and female teachers on promoting peace through active learning approach in science and technology and mathematics in Nigeria Secondary school.

### **Conclusion**

Heightened conflict and security challenges are very much evident in Nigeria and are mostly perpetuated by youth. This may be as result of lack of spirit of collaboration and team work that create in individuals the attitude for empathy and tolerance. Education remain one of the veritable tools for reorienting individuals to imbibe peace building attitude and skills for peaceful conflict resolution peaceful living. There are no other better teaching strategies that have in built principles that expose learners to the spirit of collaboration, team work and group accountability like active learning strategies. Unfortunately, these active learning strategies are not used in teaching in JSS classes. It on these note that the researchers carried out a study to determine JSS teachers' perception on integrating active learning strategies in JSS pedagogy for peace building and national development. The result of the study showed that JSS teachers' have positive perception on integrating active learning strategies in JSS pedagogy for peace building and national development. This study is limited to teachers' perception regarding the use of active learning strategies in JSS pedagogy, further research need to be made on the effectiveness of any of the active learning strategies regarding specific subject in JSS.

### **Recommendations**

1. Active learning strategies should be adopted as official teaching method in secondary school.
2. JSS teachers who are the key players in curriculum implementation at this level, should be knowledgeable in using appropriate active learning strategies that is relevant to their respective subjects for the attainment of peace building culture among students.
3. Appropriate relevant authorities in Ministry of Education should organized in service training for JSS teachers with the aim of training them on how to use and adopt active learning strategies in their pedagogy. This is based on the fact that these strategies have in-built

skills in them that promote collaboration, individual and group accountability, tolerance, empathy, freedom of expression and so. This are crucial elements in peace building, which is a catalyst for national development.

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**EFFECTS OF WHATSAPP AND TELEGRAM ON ENGLISH LANGUAGE STUDENT-TEACHERS' INTEREST IN ENGLISH GRAMMAR IN FEDERAL UNIVERSITIES IN SOUTH EAST, NIGERIA**

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**Abstract**

*The focus of this study is on the effect of WhatsApp and Telegram applications on English language student-teachers' interest in English grammar. The study was carried out in federal universities in South East, Nigeria. The design adopted for the study was 2 x 2 factorial design. The population of the study is all the 295 first year English language student-teachers in federal universities in South East, Nigeria. Multistage sampling was used to select 217 students which were made up of 40 males and 177 females in two intact classes. English Grammar Interest Inventory (EGII) was used for data collection. The reliability index of the instrument is 0.86 and it was determined through the use of Cronbach's Alpha. Mean and Standard Deviation were used to answer the research questions and ANCOVA was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that the group taught with Telegram had higher interest score than those taught using WhatsApp. The findings also showed that female English language student-teachers had higher interest in English grammar than their male counterparts and that there was no significant difference in the mean interest scores of male and female English language student-teachers in English grammar. Based on the findings, it was recommended among others that lecturers in Nigerian federal universities should adopt Telegram, for improved interest of English language student-teachers in English grammar, and that teacher-education designers should include the use of Telegram in programmes for training of teachers.*

**Key Words:** English grammar, Interest, Gender, WhatsApp and Telegram

**Introduction**

In Nigeria, there are myriads of indigenous languages. The languages,

include Igbo, Hausa, Yoruba, Efik, Tiv, Ijaw, among others, and they are all used for communication and interaction. Adetuyi (2017) lends credence to this by stating that Nigeria is a multilingual nation with many indigenous languages. However, none of the indigenous languages is mutually intelligible for all the Nigerian citizens for it to perform a bonding service among Nigerians. In order to bring about mutual intelligibility in communication among Nigerians, the Federal Republic of Nigeria, in the National Policy on Education (2014) recognizes English as a second and official language in Nigeria. Hence, Nigerians have to speak the English language in addition to their mother tongues for intra and inter communications (Oluikpe, 2020).

Considering the number of years English has been in use in Nigeria, one would expect a thorough mastery of its usage by Nigerians. However, the reverse is the case. Egbe, Asogwa and Ossai (2017) assert that the majority of Nigerian students exhibit an embarrassing poor command of English. This situation becomes more worrisome considering the fact that internet has made the world a global village and English is the language of the internet. Lack of proficiency in the use of English language could be attributed to poor knowledge of the language skills – listening, speaking, reading and writing. Poor knowledge of language skills according to Torty (2011) results from lack of mastery of the grammar of a language. This is because central to mastery and use of language skills is the ability to construct and use correct sentences which is the crux of the grammar of any language. A lot has been written to explain the meaning of grammar. Otagburuagu, Obah, Onuigbo and Okorji (2007) define grammar as a body of knowledge which deals with sentence formation and usage. Grammar is concerned with the nature of words and the sequence of words in sentences in a linguistic system (Drisu, 2019). Euson (2020) states that grammar is an aspect of language that deals with smaller units of language such as words, phrases and clauses, and form of sentences. Grammar, therefore, is a set of rules which explains, and helps to structure meaning in a language.

A look at the grammar course taught to first year English language student-teachers (students studying Education English in universities) in Nigeria shows that agreement occupies a central position. This is because all the aspects of grammar find application in sentences and for sentences to be used for effective communication there is the need for agreement between the various elements of the sentences. Moreover, during examination, students' knowledge of the various aspects of grammar is not tested in isolation but in sentences. Without good knowledge of agreement, students will hardly perform well in such examinations. Agreement is unity that exists between words in sentences.

It is the correspondence of one word with another in a sentence mainly in number and tenses. In the view of Tuurosong (2012) agreement is the concord between two parts of a sentence especially with regard to their number or tense. Number in this sense refers to singular and plural, while tense refers to the form of the verb that shows time of action in sentences. First year English language student-teachers are taught grammar in the universities. However, studies have revealed that the students encounter difficulties in grammar, make grammatical errors especially with respect to the use of agreement when they speak English, and also perform poorly in grammar courses. Some of the lecturers that teach English grammar explained in an interaction with the researcher that students perform poorly in grammar, especially in agreement. One wonders whether this problem of poor knowledge of grammar which leads to grammatical errors, and negatively affects communication in English could be attributed to students' lack of interest in learning of English grammar.

Interest is a personality characteristic that makes someone want to know more about a person or a thing. Okonkwo (2016) sees it as a feeling that causes attention to focus on a process. In the context of this study, interest is defined as a feeling of curiosity over a learning task which makes learners look out for more tasks and enjoy the ongoing ones. Interest is a personality trait that plays an important role in the field of education. It is most likely for learners who are interested in learning activities to report high level of achievement. This is because when learners are interested in any subject or topic, they delight in learning it and also give more time to it. In support of this, Alozie (2016) states that learners derive satisfaction from, and enjoy studying any subject they are interested in. It is important for teachers to raise and sustain the interest of learners during classroom instruction at all levels of education. Zari and Aso (2014) state that students' interest in grammar is raised through the use of modern technology which makes them actively involved in the learning process. WhatsApp and Telegram have the potential of making learners active participants in the learning process. Hence, they can be used to get learners actively involved in teaching and learning of English grammar. It is therefore important to carry out this study so as to determine the effect of WhatsApp and Telegram on English language student-teachers' interest in English grammar.

Instructional materials are tools used by teachers to concretize concepts in the process of teaching and learning. Some of the tools according to Jayakumary, Lisha and Rizwana (2016) are non-digital while others are digital. Non-digital tools are non-electronic resources such as: textbooks, writing boards, personal notes and charts. While interacting with some of the lecturers in

Federal Universities in South East, Nigeria, the researcher found out that lecturers rely heavily on non-digital technological tools for classroom instruction. This is in line with the observation of Adeniyi and Lawal (2012) that educators still cling to traditional technological materials while teaching.

The traditional technological materials such as textbooks are teacher-centered, and have some disadvantages. Amesi and Yellowe (2018) state that overreliance of educators on traditional technological materials negatively affects learning. For instance, textbooks are designed as sources of information which may have all the answers to all questions. This makes learners see learning as an accumulation of facts, and makes it difficult for them to ask higher-level questions, engage in problem solving activities and acquire implicit knowledge of the rules of grammar. It is therefore argued in this study that relying on traditional technological tools such as textbooks and other non-digital tools in training of English language student-teachers is inadequate in this internet age. For students to make effective use of English grammar, especially agreement, they need to acquire implicit knowledge of the rules. This is because agreement is application based area of grammar which can be learnt to the level of automaticity through practice and exercises. Hence, the need to make use of such modern technological tools as WhatsApp and Telegram in the teaching and learning of English grammar.

WhatsApp is an application which enables users to chat with one another. Yeboah (2014) sees it as a mobile application that provides instant messaging service in smart phones. There are some affordances of WhatsApp that can be exploited to enhance communication in the education system. They include high level of availability, provision of privacy, and ability to switch over to private communication channels with any individual while working in groups, among others. The affordances of WhatsApp, according to Rosenberg, Ophir and Asterhan (2018) enable it to address privacy issues and concerns. Privacy is maintained in WhatsApp due to its end-to-end encryption. This encryption makes it possible for only the sender or members of a group, or an individual to whom a message is sent to gain access to a message. All these features and functionalities of WhatsApp can be used for individual and group follow-up of learners.

Telegram is also a social interactive tool extensively utilized by people. Pirouz (2015) defines it as messaging and call software used by millions of people across the globe. Sawers (2016) points out Telegram as a successful instant messaging service which enables users to communicate with one another. Telegram has a lot of features and functionalities that facilitate communication



in a social context. Arash, Negar and Mahmood (2017) state that the ability to send and receive photos, audio and video messages, web-based resources, and files that are up to 1.5 gigabyte in size, among others are the features and functionalities of Telegram that make it advantageous to its users. Telegram also has channels and robots which can be integrated into the processes of teaching and learning to enhance learning. In support of this, Mashhadi, and Kaviani (2016) explain that Telegram channels can be integrated into existing learning practices to create unique opportunities for learning of English language.

As web 2.0 applications, WhatsApp and Telegram have similar features. The applications are easy to download, fast, and condone individual, group and offline messaging. Despite all these similarities, there are distinctions among their features and functionalities which are capable of making users prefer either of them. Telegram has unlimited cloud storage and file sharing capacity, with various bots - special programs which perform predefined tasks and help users filter contents in their various groups or channels and direct them to relevant contents, and channels - tools in Telegram which can be created or subscribed to by telegram users for broadcasting or receiving public message on any topic of interest. These affordances of Telegram do not exist in WhatsApp. WhatsApp, on the other hand, has greater user base making it near-omnipresent and indispensable, sleek interface, unique way of marking a message as read in a lengthy group conversation, and has status feature which allows its users to easily update at will but Telegram lags behind WhatsApp in terms of these features. The differences in their features and functionalities are capable of influencing the interest of students irrespective of their gender while learning grammar.

Gender refers to social roles of males and females in the society which affect their attitudes towards things and events around them. Eddy, Brownell and Wenderoth (2014) explain it as a socio-cultural construct which organizes social relationships among males and females. Baker and Bahng (2013) support this by pointing out that males are more innovative than females. Irrespective of the roles and societal expectations of males and females, both gender benefit from formal education. This is why the Federal Republic of Nigeria in the National Policy on Education (2014) introduces the idea of equal education for all – males and females. Formal education which takes place in schools is facilitated through the use of educational and technological tools which are capable of providing equal learning opportunities for males and females. WhatsApp and Telegram applications are educational tools that can be used by both males and females in the learning process. They are not gender sensitive. In

support of the use of non-gender sensitive instructional tools in classrooms, Njoku (2010) notes that teachers need to be gender sensitive in classroom instruction. Hence, the use of WhatsApp and Telegram applications is likely to influence the interest of both male and female English language student-teachers.

This study provides an opportunity for further exploration of the reliability of Gardener's theory of multiple intelligence, which was propounded in (1983). The theory explains that learners have different kinds of intelligence and that provision of instruction to learners in ways that fit the kind of intelligence they possess makes them actively involved in the learning process for improved learning. In teaching and learning of English grammar through the use of WhatsApp and Telegram, learning materials can be presented to learners in different formats which ensure that learners with different types of intelligence benefit adequately from learning activities that suit their mode of intelligence. If WhatsApp and Telegram applications prove to be effective in improving the interest of English language student-teachers in grammar, through workshop and seminar the student-teachers and their lecturers can be encouraged to use the applications for they will invariably improve the learning of grammar.

This study was guided by the following research questions:

1. What are the effects of WhatsApp and Telegram applications on the mean interest ratings of English language student-teachers in English grammar?
2. What is the influence of gender on the mean interest ratings of English language student-teachers in English grammar?

The following null hypotheses which were tested at 0.05 level of significance also guided the study:

1. There is no statistically significant difference in the mean interest ratings of English language student-teachers taught English grammar using WhatsApp and those taught using Telegram.
2. There is no significant difference in the mean interest ratings of male and

female English language student-teachers in English grammar.

### **Method**

The design adopted for this study was  $2 \times 2$  factorial research design. This design allows for investigation of two levels of two independent variables (Fisher, 1935). The design was considered to be appropriate because there are two independent variables in this study - WhatsApp ( $X_1$ ) and Telegram ( $X_2$ ). Moreover, the moderating variable – gender – which was also investigated in this study is at two levels: male ( $Y_1$ ) and female ( $Y_2$ ). The study was carried out in South-East, Nigeria. The population of the study is all the 295 first year English language student-teachers in federal universities in South East, Nigeria. Multistage sampling was used to select 217 students which were made up of 40 males and 177 females in two intact classes. English Grammar Interest Inventory (EGII) was used for data collection. The instrument was trial tested and it yielded a reliability index of 0.86 as determined through the use of Cronbach's Alpha. Two experimental groups were used for the study. One experimental group was exposed to teaching by use of WhatsApp while the other group was exposed to the use of Telegram. Before the treatment, EGII was administered to the student-teachers as pretest in each group.

The same contents were taught to each of the groups and the topics include: grammatical agreement, notional agreement, agreement by proximity and aspect. One week was used for teaching each of the topics. The following were done while teaching each of the topics through the use of WhatsApp: The lecturer created a general WhatsApp group and added all the members of the class to the group. The learners were assigned by the lecturer to groups of 10 students, and each of the groups appointed a leader who created a WhatsApp group for their various groups and added the lecturer to ease group discussion. The essence of this group was for carrying out group activities and to enhance interaction. During instruction, the lecturer presented the lessons by posting them on the general groups' wall in audio, video or written forms. The learners were also provided various links on which they clicked to read-up relevant materials about the topic. After this, the learners were guided to engage in discussion of the lesson in their various groups within a certain time limit, and then post the summary of their discussion on the general group. After discussion, the lecturer changed the group's setting so that the learners could no longer post any message to enable the lecturer organize and properly summarize their discussions so as to make them acquire correct knowledge. This was followed by evaluation questions which the learners were expected to answer

within a certain time frame.

On the other hand, the following were done while teaching each of the topics through the use of Telegram: The lecturer created a Telegram Group and a Channel and invited the learners to join them. The Group was used to deliver instruction in audio, video, text, pictures etc, while the Channel was used for giving vital information. The learners were assigned to smaller groups of 10 students in a group, and each of the groups created a Telegram group and added the lecturer to ease group discussion and further exploration of a topic. After presenting any topic to the learners, the lecturer directed them to relevant channels and robots used to facilitate learning, and also guided the learners to interact with the robots to gain required information. The learners were then guided to engage in smaller group discussion to interact and discuss the information obtained within a specific time. After this, the student-teachers made a summary of their discussion in each of their small groups and posted same to the general group. The lecturers then summarized the findings of the groups and posted it on the Channel. As the learners went through the summary, the lecturer posted the evaluation questions and asked the learners to answer them. After the five weeks of treatment, EGII was administered to the students as posttest by the lecturer. Data collected were analyzed using Mean and Standard Deviation to answer the research questions and ANCOVA to test the null hypotheses at 0.05 level of significance.

**Results**

The results were presented in line with the research questions and hypotheses that guided the study.

**Research Question One:** What are the effects of WhatsApp and Telegram applications on the mean interest ratings of English language student-teachers in English grammar?

**Table 1: Pre/Post mean Interest ratings of the Experimental Groups in English Grammar**

Group	N	Pre-test		Post-test		Mean Gain
		$\bar{X}$	SD	$\bar{X}$	SD	
Group A (WhatsApp)	107	50.17	2.58	63.52	6.11	13.35
Group B (Telegram)	110	50.99	3.41	64.79	5.81	13.80

Result in Table 1 indicates the effects of WhatsApp and Telegram applications on the mean interest ratings of English language student-teachers in English grammar. The result shows that the group taught using WhatsApp had a pre-test

mean interest rating of ( $\bar{X} = 50.17$ ,  $SD = 2.58$ ), and a post-test mean interest score of ( $\bar{X} = 63.52$ ,  $SD = 6.11$ ). On the other hand, the pre-test mean interest rating of the group taught using Telegram was ( $\bar{X} = 50.99$ ,  $SD = 3.41$ ), while their post-test mean interest rating was ( $\bar{X} = 64.79$ ,  $SD = 5.81$ ). The WhatsApp group had a mean gain score of 13.35 as against the mean gain score of 13.80 recorded by the Telegram group. The result reveals that the students taught with Telegram gained slightly higher interest in English grammar than those taught using WhatsApp. The result further shows that the standard deviation values of 2.58 and 3.41 were obtained at the pretest, and 6.11 and 5.81 at posttest respectively for students taught with WhatsApp and Telegram. The close nature of the standard deviation values indicate that the group taught with WhatsApp and Telegram had similar level of response in their interest in English grammar.

**Research Question Two:** What is the influence of gender on the mean interest ratings of English language student-teachers in English grammar?

**Table 2: Pre/Post mean Interest ratings of male and female Student-teachers in English Grammar**

Group	N	Pre-test		Post-test		Mean Gain
		$\bar{X}$	SD	$\bar{X}$	SD	
Male	40	50.60	2.68	61.20	5.77	10.60
Female	177	50.57	3.12	64.05	6.04	13.48

Result in Table 2 indicates the influence of gender on the mean interest ratings of English language student-teachers in English grammar. The result shows that the male students had a pre-test mean interest score of ( $\bar{X} = 50.60$ ,  $SD = 2.68$ ). They also obtained a post-test mean interest score of ( $\bar{X} = 61.20$ ,  $SD = 5.77$ ). However, the female students had a pre-test mean interest score of ( $\bar{X} = 50.57$ ,  $SD = 3.12$ ), and a post-test mean interest score of ( $\bar{X} = 64.05$ ,  $SD = 6.04$ ). The table also shows that the male and female students had mean gain scores of 10.60 and 13.48 respectively. Thus, females gained more interest than the males in English grammar. The result also shows that the standard deviation values of 2.68 and 3.12 were obtained at the pretest, and 5.77 and 6.04 at posttest respectively for male and female students. The close nature of the standard deviation values indicate that male and female English language student-teachers had similar level of response in their interest in English grammar.

$H_{01}$ : There is no statistically significant difference in the mean interest ratings of English language student-teachers taught English grammar using WhatsApp and

those taught using Telegram.

**Table 3: Analysis of Covariance of English Language Student-teachers' Post Interest Ratings in English Grammar by Instructional application and Gender**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	722.778 <sup>a</sup>	4	180.70	5.28	0.01	0.09
Intercept	4276.718	1	4276.72	124.90	0.01	0.37
Pre-Interest	110.951	1	110.95	3.24	0.07	0.03
Instructional application	387.879	1	387.88	11.33	0.01	0.05
Gender	22.483	1	22.48	0.66	0.42	0.01
Instructional application * Gender	141.162	1	141.16	4.12	0.04	0.02
Error	7259.378	212	34.24			
Total	883552.00	217				
Corrected Total	7982.157	216				

a. R Squared = .091 (Adjusted R Squared = .073)

Results presented in Table 3 show that instructional application has a significant effect on students' interest in English grammar

( $f(1,212) = 11.33, p < 0.05, \eta^2 = 0.05$ )(1,212)=

11.33,  $p < 0.05, \eta^2 = 0.05$ )  $F(1,212) = 11.33, p < 0.05, \eta^2 = 0.05$ ). Given that the associated probability value of 0.01 is less than the 0.05 level of significance, the null hypothesis one ( $H_{01}$ ) which states that there is no significant difference in the mean interest ratings of English Language student -teachers taught English grammar using WhatsApp and those taught using Telegram applications is therefore rejected. Furthermore, the effect size ( $\eta^2 = 0.05$ ) indicates that 5 percent variance in students' interest ratings in English grammar is attributed to instructional application. Consequently, the inference drawn is that student -teachers in WhatsApp and those in Telegram group significantly differ in their interest in English grammar.

**H<sub>02</sub>: There is no significant difference in the mean interest ratings of male and female English language student-teachers in English grammar.**

The results presented in Table 3 also indicate significant difference in the mean interest scores of male and female English language student-teachers in English grammar ( $F(1,212) = 0.66, p > 0.05, \eta^2 = 0.01$ ). Given that the associated probability value of 0.42 is greater than the 0.05 level of significance, the null hypothesis two (H<sub>02</sub>) which states that there is no statistically significant difference in the mean interest ratings of male and female English language student-teachers in English grammar is therefore not rejected. Furthermore, the weak effect size ( $\eta^2 = 0.01$ ) indicates that only 1 percent variance in English language student-teachers' interest ratings in English grammar is explained by gender difference. Consequently, the inference drawn is that gender has no a significant influence in student-teachers' interest in English grammar.

**Discussion of Results**

The findings of this study regarding the effect of WhatsApp and Telegram applications on the interest of the students in English grammar, as presented in Table 2 indicate that the two applications had positive effects on the interest of students, although the students taught with Telegram obtained slightly higher score than those taught with WhatsApp. Hence, Telegram proved to be more effective in improving the interest of the English language student-teachers in English grammar. The findings of this study agree with those of Mashhadi and Kaviani (2016). Mashhadi and Kaviani (2016) found out that Telegram improves the interest of learners in learning of English vocabulary.

The efficacy of WhatsApp and Telegram in improving the interest of student-teachers in English grammar in this Net generation is not surprising. This is because students in this generation surf the internet to meet their various learning needs. They also use different web 2.0 applications such as WhatsApp and Telegram to make friends and sustain their relationships. The students are conversant with the applications and understand how they work. Hence, the use of technology which the students value and appreciate in teaching and learning will invariably improve their interest in the learning process. Moreover, Net Generation learners learn by doing, and WhatsApp and Telegram are learner-centered instructional tools which provide opportunities for learners to actively participate in the learning process. The applications enable the students to create and share their own work, and also comment on information provided by others. They also provide opportunities for learners to locate, review and evaluate information. All these affordances of WhatsApp and Telegram are capable of raising and sustaining the interest of learners in the learning process. The fact that the students taught with Telegram obtained slightly higher interest rating than those taught with WhatsApp shows that Telegram appeals more to the

learners than WhatsApp. Students interact with robots in Telegram and this interaction makes them more interested in the learning process.

Results of this study also show that the difference in the mean interest scores of male and female students in English grammar is not significant. This means that the WhatsApp and Telegram had the same positive effect on male and female students. This finding agrees with the findings of Torty (2011) that gender difference does not have significant effect on students' interest in grammar. Torty, therefore, came to a conclusion that teaching method has no significant effect on mean interest rating scores of male and female students. The finding differs from those of Okonkwo (2016) and Drisu (2019). Okonkwo (2016) found out that gender was a significant factor that improved students' interest in Basic science in favour of female students, while Drisu (2019) found out that male students have higher interest than their female counterparts in reading comprehension.

### **Conclusion**

Based on the result of this study, the following conclusion is hereby made. WhatsApp and Telegram applications have positive effect on the interest of English language student-teachers in English grammar. The group taught with Telegram showed higher interest in English grammar than the group taught with WhatsApp. Gender had no significant influence on interest of the students. There were significant interaction effects of the applications and gender on student-teachers' interest in grammar.

### **Recommendations**

The following recommendations were made based on the findings and educational implications of the study.

1. Lecturers in Nigerian federal universities should adopt Telegram for improved interest of English language student-teachers in English grammar.
2. Continuing professional development programmes should be regularly organized for lecturers that teach grammar courses by the university administration on the use of WhatsApp and Telegram in teaching of



English grammar.

3. The teacher-education designers should include the use of web 2.0, especially Telegram in programmes for training of teachers. This is to enable them acquire the knowledge and skills needed for effective use of the application both for self-paced and autonomous learning of any topic of interest, and for classroom instruction.

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## INDIGENOUS LANGUAGE OF INSTRUCTION AND BASIC EDUCATION IN FOSTERING EARLY SCHOOL TEACHING IN OGUN STATE

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### **Abstract**

*The study examines indigenous language of instruction and basic education in fostering early school teaching in Ogun State. The study adopted a descriptive survey research design. Population comprises of all primary schools in Ogun State. Simple random sampling technique was used to select fifteen (15) primary schools in Ogun State in which ten (10) primary six (6) pupils were randomly selected from each of the chosen schools to make a total of one hundred and fifty (150) as sample for the study. A self-developed questionnaire was used as instrument for data collection. It was developed in closed-ended of Yes or No. The instrument was moderated by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage statistical tool. Findings revealed that, the multilingual nature of Nigeria hinders the effective use of indigenous language as a medium of instruction in Nigeria's primary level of education, the lack of names of instructional materials and science equipment in the indigenous languages as well as lack of names of new scientific inventions in the indigenous languages also hinder the use of indigenous language as a medium of instruction. The study concluded that, prospect of using indigenous language as a language of instruction is not feasible in Nigeria at least in the foreseeable future. Indigenous language education in Nigeria will bring about the mass production of new instructional materials and text books in the indigenous language of instruction as well as the training and recruitment of teachers in the adopted indigenous language of instruction. These will take several years of long term planning and experimentation before possible implementation. Therefore, the study recommended that policy makers in Nigeria should adopt a long term planning to fashion out a national language for the country which will replace English language as the nation's language of wider communication/official language and*

*also serve as language of instruction in educational institutions in Nigeria.*

**Keywords:** Indigenous language, Instruction, Basic Education, Early School

### **Introduction**

The importance of language in any human society cannot be over emphasized as it is of utmost importance in our day to day interaction which has ensured orderliness in society. Sequel to this Hall (1968) defines language as a situation whereby human beings communicate and interact with one another by means of habitually used oral, auditory, arbitrary symbols. In the same vein, Obanya (cited in Udensi, Ogbonnaya&Ezema, 2018) opine that language is man's most important gift and maintained that language is a good instrument for thought and creativity. Language is culture bound and is transmitted from generation to generation. History and culture have an overbearing influence on the language of a particular group of people; little wonder Menon, Viswanatha, and Sahi (2014) assert that “any discussion about language delves deeply into the history, politics, identities, imaginations and aspirations of a people”.pg 23

In the case of Nigeria, there are two sets of languages on which communication revolves: the native languages or the mother tongue with its numerous and distinct dialects and the English Language. Nigeria has an estimate of four hundred and fifty languages which are mutually unintelligible to each other, with Igbo, Hausa, and Yoruba as the three major languages and other languages such as: Tiv, Igala, Efik, Epira, Jukun, Ijaw, etc. as the minor languages. The English language which was occasioned by colonialism right from the period of colonialism has been playing a vital role in Nigeria: first, as a language of commerce, later as a language of administration, education and wider communication (Udensi, Ogbonnaya&Ezema, 2018).

In Nigeria today, the issue of indigenous language-use, at the basic level, has been a national debate for decades. Language experts such as: Orjime (2012), Ashafa, (2013), and Adeniyi, (2014), have reinstated the importance of language and even more, the indigenous languages to the social, political, cultural, and educational developments of any society in the world. Hanafi (2013, p. 6) asserts that language is the foundation of every culture; describing it as “an abstract system of word, meaning and symbols for all aspects of culture...”. Therefore, language is of uttermost importance to the communication processes of any speech community. Ademowo (2012) goes further to identify four ways by which language is employed in the society, thus: language is used as a means of expression, for record purposes, to set matters in motion and as an instrument of thinking. It will not be wrong for culture to be described as inconceivable outside

of language.

The education of a nation is an integral part of its national development and transformation, which unlocks the human potentials among its people. Thorough education begins with an effective communication through the use of a structured and well understood language. Language is part of the culture that has other elements of values, beliefs and norms embedded in it. Moreso, as Oyinloye (2010) describes, language is the window that showcases the culture; hence, the importance of the implementation of the indigenous language policy in the Nigerian secondary schools to bring about easy learning as well as inculcating the culture of the community in the children. Adeniyi (2014) stresses the necessity for an effective establishment and implementation strategy for language policies that will positively improve the growth and development of the indigenous language. Orjime (2012) however, laments that, the language policy and indigenous language practices are discussed with little or no attention paid to how the use of the language can have serious implication on the national development. This implication is expected to bring about cooperation and integration in the society when the language is carefully and diplomatically used.

Emphasizing the importance and advantage of the indigenous language to learning, Mu'azu (2014) states that the students who enter the school with a primary language, other than the national or dominant language, perform significantly better on academic tasks when they receive consistent and cumulative academic support in the native heritage language. In line with this, Ashafa (2013) submits that a well-harnessed indigenous language of each ethnic group in the country is critical to realizing the national development goals. Similarly, Austine (2017) submits that, the national objectives and ideologies are better communicated in the native languages since it is learnt that a mother tongue can serve as an integrating agent as well as inducing positive attitude and group identity. He further stresses that the attainment of efficient writing and reading skills in the indigenous languages will promote multiculturalism as well as pave the way for sustainable developments. Extending a supportive hand to the relevance of the indigenous language in education and national development, Adebowale (2011) calls for the empowerment of the indigenous language in the Twenty-First Century for Nigeria to be relevant in the globalized world.

It is, however, worrisome to note that the Nigerian government is not doing well in implementing the language policy as established in the National Policy on Education (NPE). As observed by Gbenedio (2010) and Oyinloye (2010), Nigeria is a multilingual nation with about 513 indigenous languages, shared by 250 ethnic groups. According to Gbenedio, just about 65 of them have standardized

orthographies with only Hausa, Igbo and Yoruba being recognized as the major indigenous languages. Musa (2010) also identifies the lack of adequate vocabulary as one of the challenges associated with some indigenous languages in the country.

Though, one of the major benefits of a language is to preserve the culture, unfortunately, the indigenous languages in Nigeria are often neglected in every day-use. There is also a poor culture of using the indigenous languages in a national scene like in the media, but there is a preference for the educational policies that benefit the foreign 'colonial' languages in most of the African Nations (Amfani, 2010). Nigeria has a socio-cultural environment that is very permissive; there is no persecution or coercion by any tribe to force some minority or less dominant groups of people to speak a major language. In fact, the National Policy on Education by the Federal government gives room for a permissive ground for additive bilingualism to flourish to a great extent in the country, whereas the application of additive bilingualism is mostly a function of the people's choice like in the case of the parent and the children, and not necessarily the government.

It is important to understand and value the essence of language as means of communication for the development of the humankind both at the individual and social levels. Section One, Paragraph Eight of the National Policy on Education (NPE, 2013), states that:

In addition to appreciating the importance of language in the educational process, and as a means of preserving the people's culture, the government considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major languages other than his own mother-tongue. In this connection, the government considers the three major languages in Nigeria to be Hausa, Igbo and Yoruba.

Education is a viable tool for social transformation in Nigeria. Hence, if Nigeria really embraces steadfastness and adopts this socio-linguistic determining variable in her language policy formulation, it will cement the unity of the ethnic groups in the country. The Nigerian Government, at various times, has proposed various forms of language policies to encourage and stimulate the growth and development of her over 513 indigenous languages, in order to free its citizens

from the yoke of an imperial language, i.e., English. The National Policy on Education does well to cover the education levels ranging from the early childhood/pre-primary, to the primary, and up to the secondary school levels (both junior and senior). It even emphasizes the use of the mother tongue at the kindergarten, nursery school levels, and up to the junior secondary schools. Yet most educators at the kindergarten and nursery schools merely pay a lip-service to it. Despite the fact that the language policy on education emphasizes the use of the mother tongue at these levels as a medium of instruction, the English language continues to dominate our indigenous languages because it is strictly used at the primary and junior school levels.

### **Objectives of the study**

The main objective of this study is to examine the indigenous language of instruction and basic education in fostering early school teaching in Ogun State. Specifically, the objectives are to:

- i. examine students' perceptions on the implementation of the Nigerian indigenous language policy in the early school teaching in Ogun State.
- ii. examine the factors that hinders the use of indigenous language as a language of instruction in Nigeria primary level of education in Ogun State.

### **Research Questions**

- i. What are the pupils' perceptions on the implementation of the Nigerian indigenous language policy in the early school teaching in Ogun State?
- ii. What are the factors that hinder the use of indigenous language as a language of instruction in Nigeria primary level of education in Ogun State?

### **Method**

The study adopted a descriptive survey research design. Population comprises of all primary schools in Ogun State. Simple random sampling technique was used to select 15 primary schools in Ogun State, 10 primary 6 pupils were randomly selected from each of the chosen school to make a total of 150 as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items on the main title of study. The instrument was given to experts for construct and content validation. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage, mean and standard deviation statistical tools.



**Results**

**Research Question 1:** What are the pupils' perceptions on the implementation of the Nigerian indigenous language policy in the early school teaching in Ogun State?

**Table 1: Pupils' perceptions on the implementation of the Nigerian indigenous language policy in the early school teaching in Ogun State**

S/N	ITEMS	YES		NO		Mean (x)	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	My school gives little recognition to the use of the three major Nigerian indigenous languages.	108	72	42	28	3.8	.79
2.	Indigenous language is gradually going into extinction in my school due to lack of qualified teachers to teach the subjects of Igbo, Yoruba and Hausa languages.	81	54	69	46	3.5	.77
3.	My school does not practise indigenous language policy because English language is the official language in my school.	77	51.3	73	48.6	3.4	.75
<b>Overall Total</b>		<b>Mean (x) = 3.57 and STD = 0.79</b>					

Table 1 above shows the pupils' perceptions on the implementation of the Nigerian indigenous language policy in the early school teaching in Ogun State. The findings indicate that their school gives little recognition to the use of the three major Nigerian indigenous languages ( $\bar{x} = 3.8$ ,  $SD = 0.79$ ), indigenous language is gradually going into extinction in their school due to lack of qualified teachers to teach the subjects of Igbo, Yoruba and Hausa languages ( $\bar{x} = 3.5$ ,  $SD = 0.77$ ), and their school does not practice indigenous language policy because English language is the official language in their school ( $\bar{x} = 3.4$ ,  $SD = 0.75$ ). This reveals that the mean and standard deviation of the items listed above is very high ( $\bar{x} = 3.57$ ,  $SD = 0.79$ ) showing the pupils' perceptions on the implementation of the Nigerian indigenous language policy in the early school teaching in Ogun State. The result is in line with the submission of Austine (2017) who argue that the Nigerian language policy on the indigenous language is never implemented as no Nigerian indigenous language is taught nor spoken.

Indeed, the revelation is that most secondary school authorities seriously frown at their usage, referring to them as “vernacular” and meted with severe punishment such as a cudgel, corporal punishment or a fine of some sums of money.

**Research Question2:** What are the factors that hinder the use of indigenous language as a language of instruction in Nigeria primary level of education in Ogun State?

**Table 2: Factors that hinder the use of indigenous language as a language of instruction in Nigeria primary level of education in Ogun State**

S/N	ITEMS	YES		NO		Mean (x)	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Multilingual nature of Nigeria affects the use of indigenous language as a language of instruction.	101	67.3	49	32.7	3.7	.77
2.	Pupils from different ethnic groups in a class affect the use of indigenous language based language of instruction.	107	71.3	43	28.7	3.9	.78
3.	Dominance of instructional materials such as textbooks written in English language affects the use of indigenous language as a language of instruction.	98	65.3	52	34.7	3.8	.77
<b>Overall Total</b>		<b>Mean (x) = 3.57 and STD = 0.77</b>					

Table 2 above shows the factors that hinder the use of indigenous language as a language of instruction in Nigeria primary level of education in Ogun State. This findings indicate that early childhood education promotes protection of children against indecent and in human treatment like abuse and neglect ( $\bar{x} = 3.7$ ,  $SD = 0.77$ ), early childhood education provide conducive environment to promote early stimulation to learning for the child ( $\bar{x} = 3.9$ ,  $SD = 0.78$ ) and early childhood education promotes and encouragement of child-friendly principles in all relevant institutions ( $\bar{x} = 3.8$ ,  $SD = 0.77$ ). This shows that there are factors that hinder the use of indigenous language as a language of instruction in Nigeria primary level of education in Ogun State. The findings imply that multilingual nature of Nigeria affects the use of indigenous language as a medium of instruction; the prestigious position of the English

language in Nigeria affects the use of indigenous language as a language of instruction, among other factors that affect the use of indigenous language as a medium of instruction in Nigeria primary school.

### **Conclusion**

Based on the findings of this study, it is concluded that the prospects of using indigenous language as a language of instruction is not feasible in Nigeria at least in the foreseeable future. Hence, the result reveal that the multilingual nature of Nigeria hinders the effective use of indigenous language as a medium of instruction in Nigeria's primary level of education, the lack of names of instructional materials and science equipment in the indigenous language as well as lack of names of new scientific inventions in the indigenous language also hinders the use of indigenous language as a medium of instruction. In addition, considering the multi-lingual nature of Nigeria, out of the three major ethnic groups in Nigeria which are: Hausa, Igbo and Yoruba, none of these ethnic groups and the so called minority ethnic groups like: Tiv, Ebira, Ijaw, Jukun, Idoma, to mention but a few, will accept the imposition of any of the three major languages on them. Indigenous language education in Nigeria will bring about the mass production of new instructional materials and text books in the indigenous language of instruction as well as the training and recruitment of teachers in the adopted indigenous language of instruction. These will take several years of long term planning and experimentation before possible implementation.

### **Recommendations**

From the foregoing discussion, the following recommendations were made;

- i. Policy makers in Nigeria should adopt a long term planning to fashion out a national language for the country which will replace English language as the nation's language of wider communication/official language and also serve as language of instruction in educational institutions in Nigeria.
- ii. It is very important that standard curriculum be developed for the indigenous language studies.
- iii. There should be capacity building in indigenous languages to increase personnel resources. Producing graduate teachers in the right quantity and quality for all the Nigerian languages is the only way by which Nigeria can meet the demands of the indigenous languages education as outlined in the NPE.

- iv. Complete re-orientation should be given to the Nigerian teachers, especially in the primary schools, to possess some affinity and empathy for the Nigeria indigenous languages. This should be implemented at the training levels such as the Colleges of Education and the Universities.
- v. Lastly, but no means the least, efforts should be put into places to develop and standardize all the Nigerian indigenous languages.

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**INFLUENCE OF CO-CURRICULAR ACTIVITIES IN THE  
PROMOTION OF PEACEFUL CO-EXISTENCE AMONG  
SECONDARY SCHOOL STUDENTS IN KANO METROPOLIS, KANO  
STATE**

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**Abstract**

*The study investigated the influence of co-curricular activities in the promotion of peaceful co-existence among secondary school students in Kano metropolis, Kano state. Three research questions and one hypothesis guided the study. Descriptive survey design was adopted for the study. The target population comprised of SS II students in public secondary schools. Thereafter, simple random sampling was used to select 378 students from a total population of 33,807. A researcher-made structured questionnaire which was validated by three (3) experts was used for data collection. Using Cronbach alpha, the four-point Likert scale instrument yielded a reliability coefficient of 0.81 and was considered reliable for the study. Mean (  $\bar{x}$  ) and standard deviation (SD) were used to answer the research questions while Chi-square statistic was used to test the hypothesis at 0.05 level of significance. The study found out that; sports and games, clubs and societies, debate and discussion and excursion are the most common types of co-curricular activities participated in by the secondary school students in Kano metropolis; students' participation in co-curricular activities in secondary schools in Kano metropolis was low; co-curricular activities had significant influence in promoting peaceful co-existence among secondary school students in Kano metropolis, Kano state. It was recommended, among others, that co-curricular activities should be organized more often in secondary schools so as to promote tolerance, cooperation, teamwork, trust and respect for others among students. More students should be involved in co-curricular activities and the schools should be providing a variety of such activities for the students to select whatever they may be interested in.*

**Keywords:** Co-curricular, Peace Education, Peaceful Co-existence, National Development.

### **Introduction**

Peaceful co-existence is an indispensable ingredient that helps in the promotion of growth and development in a society. Peace is very essential for the progress of every society. Ayuba and Zakka (2007) underlined that the need of peaceful co-existence and conflict prevention movement in the society, start from the home with the examination of how children socialize and how they are indoctrinated. Peace is the actions that build bridges across social barriers, create harmony and promote peaceful co-existence and development. Peace promotes social and economic stability; and so, development will follow naturally, and that peaceful co-existence promotes freedom of worship of different religious groups, and creates room for the spread of one's faith. Daudu (2005), added that where there is peaceful co-existence, there is integration among people of different religions and tribal backgrounds. Peace as conceptualized by Opere (2020), is a process of acquiring knowledge, values and skills for the transformation of behaviours to enable living in harmony with oneself and with others, which is a state of peaceful coexistence.

Peaceful co-existence is defined as absence of war and deliberate avoidance of violence (Longman Dictionary of Contemporary English, 2000). It is a situation where positive values, attitudes and behaviours that embrace dialogue, conflict resolution and non-violence as a way of life are practised (Opere, 2020). This implies that peaceful co-existence is the harmonious living among individuals living in the same society, irrespective of religious and ethnic affiliations. Peaceful co-existence according to Dasimeokuma (2017) is essentially about understanding the nature of conflict at various levels from personal to global, studying the causes of war and human aggression, exploring a range of awareness of the rights and responsibilities of individuals and groups in the world. Thus, peaceful co-existence begins with the individual and spreads to the family, school, community, nation, and to the global village. The members of a society need to be oriented toward peace and tolerance rather than towards violence. At the same time, social, economic, and political systems have to be re-oriented to peace and tolerance. Inclusively, the discipline of peaceful co-existence and religious tolerance must shape our way of life. Dasimeokuma (2017) advances that the tenets of peaceful co-existence that can be included in the curricular and co-curricular activities of schools to inculcate values among the young ones and citizens of the country include: Living in peace; Loving and caring, and sharing with others; good neighbourliness; being your brother's or sister's keeper; respect other people's religion/beliefs; equality and mutual benefit; competition without

war; benefits of dialogue; tolerance for ethnic diversity; tolerate one another; Say “No” to any form of violence; Say “No” to any form of inhuman behavior; accommodate individual differences. When children are constantly and regularly exposed to the above virtues, the chances are that they will be more positively disposed towards other members of their class, school and individuals in their communities and beyond.

No society can really attain its economic and political heights when the ingredients of peace, harmony and social development are lacking. Peace education should be considered central to the development of a tolerant society. It is also a pre-requisite for peace because it carries multiple benefits, cutting across the human, cultural, social, political and economic spheres. In today's knowledge-driven societies, peace education empowers individuals, equipping them with the skills and confidence to seek out vital information choices that have a direct impact on their families and communities. Therefore, there is need for schools to adopt a holistic and integrated approach which enable learners co-exist peacefully. One of such approaches is the adoption of co-curricular activities in schools.

Co-curricular activities are those activities that are carried out by students outside formal setting which the school thought as important but not stated in the planned curriculum. They include curriculum-related learning and character-building opportunities. Co-curricular activities are the outside activities from the regular curriculum programmes of the school system but inter-related and correlated programmes for the holistic development of the students (Babcock University High School, BUHS, 2021). Co-curricular activities are designed to facilitate an all-round development of students i.e., physical, moral, social, mental, emotional and aesthetic development which provide young minds opportunities for self-expression and self-fulfillment in life. This according to BUHS (2021) provides opportunity for enrichment, leadership training and skills as well as social well-being of students. Co-curricular programmes are voluntary, do not have to be a component of the regular school schedule, do not include recognition, and are not evaluated. Through the co-curricular activities, students are endowed with different abilities, skills and talents. Co-curricular activities help to develop such potentials by providing learners with varied opportunities to develop in their own ways. Examples of co-curricular activities are; clubs, associations, societies, religion and cultural activities, etc. (Alabere, Shapii & Hasan, 2015).

According to Bhatia (1996) in Chalageri and Yarriswani (2018), co-curricular activities may be defined as “the activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the



classroom to develop the personality of the child". Mittal (1999) in Chalageri and Yarriswani (2018) enunciated that extra-curricular activities have been renamed by educationists as co-curricular activities, which implies that all these activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. They include sports, participation in school bands, students' newspaper club, etc. He further stated that various social and other types of activities like literary, dramatic, social services etc. which attracted the attention of the child were considered as co-curricular activities.

Co-curricular activities have been described as being very important and essential for students' holistic growth in terms of their physical, spiritual, academic, social, and emotional dimensions (Zada & Zeb, 2021). Co-curricular activities have been classified as empowering young people to mix with adults and friends in order to set and achieve targets, productive competition, a lift from loss or rejection, and successful settlement of disputes (Caldwell & Smith, 2005). Co-curricular events will also make it possible for students to make new friends and meet people who have similar interests and abilities. It has been discovered that students who partake in co-curricular activities have the potential to achieve individual achievement and career performance in the future, to integrate themselves into community, and to develop a deep understanding of the importance of commitment, hard work, integrity, and openness. Klesse and D'Onofrio (2000) submitted that through co-curricular activities students' teamwork, goal setting, organizing, cooperation, decision-making, dispute resolution, and group tolerance are all developed. They also noted that that participation in co-curricular activities improves a young person's ability to avoid negative behaviors such as anti-social behaviour, riots, conflict, delinquency, etc. Lupu (2011) believed that in co-curricular practices, the rule of competition encourages students to cultivate healthy attitudes, have good relationships with their peers, and lead peaceful co-existence.

Co-curricular programmes are intended to complement the school programmes by providing opportunities for hands-on learning and instilling skills that can aid in self-development (Zada & Zeb, 2021). Thus, participation in co-curricular activities provides opportunities to meet other students; develop social skills and feel more connected to the school; helps develop initiative and confidence; promotes organizational skills and team work; and provides opportunities to both learn from others and to be a role model. The student's interactions outside the school must form a cooperative stance and be prepared to collaborate regularly. To promote peace in their minds, the children should be given peace education

starting from their formative years. Morogo (2022) noted that the co-curricular activities act as a powerful tool in promotion of peace education. They should be used as a medium for teaching the students peace education. The students therefore took the initiative of forming a School-Peace Club to help them develop the requisite peace-building training and to coordinate club activities in the peace building process. The current study, however, looked at the co-curricular activities and its influence on peaceful coexistence in Kano metropolis of Kano state.

In co-curricular activities, students participate in various cultural programmes, which help them in socialization, self-identification and self-assessment. The participation in drama, enables in developing balanced personality. People get acquainted with culture, customs, and activities of other places due to co-curricular activities such as field trips, tours and excursions. It inculcates the feelings of harmony, thus developing unity and togetherness in the society. In community work, students require to meet with many people and develop the capability of adjustment. Since, in many co-curricular activities, children have to perform in groups, and performing as a team develops the sense of belongingness. Nyabero and Ngeywo (2018) reported that co-curricular activities positively influence students' academic performance and could be attributed to its ability to stimulate physical and mental health, social wellbeing and cognitive growth.

Co-curricular activities are those ones that are put in place in our schools that may lead to achieving peaceful coexistence in Nigerian public schools. Ogunlade (2019) noted that, in this contemporary society, these co-curricular activities are declining probably as a result of paucity of fund in schools. These activities include: inter-house sport competitions, where variety of sporting activities which include among others: rhyme citations, drama, music and dance, athletics, high and long jumping, relay race and so on, have been displayed. According to Mohammed, Dawaki, Idris, Abdulhameed, Bello and Rabi'u (2017) co-curricular/extracurricular activities are the non-academic tasks the learners usually engage in outside the classroom for various reasons such as reducing boredom, for physical fitness, for general health purposes, for socialization, for encouraging a spirit of good competition among the learners, for forgetting stressful situations, as well as for enhancing learning.

From the foregoing, the potentials of co-curricular activities in students' all-round development cannot be overemphasized, due to the fact that they provide learners with varied opportunities to develop in their own ways. Despite these benefits of co-curricular activities to students, a cursory glance at events in the

Nigerian society today shows that adults and the young who are supposed to have been through some co-curricular activities do not seem to appreciate the need for commitment to peace and national unity. As reported by Rufa'i (2018) some of the youths who the society expects to know better and provide direction to others in the promotion of peace and harmony seem to be at the other side. They have turned out into agents of things that are inimical to peaceful coexistence. They tolerate and promote hate speeches, have inclinations towards religion and ethnicity, and rarely show examples to support the attainment of philosophy of the Nigerian nation relating to security, peace, harmony and national unity. Ibraheem, Olaoye and Odufoye (2017) revealed that co-curricular activities have significant influence on peace and unity among secondary school students in Ilorin South Local Government of Kwara state. Opere (2020) submitted that in a school community, learners who co-exist peacefully practised mutual respect for one another and other peoples' property, engage in teamwork and cooperation, forgiveness and problem-solving skills. This can be achieved using transformative learning experiences, which promote the development of functional levels of emotional, psychological, and social well-being of learners. Therefore, it is against this background that, these researchers deemed it necessary to investigate the influence of co-curricular activities in promoting peaceful coexistence among secondary school students in Kano metropolis, Kano state, Nigeria.

The study is therefore designed to achieve the following objectives:

1. To identify the types of co-curricular activities participated by secondary school students that would promote peaceful coexistence in Kano metropolis, Kano state.
2. To establish the level of secondary school students' participation in co-curricular activities that would promote peaceful coexistence in Kano metropolis, Kano state.
3. To examine the influence of co-curricular activities in promoting peaceful co-existence among secondary school students in Kano metropolis, Kano state.

The following questions have been raised to guide the study:

1. What are the types of co-curricular activities participated by secondary school students in Kano metropolis, Kano state?
2. To what extent does the participation in co-curricular activities by secondary school students promote peaceful coexistence in Kano metropolis, Kano state?
3. What is the influence of co-curricular activities in promoting peaceful co-

existence among secondary school students in Kano metropolis, Kano state?

The following hypothesis was formulated to guide the study:

**H<sub>01</sub>:** Co-curricular activities have no significant influence on the promotion of peaceful coexistence among secondary school students in Kano metropolis, Kano state.

### **Method**

A survey research designed was adopted for the study. This type of design allows for inferences through samples and generalization drawn from the population that would have been too large, and expensive to study as a whole. The population for the study comprised of 33,807 Senior Secondary II (SS2) students from the 46 public schools within the Kano metropolis area of Kano State. A sample size of 378 students was randomly selected from the population using Research Advisor's Table (2006). A researcher-developed instrument tagged "*Influence of Co-Curricular Activities in Promoting Peaceful Co-Existence Questionnaire (ICCAPPCEQ)*" was used for data collection. The instrument consisted of four sections and 30 items. Section A contain the bio-data of the respondents. Section B contains 10 items which sought to elicit information from the respondents on the types of co-curricular activities participate by secondary school students. Section C contains 6 items which sought to elicit information from the respondents on the level of students' participation in co-curricular activities. And lastly, section D contains 14 items which sought to elicit information on the influence of co-curricular activities in promoting peaceful co-existence among secondary school students. A four-point Likert scale indicating Strongly Agree (SA); Agree (A) Disagree (D) and Strongly Disagree (SD) was adopted for the study. The items on the questionnaire were subjected to face validation by three experts in Tests and Measurement from Bayero University, Kano and Yusuf Maitama Sule University, Kano respectively. The contributions of these experts were fully integrated in the final copy of the instrument and used for data collection. The reliability of the instrument was ascertained through spilt-half method using Cronbach's Alpha statistical analysis which yielded a reliability coefficient of 0.82. The value obtained proved the instrument is reliable for use for the study.

The copies of the questionnaire were distributed to the students in the participating schools by the researchers and 2 trained research assistants. Instructions were given to the respondents on how to respond to the items on the questionnaire, which were all collected on the spot. Data collected were analysed

using Mean ( ) and Standard Deviation (SD) for answering the research questions with a criterion mean of 2.50 for each items, while Chi-Square ( $\chi^2$ ) test was used in testing the null hypothesis at 0.05 level of significance, through Statistical Package for the Social Sciences (SPSS) software.

**Results**

**Table 1: Respondents' Views on the Types of Co-Curricular Activities Participated by Secondary School Students in Kano Metropolis, Kano State**

S/N	Items/Statements	Mean	STD	Remarks
1.	Clubs and Societies	<b>3.71</b>	<b>0.78</b>	Accepted
2.	Sports and Games	<b>3.73</b>	<b>0.54</b>	Accepted
3.	Music and dance	<b>2.18</b>	<b>0.17</b>	Rejected
4.	Debate and Discussion	<b>2.89</b>	<b>0.31</b>	Accepted
5.	Excursions	<b>2.92</b>	<b>0.84</b>	Accepted
6.	Drama	<b>1.56</b>	<b>0.11</b>	Rejected
7.	Parade	<b>1.75</b>	<b>0.14</b>	Rejected
8.	Scouting (Boys Brigade and Girls Guide)	<b>1.92</b>	<b>0.31</b>	Rejected
9.	Cultural and Aesthetic Activities	<b>1.48</b>	<b>0.49</b>	Rejected
10.	Literary Activities	<b>1.09</b>	<b>0.24</b>	Rejected
<b>Grand Mean Scores</b>		<b>2.32</b>	<b>0.39</b>	<b>Rejected</b>

The data in table 1 shows that items number 1, 2, 4 and 5 had the mean ratings scores ranging from 2.89 to 3.73, meaning that sports and games, clubs and societies, debate and discussion and excursions are the most types of co-curricular activities participated by secondary school students in Kano metropolis. While item 3, 6,7,8,9 and 10 had the mean ratings of 1.09 to 2.18, meaning that music and dance, drama, parade, scouting, cultural and aesthetic activities and literacy activities are the types of co-curricular activities rarely participated by secondary school students in Kano metropolis. The grand mean score of the entire items was 2.32 with the standard deviation of 0.39 which is below the criterion mean of 2.50 set for the study. This clearly indicates that the respondents agreed that sports and games, clubs and societies, debate and discussion as well as excursions activities are the most commonly types of co-

curricular activities participated by students in public secondary schools in Kano metropolis, Kano state.

**Table 2: Respondents' Views on the Level of Participation in Co-Curricular Activities by secondary school students in Kano Metropolis, Kano State**

S/N	Items/Statements	Mean	STD	Remarks
11.	I am familiar with co-curricular activities in school	<b>1.75</b>	<b>0.60</b>	Rejected
12.	I participate in co-curricular activities regularly in school	<b>1.64</b>	<b>0.57</b>	Rejected
13.	I give full attention to co-curricular activities in school	<b>1.07</b>	<b>0.38</b>	Rejected
14.	I do adequate planning for the conduct of co-curricular activities	<b>1.44</b>	<b>0.46</b>	Rejected
15.	I used to participate in co-curricular activities from time-to-time	<b>2.14</b>	<b>0.62</b>	Rejected
16.	I never participated in any co-curricular activities in school	<b>2.21</b>	<b>0.67</b>	Rejected
<b>Grand Mean Scores</b>		<b>1.81</b>	<b>0.55</b>	<b>Rejected</b>

Table 2 shows respondents' views regarding level of participation in co-curricular activities by secondary school students in Kano Metropolis in Kano State. The result indicates that all the six items (11-16) have mean ratings scores ranging from 1.07 to 2.21 which is below the criterion mean score of 2.50. As the grand mean score of the six items was 1.81 with the standard deviation of 0.55 showing that the respondents are not wide apart in their ratings. Therefore, the results indicate that there is low level of student's participation in co-curricular activities in secondary school in Kano Metropolis, Kano state as majority of the respondents disagreed with the statements presented to them.

**Table 3: Respondents' Views on the Influence of Co-Curricular Activities in promoting Peaceful Co-existence among Secondary School Students in Kano Metropolis.**

S/N	Items/Statements	Mean	STD	Remarks
17.	Co-curricular activities help promote peaceful coexistence among students.	3.38	0.57	Accepted
18.	Co-curricular activities promotes a culture of peace among students.	3.46	0.63	Accepted
19.	Co-curricular activities inculcate in students the spirit of tolerance, confidence, compassion and unity in collaboration.	3.43	0.62	Accepted
20.	The school take the opportunity to bring peace and harmony into students' minds through several co-curricular activities.	3.24	0.52	Accepted
21.	The co-curricular activities help creating a peaceful and harmonious environment where students of diverse background lives interdependently.	2.95	0.47	Accepted
22.	Participating in co-curricular activities equip students with the ability to use non-violent approach when dealing with conflicts.	3.38	0.64	Accepted
23.	Participation in co-curricular activities helps students learn to work together and live peacefully in society.	3.52	0.66	Accepted
24.	Co-curricular activities used to unify people of opposing views in order to encourage peaceful co-existence.	2.99	0.61	Accepted
25.	The Co-curricular activities brings sensitivity, humaneness, harmony, purity, selflessness, nobility into our living.	3.58	0.70	Accepted
26.	Co-curricular activities inculcates in students the feelings of harmony, thus develop unity and togetherness in the society.	3.53	0.68	Accepted
27.	<i>Co-curricular activities help in realizing the importance of peace and develop the spirit of healthy competition.</i>	3.21	0.62	Accepted
28.	<i>Co-curricular activities</i> make students from different tribes comes together and helps to promote peace and unity.	3.89	0.76	Accepted
29.	Co-curricular activities fosters forgiveness, promotes truth, confidence and commitment among people all are geared towards peaceful coexistence.	3.45	0.57	Accepted
30.	Co-curricular activities provides equal opportunities for students to participate irrespective of their age, gender, tribe or religion.	3.64	0.73	Accepted
<b>Grand Mean Scores</b>		<b>3.40</b>	<b>0.63</b>	<b>Accepted</b>

Table 3 shows that all the 14 items had a mean values ranging from 2.95 to 3.89 with a grand mean value of 3.40 and standard deviation of 0.63, indicating that the mean scores of all the 14 items exceed the acceptable mean of 2.50. Therefore, the results clearly show that the respondents agreed to all the identified 14 items as influence of co-curricular activities in promoting peaceful co-existence among secondary school students in Kano metropolis, Kano state. This implies that co-curricular activities play an important role in promoting peaceful co-existence among students by fostering peace values such as cooperation, harmony, tolerance, cohesion, mutual respect, team work among others.

**Table 5: Chi-Square Test on Influence of Co-Curricular Activities in Promoting Peaceful Co-existence among Secondary School Students in Kano Metropolis, Kano State**

	Value	Df	Asymp. Sig. (2-sided)
Chi-Square	813.16	3	.024
N of Valid Cases	375		

A chi-square test was performed to examine the influence of co-curricular activities on the promotion of peaceful coexistence among secondary students in Kano Metropolis, Kano state. After running the chi-square on the data with a 95% confidence level, it was found that there was a significant relationship between co-curricular activities and promotion of peaceful co-existence among students in public secondary schools in Kano Metropolis,  $\chi^2 (3, N= 375) = 81.16, p = 0.02$ . Therefore, the null hypothesis was rejected since the p-value was less than the significance level of 0.05. This implies that co-curricular activities have significant influence on the promotion of peaceful coexistence among secondary students in Kano Metropolis, Kano state.

### Discussions of the Findings

The findings made by the study are backed-up by authorities and similar researches. The findings of the study in respect to research question 1 revealed that the respondents agreed that sports and games, clubs and societies, debate and discussion as well as excursions activities are the most commonly types of co-curricular activities participated by students in public secondary schools in Kano metropolis, Kano state. This finding is in line with findings of Ibraheem, Oloaye, and Odufoye (2017), Opere (2020) and Morogo (2022) who found that participation in co-curricular activities such as drama, sports, Amani Clubs, music and dance was said to promote peaceful coexistence among students. These activities were said to nurture harmony and teamwork among students. It is



also in line with the submission of Klesse and D'Onofrio (2000) who stated that co-curricular activities are indoors or out-of-classroom programmes and learning experiences that learners engage in to complement the academic curriculum. These activities play an important role in inculcation of peace values in learners. In research question 2, the result shows that there is low level of student's participation in co-curricular activities in public secondary school in Kano Metropolis, Kano state as majority of the respondents disagreed with the statements presented to them. This implies that majority of the respondents have strong agreement that they do not regularly participate in co-curricular activities in schools. Thus, this finding conform with views of Caldwell and Smith (2005) who asserted that many students did not want to engage in any co-curricular activities in schools due to some cultural beliefs and some parents also discourage their children from engaging in co-curricular activities claiming that it will make them concentrate less on academics, that they may become physically injured, among others. The finding is contrary with that of Mohammed et al. (2017) who revealed that the learners in the primary schools of Gwale Local Government Area of Kano state highly participate in co-curricular activities at their respective schools, and balance academics with play in form of games and sports. Similarly, the finding seems to be in disparity with that of Morogo (2022) who found that participation in co-curricular activities was very significant in promotion of peaceful coexistence amongst the learners in public schools. It also seems to buttress Caldwell and Smith (2005) claim that that participation in co-curricular activities improves a young person's ability to avoid negative behaviours such as anti-social behaviour, riots, conflict, delinquency, etc. And Lupu (2011) submitted that co-curricular participation in schools encouraged students to cultivate healthy attitudes, had good relationships with their peers, and led to peaceful co-existence.

The findings on research question 3 show that majority of respondents agreed that co-curricular activities played an important role in promoting peaceful co-existence among students by fostering peace values such as cooperation, harmony, tolerance, cohesion, mutual respect, team work among others. The findings corroborate with the earlier studies by Nyabero and Ngeyo (2018) who reported that co-curricular activities positively influences students' academic performance and could be attributed to its ability to stimulate physical and mental health, social wellbeing and peaceful coexistence. The finding also corresponds with findings of Opere (2020) who found that co-curricular activities play an important role in promoting peaceful coexistence amongst students by encouraging interactions, hence neutralising the risk of violence. It is also in line

with finding of Morogo (2022) who reported that co-curricular activities played a key role in enhancing peaceful coexistence amongst learners in schools. Some of the co-curricular activities identified included sporting activities, debating sessions, participation in clubs and societies, congresses, music, dance, drama and games among others. Similarly, Ogunlade (2019) noted that the co-curricular activities act as a powerful tool in promotion of peace education amongst the students. It also gains supports from the assertion of Zada and Zeb (2021) who stated that co-curricular activities facilitate an all-round development of students i.e., physical, social, moral, mental, emotional and aesthetic development which provides young minds opportunities for self-expression and self-fulfillment in life.

Lastly, on account of the results of the hypothesis one, the study found that there is significant relationship between co-curricular activities and promotion of peaceful co-existence among students in public secondary schools in Kano Metropolis, Kano State. This finding is in tandem with findings of Ibraheem, Olaoye and Odufoye (2017) who revealed that extra-curricular activities have significant influence on peace and unity among secondary school students in Ilorin South Local Government Area of Kwara state. It also confirms the opinion of Klesse and D'Onofrio (2000), who stated that through co-curricular activities students' teamwork, goal setting, organizing, cooperation, decision-making, dispute resolution, and group tolerance are all developed.

### **Conclusion**

It has been shown that co-curricular activities are outside activities from the regular curriculum programmes of the school system but inter-related and correlated programmes for the holistic development of the students. It helps in realization of aims and objectives of education. Co-curricular activities supplement and complement the entire teaching-learning process and effectively impact student learning outcomes. It strengthens the classroom teaching and helps to clear the concept of topics. It facilitates an all-round development of learners, which are the essential components of education. Based on the findings of this study, therefore, it has been concluded that co-curricular activities promote peaceful coexistence among secondary school students in Kano Metropolis, Kano State.

### **Recommendations**

Based on the discussions above, the following recommendation are made:

- i. Co-curricular activities should be organized more often in secondary

- schools so as to promote tolerance, cooperation, teamwork, trust and respect for others among students.
- ii. More students should be involved in co-curricular activities and the schools should be providing a variety of such activities for the students to select whatever they may be interested in.
  - iii. Teachers should encourage active participation of students in co-curricular activities. This will help develop the spirit of tolerance, mutual respect and interpersonal relationship.
  - iv. Teachers should encourage the students to form peace clubs to further expose them how to maintain peace and unity in Nigeria for sustainable national development.
  - v. School authorities should consider parental and societal involvement in instilling peace values as complementary to the role of the school through co-curricular activities in promoting peaceful coexistence among students.
  - vi. Schools should adopt a holistic and integrated approach in promoting peaceful co-existence by encouraging students to participate in meaningful activities such as dramatization, singing, miming, poetry, projects and exchanges to heighten local, national and global awareness of individual, cultural and religious differences.
  - vii. Curriculum planners should suggest more co-curricular activities that schools can expose students to in order to achieve some of the goals of peaceful co-existence.

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