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EDITORIAL

The Minna Journal of Educational Studies (MIJES) is a multidisciplinary platform showcasing research excellence in languages, literature, education, arts, and social sciences. This edition is a testament to the collaborative efforts of our academic community, featuring contributions from staff members of the Schools of Languages, Education, and Arts, as well as esteemed scholars from related fields.

We express our deepest gratitude to Almighty Allah (S.W.A) for guiding us in the production of this edition. We also acknowledge the tireless efforts of our editorial board, consultants, and contributors, whose dedication and expertise have been instrumental in shaping this publication.

Our appreciation extends to the College management, particularly the Provost (Managing Editor) and the Deputy Provost Administration, for their unwavering support and encouragement. We are also grateful to TETFUND, whose sponsorship has enabled us to bring this and the previous editions to fruition.

The publication of MIJES represents a significant milestone in the Niger State College of Education's pursuit of promoting knowledge through innovative research. As we strive for academic excellence, we remain committed to fostering a culture of intellectual curiosity and discovery.

Thank you.

Dr. Abubakar Mohammed Sani
Managing Editor

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Exposure and Attitude towards Media Messages on Cardiovascular Diseases (CVDS) among Men in Rural Niger State

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Abstract
Cardiovascular diseases have raised a lot of concern as a major cause of mortality and morbidity among adult populations in sub-Sahara Africa. Media messages and medical solutions are used to address the menace of cardiovascular diseases. This study investigated exposure to, and attitude towards media messages on cardiovascular diseases among men in rural communities in Niger State, Nigeria. The study focuses on three local government areas in Niger State-Lapai, Suleja and Kontagora. The survey method was adopted to conduct the study. The Australian Sample Size Calculator was used to draw a sample of 539 respondents while the multi-stage sampling technique was adopted as the sampling approach for the study. Data were analyzed using simple descriptive statistical tools such as frequency tables and percentages. The study revealed that the level of exposure to general CVD messages was (66.5%). Men in Rural Communities in Niger State have a high level of exposure to media messages on CVDs. The research recommends that the knowledge level needs to increase to match the level of awareness and exposure. Also the media, government and health professionals should take in to cognizance the socio-economic and cultural factors in designing media messages on CVDs in Niger State.
Keywords*:* Attitude, Cardiovascular Diseases, Exposure, Media Messages, Rural

Background to the Study

Cardiovascular diseases (CVDs) are one of the health maladies currently challenging efforts to achieve the fundamental objectives of the United Nations Sustainable Development Goals (SDGs) such as good health and wellbeing for all by 2030. Cardiovascular diseases as serious health concerns also cause substantial dislocation of social wellbeing and are sources of debilitating disability among adults. Cardiovascular diseases are not distinct health conditions; rather they are disorders, which affect sensitive parts of the human body such as the heart and blood vessels (Adewole & Rufus, 2005). In essence, cardiovascular diseases are a general term credited to all conditions or problems that attack and affect the heart or blood vessels. According to Ike (2020), cardiovascular diseases include any form of disorder, abnormality, or failure to function well, relating to the heart and blood vessels or circulation. As diseases, they present in the form of hypertension, coronary heart disease (CHD), stroke, heart failure, arrhymias, cardiomypathies, valvular heart diseases and congenital heart diseases. These diseases are often seen as serious due to the sensitive nature of the body parts they affect, and the suddenness of their attack.

Over the past two decades, cardiovascular diseases have accounted for over 80% of deaths, illnesses and disabilities in high, middle and low-income countries (Ike, 2002; Hadiza, 2018). In 2005 alone, cardiovascular diseases killed 17.5 million people around the world (Alikor & Pedro, 2018). Just over a decade later, Hadiza (2018), reported that non-communicable diseases accounted for more than 36 million deaths in 2018 with cardiovascular diseases (CVDS) responsible for 48 percent of death cases. Though preventable, cardiovascular diseases are projected to kill another 23.6 million people by 2030 (Hadiza, 2018). This figure is expected to double within the next two decades unless urgent measures are taken to stem the risk profile of adults in both developing and

developed countries (Kumar, 2017, WHO, 2020).

Over time, the risk profiles and susceptibility of people to CVDs have been aggravated by migration of rural dwellers to urban cities and towns, and consequent adoption of lifestyles peculiar to industrialized nations. In addition, social measures to protect people from risk factors are either weak or non-existent. Where they exist, attitudes, the measures are discouraging either due to the force with which the risk factors are glamourized as attractive or because the risk factors are a way of life (Alikor and Pedro, 2018). Smoking and poor diet fit well into these descriptions, with government only banning media advertising on tobacco without proscribing its production. Rising cost of food predispose low-income people to poor eating habits, and there is confusion with the advent of the social media on what proper nutrition and dieting entails (Alikor and Pedro, 2018).

In addition, men are accused of not showing significant interest in protecting themselves against the risk factors of CVDs and other diseases due to cultural and gender-related factors associating men with higher degree of smoking, drinking and stress levels (Ejaz, Afzal, Hussain, Sarwa & Amir, 2018). The corollary of the foregoing is the need to ascertain how men respond to information on CVDs. Alikor and Pedro (2018). In Nigeria, CVDs are said to kill at least 11% of over 2million NDC deaths in Nigeria annually, leaving high burden of morbidity and mortality, others either in critically ill or in disability (WHO, 2019). Unfortunately, scholars lament that the impact of cardiovascular-related diseases on mortality rate in Nigeria has been sparsely studied and information on it is rarely found in the news media(Ajuluchukwu, Adegoke & Awolola, 2018).

One of the most important, though saddening issues about CVDs is that they are highly preventable even with the worrying levels of prevalence, mortality (deaths) and morbidities (sicknesses) (WHO, 2008; Mayer, 1995; Alexander, 2005; Thorson, 2006). This is not to say that no effort has been made or can be made to fight CVDS. There have been efforts in the media and health information fields to address CVDs prevalence, causes, risk factors, types and treatments (Misbau, 2010). Studies have also looked at the presentations of the syndromes Lavisa, Tedesco and Angelollo, 2015; Ejaz, Afzal, Hussain, Sarwa and Amir, 2018). The present study makes its empirical inquiry from the point of view of responses to information on CVDs among men. Key emphases are on exposure and attitude to information on CVDs. Mass media as an institution plays an indispensable function in the dissemination of information and setting of opinions or views for discourse in the society. Cohen and Tsfati (2013) identified that people who are exposed to information about the world by the news media of information shapes their opinions about the world, attitudes towards an issue and general acceptance or rejection of the matter.

In the light of the assertion, knowledge and information can be an antidote to lackadaisical attitude towards cardiovascular diseases by families, schools, markets, churches and mosques in Nigerian society. Asemah (2011) also notes that the whole essence of communication is to affect behaviors, exchange of ideas, values, beliefs, expectations, information and knowledge. Denis (2009) affirmed that it is through communication that the society is informed, entertained, educated, socialized, mobilized, motivated, integrated and sensitized even about the health issues. Communication remains a link to humanity and sine qua non for healthy living. In a nutshell, people cannot but communicate. It is incumbent to emphasize that for people to see the great light of the day and have a positive mind set, there is need to be exposed to vital information.

This is essentially true because lack of information on any deadly disease affecting a group of people will rather exacerbate the situation since people do not know where to seek for medical attention or treatment (Cohen, Tsfasti 2005, Denis 2009& Ike 2020). Mass media are vital tools in mobilizing people to fight against cardiovascular diseases. Regrettably, in Niger State, the north central zone of Nigeria, there is a paucity of information on the trend of cardiovascular diseases. Therefore, this situation demands

sufficient information and exposition in order to educate the public on the impact of cardiovascular diseases or else it will continue to weaken the socio-economic, political and health status of the State.

Various measures and sources such as health communication through the media have been applied in the attempt to stem CVDs (Asemah, 2011). The mass media are awash with programmes promoting healthful eating habits and avoiding the risk factors of CVDs and other health conditions. It is widely held that the media have considerable influence on the opinions and attitudes of people to important social and health issues (Ajuluchukwu, Adegothe & Awolola, 2018). Cohen and Tsfati (2013), note that people who are exposed to information about the world by the news media of information shape their opinions about the world, attitudes towards an issue and general acceptance or rejection of the matter. The foregoing attests to the role of information, awareness and knowledge of the risk factors to any effort to address CVDS, hence the present study.

Statement of the Problem

Cardiovascular diseases are currently ravaging the health of people in different parts of the world. The mortality and morbidity rates in many geographical areas across the globe are alarming. The World Health Organization fact sheet (2017), notes that every year cardiovascular diseases account for 31% of deaths globally. Worse, the disease may be a silent killer owing to poor access to the right information as well as negative attitudes towards health messages on the disease.

Expectedly, the prevalence and mortality rates of the diseases are reasons for many efforts to curtail it. This present study shows that there is paucity of research efforts on the heath communication of, and uses of information on cardiovascular diseases. The situation may be more intense in Niger State of North Central Nigeria due to common problems of heath literacy, access to correct information, credibility of information and proper use of health information. These are indices so far identified in the studies on health communication generally as the most virulent causes of the spread of many health conditions. Thus, the media continue to be utilized in the efforts to address this issue. But, despite all efforts made to provide useful information through the various media channels, the CVDs are still on the increase. The present study thus focuses on these indices as it explores the exposure and attitude of men to media messages on cardiovascular diseases in rural communities in Niger State of North Central Nigeria.

Objectives of the Study

In general, this study seeks to evaluate the exposure and attitude towards media messages on cardiovascular diseases among men in rural communities in Niger State. Specially, the study seeks to:

- Determine the level of exposure to media messages on cardiovascular diseases among men in rural communities in Niger State.
- Ascertain the knowledge of health information on cardiovascular diseases among men in Niger state.

Research questions

As corollary to the foregoing the following research questions are developed to guide the study.

- What is the level of exposure to media messages on cardiovascular diseases among men in rural communities in Niger State?
- What is the knowledge level of health information on cardiovascular diseases among men in Niger State?

Review of Related Literature

Media Programmes on Cardiovascular Diseases: The mass media as an institution plays a central role in informing the public about health and medical issues to achieve positive preventive outcomes on cardiovascular diseases (Denis, 2009; Ejiofor, Beth, 2018; Meyer, 1995, Alexander, 2005; Thorson, 2006).

The mass media are diversified media technologies capable of reaching a large heterogenous audience simultaneously with messages. They include the broad areas of electronic and print media, such as radio, television, newspapers, magazines, books,

pamphlets and the internet (Ekwueme, Okoro & Ukonu, 2012; Wogu, 2018) while the mass media have an edge in reaching a vast number of people, they oculd be used to cover issues such as health, music, fine art, crime, sports and political events (Meye, 2002; Soola, 2004; Wogu, 2018). The media have the capacity to create awareness and knowledge about issues of national interest. Valdivia, Tsfati and Cohen (2012) note that people who are exposed to information are able to have informed opinions about the world. Equally, It is widely held that the media have considerable influence on the opinions and attitudes of people with regard to important social and health issues such as cardiovascular diseases prevalence, causes, risk factors, types and treatments (Ajuluchukwu, Adegothe &Awolowo, 2018; Misban & Asemah, 2011).

Expectedly, Nigerians are exposed to a plethora of programmes promoting healthy lifestyles both by foreign and local media. A BBC commercial once depicted the effects of smoking and second hand smoking. It portrayed the dangers of smoking such as death, cancer and other cardiovascular disease related complications. This commercial showed graphic images of polluted blood flowing through the body in an attempt to urge smokers to quit (BBC, 2013; Olugbenga, Owolabi, Ezika & Cross, 2016).

Channels Television in Nigeria runs a programme called Health Matters. The programme is a live phone in show. It uses interviews from health and medical practitioners to promote healthy lifestyles among the adult population. For n, the programme encourages adults to engage in the recommended 30 minutes moderately-intense aerobic physical activity, making effort to accommodate the exercise within their work schedule (Olugbenga, Owolabi, Ezika, Lewih and Cross (2006). The programmes are based on self-efficacy reflecting the degree of confidence people have in maintaining their desired positive health behavior change in circumstances that often trigger relapse. The programme emphasizes the need to maintain positive reinforcement as a way to adopt healthier behaviours. Apart from general health programmes, Radio Nigeria regularly broadcasts national and international health messages on CVDs, especially during international days for CVDs. For instance, Radio Nigeria and other private stations in Nigeria have been used to communicate a WHO initiative called Hypertension Control Initiative aimed at providing a robust database on the prevalence of hypertension and fine tune standard protocols for the treatment of the disease (Radio Nigeria, 2020). Similarly, the Nigeria Television Authority runs Health line, a television clinic that attends to all patients with diverse ill health.

The social media of WhatsApp and Facebook also carry regular skits, comments and health advice on CVDs. Pieces of health advice and comments are based on the need to have five (400g) portions of fruits and vegetables every day. One such health advise, known as ‘five a day’ is predicated on the advice from the WHO, which 161 recommends that eating a minimum of 400g of fruits and vegetables a day lowers the risk of serious health problem, including health disease, stroke, type 2 diabetes, and obesity (Olugbenga, Owolabi, Ezika, Lewitt, & Cross, 2016).

Another programme available to Nigerians is Unite for Sight, 2000-2013, which is available online. According to Olugbenga, Owolabi, Ezika, Lewitt, & Cross (2016) the programme demonstrates that high impact health communication catalyzes behavioral changes on a societal level. It shows how entire communities can be galvanized into action to live health lifestyles by taking the necessary measures to prevent disease and to protect, maintain and improve their own health by promoting good nutrition, regular exercise, and smoking cessation.

Moreover, the use of community media, such as radio, newspapers and viewing centers can provide alternative channels through which people’s needs and interests can be articulated (Wogu, 2018). These rural media have great potentials for stimulating literacy that can pave away for positive development and integration of the rural dwellers into national life. CVDs conditions can be published in the forms of news reports, articles, drama and editorials base on the rural situations for proper understanding,

the needed information and knowledge in the rural areas for the prevention of CVDs.

Besides, the content of the community media programmes originate from the local community people who reflects the needs and interests of the community. These local media programs can be used to educate people about the nature, causes, and consequences of CVDs in Nigeria. Wogu (2018) in Onabanjo (2003) noted community viewing center is a controlled theater for imparting knowledge and a rallying point for people in rural areas and to adequately serve as a platform for showing documentary programmes aimed at creating awareness cardiovascular diseases. The magnitude of the threat posed by CVDs in ravaging the health of people in different parts of the world is quite alarming if not curtailed. Various theories and models of health communication and media messages are some of the stand-out measures, in addition to the medical solutions to stem the menace of cardiovascular disease.

Community sources such as pubs, hospitals, stadia, religious centers, schools and community centers are other small and large group interpersonal media used to reinforce mass media messages. Such channels, which circumvent the barriers of modern modern media access, power problems and literacy challenges, have been successfully used to raise awareness on the health risks of CVDs. For example, through participatory process at the local community level, community members are empowered on how to interpret food labels in order to identify healthier options (Ejiofor, Beth & Moira, 2018).

Theoretical Framework

The Health Belief Model (HBM), developed in the 1950s by Hock Baum, Rosen Stock and Kegels gives details and predicts health behaviours based on the attitudes and belief of individuals. It is designed to explain the nature of individual preventive health actions (Okpoko, 2013). The Health Belief Model recognizes media campaigns as one of the environmental cues to action (Wogu, 2018). The Model assumes that the tendency to health behavior depends on the perceived threat associated with an action such as the decision to seek information or to engage in risky behavior. In other words, the model is based on the assumptions that people are more likely to act to protect their health if they believe that they are susceptible to a disease, that the diseases is serious, that the benefits of acting outweigh the costs, and that they are capable of taking effective action.

The HBM is a relevant theoretical framework for this study because it helped to explain how exposure to media messages about cardiovascular diseases could influence men's attitudes towards these diseases and their likelihood of taking steps to protect their health. The HBM suggests that men in North Central of Niger State, Nigeria who are exposed to media messages that emphasize the seriousness of CVDs and the benefits of taking preventive action are more likely to believe they are susceptible to these diseases and that taking action is worthwhile. This can lead to changes to their attitudes towards CVDs and their likelihood of taking steps to protect their health, such as changing their diet, exercising more, or getting regular checkups.

Data and Method

The study was conducted across three out of the twenty five local government areas of Niger State in North Central, Nigeria based on the zonal system adopted by the state government in 1999. The study sample represents the three geo political zones. This include Zone A (Lapai), Zone B (Suleja) and Zone C (Kontagora). The study made use of the survey research method. The sample size for the study was 385 respondents. Due to expected instrument mortality, (EIM), the sample size was marked up by 40% (Wimmer and Dominick, 2010). Going by 40% advised by Wimmer and Diminick, EIM = 40%100*385=154. Therefore, 385+154= 539 copies of the questionnaire were administered out of which 520 copies were retrieved. The local government areas were purposely selected to ensure the addition of rural perspective to the study three wards were selected through the simple random sampling technique from the official list of electoral wards in the state. The convenience sampling technique was used to select the respondents in each study area. A structured questionnaire, containing both open-ended and closed-ended

questions, was used to collect data from the 520 respondents. Questionnaire items were measured with likert-type items grouped as follows: to a very low extent, to a low extent, to a moderate extent to a very large extent and never to examine exposure and attitudes of men towards messages on cardiovascular diseases in Niger North Central on cardiovascular diseases. The major independent variable for this study was exposure to mass media campaign message on cardiovascular diseases. The respondents were asked, the level of exposure to mass media messages, there message recall and knowledge level of information on CVDs among men in North-Central Nigeria. The media message was derived from the following channels: radio, television, newspaper/magazine, internet and interpersonal media. The socio-demographic variables included in the study are 1.Age (36-45; 46-55; 56-65 and above 65), marital status (Never married, married, widowed, and divorced), education (no academic qualification, primary, secondary and tertiary); occupation (civil servant, unemployed/student, farmer/business man, and artisan (crafts); income level (below 30,000-100,000,101,000-170,000,-240,000 and above 241,000); place of residence (Lapai, Suleja and Kotangora).

Descriptive and inferential statistics were used in analysis of data for the study. Among the descriptive statistics, simple percentages and frequency counts were used to describe the study population and exposure to cardiovascular diseases.

The results of these descriptive analyses were presented in tables. Inferential statistics of chi-square test was used to investigate the extent to which demographic variables and independent variable predicted exposure and attitude towards media messages on cardiovascular diseases among men in Niger North-central, Nigeria. All analyses were done with the use of the statistical package for the social science (SPSS).

Data Presentation and Analysis

A total of 539 men were sampled but only 520 questionnaire were completed and returned revealing a 96.5% return rate. In other words, out of the 539 copies of the questionnaire administered, 520 copies were retrieved and used for analysis. Data generated from the questionnaire were conducted using simple descriptive statistical tools such as frequency tables and percentage.

Table 1: Exposure to media messages

Level of exposure	Very large extent	Large extent	Moderate extent	low extent	Very low extent	Low never
I have seen media messages on CVDs	193(37.1%)	153(29.4%)	103(19.8%)	47(4.0%)	11(2.1%)	13(2.5%)
I have seen media messages on hypertension	115(22.1%)	109(21.0%)	123(23.7%)	79(15.2%)	54(10.4%)	40(7.7%)
I have seen media messages on stroke	111(21.1%)	107(20.6%)	115(22.1%	79(15.2%)	52(10.0%)	56(10.8%)
I have seen media messages on heart diseases	102(19.6%)	136(26.2%)	110(21.2%)	74(14.2%)	48(9.2%)	50(9.6%)
I have seen media messages on arrhymias	108(20.8%)	101(19.4%)	126(24.2%)	83(16.0%)	61(11.7%)	41(7.9%)

Level of exposure	Very large extent	Large extent	Moderate extent	low extent	Very low extent	Low never
I receive most information from social media	23(4.4%)	24(4.6%)	153(29.4%)	193(37.1%)	103(19.8%)	24(4.6%)
I receive most information from ordinary discussions with family and friends	40(7.7%)	76(15.2%)	109(21.0%)	123(23.7%)	115(22.1%)	54(104%)

Source: **Field Survey 2024**

Table 2 displays exposure levels to CVD media messages and primary information sources. Most respondents had high exposure to general CVD messages (66.5%). However, exposure to media messages on specific CVD risk factors were low for hypertension (45.8%), stroke (41.9%), heart diseases (45.8%), and arrhythmias (40.2%) on their sources of CVD information, 9.9% of the respondents receive most of their CVD information from social media, and 22.9% receive their CVD information from ordinary discussions with family and friends. This suggest that respondents major sources of CVD information lie away from social media and interpersonal communication and therefore they do not rely on them for CVD exposure to specific CVD risk factors is low. This result also underscores the importance of interpersonal communication sources like family and friends in providing CVD information even though majority do not use them as primary sources of information.

Table 2: knowledge on CVDS

Knowledge Level	Very large extent	Large extent	Moderate extent	low extent	Very low extent	Low never
I know about CVDS on Health – matter on channel TV	111 (21.3%)	107(20.6)	115(22.1%)	79(15.2)	52(10.0%)	56(10.8%)
I know about CVDs Health-line on Radio Nigeria	102(19.6)	136(26.2)	110(21.2%)	74(14.2)	48(9.2%)	50(9.6%)
I know at least one united nations day devoted men related diseases	102(19.6)	101(19.4)	133(25.6%)	84(16.2)	61(11.7%)	13(2.5%)
I know about other programmes on CVDs	160(30.8)	143(27.5)	124(23.8%)	60(11.5)	20(3.8%)	39(7.5%)
I hear about CVDs in media mainly on international days	97(18.7)	97(18.7%)	120(23.1%)	91(17.5%)	65(12.5%)	52(10.0%)

Source: Field Survey 2024.

Table 3 presents data on CVD knowledge across media programmes. Analysis showed that 41.9% of the study participants' knowledge of CVDs is through "Health Matter" programme on Channels TV. 45.8% indicated that what they know about CVD comes from "Health Line" programme on radio Nigeria. While 39% are aware of at least one United Nations day devoted to men related diseases, 37% have heard about CVDs in the media mainly on international days. Finally, 58.3% of the study participants know about other programmes on CVD. Therefore, it is evident that majority of the study participants are aware of other programmes on CVD. However, results indicate that there is a low to moderate level of awareness and knowledge about CVD across the study participants.

Findings

The findings revealed that the level of exposure to general CVD messages was (66.5%). Men in rural communities in Niger State have a high level of exposure to media messages on CVDs. It was also revealed that, aside the Social media, traditional media, including television, radio newspaper and magazine remain the primary sources of CVD-related information dissemination.

The results further revealed the effectiveness of certain media channels in disseminating information about CVDs. Specifically, Health-matter channel TV and CVDs Health-line on Radio Nigeria which have generated more media outlets to reach a broader audience and improved CVD awareness.

Recommendations

The research recommends that the media, government and health professionals should take cognizance of the socio-economic and cultural factors in designing media messages on cardiovascular diseases in rural communities in Niger State.

Health educators need to integrate interpersonal source of information to aid radio and television where it is considered essential in information dissemination.

Emphasis should be given to media messages on CVDs in rural communities in Niger State.

Conclusion

Men in Niger State have a high level of exposure to media messages on CVDs as evident from the findings. The health Belief Model used in this study by implications predicts that when people perceive a health threat and see themselves as vulnerable to the threat, there is likelihood that they will adopt a positive behavior. However, knowledge level needs to increase to match level of awareness and exposure where cardiovascular disease prevalence levels are high. This condition presents a lot of challenges to the media in developing appropriate media messages on CVDs. Messages should take into consideration the socio-cultural factors and risk factors, which exacerbate CVDs in rural communities in Niger State. Such factors include the influence of peers, family members and personal beliefs.

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The Interface between Social Studies Education and the *Almajari* System of Islamic Education toward Effective Citizenship in Niger State

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Abstract
This paper investigates the interface between Social Studies and the *Almajiri* system of Islamic education in their quest to produce effective citizens in Niger State. The research objectives formed the basis of the research question and hypotheses from which questionnaire items of the study were generated. Specifically, the survey method was used in the study. Three hundred and seventy-seven Social Studies and Islamic Studies teachers were selected as sample size from the target population of twenty-one thousand and seventy using stratified random sampling and a simple random sampling. The sampled respondents were served with a questionnaire, which was the research instrument and responses to the items on the questionnaire were on a four-point Likert scale. The responses were analyzed using statistical means to answer the research questions, while the hypotheses were tested using the chi-square test of a significant relationship. The research findings show that while there is no relationship between the problems hindering the effective dispensation of the *Almajiri* system of education and those of Social Studies, effective learning for citizenship can be promoted in the *Almajiri* system of education through Social Studies. Respondents' educational qualification and religious affiliation, all have an influence on their perception of the interface between the *Almajiri* system of education and Social Studies toward effective citizenship in Niger State. The paper recommends among many other things, that the reform in the structure, organization, and operation of the *Almajiri* School in Nigeria need to be implemented in a sustained manner with all seriousness to among others, stamp out child begging and its consequences, which the research findings show are detrimental to effective citizenship among the pupil.

Keywords: **Social Studies, Islamic Education, Almajiri, Quranic School, Effective Citizenship.**

Introduction
The Western type of education in Nigeria, which is formal and secular emphasizes the development of students physically, mentally, emotionally, and morally to initiate them into society as functional members. To achieve this all-round development in the students, one of the subjects introduced in the curriculum of the schools in the country is Social Studies. It is defined as a program of study that a society uses to instil in students or learners the knowledge, skills, attitudes, and actions it considers important in the relationships human beings have with each other, their world, and themselves (Edinyang and Mezieobi, 2013). The subject is mindful and appreciates man's problems and encourages its students to solve such problems, which can be done through critical thinking and rational decision-making. In the process, students acquire desirable attitudes, knowledge, and skills necessary to help them develop their intelligence, which in turn enables them to take responsible decisions on their social problems (Famwang, 2013).

The issue of functionalism occupies a very important place in Social Studies and that is why the subject is designed to achieve goals that are defined by society. Bozimo and Ikwamelu (2000), believed that any Social Studies programme and in fact, any educational programme that has no relationship with the needs of society cannot be said to be relevant or functional and therefore cannot be used as an instrument of change or problem-solving. Thus, as a discipline, Social Studies is not only concerned with the acquisition of facts, concepts, and generalizations, but also with changes in value, and skills in decision-making and problem-solving.

On the other hand, the Islamic system of education, which is religious-based, provides for the teaching and learning of Muslim children in the area of *the Qur'an* and other Islamic knowledge. Thus, it runs a distinct content from the Western system of education in Nigeria because here, the central theme in this education is the *Qur'an* and that is why it is otherwise called *Qur'anic* education. Gazali (2005) states that the main aim of Islamic education is to produce a complete human being with sound knowledge, who will act as vicegerent of Allah, fully educated and greatly concerned and conscious of his activities, that of others and the environment in which he lives. According to Fafunwa (1974), two *Qur'anic* schools developed in Hausa land: *MakarantanAllo*, or tablet school, and *MakarantanIlimi*, or higher school. The first was meant for beginners, which this research is concerned with, while the higher school embraced other aspects of Islamic studies. The *MakarantanAllo* is where *the Almajiri* system of education emerged and has been in operation for more than a century in some parts of Northern Nigeria (Fafunwa, 1974). Usually, parents send their children to places far away from their homes to acquire religious knowledge under the custody of a *Mallam* and while they study, they take care of themselves by begging for charities from the public or serving on farms belonging to their teachers in return for their religious education and upbringing (Damagum, 2024). In showing how the *Almajiri* practice evolved over the years, due to changing economic circumstances, Imam (1998) asserted that in traditional times, the *Mallam* and his *Almajiris* lived entirely on the generosity of the community, royal patronage, and gifts sent by the pupils' parents. However, as poverty became more widespread, the old order of collective support for the *Almajiri* system wilted and the *Mallams* began to rely more on sending his *Almajiri* pupils out on erratic begging sessions. Imam (1998) further states that child begging may be regarded as a form of child labour because of its enormous negative psychological, social, and health consequences. Firstly, it is time-consuming and reduces the hours the pupils could be available for learning. Secondly, some of the *Almajiris,* challenged by hunger due to the dwindling resources of their benefactors, end up engaging in deviant types of behaviour such as theft, pick-pocketing, thuggery, and vandalism, which contradict the upright moral code they are supposed to be learning. All these vices are contrary to the goals and objectives of the educational system, which according to Lemu (1982) is to enable an individual to know and worship God and to be a good citizen of his society.

Increasingly, the *Almajiri* system of education has been criticized by many concerned Nigerians including religious leaders, who have called for reforms in the way the religious educational system operates to be interdorm with its aim of ensuring effective citizenship (Suleiman and Usman, 1985). In addition, there is substantial literature on *the Almajiri*system of Islamic education curriculum and how it operates, its limitations, and how to achieve effectiveness in its teaching and learning (Umar, 2021). Similarly, literature abounds on Social Studies and effective citizenship in Nigeria (Umar, 2005). However, the opinion of teachers on the relationship between the two systems of education in their bid to produce effective citizenship is not known. It is for this reason that this study sets out to investigate the perception of teachers on the interface between the *Almajiri* system of education and Social Studies education toward effective citizenship in Niger State.

Research Questions

This study attempted to find answers to the following research questions:

1 – What are the related problems hindering the effective dispensation of the *Almajiri* system of education and Social Studies education?

2 – Can effective learning for citizenship be promoted in the *Almajiri* system of education through adopting some aspects of Social Studies education?

Research Hypotheses

The following null hypotheses have been advanced for testing:

Ho1- The qualification of the respondents has no significant influence on their perception of the interface between *the Almajiri* system of

education and Social Studies toward effective citizenship.

Ho2-Religious affiliation has no significant influence on the respondent's perception of the interface between *the Almajiri* system of education and Social Studies toward effective citizenship.

Theoretical Framework

Given the subject matter of this study, which is education, this research is predicated on the framework of the functionalist perspectives. The functionalist theory of education as advanced by Comte, Durkheim, Parsons, Davis, and Moore, among others, which is concerned with the function of education for the individual in particular and the society as a whole, serves as a theoretical foundation for this study. In what has become a widely accepted functionalist view of education, Giddens (2000) quoted Parsons as arguing that after primary socialization within the family, the school takes over as the focal socialization agency and serves as a bridge between the family and society as a whole, preparing the child for his adult role. Similarly, Giddens (2000) cited Durkheim as stating that, the major function of education is the transmission of both general values, which provide the necessary homogeneity for social survival, and specified skills, which provide the necessary diversity for social cooperation. He further maintained that society could survive only if there exists among members a specific degree of homogeneity, and education perpetuates and reinforces this homogeneity by instilling in the child from the beginning the essential things that group life demands Giddens (2000).

The relevance of the functionalist theory of education to this research work can be conceptualized on the functionalist view that education tends to enhance positive contributions to the maintenance of the social system. That is, there exists a relationship between education and the socio-economic system and a consideration of how this relationship helps integrate the society and makes it perform better. The citizenship model of teaching Social Studies as theorized by Barr, Barth, and Shermis (1970) is in line with the structural-functionalist approach which discusses how social norms and values are transmitted within the context of school. It highlights how Social Studies socialize young people to accept sets of beliefs, rules, and dispositions which are vital ingredients to the functioning of the larger society. This model therefore is very concerned with the preservation of the cultural heritage and the fostering of nationalistic loyalties. Thus, the citizenship transition model views the teaching of facts, principles beliefs, and themes as the primary means of training young people to be good citizens.

In discussing functionalism in Islamic education, Gazali (2005) states that the concept and purpose of Islamic education is, among others, to inculcate goodness and justice in man through education. That is, the education expects its products to be knowledgeable and faithful Muslims with refined qualities, integrity, and good upbringing so that they can worship their Creator and also function effectively in society.

Concept of Social Studies

According to the Federal Ministry of Education, (1981), the Nigerian National Policy on Education was an important development that accorded Social Studies a vital place in the school curriculum. The policy regards Social Studies as a compulsory subject area that all pupils in the primary and junior secondary schools (UBE) study to among other things build up patriotic and self-reliant citizens. More importantly, the policy endorses that the teaching of the subject in the school must be seen as one of those avenues of establishing strong bases for the production of effective citizens and forging a cohesive society that will support nation-building (Okam, 2002).

According to Edinyang and Mezieobi (2013), Social Studies as an integrated area of scholarship investigates the relationship between man and the environment and instills in students high-level social and intellectual skills and other capabilities useful to help man solve his varied environmental challenges for better and effective living in the society. Similarly, Osakwe (2014) opines that social studies education is "an integrated field of

study that attempts to study man in depth within the ramification of his dynamic environments as well as equipping him with positive knowledge, attitudes, values, and skills for purpose of producing competent, humane and effective citizenry who can contribute positively to the good of the society". The above definitions point to the fact that Social Studies is a discipline that instils the spirit of patriotism, human relations, and decision making among others which are crucial in the production of effective citizenship and nation building.

Almajiri System of Islamic Education

Islamic Education is that type of education that provides for the teaching and learning of Muslims in the area of the *Qur'an* and other Islamic knowledge. According to Dio (1970), the philosophy behind Islamic teaching and learning began with prophetic advice, which says, the best among you is one who learns the *Qur'an* and cares to teach it. This advice is further strengthened by another tradition of the prophet, cited by Suleiman and Usman (1985) which says, the acquisition of knowledge is obligatory for every Muslim, man or woman. These pieces of advice inspire Muslims to acquire and teach Islamic knowledge everywhere they go which they consider a duty for which the reward is in Heaven.

Qur'anic school, where the *Almajiri* pupil attends, is a place where the teaching and learning of *the Qur'an* and other Islamic knowledge is taught. According to Fafunwa (1974) the tablet schools or *MakarantanAllo*, which is one of the two *Quranic* schools that emerged in Hausa land, is an organized place where beginners *Almajiri* acquire the foundation knowledge. It is usually located either inside a mosque, private house, or premises especially built for that purpose. In a typical tablet school, volumes of the *Qur'an* and other Islamic books surround the teacher, and a little further off, but near enough to be within reach of his whip, squat some *Almajiri* pupils in semi-circle chanting different verses of the *Qur'an*.

At the start of schooling, children as early as the third year of life learn Arabic alphabets, which are consonants. They are written on slates and pupils are made to repeat the sounds several times until they master them. When the teacher is satisfied that the pupils have attained the standard required, he introduces the formation of syllables with vowels. When this is completed, the pupils then employ their newly acquired skills in reading the *Qur'an*. When the pupils are ready to start reading the *Qur'an,* they are made to write a chapter on the slate, which they clean for the next one after the written portion is mastered. It should however be noted that the *Qur'an* is divided into sixty parts, each of which contains several chapters. This continues until the learner finally covers the sixty parts, the occasion that is marked by a graduation ceremony called *Walimat* (Fafunwa, 1974).

The school week starts on Saturday and ends on Wednesday. There are usually three sessions per day: morning, afternoon, and evening. In between, pupils carry out domestic work for their master and in addition scout for food. Also, they learn a few trades when they are old enough (Fafunwa, 1974).

Effective Citizenship

Citizenship is membership in a particular community (originally a city but now usually a state), and carries with it the right to political participation; a person having such right is a citizen. Citizenship also often implies working towards the betterment of the community one lives in through participation, volunteer work, and effort to improve life for all citizens (Ogunlade, 2022).VanFossen, Friedman & Hartshorne (2009) define an effective citizen as someone who possesses the attitude, skills, and knowledge that are needed to function in a democratic society such as partaking in communal efforts, voting during elections, reporting crime, and criminates. Okam (2002) states that an effective citizen is usually expected to exhibit certain principles or characteristics which include the following:

> An appreciation of the nature and law of social life; a display of intelligent and genuine loyalty to high human ideals; possession of a sense of responsibility of the

> individual as a member of social groups; display of loyalty and a sense of obligation to one's city, state, nation and the human race; and possession of intelligence and the will to participate effectively in the promotion of social well-being.

Social Studies and Effective Citizenship

An important development associated with the Nigerian National Policy on Education is the pride of place it has accorded Social Studies in the school curriculum. The policy regards it as a core subject area that all pupils in the primary and junior secondary schools (UBE) must study to, among other things; build up patriotic and self-reliant citizens. More importantly, according to Okam (2002), the policy endorsed that the teaching of the subject in the school must be seen as one of those avenues of establishing strong bases for the production of effective citizens and forging a cohesive society that will support nation-building.

The production of effective citizens which is the prime concern of Social Studies education is packaged in the subject in Nigeria so that it inculcates in the pupils citizenship ideas, norms, and values that are essential for national development. At the end of the day, Social Studies produce effective citizens who, Bolarin (1996) describes as among others:

> Sensitive to their environment; active participant in the polity; democratic-oriented minded; willing to assume and perform civic responsibilities; obedient to the law of the land; dogged in defence of his rights; positive relation with the political class; positive habits essential for effective social living; harmoniously co-exist with other members of the society; respect other members of the society; possess nationalistic and patriotic spirit geared towards societal improvement.

The above description of effective citizens produced by Social Studies education influenced Okobia (1985) to perceive the Social Studies curriculum not only in terms of understanding human relationships but also of its aim at producing citizens with skills, competencies, moral values, and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and overall development of Nigerian society. Similarly, Okam (2002) states that Social Studies is committed to transmitting and forming the value of citizens. Its philosophy is essential to the maintenance and extension of the fundamental values of a democratic society.

Looking at the objectives of Social Studies, one will be convinced that it is in concrete agreement with noble citizenship. According to Atu (2005), although the subject is not expected to make 'good citizenship' out of all who learn it, it is strongly agreed that the subject will have some positive impacts on the behaviour of the citizen as he/she addresses himself to social and political affairs of the society. Thus, through Social Studies, the student is expected to develop perspectives, insights, understanding, values, and skills necessary for his conduct of affairs in society.

Given this therefore, Okam (2002) points out certain aspects of the educational environment to which the attention of Social Studies should focus to provide an optimum instruction setting for attaining goals associated with the norms of citizenship and they are as follows:

The content area of Social Studies needs to be drawn from Social Science subjects, arts, and humanities to form the curriculum bedrock of the subject area in dealing with the central issue of citizenship education. The curriculum goal behind the teaching of Social Studies in schools should be for the purpose of establishing a strong foundation for the acquisition of citizenship among the students. The methodology employed in the instructional setting should be relevant and in some cases be a combination of such techniques as inquiry, role-playing, problem-solving, group discussion, and others, so as to achieve learning and behavioural objectives designed as being relevant to the acquisition of citizenship norms. In addition, the evaluation procedure in Social Studies must adopt an adequate comprehensive and systematic scheme for collecting evidence

of a child's progress and growth, particularly in the affective and psychomotor domains because those are the areas related to citizenship education. Finally, concerning the use of instructional materials and resources, Social Studies must explore the productive use of instructional materials, resources, facilities, and textbooks with particular reference to the interests and needs of the learners in relation to those of society in order to help achieve the objectives of citizenship education.

Almajiri System of Islamic Education and Effective Citizenship

In discussing Islamic education's view on the production of good citizenship in society, Zajda, (2005) states that the fundamental philosophy of Islamic education is that knowledge comes from the development of the whole person; the physical, intellectual, moral, and spiritual dimensions of the person so that he can be useful to himself and his society. On his part, Gazali (2005) states that the concept and purpose of Islamic education is, among others, to inculcate goodness and justice in man. That is to produce knowledgeable and faithful Muslims with refined qualities, integrity, and a good upbringing. In the same vein, Lemu (1982) indicates that Islamic education seeks to produce good and complete human beings with knowledge and faith, and an open heart for the fear and love of Allah. Thus, Islamic knowledge is to produce a noble citizen, who must be good to himself and also to others. Sarwar (1996) shares the same opinion with Lemu because he maintains that Islamic knowledge provides and builds a sound, disciplined individual with a great sense of spiritual well-being, conscious of the existence and unity of his creator. It seeks to mould the character of the learner according to the Islamic moral code, which is cherished by Islamic society. Similarly, the holy *Qur'an* directs Muslims to prepare themselves and their children (by means of education) as the best people to establish good and eradicate evil in society (Sarwar, 1996).

The above-mentioned statements have unequivocally showed the relationship between Islamic education and the production of effective citizenship. However, the *Almajiri* system of Islamic education as it is practiced in Northern Nigeria falls short of the realisation of this objective of Islamic education. Damagun (2024) laments that she cannot comprehend any benefit of the *Almajiri* system of education in 2024 as currently implemented. Specifically, Imam (2004) has observed that the practice of begging for food and other necessities of living engaged by the *Almajiri* pupils is capable of constituting a stumbling block to the system achieving its objectives of bringing about active and effective citizenship in Nigeria. Similarly, The FOS/ILO/SIMPOC Report, (2001) observed that distress, a depending syndrome that impairs one's ability to carry out any normal work in the future, the propensity to be tempted into deviant behaviour like theft and pick-pocketing in the face of hunger due to lack of resources and the tendency to be easily recruited to carry out the crime of arson and murder during communal clashes are some of the negative psychological and social impacts of child-begging practice among the *Almajiri* in Northern Nigeria.

Research Methodology

The survey research method, which involves sampling from the population of the study and generalizing the findings obtained from the analysis of the sampled data to the entire population, is used in this study. The target population of the study covers all the teachers of primary and JSS in Niger State totalling twenty-one thousand and seventy (21,070). The sample for the study comprised three hundred and seventy-seven (377) male and female Social Studies and Islamic Studies teachers, selected based on one hundred and ninety-two (192) and one hundred and eighty-five (185) respectively. The sample is drawn from ten primary and Junior Secondary schools in the four educational zones in Niger state. A stratified random sampling technique was first used to select the subjects. Four local government areas were randomly selected, one from each of the four educational zones. Within each of the local government areas, two JSS and two Primary schools were randomly selected. The schools were then stratified according to location in the urban and rural areas. In each of the schools, twenty-four

Social Studies and Islamic Studies teachers were selected using a simple random sampling technique in order to give every member an equal chance of being selected for the sample to be studied.

The instrument 'Teachers' Perception on the Interface between *Almajiri* System of Education and Social Studies toward Effective Citizenship' (TPRBASESSEC) used in this research is an adaptation of the Wisconsin Improvement Guide (1980) which was modified and was pilot tested. Responses to the items on the questionnaire are on a four-point Likert scale. To ensure adequate coverage of the objectives of the study, a content validity check of the items on the questionnaire was conducted. Also, to ensure that the items were capable of obtaining the desired data from the field, a construct validity check was carried out. In addition, the research instrument passed through the scrutiny of Social Studies research experts to ensure face validity before using it for the pilot study.

The responses of the respondents were analyzed using statistical means to provide answers to the research questions, and the chi-square test of significant relationship was used to reject or retain the null hypothesis at 0.05 level of significance and the decision was on 3.0 cut-off point.

Analysis

Research question 1: What are the related problems hindering the effective dispensation of *the Almajiri* system of education and Social Studies?

Table 1.Responses on teachers' perception of the relationship between problems hindering the effective dispensation of *the Almajiri* system of education and Social Studies. (N=377)

S/NO	**Problems of teaching Social Studies and the *Almajiri* System of Education**	**∑ fx**	**∑ fxn Mean Score**	**Remark**
20	Both the *Almajiri* system of education and Social Studies suffer from lack of appropriate use of modern methods of teaching.	1060	2.81	Not a similar problem
21	Both the *Almajiri* system of education and Social Studies suffer from lack of appropriate use of teaching resources.	1090	2.89	Not a similar problem
22	Both the *Almajiri* system of Education and Social Studies suffer from lack of appropriate use of evaluation techniques	1048	2.78	Not a similar problem
23	Child begging is embedded in the *Almajiri* system of education, while it is absent in Social Studies.	1207	3.20	Not a similar problem
24	Both the *Almajiri* system of Education and Social Studies suffer from lack conducive environment for learning	1050	2.80	Not a similar problem
25	Both the *Almajiri* system of Education and Social Studies suffer from lack of harmonized curriculum	1048	2.79	Not a similar problem
Sectional Means Score			2.88	

Table 1 shows the analysis of data obtained from questionnaire items 20-25, which indicates not a similar problem on all the items. This means that the problems hindering the effective dispensation of the *Almajiri* system of education and those of Social Studies are not related.

Research question 2: Can effective learning for citizenship be promoted in the *Almajiri* system of education through borrowing a leaf from Social Studies?

Table 2 Responses on teachers' perception on the use of Social Studies to promote effective learning for citizenship in the *Almajiri* system of education.
(N = 377)

S/NO	***Almajiri* System borrowing a leaf from Social Studies**	∑ fx	∑ fxn **Mean Score**	**Remark**
26	The curriculum content of the *Almajiri* system of education should be harmonized across the country just like that of Social Studies.	1108	2.94	Rejected
27	Methods of teaching the *Almajiri* system of education should be restructured to respond to the modern needs of the child and be harmonized nationally as is obtained in Social Studies.	1218	3.23	Accepted
28	Teaching resources as obtained in Social Studies should be employed in the *Almajiri* system of education and be harmonized nationally	1208	3.20	Accepted
29	Modern evaluation techniques such as obtained in Social Studies should be employed in the *Almajiri* system of education.	1203	3.19	Accepted
Sectional Mean Score			3.14	

Table 2 shows the analysis of data obtained from questionnaire items 24-27, which indicates that item 5 was rejected, while items 6, 7, and 8 were accepted. This means that the respondents generally support using Social Studies to promote effective learning for citizenship in the *Almajiri* system of education.

Test of Hypotheses

As earlier stated, two null hypotheses were formulated and tested using the chi-square test of significant relationship at 0.05 level of significance. Below is the analysis:

Ho1- The qualification of the respondents has no significant influence on their perception of the relationship between *the Almajiri* system of education and Social Studies for effective citizenship.

Table 3: Perception of respondents on the relationship between the *Almajiri* system of education and Social Studies toward effective citizenship by qualification.

QUALIFICATION	SA	A	D	SD	TOTAL
GRADUATE	7192(6430)	3804(3845)	464(1005)	90(270)	14973
NON GRADUATE	7404(8170)	4926(4885)	1818(1277)	523(343)	11231
Total	14600	8730	2282	613	26225

Table 3 shows a calculated chi-square result of 777.0, which is higher than the tabulated chi-square (x2) value of 7.815 at 3 as degree of freedom (df) and 0.05 level of significance. This clearly shows that there is a significant difference between the observed and the expected scores of the graduate and the non-graduate respondents, which means qualification has influenced the views of the respondents. Given this, therefore, hypothesis number one (Ho1) is rejected.

Ho2 -Religious affiliation has no significant influence on the respondent's perception of the relationship between *the Almajiri* system of education and Social Studies for effective citizenship.

Table 4: Perception of respondents on the relationship between *the Almajiri* system of education and Social Studies for effective citizenship by religious affiliation.

RELIGIOUS AFFILIATION	SA	A	D	SD	TOTAL
ISLAM	8832(9486)	5991(5684)	1752(1460)	441(385)	17016
CHRISTIANITY	5788(6465)	2769(3874)	498(995)	153(263)	9208
Total	14620	8760	2250	594	26224

Table 4 above shows a calculated chi-square (x2) result of 357.0 which is higher than the tabulated chi-square (x2) value of 710.1 at a 0.05 level of significance. This clearly shows that there is a significant difference between the observed and the expected scores of the Muslim and the Christian respondents, which mean religious affiliations, have influenced the views of the respondents. Given this, therefore, hypothesis number two (Ho2) is rejected.

Discussion

On the relationship between the problems that hinder the effective dispensation of the *Almajiri* system of education and those of Social Studies, the research findings show zero relationship. This can be attributed to the differences observed by the respondents in the two systems. For instance, the respondents did not agree that both *the Almajiri* system of education and Social Studies suffer from a lack of appropriate use of methods of teaching, teaching resources, and evaluation techniques. However, there was a favorable response from the respondents to the statement that says, Child begging is embedded in *the Almajiri* system of education, while it is absent in Social Studies. This confirms the view of Iman (1998) who observes that the practice of begging for food and other necessities of living engaged by the *Almajiri* pupils constitutes a stumbling block to achieving the system's objectives of bringing up good Muslims in Nigeria.

The research findings also show that Social Studies could be used to promote effective dispensation of learning for citizenship in Niger state. That is, the curriculum content, methodology, resources, and evaluation procedure of the *Almajiri* system of education should be restructured and reformed to respond to the modern needs of the child and be harmonized nationally as is obtained in Social Studies. This result confirms the views of Suleiman and Usman (1985) who state that *the Almajiri* system of education has been criticized by religious leaders, who have called for reform in the way the religious education operates.

Findings from the hypotheses tested show that they have significant influence on the respondents. On qualification of the respondent, the research findings reveal that it has significant influence because, a calculated chi-square (x2) result of 777.0, which is higher than the table value of 7.815 at 3 as degree of freedom (df) and 0.05 level of significance was arrived at. Given this, therefore, hypothesis number one (Ho1) of the research was rejected. The respondents who were graduates held a higher positive view than the non-graduates, particularly on questionnaire items that concerned reforming the *Almajiri* system of education. This finding is in line with Purefoy (2010) who states that elites are critical of the way the *Almajiri* system operates. A professor of law at Ahmadu Bello University Zaria, Muhammed Ladan describes the system as "child destitution, and child trafficking" and that such *Almajiris* are easily recruited as fighters in violent conflicts that are often bloody and result in loss of lives and properties in the Northern part of Nigeria. Similarly, Usman Jibrin, the president of the National Council for the Welfare of the Destitute,

complains that A*lmajiris* "are a real threat, and a real problem to the society, unless you address this issue now, otherwise, these children will one day take over control of this country in a very unpleasant way" Purefoy (2010).

On religious affiliations, the finding shows a calculated chi-square (x2) result of 800.4, which is higher than the table value of 7.815 at 3 as the degree of freedom (df) and 0.05 level of significance. This means religious affiliations have influenced the views of the respondents. Given this, therefore, hypothesis number two (Ho2) of the research was rejected. Furthermore, the Christian respondents held a higher positive view than the Muslims, particularly on questionnaire items that relate to reforming the *Almajiri* system of education. This confirmed the views of Suleiman and Usman (1984) who state that in a society as sophisticated as ours, people naturally frown at and even condemn in the strongest term the idea of harbouring *Almajiri* in our education system. They further state that as usual, the non-Muslims are more vocal over this ill of the society.

Conclusion

After a careful analysis presentation and discussion of the data collected from the field using a research questionnaire, the result essentially shows that while there is no relationship between the problems hindering the effective dispensation of the *Almajiri* system of education and those of Social Studies, effective learning for citizenship can be promoted in the*Almajiri*system of education through Social Studies. Finally, personal variables such as educational qualification and religious affiliation of the respondents all have a direct bearing and influence on the perception of the respondents on the relationship between *the Almajiri* system of education and Social Studies for effective citizenship.

Recommendations

The study recommends the following:

Since the research finding shows that begging engaged by the *Almajiri* pupil with it attending negative consequences is inimical to effective citizenship, the government should pass legislation restricting the *Mallams* from admitting under-aged *Almajiri*into their schools except for those children whose parents reside in the same town where the *Qur'anic* school is located. And parents who insist on sending their children to *Quranic* schools far away from them should be mandated to give them pocket money to serve as a means of sustenance that would discourage them from begging.

The sole ownership of the *Almajiri* School by poor *Mallam* should be discouraged and instead, wealthy individuals, organizations, and others should be encouraged to replicate the *Almajiri* integrated boarding school reform initiated and launched in 2012 by former president GoodluckJonathan's administration so that less privileged Muslims can send their children to study there. And where the sole ownership of the schools by the *Mallams*is indispensable, wealthy Muslim individuals should show more interest in funding them i.e. channeling their alms (*Zakat*) so that a conducive atmosphere for learning will be created for the production of effective citizens amongst *Almajiris*in those schools.

Teachers of these *Almajiri* schools should be adequately trained in modern teaching methodology to make them perform their duty effectively and be paid a monthly salary so as not to depend on *Almijiri*pupils' labour.

Since the research finding also shows that *the Almajiri* system could borrow a leaf from Social Studies to promote effective dispensation of learning for citizenship amongst *Almajiri* pupils, the curriculum content, methodology, resources, and evaluation procedure of the *Almajiri* system of education should be restructured and reformed to respond to the modern needs of the child as is obtained in Social Studies.

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Conflict Resolution Strategies for Peace Building in Nigeria Social Studies and Civic Education Approach

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Abstract
Nigeria as a nation, has experienced several forms of conflicts ranging from ethnics, religious political, terrorist activities youth restiveness and several others. Any of these conflicts could adopt peaceful means carry out their activities. This paper uses analytics method to look at the several strategies that can be adopted to resolve several forms of conflicts and build peace in the Nigerian society. The main objective of this research is to study social studies conflict resolution strategies for peace building in Nigeria. The study also reviewed literature on conflict resolution strategies, peace building, social studies and civic education. The study uses qualitative approach and utilizes desk review of the literature. The relevance of this research study cannot be underestimated considering the rate at which several forms of conflicts are experienced in several part of Nigeria claiming lives and property of the victims. The study came up with a number of strategies social studies and civic education can adopt to resolve conflicts and build peace in the Nigerian society. The findings of this study will serve as a catalyst for a peaceful Nigeria nation when rightly used. The findings of this research came up with a number of strategies that can be adopted for peace building in Nigeria.
Keyword: conflicts, conflict resolution, conflict resolution strategies, peace building.

Introduction

This country has experienced several forms of conflicts from pre-independence and post-independence era. Conflicts have overtime resulted from political, economic, ethnic, cultural and religious tensions from the period which preceded British formal decolonization from 1960.

In 1962, the tiv ethnic group of North central Nigeria revolted against the perceived domination of the Northern regional government by the Hausa/Fulani (Erima Ayokunle Akinpelu 2019].Post election result conflicts and the first military coup in Nigeria that claimed the lives of the prime minister and the premiers of both the Northern and western regions. This was followed by a conter-coup executed by military officers from the North and the West. Colonel Ojukwu, the then military governor of the Eastern region proclaimed the secession of Biafran Republic from Nigeria which led to the bloody civil war between the Nigerian army and Biafran army in 1967. The war lasted for thirty months and ended in 1970 (Togin and Mathew, 2008).

The 1983 and 1993 elections were also marred by violence in several parts of the country. The annulment a June 12, 1993 election created serious political tension that witnessed mass-exodus of Nigerians moving back to their home states. Also on record are several religious conflicts from the Tafawa Balewa religious crises of 1948, Maitatsine riot of 1980 in Kano, Reinhard Bounke attempted crusade in Kano in 1991 and several others. The most recent conflicts is the Boko haram insurgent group conflict that started in the North Eastern state of Maiduguri in 2002, and became very militant after the killing of their leader Mohammed Yusuf by men of the Nigerian army (Gershom, 2021) They attack schools and communities, kidnapping students and several of their victims (Kamaldeen, 2016). The Islamic state of West Africa [ISWAP) are also prominent now, along with other terrorist groups killing and kidnapping victims in several parts of Nigeria. There is also the Biafra agitators in the Eastern parts of Nigeria (IPOB) .The aim of this study is to examine conflict resolution strategies for peace building in Nigeria, Social Studies, and Civic Education approach.

Review of Related Literature

The Concept of Conflict

Deutsch, and Burton (1973) define conflict as a product of disagreement between two groups with divergent views. Conflict can also arise when two or more people have different values and satisfying ones need overrate the needs of others (Opara, Eluchi, Ajlenger 2014). Goodland and Hulme (1999), Anegbede, Isonah, Onakulu 2014) viewed conflict as advanced form of discontent or intense disagreement over values of parties in contention with each other, maintain a position unacceptable to each other leading to degeneration and open hostility. Conflict, according to Zartman (1991) is endemic in human relationships. It occurs as a result of interaction among people; unavoidable commitment of choices and decision, and an expression of the basic facts of human interdependence.

Fisher 2000) gave three levels of conflict; Role conflict, Inter group conflict and Intra-group conflict. Gallo (2015) identified four types of conflicts and how to manage them. Goal Conflict occurs when one person or group desires a different outcome than others do. This result to a clash of those whose goals are to be pursued.

Cognitive conflict can results when one person or group hold ideas or opinions that disagrees with those of others. Affective conflict result when two individuals cannot get along with each other. Behavioural conflict result when behaviuor of one person is unacceptable to the other. Conflict can be violent or non-violent when parties go beyond seeking to attain their goals peacefully, and try to dominate, damage or destroy the opposing parties ability to pursue their own interest. Non-violent conflict denote that interest of the conflicting parties can be pursued without violent or coercion. However, it doesn't mean a complete absence of conflict. When conflict exists only an absence of conflict method is employed by parties in the struggle to resolve incompatible difference over issues in the conflict.

Positive and Negative Effects of Conflict

Conflict in human society is inevitable it can be functional or dysfunctional, a benefits or detrimental to human existence, depending on the nature, intensity and duration of the conflict. Conflict of any form can have both positive and negative effects. Positive effect of conflict may generate positive change at the end, improve problem solving, clarify issues that caused the conflict, increase participant commitment and involvement and result in a better decision or outcome for peace to reign, improve relationship as issues in conflict are resolved. It provide opportunities to put issues on the table for resolution it also provide a better understanding of each other's position for amicable resolution, it develop sense of unity between the opposing parties as they resolve their difference together.

Daniel and Tara (2021) reports that the immediate negative effect of conflict include death and injuries, population displacement, the destruction of assets and the destruction of social and economic systems. Irene, Adelokhai, Okoduwa (2022)observed that violent conflict in Nigeria have negatively affected the country that has resulted in mistrust, brutal killings, destruction of properties, rise in internal and external displaced persons and having the country teetering on the verge of the precipice as some of the key consequences of conflict.

Causes of Conflict

According to C. Wright Mills in Knapp (1994) in his theory of conflict postulate that social structures are created through conflict between people with differing interest and resources, individual and resources, in turn, are influenced by these structures and unequal distribution of power and resources in the society. The human needs theory of Burton (1997) believes that human beings have certain basic needs or universal human needs. When these needs are not met or remain unsatisfied it can lead to conflict. Paul (2023) explore conflict theory as understanding societal power dynamics, inequality root, and how conflict shape societal change. David (2021) observed that conflict focuses on differences on power between individuals or social groups. The above theories emerge from philosophical perspective developed by Nicolo Machiavelle, Thoma Hobes and Karl Marx, and emphasizes the idea that people are inherently contentious when competing for resources and power.

Igbinijesu (2013) outlined five major causes of conflict in Nigeria which Include tribalism, religious believs, land dispute and trade related disputes. Sarushar (2010) opines that conflict can arose when people are competing for the same resources such as territory, jobs and income, housing, land and water that are not sufficient enough to reach everybody.

John Burton's human needs lies in the assumption that conflict arises when people are denied their economic, political, social, spiritual, educational and psychological needs that are needed for achieving their aims: - Pleasure, power fulfillment and others. Inability to satisfy these basic needs is responsible for most conflict in Nigeria.

Nature of Social Studies

Social studies has enjoyed several definition from various areas of academic discipline, some of them have been stated early. However, Ogun Bamara [2006) who defined social studies education as a field of study that instills in students the knowledge, skills, attitude and actions that are considered important in the relationship and interaction of man and those around him on one hand and the entire environment and this, best provide the picture of the nature of social studies education in Nigeria. Social Studies is an organized integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitude and actions for the purpose of producing an effective citizenry (Olalobou, 1998).

Adedoyin (1991) stated that, the following conception can be used to explain the nature of social studies. This includes Social studies as citizenship education, Social studies as skill development; Social studies as ecological study, social studies as Social Sciences, Social studies as Cultural integration, social studies as Dynamic education, Social studies as Education for living. Social studies as a discipline places man at the centre and studies him and his relationship with others in the society, his physical, social, political, economic, and geographical environment. In other words, it focuses on how man interacts and influences the environment and how the environment, in turn, influence his life.

Conflict Resolution

Conflict resolution is the process designed towards ending a conflict and reaching an agreement between all the parties in the conflict that satisfies all sides. It is the method and process involved in facilitating the peaceful ending of conflict and retribution, Gouden (2000) view conflict resolution as a plethora of activities aimed at addressing the root cause of dispute that led to the conflict. Conflict resolution process includes the period of negotiation, reconciliation, mediation, or plea to the opposing parties to give peace a chance (Beverly, 2015). It is the informal and formal process that two or more parties in conflict adopt to find peaceful solution on the issues in conflict. According to Albert (2001) conflict resolution serves three purposes namely, minimization of chances of destructive conflict, stabilization or csssation of destructive conflicts so as to prevent escalation, and prevention of outbreak of full blown conflict done by uprooting the basic reasons for conflict. He also added that conflicts are responded to in three possible ways in any society: by avoidance, confrontation and problem solving.

Conflict Resolution Strategies

Wani (2017) states that conflicts can be resolved by peaceful and non-violent methods such as through diplomacy, communication, negotiation, summits, conciliation, arbitration, mediation and through cooperative and confidence building measures etc.

According to Heitler (1998) a cooperative process of conflict resolution must entail the following:

- ✓ The position; Position of two parties should be made known. These are the initial statements of the warring parties as regards to what they want and are saying.
- ✓ Explore underlying concern: These are the concerns behind the initial position made known and act as stepping stones for addressing the issues at a stake.

- ✓ Joint problem solving: This should be practical in the true sense of it. It involves selecting mutual satisfying solutions. This is when the two warring parties cooperatively explore their underlying concerns and work out ways of attaining a resolution. It is however important to understand that conflict resolution also encompasses cooperative, dialoguing and joint problem solving process.

Apper, Josvold and Law (2000), identified conflict resolution strategies to include:- accommodating, collaborating, compromising, Jennifer (2024) corroborated with the views of Alper et al but added the following steps:

i. Acknowledge the conflict, first
ii. Define the problem
iii. Meet on a neutral ground
iv. Let everyone have a say
v. Agree on a solution.

Ron (2000) proposes three approaches towards resolving conflict in human society.

i. Win – win approach. Each of the parties will reach a compromise and go home satisfied as winners.
ii. Win-lose approach. Sometimes the issues in conflict are clearly defined in the traditions and constitutional laws which determine that one party has won and the other loses. In democratic procedure when issues are put to vote in the house of parliament, the majority vote carries the day.
iii. The lose-lose approach: - The two sides come with expectations to win but when it becomes clear that the two sides of the argument do not hold water, they both go back home as losers.

The views of Forsyth (2006) suggest the following approaches; Inquisitorial procedures, arbitration and moot. Mediation in conflict resolution is sometimes used interchangeable with arbitration. Moot involves free discussion of the issue in dispute between parties in conflict with the mediator.

Webne-behrman (1990) lists the following steps to effectively manage conflicts in human society. The conflict mediator should be mentally and physically prepared for the task, clarify personal needs which include the substantive, procedural and psychological needs threatened by the conflict and set ground rule, identify a safe place and convenient time for negotiation, Listen actively to the two sides; approach problem solving with flexibility; manage impasse with calm, patience, and respect, build on agreement that works and is acceptable to all parties.

These steps may not guarantee agreement immediately but can contribute effectively to peace-making process in Nigeria

Concept of Peace Building

Peace building is a long term process of encouraging people to talk, repairing relationship and reforming institutions. It is an activity that seeks to resolve injustice in non-violent ways and to reform the culture and structural conditions that generate deadly or violent conflict.

According to the United Nations (2010) peace building involve a range of measures targeting to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels of conflict management and to lay foundations for sustainable peace and development. Peace building seeks to addresses the major causes of conflict and lays the foundation for resolving the issues in conflict peacefully and to prevent all forms of violence as a result of the conflict. According to Albert (2001) peace building is an art of "repairing'', institutions and social facilities and putting in place schemes that can help the disputing communities to be united once again.

The key principals of peaces building include openness, willingness and space for dialogue. Dialogue between parties is very important to bring all parties in the conflict to the roundtable discussion. Peaces building promote the resolution of conflict and provide means to prevent future conflict by establishing open communication between conflicting parties to create a lasting peaceful relationship. Kofi (2011) further stated that making peace ultimately requires firm commitment and extraordinary courage, on the part of all sides to ensure a permanent end to violence.

The following can be adopted for peace building process

- Conduct a conflict assessment

- Peace building programme design
- Develop a monitoring and evaluation plan.
- Conduct an end line study and final evaluation
- Disseminate and share results and key learnings

Peace building emphasizes inclusivity, impartiality, transparency and local ownership, recognizing the importance of engaging all stakeholders, including marginalized groups in the peace process (Arinze, Egbe, 2024). Typical peace building activities include mediation, conflict resolution, workshops and dialogue meeting at various levels.

Theoretical Framework;

Conflict resolution theories are propounded to provide the foundation for the formal and informal process that can be adopted to come up with a peaceful resolution to conflicts. Several scholars have provided theories for conflict resolution. For instance, karl marx (1818-1893) that came up with Marxist theory see the society divided along the lines of the bourgeoisies, that is the capitalist, and the prolatarial, the masses working class. The exploitative relationship between the two group result to conflict over the limited resource in the society. John Burton Bisic human need are theory state that fundamental human needs are safety security, Belonginess/love self- esteem, personal fulfilment, identity, cultural security, freedom, distributive justice, and participation. Burton argued that if an action cannot fulfil his or her basic human needs, one way, he or she will not attempt to do so in other ways. If they cannot do so within the existing "status-quo" system, they create parallel "revolutionary system to do so.

Max weber (1864-1920) posit that the main source of conflict are Economic social, and political. When people compete for the control of the scarce resources conflict occur. Burtons theory emphasize on the satisfaction of human needs. The most acceptable approach on conflict resolution is the satisfaction of the needs of conflicting parties.

Social Studies Education Approach to Peace Building

The discipline of social studies deal with the relationship between man and his physical and social environment. Social studies education instill in students the knowledge, skills, attitudes and actions that are considered important in the relationship and interaction between man and those around him on one hand and the entire environment on the other (ogun, bumeru 2006), NTI (2004) views social studies as a problem solving discipline. One of the major role of social and civic education is building the spirit of love and peaceful co-existence among citizens of the country. Hence social studies and Civic educations come up with strategies for conflict resolution and peace building in Nigeria. Conflict resolution strategy according to Meziobi (1994) in Meziobi ,Edidong, Eze (2020) will include compromise, capitulation, fate control, arbitration, mediation, prgramme and exchange, litigation in which independence of the judiciary is fundamentally in truth as well as the Alternative Dispute Resolution (ADR) mechanism. Meziobi and Meziobi (2012) also recommend implementable conflict resolution education which should require peaceful conductions and focus on constructive conflict resolution approaches, creative cooperation in human relationships, conflict management commission. Building peace in human is a major role of social studies. NTI (2000) views social studies as an integrated discipline in the educational system of Nigeria which emphasizes the process of identifying and solving problems for the survival of man which includes the ability to maintain peace, an orderly, decent and progressive life. Oro (2007) summarized the contributions of Social Studies to include ;Good Citizenship that enlighten citizens on their rights and responsibilities towards the development of the nation; development of national consciousness; Create awareness in the learner; Moral education; Fostering national Unity; and so on. Social Studies and Civic Education create awareness on the learners on the existence of all forms of conflict in the society, nature of the conflict, and ways to resolve the conflicts. Thus, the importance of social studies as an instrument

for conflict resolution and peace building in human society, between citizens and Nations, Hence social studies educators' relevance on conflict resolution and peace building in our societies cannot be underscored. It is a problem solving discipline that came up with strategies to resolve conflicts. It adapts the formal process of giving earth warning, preventive diplomacy, conflict prevention, peace-making, peace building. The mediators identify the cause of conflict, the conflicting parties, sides to the conflict and came up with the resolution of the two parties based on mutual agreement.

Recommendations;

i. Social Studies curriculum should be strengthened to accommodate modern strategies for conflict resolution.
ii. Workshops and seminars should be organized to educate social studies teachers on new techniques of teaching social studies..
iii. Train and retrain the social studies teachers on the modern conflict resolution strategies in social studies.
iv. Social Studies instructional materials should be provided and accessible and where not available, the teacher should improvise.

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Social Studies Teacher Perception on Impact of Terrorist Attacks on Sustainable Developmet in North Central, Nigeria

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Abstract
Terrorist attacks have become a major threat to national security and sustainable development of Nigeria because the increase operation has caused pain, havoc, and agony in the lives of Nigerians and the economy. The purpose of this study was to investigate Social Studies teachers' perception on Impact of Terrorist attack on Sustainable Development in North Central, Nigeria. Two research questions were raised, a null hypothesis was formulated and tested The research design used was descriptive survey research design. This was found to be more suitable because of the size of the sample. The samples for this research were made up of two hundred teachers selected from 60 secondary schools spread across the north central, Nigeria, using stratifies and simple random sampling techniques. The instruments used were the researchers developed questionnaire which was tailored towards answering the research questions and the hypothesis. The data collected were analyzed using descriptive statistics and ANOVA. The findings revealed that Social Studies teachers were of the opinion that insecurity have impacted negatively on sustainable development of Nigeria. The findings also revealed that irrespective of gender, location, qualification and years of working experience, the Social Studies teachers were of the view that activities of terrorists, armed bandits and kidnappers led to an increase in poverty, reduces literacy rate and ethnic divisions Based on the findings, the researcher, recommended that there should be synergy and collaboration between Federal and State Governments to fight terrorism, banditry and kidnapping.
Key words*:* Terrorist, ANOVA, Sustainable Development, and Social Studies.

Introduction

In the past, Nigeria was peaceful and had done everything possible to ensure peaceful coexistence in the whole of Africa sub-region. This is owing to her foreign policy objectives which said that Africa is the centerpiece of Nigeria foreign policy. This established platform had tremendously impacted Nigeria in a way that had made them peace loving people. This explains the value Nigeria government attached to peaceful coexistences

In recent years, Nigeria, as a nation, has been witnessing series of terrorist attacks, conflict, tension, cattle rustling, kidnapping for ransom, sexual violence and killing which are threating the peaceful coexistence of the country. These experiences have been disturbing, disguising and devastating to the nation, going by the weight of attacks and the rate of causalities being recorded which have ravaged various parts of the country under different guise, namely: political, religious, ethnic and economic reasons which are threatening the peaceful coexistence of the country.

Sustainable development is how we must live today if we want a better tomorrow, by meeting present needs without compromising the chances of future generations to meet their needs. The survival of our societies and our shared planet depends on a more sustainable world**.** Where development is sustainable, everyone has access to decent work, quality health care and education. United Nations Member States in 2015 provides a shared blueprint for peace and prosperity for people planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health, education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

United State Department of Defense (2010) in Amdi, Akinola and Essien (2013) defines

terrorism as the use of unlawful violence or threat to inculcate fear which is intended to coerce or intimidate governments or societies in pursuit of goals that are generally political, religious or ideological. lt could also be seen as a deliberate wickedness born out of the mind set of man, meant to cause threat, destruction, injuries and death in a way to frustrate peaceful co-existence and meaningful development Terrorism has led to an increase in poverty, reduces literacy rate and ethnic divisions. Terrorism affects schools, power stations and infrastructures, which reduces productivity. Fall in Foreign Direct Investment (FDI), domestic investment, exports, etc. are also among the negative influence of terrorism and the core goals one and second of the SDGs were to 'End Poverty in all forms everywhere' and 'Zero Hunger'. These two goals are threatened by +insecurity in Nigeria. For instance, poverty was mentioned as one of the likely causes of insecurity, particularly in north central Nigeria. In view of the above, that this research work is being carried out to investigate Social Studies teachers' perception on Impact of Terrorist attack on Sustainable Development in North Central, Nigeria by using these variables; location, gender, school type and educational zone..

Statement of the Problem

The failure of the government in carrying out her fundamental function of protecting lives and properties of the people has made the nation materials a recipe for disaster which is threatening the human existence of the people, it is obvious that terrorist activities are already far reaching negative on the country and are responsible for retrogression experience in the nation economy Gele (2012). This is owing to the fact that, it has led to high rate of destruction of human and materials resources which is making the situation unsafe for private and multination companies who have since sough for other Africa countries where their business could flourish.

Several measures have been implemented to tackle this menace but there are still frequent attacks being experienced. If these incessant attacks are not proactively dealt with, it will portend a longer term danger to Sustainable development. To safeguard the nation from collapsed, the issue of insecurity in North Central, Nigeria must be dealt with efficiently particularly in Benue, Niger, Plateau, Kogi, Nasarawa, Kwara state and FCT.

The consequences of these attack is worsening of effective sustainable national development such that, if pro-active measures are not put in place, long term danger awaits the quality of labour force and human capital needed for a sustainable economy.

The main interest, motivation and problem of this study is to investigate Social Studies teachers' perception on Impact of Terrorist attack on Sustainable Development in North Central, Nigeria.

Objective of the study

The purpose of this study is to investigate Social Studies teachers' perception on impact of terrorist attack on sustainable development in North Central, Nigeria. Specifically, the study sets out to:

1. Investigate Social Studies teachers' perception on impact of terrorist attack on sustainable development in North Central, Nigeria.
2. The influence of gender on the perception of Social Studies teachers on impact of terrorist attack on sustainable development in North Central, Nigeria.

Research Questions

In order to carry out this study, the following research questions were drawn.

1. What is the perception of male and female Social Studies teachers' on impact of terrorist attack on sustainable development in North Central, Nigeria?
2. Is there any significant *difference in the perception of male and female Social Studies* teachers on impact of terrorist attack on sustainable development in North Central, Nigeria?

Hypothesis

This hypothesis was formulated and tested at 0.05 level of significance.

HO. There is no significant difference between the mean responses of male and female respondents on impact of terrorist attack on sustainable development in North Central, Nigeria.

Literature Review

The Theoretical Framework of this study is based on Structural Functionalism theory championed by Emile Durkheim (1917), Robert K. Merton (1968) and Alcott Parson (1979).

(a) Structural Functionalism Theory.

The first proponent of functionalism theory of a society was Emile Durkheim (1917). Other early promoters of functionalism theory were Robert K. Merton (1968) and Alcott Parson (1979).Functionalists in their perspective, see society as a living organism that has different structures or human body that has various parts; each part performing a particular function for the maintenance and survival of the body. The functionalists are of the view that responsibilities are shared according to social structures or values. This is a bid to maintain the survival of various parts that make up of the entire society. In this case, what happens to any part affects other parts of the entire body.

The theory, also see society as social institution like family, education, economy, religion, politics, health, law etc. Each as task or role to play to make the society lively and functional. This active participation results in vibrant contribution to sustainable growth and development in the entire system. The functionalist theory, otherwise known as the equilibrium theory, emphasizes the maintenance of peace and stability in the society at all times. It also encourages the division of labour which will make every social institution to contribute meaningfully towards the progress and maintenance of the entire society. This will go a long way to reduce societal issues such as poverty, unemployment, insecurity and inequality.

This theory is appropriate and relevant for this research, since whatever happens to security will certainly affects the entire society and to sustain the society entails that government should strategize in order to maintain high level of security. If no attention is given to address the issue of insecurity in the nation, it means no meaningful development will take place. In this case, all depend on government to fight insecurity in order to achieve Sustainable development.

Conceptual Clarification:

Concept of Social Studies Education

The concept of Social Studies Education has been in used since 1905 when a committee under Thomas jesse first used it to include Economics, Sociology and Civics into the school curriculum and in 1950 History was also included (Wesley, 1950) in Basewa (2013).

Danladi, (2005) viewed that Social Studies categorized as social science (to provide Knowledge) citizenship education (to provide attitude and value), reflective inquiry (to make value judgment through research). Social Studies education would provide learners with adequate knowledge develop skills and also develop positive attitudes and values to handle the challenges faced by the people clamour for restructuring of Nigeria. In a nutshell, Social Studies education is a field of study that empowers students to be effective citizens that can contribute to national development and progress.

Social Studies is viewed by Uko and Okebe (2012) as a discipline that if well repositioned, can enhance growth and development of democracy in Nigeria. Social Studies education, also, works towards building the spirit of peace in the citizens and peaceful approaches towards solving the challenges of democracy in Nigeria. Generally, Social Studies education teaches social values necessary for social co-existence in the society. These include the values of friendship, tolerance, obedience to the law, honesty, togetherness, patriotism, loyalty, faithfulness, social justice, consideration for others, hard work, cooperation and appreciation.

Social Studies is, also, a part of a school or college curriculum concerned with the study of social relationships and the functioning of society and usually made up of courses in history, government, economics, civics, sociology, geography, and anthropology.

Social Studies education, most commonly, refers to the training of professional educators to teach Social Studies. It includes the training

of Social Studies educators who emphasize the need for social education through the teaching of various social science disciplines (e.g., history, psychology, political science). The field of social studies education is unique and is occasionally referred to as social science education and/or history education. However, it should be noted that social science education and social studies education are often used interchangeably, but history education is a subfield of social studies education. Some may argue the opposite, because of history education's perceived dominance in the field of social studies education, but this is neither a common nor a majority perspective, (Parker, Walter, 2009

Terrorism

Terrorism, according to Pasquino in Oyebola (2013) is a series of acts intended to spread intimidation, panic and destruction in a population. In the analysis of Ali in Sheriff (2014) terrorism sprouts from the existence of aggrieved groups. These aggrieved groups have two essential characteristics: they have specific political objectives, and they believe that violence is an inevitable means to achieve, their political ends. The political dimension of terrorism, violence is the key factor that distinguishes it from other crimes.

According to Schmitt in Sheriff (2014), terrorism is an anxiety - inspiring method of repeated violent action, employed by (semi) clandestine individual, group, or state actors, for criminal or political reasons, whereby in contrast to assassination, the direct targets of violence are not the main targets. The immediate human victim of violence are generally chosen randomly (target of opportunities) or selectively (representative or symbolic target) from a target population, and serve as message generators.

In the words of Gibbs in Sheriff (2014) 'terrorism is an illegal violence or threatened violence directed against human or non-human objects" provided that it:

i. Was undertaken or ordered with a view to altering or maintaining at least one putative norm in at least one particular territorial unit or population.
ii. Had secretive furtive and/or clandestine features that were expected by the participants to conceal their personal identity and/or their future location.
iii. Was not undertaken or ordered to further the permanent defence of some area.
iv. Was not conventional war fare and because of their concealed personal identity, concealment of their future location, their threats, and/or their partial mobility, the participants perceived themselves as less vulnerable to conventional military action.
v. Was perceived by the participants as contributing to the normative goal previously described by inculcating fear of violence in person other than immediate target of the actual or threatened violence and/or publicizing some cause.
vi. The interpretation of terrorism as given by the United Nations is described as criminal acts intended or calculated to provoke a state of terror in the general public a group of persons or particular persons for political, philosophical, ideological, racial, ethnic, religious or any other nature that may be involved to justify them" (UNl994).

In the argument of Hoffman (1998):

> Terrorism is a pejorative term. It is a word with intrinsically negative connotations that is generally applied to one's enemies and opponents, or to those with whom one disagrees and would otherwise prefer to ignore. Hence the decision to call someone or label some organization "terrorist" become almost unavoidably subjective, depending largely on whether one sympathizes with or opposes the person/group/cause concerned. If one identifies with the victim of the violence, for example, then the act is terrorism. If,

> however, one identifies with the perpetrator, the violent act is regarded in a more sympathetic, if not positive (or at the worst, an ambivalent) light and it is not terrorism, (P. 6).

United Nations Security Council in Sheriff, (2014) defines terrorism as: Criminal acts targeted against civilians, committed with the intent to cause death or serious bodily injury, or taking hostages with the purpose to provoke a state of terror in the general public or in a group of persons or particular person, to intimidate a population or compel a government or an international organization to do or to abstain from doing any act, which constitute offences within the scope of and as defined in the international conventions and protocols relating to terrorism, are under no circumstances justifiable by considerations of political, philosophical ideological, racial, ethnic, religious, (P. 6).

In the argument of Steven and Anthony (2004) "terrorism constitutes the illegitimate use of force to achieve a political objective when innocent people are targeted. Frank (2005) sees terrorism as political violence in a asymmetrical conflict that is designed to induce terror and psychic fear (sometimes indiscriminately) through the violent victimization and destruction of non-combatant target (sometime iconic symbols). Such act is meant to send message from an illicit clandestine organization. Judging from the above definitions and descriptions of terrorism, the activities of Boko haram in the Northeast of Nigeria, the attack of Abuja-Kaduna train which resulted in killing of some perssengers and adoption of some, kidnapping and banditry at Kaduna State and Zamfara State as well as the activities of Indigenous People of Biafra (IPOB) in the Southeast can all be classified as terrorism and should be total condemned in the society. .

The Merriam Webster dictionary (2009) defined terrorism as "the systematic use of terror especially as a means of coercion" terrorism is the use of violence or threat to get a point across in order to attain the goals that are political or religious. Muhammadu (2015) describes terrorism "as the activities of a mindless group whose tenets are not in line with the teaching of any religion". In essence, terrorism is a deliberate or planned wickedness by a person, group, institutions or country against another person, group institutions or country in order to cause injuries, pain fear, threat and destruction of lives and properties.

From all the conceptualizations, some things are common, violence, wickedness, target (combatant, non-combatant and government) goals to achieve (threat, injury destruction and death) and their cause which are often unjustifiable. It is safe then to say that terrorism is a criminal activity that employs force to advance a negative ideology for selfish reasons.

Review of Empirical Related Literature

Utibe (2016), in his study titled "Domestic Terrorism and its impacts on Nigerian State: An analysis of Boko Haram Insurgency" discovered that Boko Haram insurgency impacted negatively on Nigeria State through destruction of lives and properties, disruption of business, reduction in government revenue, fear of foreign investors to live and do business in Nigeria, political instability, impact adversely on educational development among others. On education, the study revealed that the terrorists have caused a lot of havoc to schools especially those one located in the Northeast of Nigeria. The major targets are primary and secondary schools in the region. The study revealed that due to the activities of the Boko Haram many primary and secondary schools were closed. Thousands of children have been forced out of schools across communities in Yobe, Kaduan, Adamawa and Borno states. Many teachers have been forced to flee for their safely to other states. In Borno state the attacks had destroyed over 882 classrooms as of August 2013, in Yobe state all schools were shot from June to September 2013. On 6 March 2014 Federal Government closed 5 Federal Colleges in Adamawa, Borno and Yobe state ordering their estimated 10,000 students to relocate to other schools. More than 1000 teachers were forced to flee from areas in the North since 2012. Kidnapping of school

girls, killing of students and teachers, certainly this is affecting adversely the present and future development of the country. In this study employed documentary sources and qualitative method in generating data while Frustration aggression theory was adopted as framework of analysis.

This study is significantly relevant to the present study due to some of its findings which has to do with emphasis on the analysis of Boko Haram insurgency and how it has impacted negatively on Nigeria State through destruction of lives and properties, disruption of business, reduction in government revenue, fear of foreign investors to live and do business in Nigeria, political instability, impact adversely on sustainable development among others

Research Methodology

The research design used was descriptive analytical survey. The samples for this research were made up of two hundred teachers selected from 60 schools spread across north central Nigeria, using stratified and simple random sampling techniques. The stratified sampling was to take care of gender. The instruments used were the researcher's developed questionnaire which was tailored towards answering the three research questions and the hypothesis. The questionnaire was designed using a modified 4-point Likert rating scales. The rates are Strongly Agree 4 points, Agree 3 points, Disagree 2 points, and Strongly Disagree 1 point. Teachers were required to indicate option chosen by ticking on the appropriate places provided in the questionnaire.

The questionnaire went through validation and reliability test. The reliability Coefficient of 0.82 was obtained. The data collected were analyzed using descriptive statistics and ANOVA.

Results

The results of the study were presented on this table as follows:

ANOVA Result on the Perception of Social Studies Teachers on the Impact of Terrorism on sustainable development in North Central, Nigeria Based on Years of Working Experience

	Sum of Squares	df	Mean Square	F-value Cal.	F-value Crit.	Sign. Level (p)	Decision
Between Groups	11.16	3	3.72	0.603^{ns}	2.62	0.614	Accepted
Within Groups	2435.63	395	6.17				
Total	2446.79	398					

Ns- Not Significant at 0.05 level of significance

This table presented the descriptive statistics and the ANOVA results of the perception of Social Studies teachers on the impact of terrorist attacks and killing on Sustainable Development in North Central, Nigeria based on working experience. From the table, the F-value calculated (0.603) is less than the F-value critical (2.62) and the p-value (0.614) is greater than 0.05 level of significance. This indicated that there was no significant difference in the mean responses of the respondents (Social Studies Teachers) on the impact of terrorist attacks and killing on the Sustainable Development based on working experience.

Finding

The results of the research work revealed that majority of the teachers agreed that certainly is adversely affecting the present and future development of the country, also led to an increase in poverty, reduces literacy rate and ethnic divisions.

Recommendation

There should be synergy and collaboration between Federal and State Governments to fight terrorism, banditry and kidnapping. Similarly there should be synergy and collaboration among the security agencies especially in the areas of inter-service collaboration and intelligence gathering and sharing. The Government should applied the combination of kinetic and non-kinetic approach to fight terrorism, armed banditry and kidnapping in the country and particular North Central, Nigeria.

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The Role of School Self-Evaluation in the Actualization of Quality Assurance in Public Primary and Secondary Schools in Nigeria

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Abstract
Absence of Quality, especially in terms of learning outcomes in basic education in Nigeria is a serious concern to several educators and other stakeholders. This negative trend is manifested in the kind of products currently produced from public primary and secondary schools in Nigeria. To salvage this unfortunate situation requires several measures and actions. One of such strategies is the model of school self-evaluation. School self-evaluation is an inbuilt assessment tool used by school heads in passing value judgement on the operations of their schools. It is based on the notion that school managers should not just wait for other authorities to point out the gaps of their schools for them but they should take the lead to periodically assess the strengths and weaknesses of their institutions. This paper presents the practice of school self-evaluation as a potent tool in ensuring quality task performance by teachers and better achievements by students, particularly in public primary and secondary schools in Nigeria. It examines the art of school self-evaluation which is an aspect of Quality Assurance Model as a strategy that needs to be emphasized towards achieving Quality in Nigerian educational system. It further looked at the factors militating against effective school self-evaluation and suggests possible measures towards strengthening the practice of school self-evaluation in primary and secondary schools in Nigeria. Some recommendations include the need to train Headteachers and Principals on modern techniques of school self-evaluation, sensitization of teachers to be more cooperative with school Heads and provision of adequate facilities in schools among others.
Keywords: Primary Schools, Secondary Schools, Self-Evaluation, Quality Assurance.

Introduction

It is widely believed that the destiny of every nation is shaped in the classrooms through education which is the process of transmitting knowledge, skills and values to ensure proper intellectual growth and character building for self-reliance, social transformation and overall national development.

In Nigeria, there is a relative low level of achievement and standards in public primary and secondary schools (UNICEF, 2016). Several educators agreed that this is mainly due to gaps in monitoring and evaluation of teachers' instructional task performance or curriculum delivery by school administrators and supervisors. It is against this background that this paper tries to examine the role of school self-evaluation as a vital aspect of quality assurance model in achieving quality education delivery in Nigeria particularly at primary and secondary school levels.

Conceptual Clarifications

Quality Assurance: Quality Assurance in Education is the main approach or instrument used in achieving quality and maintaining standard in the educational system. It refers to efficient management, monitoring, evaluation and review of the resource inputs and transformation process (teaching and learning) to produce quality outputs (educated learners) that meet set standards and expectations of the larger society (Ayeni & Adepoju, 2018).

Quality assurance encompasses internal and external monitoring and evaluation of resource inputs, instructional process and outputs. The model recognizes external evaluation by the

professional and accredited school supervisors in the Ministry of Education, SUBEBS, LEAs and the Federal Inspectorate Service (FIS). Internal evaluation is conducted by the head-teachers, principals and other school administrators based on uniform quality criteria elements and standard.

The key areas of quality assurance according to Ayeni (2019) and NCCE (2025) include:

- Quality of provision (learning environment; curriculum and related activities; teaching and learning; and care, guidance and support).
- Outcomes for learners (achievement and standards; and learner's personal skills and participation).
- Leadership and management.

School Self-Evaluation

This is a vital aspect of quality assurance model through which quality and standard could be maintain in schools. School self-evaluation is an internal assessment of school's curriculum and co-curricular activities by the school head (Headteacher or Principal) for the purpose of helping teachers and learners to improve on their teaching and learning capacities and achieving educational objectives (UNICEF, 2016).

Goals of School Self-Evaluation

Educational management experts asserted that school self-evaluation is geared towards achieving the following main objectives:

- To identify and focus on areas where improvement needs to be made. As the common saying goes that "he who wears the shoes, knows where it pinches". Head-teachers and Principals are the key figures who are in-charge of their schools. Thus, they are more familiar with the running of their schools. They could understand the problems of their schools better than any individual from outside.
- School self-evaluation also seeks to make school adminstrators (particulary headteachers and principals) quality assurance evaluators in their own school. The strategy of school self-evaluation tries to break the notion that monitoring and evaluation of schools is an exclusive duty of external school supervisors. School heads even have more role to play than external supervisors in maintaining quality and standards in their schools.

Features of School Self-Evaluation

According to Ayeni (2019), the process and the conduct of school self-evaluation are characterized by the following features:

- School self-evaluation is a continuous process. It is supposed to be conducted by the school head or his subordinate on a daily basis and on every aspect of the school.
- It strengthens the school head's capacity for managing human and material resources. As the Head-teacher or Principal conduct school self-evaluation, his skills in managing human and material resources are improved.
- It should measure the extent to which the school is fulfilling its responsibilities and assuring that both the teachers and learners work towards achieving the set goals.
- The report on key issues is based on evidence collected through the process of Observation, Discussion and Documentation (ODD).

The above features serves as a guide in the conduct of school self-evaluation by school heads.

The State of Public Primary and Secondary Schools in Nigeria today

The Nigerian public educational system is said to be in crisis, as many institutions across the levels suffer from poor conditions for teaching and learning. However, the situation of public primary and secondary schools seems to be worse. As pointed out by Ajayi (2002) and Baba (2020), in several primary and secondary schools in most parts of the country, the buildings are either half complete or dilapidated. The entire system is characterized with population explosion, insufficient furniture, overcrowded classrooms, few or no learning materials, and preponderance of

unqualified teachers, poorly educated and ill-motivated teachers. They further stated that the main educational issue in Nigerian public schools today is the erosion of quality. Quality assurance through monitoring, supervision and evaluation have virtually collapsed, because of non-provision of necessary support to make the inspectorate function effectively. This situation have resulted into declining quality of products from these institutions. A decline quality of products from primary and secondary schools means a shaky foundation of country's education which will lead to sub-standard products from tertiary institutions.

The above scenario constitute the major challenges confronting Nigerian educational system which needs to be urgently addressed for it to realize its goals and objectives.

School Self-Evaluation as a Strategy in Achieving Quality Assurance in Public Primary and Secondary Schools

School self-evaluation could be used as a tool for achieving quality education in schools through the following specific ways:

1. The Head-teacher or principal have a duty to conduct school self-evaluation through regular, scheduled or routine visits to the class. During such visits the school head or the person responsible for the evaluation should:
   - Check on punctuality and attendance of teacher.
   - Inspect all official records (school records)
   - Observe the classroom environment and pupils' habit.
   - Check the general school plant, that is, infrastructure and facilities in the school.
   - Collect data on pupils and teachers.
   - Assess the teachers during classroom lesson delivery in such areas as:
     (i) Lesson planning/organization
     (ii) Lesson delivery/knowledge of the subject matter
     (iii) Learner's participation
     (iv) Assessment and evaluation of learning outcomes
     (v) Class control and time management
     (vi) Record keeping
     (vii) Feedback to learners.

UNICEF (2016) stated that school managers should conduct the above tasks using appropriate guidelines and proforma such as: Periodic Assessment of Learners' Attendance (PALA) Proforma, Periodic Assessment of Teachers Attendance (PATA) proforma and Assessment of Teaching and Learning Activities (ATLA) proforma. After every visit, the school head should discuss their findings with the teachers pointing out areas of strength and weaknesses as well as giving necessary guidance.

The report of every conduct of school self-evaluation should be kept by the school head for future reference or follow-up visit.

When school self-evaluation are effectively conducted its advantages include:

1. Teachers acquire on-the-job necessary skills on how to use the curriculum and appropriate instructional material.
2. It enables teachers to sit-up and be more committed to their job.
3. Parents and other stakeholders become happier with school activities as school atmosphere become improved.
4. Pupils academic achievements are improved.
5. It enables school heads identify and solve their administrative problems so that the schools become more efficiently and effectively runned (Baba, 2012).

Factors Militating against Effective School Self-Evaluation

There are several factors militating against the conduct of school self-evaluation. According to Chike-okoli (2017) prominent among them include:

(i) **Lack of Effective Training**: Most of school Headteachers and Principals lack effective modern skills in conducting effective school self-evaluation. Many of them feels that monitoring and evaluation of schools is an exclusive duty of inspectors from Ministries of Education and other bodies from outside the school.

(ii) **Lack of Cooperation from Teachers**: In most cases teachers refuse to cooperate with school heads in the process of carrying out school based evaluation. Such teachers misconcept the effort of the Head-teachers as witch-hunting.

(iii) **Shortage of Funds**: The problem of gross under funding of the educational system in Nigeria is also a major obstacle against school self-evaluation. Many public primary and secondary schools in Nigeria lack basic facilities. In some primary schools, there are no important school records like attendance registers and diaries. This makes it difficult to collect relevant data for effective school self-evaluation.

(iv) **Burden of Work**: In Most public primary schools especially at the rural areas, Head-teachers are over stretched with work. Due to shortage of teachers, Head-teacher also perform teaching responsibilities in addition to administrative duties. This makes it difficult for them to have time for regular school self-evaluation.

(v) **Autocratic Style of Leadership**: Some school heads exhibit too much autocratic style of supervision and leadership. This in most cases scare teachers out of their wits or some teachers feel alienated against. Such behaviour only succeeds in breeding fear and hatred for the head, block communication channels and encourage eye-service (Ogunnu, 2010).

Conclusion

This paper has observed that school self-evaluation has the potential for ensuring Quality Control and Improvement in the Standard of education, especially in public primary and secondary schools, if it is effectively conducted. Thus, to achieve quality education in Nigeria, practice of school self-evaluation must be given adequate attention by the school administrators.

Recommendations

For effective conduct of school self-evaluation in public primary and secondary schools, the following recommendations are hereby proffered:

1. All head-teachers and principals need to be given proper training through workshops on the modern techniques of conducting school self-evaluation.
2. Staff (teachers) should be given the orientation on the essence of school self-evaluation to enable them realized that they (the teachers) and head-teachers are partners in progress in the practice of school self-evaluation and by extension, quality assurance.
3. Schools should be well-equipped with basic facilities and funds should be provided to the School Heads for effective running of the schools.
4. Adequate teachers should be recruited into the schools to reduce the burden of teaching responsibility on the school heads.
5. Political leaders need to prioritize the provision of quality education to the citizens.

When these measures are put in place, it will help in strengthening the practice of school self-evaluation and quality teaching and learning shall be ensured in schools.

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Emotional Regulation and Academic Performance among Students of Usmanu Danfodiyo University, Sokoto, Minna Campus

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Abstract
Emotional regulation and academic performance are two important domains in achieving students' life's goals and objectives. It is crucial for students to have the right attitude and be fortified with effective emotional regulation strategies to handle the difficulties of daily life. Thus, the study investigated the relationship between emotional regulation and academic performance of students. Two research objectives and two null hypotheses guided the study; a co relational survey was used. The Population of the study comprised of (346)200 level students of Usmanu Dan Fodio University, Sokoto, Minna Campus; with a sample size of 267 respondents was used in the study. The instrument was validated by two experts and overall reliability index value of .092 was obtained. The instrument of the study was tagged "Students Emotional Regulation Questionnaire (SERQ)"adapted from Gross (2011) while Academic performance were derived from students' demographic background and CGPA for 2021/2022 academic session. The results showed that there is no significant relationship between emotional regulation and students CGPA, and a significant difference exist between low and high emotional regulation strategies used by the students of Usmanu Dan Fodio University, Sokoto, Minna Campus. Based on the results of the study, it was therefore recommended among others that there is need for higher institutions or educational institution administrators to develop workshops that include positive emotion regulation skills among students in order to start creating exposure and lastly, there is need to create awareness among students about the importance in regulating emotions especially when it involves their studies and overall academic life.
Keywords: Academic performance, emotional regulation, cognitive reappraisal and expressive suppression.

Introduction

Students in higher level education are seen as leaders of the future and are expected to accomplish various roles with competency and efficiency. Moreover, academic success is one of the major goals of students. Attaining this goal involves many factors such as enthusiasm, self-control, moral value and also a good relationship between students and educators. In relation to that, universities and colleges remain to be seen as rooms of opportunity that are concentrated on educating students in almost every aspect of life, including providing the fundamentals for underperforming students. The goal of universities is much wider than just granting students with degrees or providing general education. These institutions also assist students with pertinent learning skills and enhancing them with life abilities that can be used in the future. Nevertheless, teaching and educating students is not a simple duty. The personality, age, gender, family background, culture and socioeconomic class of each student contribute to their exclusive strengths and flaws.

In education, emotions have been considered as supplementary to the learning process. Emotions come in many forms such as sad, joyful, and irritated and many more. However, each individual may define an emotional differently. Few understand that emotions can be defined as feelings whereas some might make a distinction between feeling and emotion. However, according to the earlier psychologists such as William James, he defined emotional as a collection of feelings that is different from sensation, and that they are feelings produced by
changes in physiological circumstances (Sousa, 2003).

Moreover, human beings are known as complex creatures that live by rules and social norms that evolve and develop over time. With all the rules and norms engaged in each individual, with each passing day, the person increasingly generates a variety of emotions throughout their life. Thus, it is important for the individual to know the strategies to regulate their emotions and to continue life in harmony. By letting emotions go unregulated, the individual might increase the risks of violating their goals in life. Emotional regulation strategies are essential resources in improving students' learning, achievement and quality in education. As defined by Gross (2002), emotional regulation is a process that gives impact on the individuals' emotional as soon as they have them, and the way they experience and express the emotion. Furthermore, the process can be spontaneous or controlled, conscious or unconscious, and might have produced their own effects during the process of regulating emotions.

In this day and age, there are variety of resources such as articles, books and research that has been done to assist people in regulating their emotions (Gross, 2006; Sousa, 2003). In addition, the emotional regulation process has the ability of affecting the quality of responses and can directly shape the emotional experiences (Richards & Gross, 2000). Unfortunately one of the biggest challenges that most people face is to have an effective, functional emotional regulation strategy (Gross, 2002).

Currently, there are two main emotional regulation strategies that have been studied closely, which are cognitive reappraisal and expressive suppression (Gross &John, 2003). Cognitive reappraisal is defined as an effort to reinterpret an emotion-eliciting condition in a way that modifies its meaning and changes its emotional impact (Gross &John, 2003). On the other hand, expressive suppression is defined as an attempt to hide, inhibit or lessen constant emotion-expressive behaviour (Gross &John, 2003). There are several theories that have been used in the aspect of emotional regulation strategies in order to explain the usefulness in human's life in every stage. One of the commonly used ones is the Process Model of Emotional regulation theory that was first introduced by Gross in 2003. This theory illustrates that emotions can be regulated at five points in a process: (1) Situation Selection which involves in making a decision(2) Situation Modification; an effort to modify a situation (3) Attention Deployment involves directing one's attention towards or away from an emotional situation(4)Cognitive Change which involves changing how one appraise a situation and (5) Responses Modulation which involves an attempt to directly influence behaviour, physiology and cognitive response system.

However, returning to the issue of academic performance, it is also an essential instrument for a country's advancement. Gania and Muhammad (2013) have defined academic performance as both the curricular and co-curricular performance of the students. However, the issue of poor academic performance among students of public and private higher education institutions has become a serious issue. It is important to know the relationship between emotional regulation and students' academic performance because a study by Sheppes and Marian (2007) has found that dysfunctional emotional regulation can lead to low academic achievement. Furthermore, it will have an impact on the daily basis of an individual due to the notion that emotional regulation is a critical component in life development (Barlow et al., 2004). The cognitive reappraisal and expressive suppression are among the strategies people use in regulating their emotion. Leroy et al. (2014) concluded that cognitive reappraisal could be used to effectively preserve performance in a task. In addition, other research have shown that cognitive reappraisal has a positive impact by decreasing negative emotional experience and negative emotional behavioural expression without much physiological activation. It was also found that expressive suppression has negative effect by decreasing positive emotional experience (Gross, 2002; Mauss et al., 2005; Hayes et al., 2010; Brans et al.2013). Moreover, cognitive reappraisal can enhance behavioural memory performance, while expressive suppression can have the opposite effect (Gross2006;In Dillonetal.,2007;Sheppes

and Meiran, 2007; Hayes et al., 2010). Furthermore, it was also found that cognitive reappraisal can improve the memory of a person but it depends on the levels of processing involved such as deep cognitive analysis of stimuli (Dillon et al.2007).

Studies on expressive suppression have also been done in relation to studies of social memory, such as the memorization of names or facts (Richards & Gross, 2000). Results show that expressive suppression has led to memory impairment when social information was presented while the individual was regulating their emotions. This suggests that using expressive suppression as a regulating strategy is cognitively tough. Butler et al. (2003) suggest that suppression has the potential to undermine social functioning to a much greater extent than reappraisal. Students who use expressive suppression often encounter problem in socializing with other classmates or even lecturers, negatively impacting them from seeking help from others. Furthermore, Butler et al. (2003) also mentioned that the suppression of emotional expressive behaviour by one partner of the interaction declines the quality of the relationship, indicated by less rapport and liking. Thus, both strategies play a vital role in students' academic performance but in different ways.

Academic achievement is a collaborative result whereby students, educators and the institution contribute efforts to achieve a similar goal. Academic achievement includes the degree of students in gaining knowledge and skills that the educators teach. Such achievement usually measured by examination or continuous assessment, yet there is no universal agreement on how it is best rated. Based on the study done by Gumora and Arsenio (2001), they found that although students' emotional regulation strategies and academic performance were related, each of these components made a unique contribution to students' GPA such as social influence. Thus, the current study intended to identify if there was any differences between high performance students and low performance students in emotional regulation strategies. Therefore, by understanding the need of emotional regulation in academic performance, this research will be very helpful in educating students and teachers regarding the importance of emotional regulation. Thus, this study intends to investigate if emotional regulation has a relationship with students' academic performance.

Statement of the Problem

Many previous studies have only focused on the biological aspects of emotional regulation, such as looking into the parts of the brain involved in the process (Gardener et al., 2013) as well as gender and neuron anatomical aspects (Li et al., 2014). There is lack of research investigating the emotional regulation mechanisms in university students' academic performance, and there is no study in Malaysia that has investigated the relationship between emotional regulation strategies and academic performance (Haryani et al., 2010). Emotional dysfunction was found to be related to poor academic performance, such as the growing number of students under the minimum requirement of academic performance across universities in Nigeria. Because of this, there is an urgent need to inculcate good emotional regulation strategies among university students. Academic performance has been an issue of attention and research for a very long time. Limitless amount of studies have been assumed which either focused specifically on academic performance in relation to other factors. Most of these studies wanted to determined factors that improve academic performance. In past few years, many researchers have been studies about academic performance and it relation with other demographic and psychological features. Therefore, with this background of recent studies, this research was conducted to study the relationship between emotional regulation and academic performance among undergraduate of Guidance and Counseling students of Usmanu Dan Fodio University, Sokoto, COE, Minna Campus.

Objectives of the Study

The following specific objectives guided the study:

1. To identify if there is any relationship between emotional regulation and CGPAof students.
2. To find out if there is any difference

between students' high and low in emotional regulation strategies.

Research Hypotheses

The following hypotheses are formulated and tested in the study and are presented below:

Ho_1: There is no significant relationship between emotional regulation and CGPA of students.

Ho_2: There is no significant difference between students high and low in emotional regulation strategies.

Methodology

The population consists of 346 students including male and female, regardless of their age and year of study. The sample was limited to 200-Level undergraduate students of UDUS, Niger College of Minna Campus, who were recruited based on simple random sampling and sample size of (267), were selected. For the purpose of the study, the respondents were divided into two groups, low and high achiever groups. However, 267 copies of questionnaire were distributed to the students. Rules and regulation regarding the ethical handling of the data were used. Respondents were given an information explaining the purpose of the study (i.e., to collect data about academic performance (CGPA) and emotional regulation) and providing details of data handling procedures, including their right to refuse to participate or to withdraw at any time. The questionnaire was used in this study and it was aimed at gathering information about students' academic performance (CGPA) and emotional regulation strategies that they used. The instrument was divided into two sections: assessment of demographic background and the respondents were asked to provide information about the following: age, gender, year of study and report of their CGPA as a primary indicator of academic performance and were measured on a scale of 1.00 to 4.00 as recommended by (Zanariah et al., 2012).The Students' Emotional Regulation Questionnaire (SERQ)was adapted from Gross (2003) and it consists of 10 items that capture two types of emotional regulation strategies: Cognitive Reappraisal and Expressive Suppression, on a 5-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree). In addition, the Reappraisal scale and the Suppression scale both comprised at least one item asking about regulating negative emotion (demonstrated for the respondents by giving sadness and anger as examples) and one item about regulating positive emotion (demonstrated by joy and amusement). Moreover, caution was taken by limiting the item content to the planned emotion regulatory strategy only. The respondents were asked to rate the extent to which they typically try to think or behave differently in situation or to change their emotions. The instrument was face and content validated by two experts in field of Educational Psychology and Test and Measurement while the reliability was established using Cronbach's alpha and the instrument was administered on 40 students that were not used in final sample and reliability index values were obtained for cognitive reappraisal .81; expressive suppression .73 and overall reliability value of .92

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Results

Thus, the study presents the results through analysis of Pearson correlation and independent t-test.

Table 1: Relationship between Emotional Regulation and CGPA of Students'

Emotional	Correlation	ER	CGPA
Regulation(RM)	Pearson Correlation	1	.025
	Sig. (2- tailed)		.647
	N	267	267
CGPA	Pearson Correlation	.025	1
	Sig. (2-tailed)	.647	
	N	267	267

The results above shows the relationship between emotional regulation and CGPA of students with correlation coefficient of .025 and p-value of .647 *(r (267) = .025, p=.647)*.

The result indicates thatthere is no significant relationship the between the variables correlated.

Table 2: Showing analysis of Independent t-test for high and low students in emotional regulation strategies used

	X	SD	df	t-value	p-value	Remark
High	6.06	3.29	265	.948	0.001	Accepted
Low	4.06	2.49				

The table above displays independent t-test for high and low students based on emotional regulation strategies. For the independent t-test, the result found that there is no significant difference between high (X= 6.06, SD= 3.39) and low achiever, with *t* (265) = .948. The result indicated that, the level of CGPA did not indicate the strategies of emotional regulation. Thus, the hypothesis was retained.

Discussion of Results

The results in 1 table indicate that there is no relationship between emotional regulation and CGPA of students. The results of the current study is consistent with various studies done by Gross, (2002); Mauss et al., (2005); Hayes et al., (2010) and Brans et al., (2013), which also found out that emotional regulation has no certain impact on academic achievement. Thus, maintaining a favourable CGPA does not involves only emotional experiences alone especially when students deal with stressors such as examinations and assignments. Therefore, emotional regulation is not related with students' academic performance as they might acknowledge the emotional experiences in academic assessment.

The results in table 2 revealed that there is no significant difference between high and low students in emotional regulation strategies employed. The results is contrary with the idea of Eisenberg et al. (2005) that found out that high achiever students always combined the cognitive and suppressive expressive emotional regulations that often contribute to motivation, which is linked to students' academic performance. On the other hand, Gross, (2002); Dillon et al., (2007); Sheppes and Meiran, (2007); Hayes et al., (2010) found no significant difference between high and low students in emotional regulation strategies used. However, the researcher did not expected this result, this is because low achievers often has negative emotional regulation and will find it difficult to solve problems which in turn can demotivated them to learn, and thereby affecting his/her performance.

Conclusion

In conclusion, this study has probed the correlation between emotional regulation and students' academic achievement, and also the differences between high achievers and low achievers in terms of their emotional regulation strategies. Based on the developed research hypotheses, it is possible to state that emotional regulation is correlated with students' academic performance at university and yet there are no differences between high achievers and low achievers in how they regulate their emotions. Therefore, the findings indicate that the students need to learn and be concerned about emotion regulation strategies as the results show correlation between academic performance and emotional regulation. It is also needed for their long-term life development. Based on the results, academicians should realize that emotional regulation can assist in predicting students' behavior in university, as students who are educated to be emotionally regulated might improve their academic performance in the future.

Recommendations

1. There is need for higher institutions or educational institution administrators to develop workshops that include

positive emotion regulation skills among students in order to start creating exposure.

2. Thought relationship was established among the variables, hence there is need to create awareness among students about the importance in regulating emotions especially when it involves their studies and overall academic life.
3. Also, there is need for institution to organize seminar or workshop on the emotional regulation strategies and it usefulness to the students and the society at large because it may help to improve people's uality of life by knowing how to regulate their emotions effectively when dealing with everyday stresses, grievances and negative experiences.

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Lev Vygotsky's Revolutionary Socio Cultural Theory of Psychological Development

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Abstract
This paper focused on Lev Vygotsky's revolutionary socio cultural theory of psychological development. The objective of the study is to examine the challenges of the application of Lev Vygotsky's revolutionary socio cultural theory of psychological development in the classroom criticism of the theory and its implications to Education. This paper is hinged on Zone of Proximal Development (ZPD) Framework. According to Vygotsky, learning is a social process that is heavily influenced by interactions with peers, teachers, and the broader cultural context. His theory emphasizes the importance of social interactions and cultural tools in shaping an individual's cognitive development. However, despite its significance, there are several challenges and gaps that need to be addressed. One major problem is the limited application of Vygotsky's theory in modern educational systems. While Vygotsky's ideas stress the importance of collaborative learning and guided instruction, many educational practices remain focused on individual learning and standardized testing, which may not fully capitalize on the social nature of cognitive development. This disconnect between theory and practice raises questions about how educational systems can better integrate socio-cultural learning principles to enhance student development. Another issue is the lack of comprehensive research on how Vygotsky's theory applies across diverse cultural contexts. Most studies on the socio-cultural theory have been conducted in Western or urban environments, leaving gaps in understanding how this theory might work in different socio-economic and cultural settings, especially in developing countries. Therefore, the problem lies in the underutilization of Vygotsky's socio-cultural theory in education and the need for more culturally inclusive research. Addressing these issues is crucial for making Vygotsky's revolutionary theory more applicable and effective in diverse educational contexts globally. The finding of the paper is that, by applying Vygotsky's insights in educational settings, we can create environments that foster optimal learning and development, empowering learners to reach their full potential.

Keywords: Revolutionary socio cultural theory, Psychological development, Learning, Scaffolding

Introduction

Lev Vygotsky, a renowned Russian psychologist and scholar, developed a revolutionary theory of psychological development that continues to shape our understanding of how individuals learn and develop. Vygotsky's sociocultural theory emphasizes the role of social interactions, cultural context, and language in shaping cognitive development. This explore the key concepts and implications of Vygotsky's theory, highlighting its significance in the field of psychology and education.

Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. His theory also called Vygotsky's socio cultural theory states that learning is a crucially social process as opposed to an independent journey of discovery (Robert et al. 2004). He expands on this by stating that a child's learning benefitted greatly from being guided by a more knowledgeable member of the community - such as a parent or teacher. In the same vein Vygotsky's socio cultural theory also suggested that children internalise and learn from the beliefs and attitudes that they witness around them (Carl, 2012). He believed that culture played an important role in shaping cognitive development and therefore that these developmental stages varied across cultures. Vygotsky also stressed the importance of

language as the root of all learning (Katherine & Robyn, 2004).

Moreover, Vygotsky's theory places importance on guiding children's learning through their interaction with a More Knowledgeable Other (MKO). The MKO other could be anyone with a greater understanding of the task or concept that the child is trying to complete or learn. Most often, this would be a parent, caregiver or teacher, but it could also be a peer or mentor (Offord, 2005).This theory is not limited to academic or educational learning; it can also be applied to recreational learning such as playing games or using technology. In these circumstances, a peer or older child is more likely to be the MKO (Elena & Leong, 2006).

The MKO could also be an electronic tutor, in cases where a programme is set up to guide learning using voice prompts or videos. Vygotsky's theory places importance on guiding children's learning through their interaction with a more knowledgeable other (MKO) (Jeff & Knopp, 2012).

Brief Biography of Lev Vygotsky

Lev Simkhovich Vygotsky (real name – Lev Simkhovich Vygotsky) was born on November 17th, 1896 in Orsha (now the territory of Belarus) to the family of the banker SimkhaLeibovich Vygodskiy. Vygotsky spent his childhood and youth in Gomel, where he received comprehensive education, first at home, then at a private Jewish gymnasium. In (1913) Vygotsky started to study law at Moscow University; he also attended classes at the faculty of history and philology of Shanyavsky People's University, where he wrote the Tragedy of Hamlet as a graduate thesis. At the time he was involved in literature and theater, about which he would publish more than eighty reviews (Elena & Leong, 2006). During this period, he also was in ideological opposition to Marxism and tried to realize himself in essays on Jewish national politics (Zavershneva& Van der Veer, 2018). In the revolutionary years of 1917–1918 he moved from sympathy to Judaism to accepting Marxism, while remaining faithful to the philosophy of Spinoza. Having returned to Gomel in 1917, Vygotsky became one of the central figures of Gomel cultural life and taught the humanities (Anna & Igor, 2004).

Statement of the Problem

Lev Vygotsky's socio-cultural theory of psychological development revolutionized our understanding of how children learn and develop cognitively. According to Vygotsky, learning is a social process that is heavily influenced by interactions with peers, teachers, and the broader cultural context. His theory emphasizes the importance of social interactions and cultural tools in shaping an individual's cognitive development. However, despite its significance, there are several challenges and gaps that need to be addressed. One major problem is the limited application of Vygotsky's theory in modern educational systems. While Vygotsky's ideas stress the importance of collaborative learning and guided instruction, many educational practices remain focused on individual learning and standardized testing, which may not fully capitalize on the social nature of cognitive development. This disconnect between theory and practice raises questions about how educational systems can better integrate socio-cultural learning principles to enhance student development.

Another issue is the lack of comprehensive research on how Vygotsky's theory applies across diverse cultural contexts. Most studies on the socio-cultural theory have been conducted in Western or urban environments, leaving gaps in understanding how this theory might work in different socio-economic and cultural settings, especially in developing countries. Therefore, the problem lies in the underutilization of Vygotsky's socio-cultural theory in education and the need for more culturally inclusive research. Addressing these issues is crucial for making Vygotsky's revolutionary theory more applicable and effective in diverse educational contexts globally.

Theoretical Framework

This paper is hinged on Zone of Proximal Development (ZPD) Framework.

The Zone of Proximal Development (ZPD) is a key concept in Vygotsky's theory, referring to

the gap between what a learner can do independently and what they can achieve with guidance from a more knowledgeable individual. This framework suggests that effective learning occurs within this zone, where learners are pushed just beyond their current capabilities but are still able to succeed with assistance. The ZPD highlights the importance of scaffolding, where teachers, parents, or peers provide the necessary support to help learners reach their potential. This framework emphasizes the role of social interaction in learning, focusing on collaborative and guided activities to enhance cognitive development.

Lev Vygotsky Socio-Cultural Theory

A pioneering psychologist with diverse interests, Lev Vygotsky (1896-1934) was interested in how cultural elements which a particular society deems important – for example, customs, beliefs, skills and values – are passed on to new generations. Vygotsky's sociocultural theory **also known as social constructivism or socio-culturalism** views human development as a socially mediated process in which children acquire cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society (Jaan, & René van der Veer, 2000). Vygotsky's theory comprises of concepts such as Culture-Specific Tools, Private Speech, and the Zone of Proximal Development. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning."

Likewise, Vygotsky's sociocultural theory of learning explains that learning occurs during social interactions between individuals. It is one of the dominant theories of education today and believes that learning happens first through social interaction and second through individual internalization of social behaviors. In the sociocultural theory, students and teachers form relationships in the classroom to help the student learn (Stetsenko, 2008). The relationships help facilitate social interaction and active participation in the learning tasks. Students learn through observation, listening and talking through their tasks (Rene van der Veer & Anton, 2011).

The sociocultural theory opined that social interaction within the family and with knowledgeable members of the community is the primary means by which children acquire behaviours and cognitive processes relevant to their own society. Adult or peer intervention in this context is thus an essential part of the development process.

The work of Lev Vygotsky (1934) has become the foundation of much research and theory in cognitive development over the past several decades, particularly what has become known as sociocultural theory. Unlike Piaget's notion that children's development must necessarily precede their learning, Vygotsky argued, learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function (Yuriy, 2005). This theoretical perspective centres the learning process on the cultural, social, institutional, environmental and historical situations rather than individual cognitive abilities as Piaget suggested. As such, it is effective in teaching students with specialized needs particularly vocational training.

Vygotsky claimed that initial development was prompted by the child's immediate social interactions, but that, as learning became internalized, there was a shift to the individual level. For Vygotsky, children were apprentices who learned from and alongside those with greater experience who understood their abilities and needs. Lev Vygotsky's socio-cultural theory, also known as the sociocultural perspective, provides a framework for understanding how social interactions, cultural influences, and cognitive development are interconnected. While Vygotsky's primary focus was on general cognitive development, his theories can be applied to various educational contexts, including vocational education programs (Alva, (2009).

Two particular insights drawn from Vygotsky's work have had an important influence on childcare:

i. Vygotsky's zone of proximal development

ii. Vygotsky described the zone of proximal development as: '… the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.'

Part of Vygotsky's sociocultural theory, this accounts for children who appear to lack certain skills when tested yet often perform more competently in the presence of someone who has the necessary

Vygotsky's theory can be related to youth participation in vocational education programs as thus:

- **Scaffolding:** Scaffolding is a teaching technique where a skilled individual provides support to a learner as they engage in a new task. In vocational education programs, educators can apply scaffolding by breaking down complex vocational skills into smaller, manageable steps. As students gain confidence and competence in each step, the support can be gradually reduced, allowing them to take more responsibility for their learning. This gradual release of responsibility encourages youth participation and fosters a sense of accomplishment.
- **Cultural Tools and Artifacts:** Vygotsky emphasized the role of cultural tools, such as language, symbols, and technology, in cognitive development. In vocational education, cultural tools play a significant role in skill acquisition. Students learn to use tools, equipment, and technologies relevant to their chosen vocation. Educators can facilitate learning by incorporating these tools into the teaching process, allowing students to practice and master vocational skills within a culturally relevant context.
- **Social Interaction:** Vygotsky believed that learning is inherently social and that interactions with more knowledgeable individuals contribute to cognitive growth. Vocational education programs can leverage collaborative learning environments where students work together on projects, share experiences, and provide feedback to one another. Collaborative activities can simulate real-world vocational scenarios and enhance both skill development and social interaction.
- **Cultural and Contextual Factors:** Vygotsky's theory underscores the importance of considering cultural and contextual influences on learning. When designing vocational education programs, educators should take into account the cultural backgrounds, values, and norms of their students. By incorporating culturally relevant content and contextualizing vocational skills within students' lived experiences, programs can enhance engagement and relevance, leading to increased youth participation.
- **Internalization and Externalization:** Vygotsky proposed that learning involves a process of internalizing external knowledge and skills. In vocational education, this process can be observed as student's transition from observing and practicing skills to independently applying them in real-world contexts. Programs should provide opportunities for students to demonstrate their newly acquired vocational skills through internships, apprenticeships, or work placements, allowing them to externalize what they have learned and integrate it into their personal skillset.

Challenges to Application of Vygotsky's Theory in the Classroom

Although applications of the zone of proximal development can be beneficial to helping students learn in the classroom, there can be some challenges for teachers. These challenges include:

- Not having enough time or resources to address the needs of each student or help them individually

- The possibility of misjudging a student's ZPD and causing frustration for both the student and teacher
- There might be too many students in the class, with rapidly changing ability levels, to employ this method successfully
- If the lesson plan is not arranged to accommodate scaffolding beforehand, it might be difficult to be flexible enough to follow through with it
- If the teacher is unaware of the student's ZPD, the techniques might not be effective

Vygotsky was of the opinion that exposing a child to a variety of cultures and social environments expands his or her knowledge base. It was the believe of Vygotsky that developmental progressions, dependent upon individuals and cultural tools granted to the child within the social context, will greatly assist him to shape his perceptions of the world (Velenzuela et al, 2000).

According to the theory, it is critically imperative to introduce children within this age-group to individuals and notions that function above their present level of knowledge to effectively open up their thought systems to new ideas and concepts (Edwards, 2005). Through this discussion, it is clear that guiding children within this age-group through imitation, listening to instructions and collaborative learning will inarguably broaden their current base of knowledge.

Equally according to the sociocultural theory, learning can be passed on to individuals using three approaches, namely imitative learning, instructed learning and collaborative learning (Elena & Deborah, 2009). In brief, imitative learning occurs when the child tries to copy or imitate another individual within the social context, while instructed learning occurs when a child recalls the instructions or directions given by an instructor and then puts them into practice.

Vygotsky's socio-cultural theory is related with this study for the fact that, offers valuable insights into how youth participation in vocational education programs can be enhanced by considering the interplay between social interactions, cultural influences, and cognitive development. Moreso, applying his principles, educators can create engaging, supportive, and culturally relevant learning environments that empower young learners to succeed in their chosen vocational paths (Katherine & Robyn, 2004).

Criticisms of Lev Vygotsky Socio cultural Theory

Lack of experimental tests

Vygotsky mostly used observation methods to support his theories, which has invited criticism about the validity of his findings. He also only vaguely defined social interaction and never stated the best method for engagement.

Active participation in learning

Vygotsky's theory about active participation in learning does not account for some circumstances in which children experience slower cognitive growth. Other experts, researchers and psychologists have suggested that genetics should be factored in and that the results of passive learning should not be negated.

Social interaction

Some psychologists and philosophers are critical of Vygotsky's determination that socialisation was key to learning language and culture. This theory does not explain why some children learn and develop slowly, despite having strong social support. The vagueness of his theories has been criticised, with some suggesting that they were underdeveloped.

Language as the foundation of learning

Vygotsky's theory that language was a crucial tool of social interaction and therefore a crucial tool for learning has also been questioned. Some activities can be taught or learned using physical actions, hands-on processes, observational techniques or more creative methods, suggesting that language is not always the foundation of learning.

The zone of proximal development

The concept of the zone of proximal development is criticized for being unspecific and is sometimes viewed as a general term that encapsulates various models of cognitive

development. It is also not a foolproof theory, because it doesn't explain why some students cannot perform certain tasks, even with help.

Implications for Education

Vygotsky's theory has profound implications for educational practices. It emphasizes the importance of creating a supportive and collaborative learning environment where students can engage in social interaction and receive appropriate guidance and scaffolding. Teachers should design activities and lessons that promote active engagement, peer collaboration, and the development of higher-order thinking skills (Daniel, 2008). Furthermore, Vygotsky's theory highlights the significance of language development, emphasizing the need for rich language experiences and meaningful dialogue in the classroom.

Conclusion

Lev Vygotsky's theory of psychological development revolutionized our understanding of how individuals learn and develop. His emphasis on the Zone of Proximal Development, scaffolding, social interaction, language, and cultural context has had a profound impact on the field of psychology and education. By applying Vygotsky's insights in educational settings, we can create environments that foster optimal learning and development, empowering learners to reach their full potential.

Suggestions

Lev Vygotsky's socio-cultural theory of psychological development offers valuable insights that can significantly enhance educational practices and support the overall development of individuals. Based on his revolutionary ideas, here are some key suggestions for applying his theory in various educational and developmental contexts are provided below:

1. Create opportunities for collaborative learning and peer interaction. Group activities, discussions, and collaborative projects enable students to learn from one another and fostering cognitive development within the Zone of Proximal Development (ZPD).
2. Teachers should provide structured support (scaffolding) to students within their ZPD. This guidance should gradually decrease as students gain competence, empowering them to take on more complex tasks independently.
3. Teachers and policy makers should recognize the crucial role of language in learning. Encourage language-rich environments, promote discussions, and provide opportunities for students to express themselves verbally and in writing. This aids in the internalisation of knowledge and the development of critical thinking skills.
4. Teachers and curriculum developers should acknowledge and respect the cultural backgrounds of students. Incorporate diverse perspectives and cultural examples in the curriculum, making learning relevant and meaningful to all learners. Culturally responsive curriculum and teaching fosters inclusivity and a positive learning environment.
5. Relate learning materials to real-life situations by connecting abstract concepts to practical experiences, learners can grasp complex ideas more effectively, making learning engaging and meaningful.
6. Teachers should identify each student's Zone of Proximal Development and tailor instruction accordingly. Individualized learning plans that challenge students appropriately while providing necessary support can optimize their developmental progress.
7. Teachers should promote a learning environment where students can teach and learn from each other. Peer teaching not only reinforces their understanding but also enhances their social and communication skills.
8. Teachers should integrate technology as a tool for learning, ensuring that it complements and enhances social interaction and collaborative learning. Interactive educational software and online platforms can facilitate collaborative problem-solving and knowledge sharing.
9. Teachers should be provided with training and professional development opportunities for understanding and implementing

Vygotsky's theories effectively. Equipping teachers with the knowledge and skills to apply socio-cultural principles in the classroom is vital for successful implementation

10. Educational policy makers should encourage ongoing research to explore the effectiveness of socio-cultural approaches in diverse educational settings. Regular evaluation and adaptation of teaching methods based on research findings ensure continuous improvement and innovation in educational practice

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Entrepreneurial Skills Development for Gainful Self-Employment of University Graduates towards Curbing Insecurity in Nigeria: The Roles of Counselors

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Abstract
This paper attempts to look the functions of guidance Counsellors in Nigeria towards inculcating entrepreneurial skills development for gainful self-employments of university graduates for curbing insecurity in Nigeria. Specifically, the paper presents conceptual definition of entrepreneurial, entrepreneurial development and entrepreneurship opportunities, traits required for entrepreneurial skills development, components of entrepreneurial skills development, insecurity, empowering the youth for security and roles of counsellors towards entrepreneurial skills development. Therefore, it is recommended among others that university students should be made to offer compulsory courses in the entrepreneurial education before graduation.
Keywords: Entrepreneurship, enterprise, poverty, skills, finance, creativity, insecurity.

Introduction

Nigeria's has over sixty universities across the countries that churn out graduates yearly, resulting in an escalating unemployment figure. This cream of unemployed university graduates littered the street of major cities in Nigeria, moving from one office to the other in search for white collar job. Unfortunately they are not equipped with the needed skills, competence and dexterity needed for self – efficiency. There is a dare need for beneficiaries of university education to be entrepreneurs so as to achieve gainful employment after the completion of the university education and national service. In this regard it has become very necessary to empower Nigeria's teeming graduates with entrepreneurial skill as a result of soaring problem of unemployment. Entrepreneurship plays a significant part in employment generation in any country, it is used in most developed countries as instrument of government to set the pace of employment generation through small scale business and management and most "giant" companies started with small –scale business (Mkpa, 2018).

In this regard, university graduates should endeavor to learn the virtue of entrepreneurial skills in order to aid gainful employment and self-reliance after graduation. Entrepreneurial skills are very useful to beneficiaries of university education. These skills stimulate the beneficiaries to have self-confidence, be bold, courageous, honest and display some responsible roles in order to enable them establish and sustain their business and become self - employed and even employed other.In the vein, entrepreneurial skills development has role of training potential entrepreneurs because entrepreneurship will enhances self-reliance or self-employment; and culminate in operating a business successfully in discipline the university graduate specialized which the Nigerian educational system failed to provide as it emphasized over reliance on credentials resulting in a drift from quest for knowledge to the pursuit of certificates with its attendant consequences. Counselling form part of the services that offers help to the youth in personal-social aspect of their lives, this can be done through creation of vocational guidance centers where self-employment and entrepreneurial skills can be inculcated to the graduates. The center should employ the services of professional counsellors for effective decision to those youth in schools and those that have graduated.

Conceptual Clarification

The term entrepreneurship is derived from the French verb "entrepreneur" which refer to individuals who were "undertakers" meaning those who undertook the risk of new enterprise

(Holt, 2019). Entrepreneurship includes planning, organizing, analyzing, communicating, debriefing, evaluating and recording progress in learning (Anyebe and Onjefu, 2020). Entrepreneurship is a process by which an individual or team develops an idea and applies initiative, creativity and innovation to transform that into something that create new value which in turn creates opportunities.However, the entrepreneurship refers to the activities of entrepreneur (that is the personality) which perform the function of organizing, coordination and supervising of production to risk bearing functions (Mbaegba, 2018).

Entrepreneurship Development and Entrepreneurship Opportunities

Entrepreneurship development in Nigeria became significant only after the Nigerian civil war. At the end the war the 2nd National Development Plan in place focused on the development of 3Rs objectives of Reconstruction, Redevelopment and Reconciliation with the Ibos. The activities in the plan challenged/task the ingenuity and inventive skills of the individuals. Added to this was the promulgation of the Nigerian Enterprise Promotion Decree of 1972 as amended in 1977 as indigenization decree. This action further act as a catalyst to entrepreneurship business development as business hitter – to monopolized and reserved for the colonial entrepreneurs by the Royal Niger Charter were returned and reserve solely for the Nigerian entrepreneur (Olorunmolu, 2020). This early period of history witnessed economic development ideology of industrialization as the ultimate source of economic growth and industrialization itself is the product of technical progress and investment. Technical progress or capital growth on the other is seen to be function and the result of entrepreneurship effort. In the particular evidence from the developed world according to Schumpeter (2014) indicates that economic growth is entirely due to the quality and efficiency of the entrepreneur. Thus after independence in 1960 there was the need by government to promote indigenous entrepreneurs who were hitter to displace and outlawed by the British Royal Niger company. The government never loses sight of the tripartite relationship between entrepreneurship, industrialization and economic growth order of influence. Thus the key or source of agent of economic growth is the entrepreneur who has to be developed and supported by government to effectively play this role. Similarly, the amendment of the indigenization decree in 1987 and the introduction of privatization and commercialization decree in 1988, 1989 and 1995 further boost the development of indigenous entrepreneurship. Individual and group interest awareness was aroused leading to venturing in mining, baking knowledge industry, education, publishing, information technology etc. as mentioned earlier there are some government policies and activities which spurred entrepreneurship development.

Moreover, entrepreneurship activities and innovation ingenuity in Nigeria have covered and develop enterprises in the following areas:

a. Agriculture/agro – allied activities: Foodstuff, restaurant, fast food vending etc.
b. Solid mineral: Quarrying germ stone cutting/polishing and crushing engineering
c. Power and transport: Power generation, haulage business (cargo and passengers)
d. Information and telecom business: Manufacturing and repairs of GSM accessories
e. Hospitality and tourism business: Hotels, accommodation, resort centre's film and home video production
f. Oil and gas business: Construction and maintenance of pipelines, drilling, refining/bye-production
g. Environmental and waste management business: Refuse collection/disposal, recycles, and drainage/sewage construction job
h. Financial and banking services: Banking insurance and stock trading
i. Engineering and fabrication work: Machines and tools fabrication
j. Building and construction: Plan and design services, materials sourcing.
k. Other includes GSM accessory manufacturing, GSM recharge-cards/credit

sale, cybercafé/internet business, communication and computer etc.

Information technology and globalization has increased the growth of film industry in Nigeria (Nollywood). Home video and comedian tapes are being produced by entrepreneurs in their various forms.

The increasing entrepreneurship activities since 2000, is partly caused by the increasing rate of unemployment, growing service sector, reduction in regulatory control, increasing privatization/competition and the introduction of poverty eradication Programme in 2001.

All these have created potency in international trade and finance to create global competitiveness. In the meantime entrepreneurship venturing and innovations are focused at sectors and areas of comparative advantage in which the entrepreneur has natural competition such as service to a new customer, production of products/service for low income earners, personal service business etc. the modus operandi becomes the use of micro business outfits to obtain fund for running the following businesses to produce for both the domestic and international market.

Entrepreneurial development creates employment opportunities for university undergraduate through involvement in the following: Computer and cybercafé vegetable production, Animal fats and oil, Beverages plastics and rubber, art and decorative, wood and furniture, transport/haulage, fruit juice, spirits making and dairy production, foundry/fabrication, textiles and embroidering, machine, vehicle spare parts fabrication, saving, collection and micro finance business, farming and livestock – cassava, flour and poultry, foot wear, headgear, ceramics, aluminum design, bakery and cakes, restaurant and food vending, plantain, potatoes chips/flakes, hair dressing/barbing salon, leather, fur and skin. Soft drink and sachet water, electrical/electronic service, GSM, recharge card/service, music, dance, drama dance

Traits required for Entrepreneurial Skills Development

Entrepreneurial development is a catalyst for economic, social and industrial development peter and Clark in 2014 as cited in Egai, (2018) affirms that entrepreneurial development is a disposition to accept new ideas, new methods and making people more interested in present and future than the past.

The entrepreneurial class provides leadership in resource change, innovation, technical progress and capital formation to produce new knowledge, new production techniques/possibilities, profits and economic growth.

According to Audretsch and Thurik, (2017) the role of the entrepreneurial sector changed when industrial comparative advantages shifted towards knowledge based economy. New dynamic ventures are acknowledged to be drivers of innovation. This involves entrepreneurship ingenuity and spirit within an organization rather than outside. It provides opportunities to hard – to – find key employees of an organization to unfold their potentials, performance and hard work to earn a reward or share in the profit or revenue generated by his ingenuity for the enterprise. The concept of entrepreneurship is beginning to spread rapidly in modern times.

The actor at the center of entrepreneurship is the entrepreneur who possesses following characteristics and traits.

i. Personal Attributes and Traits: An entrepreneur should be hard working, self-discipline, confident, determined, innovative, visionary, risk – taker, consistent, independent, lead, amenable to change or flexible and God – fearing. All these traits prepares him against the odds to success
ii. Creative Attributes or Technical Skills: The entrepreneur requires unique skills as prowess in communication, writing, engineering technology, environmental management monitoring, interpersonal relation building networking, coaching, organization, art making technical drawing etc.
iii. Business Management Skills: These are specific skills for decision making such as accounting/finance, managerial, marketing/sales, information and operation/logistics skills.

The entrepreneur should be able to keep accounting records, financial/investment details, promote sales, communicate effectively to give their instructions and direction and build a good feasibility studies. He should be able to exploit the strengths; weaknesses, opportunities and threats (SWOT) in his environment for survival of competition.

Components of Entrepreneurial Skills Development for Gainful Employment

For entrepreneurial skills development to attain the sole role of reducing unemployment rate among university graduate it is most attempt to inculcate the skills of practice marketing in terms of experience, knowledge, communication abilities and judgment of the entrepreneur. For this reason development of entrepreneurial skills need to provide training to undergraduate students in the following areas:

i. Accounting Skills: The skills concern preparing accounting information such as ledgers, accounts from the vouchers, cash books, wages and salaries administration, skills for collecting and recording various pieces of account information and that of making statement of accounts. Therefore, the provide information to the graduate who intends to begin an enterprise on the financial status of the enterprise and give way to advice the owner on the true financial on whether they are making profit or loss.

ii. Business Management Skills: This component targets towards training the entrepreneur to manage functions like planning, organizing, staffing, controlling, directing and decision making effectively because they are the tools for achieving some economic growth. It also includes self-management skills, like personality traits such as: patience, endurance, discrimination, honesty, hard work, competence, punctuality, dependability, accountability, responsibility, risk – taking, initiative, perseverance, resourcefulness and motivation.

iii. Marketing Skills: This entails the buying and selling of goods and services including advertising and sales promotion. Many graduates need to equip with the skills on what is needed in buying and selling including: transportation system, production or service areas, ability to raise an initial capital and the possession of entrepreneurial and business management skills.

iv. Secretarial/Office Skills: this component targets towards training the entrepreneur to source and manage some initial capital meant for the purchase the some equipment, the personnel required in and outside office.

Insecurity

According to Olamosu (2018), insecurity is a state or condition in the life of a social unit, system, organization or society in which the existence of a problem assumes critical dimensions to the extent that the survival or existence of the social system or structure is threatened. Insecurity is a threat to the organization of society/system as currently the case in the cooperate existence of Nigeria, schools are being attacked every day religious centers are not also spared people are killed in their farms, kidnaping, thuggery, and hooliganism have taking over major cities in Nigeria.

Empowering the Youths for Security

Empowering the youth is also developing the Nation for security and Nation building as identified by Miller (2018), to empower the youth is the desire to equip the young individual skillfully and proficiently enough in all chosen trade. Apart from the fact that it will empower the youth with what it takes in the performance of a task, the benefits that is accrue to skilled individuals are numerous including; income generation, ability to become self-reliant and employer of labour. It is imperative to note that the youths will acquire relevant skills/knowledge that will make them attractive to employment of labour thereby increasing the production capacity and bursting the economic strength for security of the Nation.

Functions of Counsellors towards Entrepreneurial Skills Development

Career counselor should encourage and start thinking beyond paper qualification since entrepreneurial is a clear manifestation of effective manipulation of human intelligence as demonstrated in creative performance. Bringing out the best entrepreneurial involves creating and running business (Eva, 2011). The Nigerian career counsellors need to highlight counseling interventions necessary for effective adjustment of graduating students of the university through proper channeling of skills and potentialities.

Dwerryhouse, (2018) cited in Eva, (2020) further affirmed that professional experts need to assist students to develop the skill of entrepreneurship through creativity and innovation, for instance:

1. Recognize business opportunities
2. Search customer's insights
3. Understand the need of the markets
4. Create an idea
5. Evaluate environment

Similarly, career counselor most attempt to instill into the graduate students through professional expertise, the skills of risk taking, self – confidence, task orientation, leadership, creativity, taking initiative, drive and energy. The implication of this is that it will help graduate students to develop the skills in setting realistic achievable goals, defining career opportunities through entrepreneurial guidance. Counselors can assist graduate students to become well informed and organized, having good plans on how to source money and support through the favorable government policies Eva (2020).

Similarly, career counselor can also assist the graduates to develop a business idea through professional expertise, also assist them to translate business idea into business venture through the following process, moreover, career counselor can make use of entrepreneurial guidance to assist the graduate to conduct a good feasibility or business plan, he must be systematic to integrates market, finance, production and human resources. It should have; a clear mission statement of the business line to be involved increases the skill of the graduate on how to design production, process, detail logistic and operational activity plan of a complete business circle, facilitates a detail marketing and sales plan and, forecasting sales identifying consumers problems with existing products. Similarly, entrepreneurial guidance can facilitates organizational plan of administrative relations, legal relations, duty schedule, customer service, assist in preparing detail financial record plan projected for a period or years, explaining income, expenses and profit, evaluation of business operations.

Conclusion

The challenge of developing and inculcating the entrepreneurial skill into graduates become necessary and the roles of career counselor is enomous. This requires adequate counseling for graduate in order to confront high level of unemployment level in the entire country.

Recommendations

- The problems of unemployment that emanated as result of paper qualification that has bedeviled our educational system at all levels, universities need to shift from the old programme and face reality on ground which shall be tailored through inculcating the spirit of self-reliance and self-defendant in our teeming graduates in Nigeria.
- University students should be made to offer compulsory course in the entrepreneurial education
- Under graduate students should be encourage to attend seminar, workshop and conferences on entrepreneurship
- Adequate funding in all development centers like schools, counselling centers, vocational centers by private individuals should be encouraged.

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Literature as a Mirror-Image of Socio-Political Realities: An Examination of Wole Soyinka's *A Play of Giants*

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Abstract
In view of the gradation of sameness between literature and humanities, one is swayed that literature is not a mere social construct which is ingrained in mere notions, imaginations, and imaginary conditions. Rather, it is seen as a social establishment, a kind of ritual, which has been in existence since time immemorial and has become an integral part of many societies. Therefore, this paper views literature as a replication of societal social realities. The paper examines and denounces the portrayal in a selected African play, of the hostile and punitive political and social realities that threaten our societies. Based on sociological literary theory, the article argues that literature is an appropriate instrument for national reconciliation and unity among the various peoples of the society. The paper will explore the portrayal of the themes of national political crisis, national reconciliation and national unity in a selected African play. The article will demonstrate the depiction of these themes and relate them to the happenings in our society presently.
Key Words: Socio-Political, Realities, Construct, Imaginary, Sameness, Demonstrate.

Introduction

Literature is a body of written literary works. It refers to writing as an art form. Literature serves as gateway to learning of the past and expanding the knowledge and understanding the world. To be candid, we do not criticize or oppose the proponents of art for art's sake in entirety. What we frown at is its nature of narrow mindedness, which sees arts as well as literature as a close entity of its own. Faulting the closeness and, or autonomy of arts as claimed by the advocates and the practitioners of the art for art's sake, (Berthoff, 1981, p. x-xi) states that: "… literature itself has its own purpose and determinants… never wholly autonomous it draws its prime motives from deep within the common culture, the life experience of its producers in their time… but it never speaks for the totality of that culture".

In other words, arts, which literature is an integral part of, and the society which produces it have strong correlation which cannot be divorced automatically. The essentials of fiction are found in non-fiction. Therefore, no work of fiction; poetry, drama, and prose can be entirely for its mere aesthetic value of beauty and just the purpose of entertainment. Literature or any work of art generally is not closed, autonomous or self-sufficient on its own. Thus, there is indeed a distinct bond between literature and the society/environment where it is invented with the aim of performing some germane purposes its plays. Literature mirrors the society and its mannerism. It's a torch bearer that has helped civilizations to overcome darkness of savagery such as the different kinds of insecurity we are experiencing in Nigeria and other African countries. Without literature men would be like wild *beasts* because it endows an understanding of compassion in the reader.

Moreover, literature is uttered in a given language because language is the main tenet of communication and the most outstanding feature which differentiates man from animals. Language is the medium, or the context by which messages in any literature is been conveyed and disseminated to its audience. Therefore, literature and language, are two indivisible kinds. Wellek and Warren, (1968, p. 228) asserts that: "Literature is a social institution, using as its medium language, a social creation…Literature

represents life and life is in large measure, a social reality, even though the natural world and the inner or subjective world of the individual have also been objects of literary imitation".

Meanwhile, Wole Soyinka's *A Play of Giants* (1984) provides corpus for this discussion. The playwright is able to mirror successfully the resemblance of African society in art not only for us to laugh but also to have a sober reflection over the actions and inactions of various periods in history with a view to pinning us to reason out solutions to our societal problems. In whatever language it is presented; English, which is the official language, French, a foreign language/the perceived second official language as proposed by the regime of Late General Sanni Abacha because Nigeria plays a major role in the sub-region and it is regrettably bordered by the French speaking countries or vernacular/a native language; African literature has the potential to institutionalize the much desired positive social changes which will advance peace, unity and, sustainable developments.

This paper choose the famous sociological criticism in view of the fact that what its attempt to do is essentially focused on sociology of literature. In order to comprehend any literary work, one needs to investigate into the setting of the literary work as well as studying how the societal elements are represented in the literature itself because it is held that literature has certain functions to perform in contributing to the development of human societies through moral value re-orientation. And, of course, the adoption of the sociological approach of literary criticism can be justified since this critical approach or theory is believed to be "the most apt to render a full account of modern African literature" because it (the approach) takes into consideration "everything within our society which has informed the work" (Irele, 1971, p. 9-24).

Arguably, life is as well concerned with measurement, assessment, and judgment of events as well as human actions. Historically, leaders in Africa, with slight exemptions anyway, have endangered the corporate well-being of their subjects as well as sacrificed the communal hopes and aspirations of the entire black race by mortgaging their nations and subjects by extension. It is the view of this paper, one will be persuaded that most African leaders have indeed sold out their conscience for a insignificant price, all for the material things of this world, at the detriment of their people and nations. They become tyrants and excessively corrupts. This is responsible for the state of underdevelopment, insecurity, etc of the African states.

In his political satire, *A Play of Giants*, Wole Soyinka portrays and condemns the corruption within the corridors of power in our society. This dreadful trend called corruption is demonstrated by the actions of three outlandish African leaders spearheaded by Kamini, who travels out of his country with the Chairman of Bugara Central Bank. He states rudely yet arrogantly that; "When I travel, I take the Bank of Bugara with me, and then nobody can steal money behind Kamini's back…" (*A Play of Giant*s, p. 4).

Similarly, Kamini commands the Chairman to mint additional money for him to squander. These irrational leaders squander their countries' lean resources on food and other extraneous things, while their subjects are left in abject poverty. Certainly, they are a bunch of gluttons! In order to heighten the thoughtlessness of African rulers, Kamini commands his Chairman to accept any condition given by the World Bank so as to acquire a two hundred million dollars foreign loan, without having a spelt out capital project which the loan will be spent on. Of course, the money will ultimately end in their personal bank accounts which have been the practice. Read the following conversation between Kamini and the Chairman of the Central bank to validate the position that African leaders are corrupt.

KAMINI: They don't give loan?

CHAIRMAN: Not exactly, Your Excellency. They simply insisted on certain condition…

KAMINI: What I care about conditions? Agree to any conditions just get the loan.

CHAIRMAN: It is not quite as easy as all

that Your Excellency. They want to mortgage Bugara body and soul…

KAMINI: I say what I care about body and soul? If they can load Bugara the two hundred million dollars, I give them body and soul. Go back and agree to any condition they want, (*A Play of Giants*, p. 4- 5).

It is evident that most African leaders have no any developmental agenda; mission, vision or plan, for any form of national development. They are merely a horde of self-centered idiots. As portrayed, the failure of these leaders in discharging their constitutional responsibilities and social contracts to their subjects and the society at large rationalizes the fact that corruption accounts for the many forms of abject poverty, which threatens African nations leading to all forms of crimes such as insecurity that is threatening the peaceful coexistence of the entire continent. Although the citizens die in hunger and destitution and killing one another, while the impious leaders smile at all times as they accumulate ill-gotten wealth for themselves and their cronies.

According to Coates and Silbourn, (1983, p. 67), "Poverty is a common phenomenon in capitalistic societies or competitive economies. Poverty is the manifestation of the unequal distribution of wealth, income, power, and it epitomizes the structural inequalities in the societies." Furthermore, Mohuddin, (1993, p. 48), defines poverty as "Households' inability to provide sufficient income to satisfy the needs for food, shelter, education, clothing and transportation".

Likewise, there is the exhibition of power drunkenness by these so-called leaders, who see themselves as Giants. The 1st Russian is not economical with the truth. He describes Kamini as a ferocious child so he offers him a doll to play with. Thus, they are actually butchers, reactionary bastards and, wicked. They punish or torture, promote and demote civil servants at will with no justification. Any form of opposition against them is crush with impunity. It is indeed of show of shame that African leaders symbolize an epitome of corruption.

Any Leader, who lavishes the resources of his country and tactically exploits the nation's to a level of bankruptcy when the milk goes sour, most infuriatingly corrupt leader like Kamini as well laments about the corruption ravaging the country. As he says: "…But sometimes they bribe the guards and smuggle out the families. There is so much corruption. One man cannot supervise everything", (*A Play of Giants*, p. 26).

Definitely this is a dramatic irony at its peak. In other words, Professor Batey speaks the mind of the playwright when he says: "Bugara [Africa] has not only inherited a discredited economic system from its colonial history, she is still being exploited by a neo-colonial conspiracy of multi-national conglomerates which continue to prey on developing countries in the Third World. It is an outrageous and inhuman situation", (*A Play of Giants*, p. 23).

It is position of this paper that literature ought to be a mirror image of societal dynamics, being a literary work of art. Thus, the literary writer share his experiences in his literary work, he entertains, informs, and educate his audience with aim of influencing the society at the end, "…literature is crucial in shaping the mentality of a people, it is crucial in shaping their identity. Literature therefore has a role to play in shaping people's consciousness", (Darah, 1987, p. 7). More so, literature is projected to be an effective tool in the transformation of a given human society.

From the foregone, it has been portrayed that abuse of power, corruption, favoritism, nepotism, insecurity and the culture of wastage have led to us to where we are today. This is responsible high rate of unemployment and abject poverty; leading to insecurity such as banditry, kidnapping among others. In fact, insecurity, corruption, unemployment and years of abject poverty are the major social problems bedeviling the African society states. Importantly, they are the main factors, which encumber socio-economic and political development of the continent. In a similar

vein, Bakare writes that:

> What seems to be more worrisome is the fact that the nation's universities and polytechnics continue to churn out more than 150,000 graduates annually and available jobs remain inadequate to keep pace with the ever-expanding army of job seekers. Not long ago, a Federal Government agency put up an advertisement for recruitment and on the D-day, the mammoth crowd of applicants was so much that the officials of the agency could not control, resulting in the deaths of some of the applicants due to exhaustion and probably as a result of hypoglycemia arising from not taking any meal before leaving for the venue of the recruitment. Similarly, another agency of the Federal Government recently opted for recruitment through online registration, perhaps to prevent the kind of mayhem discussed above and probably to reduce the number of applicants, but the number of applicants they received was 120,000, jostling for the mere 25 vacant positions, (Bakare, 2013, p. 26).

Painfully, this dreadful trend of unemployment and of course poverty is a fall out of years of uninhibited official corruption, negligence and senseless wastage of available resources, which eventually jeopardize economic growth, development and advancement in the country and the continent of Africa at large. Olusegun-Joseph, (2006) corroborating this state of social hazard in Africa, asserts thus: "…the tragic disintegration of the African society of the post-independence era, marked by the malaise of official corruption, nepotism, mass unemployment, professional mediocrities, a prevailing lack of faith in the polity and the indifference of the ruling elite class", (p. 69-84).

Conclusion

In conclusion, the article has demonstrated the archetype of hypocrisy of African leaders in both traditional and modern/contemporary African society humorously and, or through the use of ironical situations that characterized the selected satirical play. Typically, radical or revolutionary artists "do not merely testify to the conditions of social crisis but offer a precise diagnosis [as well as remedies to cure the identified social ailments]," (Vazquez, 1973, p. 30). As militant social realists and, or social pathologists, writers have enacted their experiences, identified social ordeals which work against meaningful developments of African society and has suggested adequate solutions to those perceived problems/challenges. This renowned playwright has recommended that for a promising societal all-encompassing development; abuse of power, corruption, favoritism, nepotism, ethnicity, insecurity, gender inequality and the culture of resource depletion must be addressed and education must be given as place of priority.

On the other part, as a literary critic and public commentator, I have in this paper attempt to justify that literature is indeed a mirror-image and a viable podium for socio-political debates on realistic realities by examining the meeting points between this form of art and the human society, which produces it. Thus, its exposes and roots out the hideous implications of poor governance, official corruption, male chauvinism and other socio-economic and political injustices, which are responsible for the state of insecurity in our societies. Therefore, literature remains an instrument for positive social changes. In fact, it is a magic potion for human peaceful co-existence and sustainable developments.

Indeed, if these issues portray by the playwright in the play are addressed by the African leaders the raging insecurity ravaging almost all the African countries wouldn't have been happening. Consequently, there is the need for African

leaders to see leadership as a task of servicing people diligently, finding solutions to societal problems (insecurity, unemployment, etc), providing services to the people for their well-being, and development. Hence, literature as a mirror-image of the society beams the society for all to see what is happening and to adjust in order to make positive adjustment for the development of the people and the society.

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Role of Pronunciation in the Facilitation of Teaching and Learning English as a Second Language in Secondary Schools

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Abstract
The role of pronunciation in teaching and learning English as a second language (ESL) has garnered increased attention in recent years, as educators recognize its significant impact on students' language acquisition and communication skills. This paper x-rays the place of pronunciation in actualizing effective teaching and learning of English as a second language (L2) in Nigerian secondary schools. The need for pronunciation teaching for effectiveness of English language is discussed in terms of intelligibility in pronunciation, the need for pronunciation in the effective teaching of English as an L2, factors influencing the learning of pronunciation and activities to improve learners' pronunciation. It also identifies the impediments to the effective teaching of pronunciation such as: the native language versus second language factor, linguistic homogeneity and heterogeneity, exposure, motivation and attitude, and age of the learners. Ultimately, offers recommendations for addressing these issues and underscores the critical role of pronunciation in facilitating effective teaching and learning of English among ESL learners in secondary schools.
Key words: Pronunciation, teaching and learning English pronunciation, English as a second language.

Introduction

One of the most difficult problems for English as second language (ESL) learners is learning pronunciation. It is commonly the greatest obstacle to overcome when trying to achieve fluency. It is not only important to study grammar and vocabulary but it is also essential to acquire a correct pronunciation. Moreover, knowing grammar and vocabulary is useless if someone is unable to pronounce them correctly. Pronunciation is the first thing that listeners notice during a conversation, and speakers who make pronunciation mistakes are less likely to be understood than those who make grammatical mistakes. Even a single mispronounced word can keep you from an effective communication with another speaker (Banjo, 2016).

It is obvious, then, that pronunciation is important and cannot be underestimated and it must be one of the most important priorities when learning English. English teachers must give the same time and attention to pronunciation as they do to grammar and vocabulary.

In teaching pronunciation the main goal is not acquiring a native-like pronunciation but it is to be comfortably intelligible, and this means that people understand what you are saying at the first time. The main goals related to pronunciation are: consistency: pronunciation should become fluent and natural; intelligibility: pronunciation should be understandable to the listeners, and communicative efficiency: pronunciation should help convey the meaning intended by the speaker. One of the objectives of English language curriculum in Nigerian secondary schools is for the promoting and enhancing the various language skills and competences for effective national and international communication. Its use is not only limited to the classroom but also to the immediate community, nation and the world in general (Banjo, 2016).

Generally, in schools, teachers concentrate on writing skills in the course of teaching English language. If at all there is a chance to teach speaking skills in the classroom to the students,

who learn English as their second language, they concentrate on grammar, forms and vocabulary.

Despite some usage of practical resources in teaching pronunciation, there is always negligence among the ESL teachers to teach pronunciation. The foremost reason for this negligence pertains to the willingness of the teachers to teach pronunciation. To be specific, most of the language teachers think that they are less qualified to teach pronunciation because of lack of efficient knowledge in teaching pronunciation and comparatively lesser pedagogical focus in phonology related courses of their study.

Correct pronunciation forms the basis for a better communication. The versatile nature of English language is due to its quality of easily borrowing words from other foreign languages. For example: Alias (Latin), Bonanza (Spanish), Fiasco (Italian), Ketchup (Chinese), Camouflage (French), etc. The twenty-six alphabets of English do not have a reliable sound. Not all words in English can follow a certain pattern of pronunciation. A vowel letter represents different vowel sounds. For example: the vowel '**i**' in the words '***stipend***' and '***stick***' has different pronunciations. The pronunciation of a letter differs from word to word. Some letters have more than one sound. Sometimes in a word, a letter is not pronounced at all - the '**b**' is silent in the words '***plumber***' and '***comb***'. Similar sounds may have different alphabets. Such complexities make English pronunciation difficult. Added to this, the stress and intonation of the words and sentences also matters. A wrong pronunciation or a wrong word stress and tone can render it meaningless that is the meaning of the thought to be communicated (Kumari, 2014). This means poor pronunciation can cause problems in oral communication, no matter how good a speaker has control on English grammar and vocabulary.

Comprehensible Input Hypothesis

This is a key concept in second language acquisition theory proposed by linguist Stephen Krashen in the 1980s. It suggests that learners acquire language most effectively when they are exposed to the input that is comprehensible and slightly beyond their current level of proficiency. The hypothesis is based on the idea that language acquisition occurs through exposure to meaningful language input that learners can understand, rather than through explicit instruction or grammar drills.

According to the Comprehensible Input Hypothesis (CIH), language input becomes comprehensible when it is presented in context and accompanied by non-verbal cues, visual aids, gestures or explanations that help learners understand its meaning. The input should be challenging enough to stimulate language acquisition but not so difficult that it overwhelms or frustrate learners. This paper borrows the concept of CIH and confers it on teaching and learning of pronunciation which has the capacity of providing learners with rich and meaningful language input in natural communicative contexts, rather than focusing solely on explicit grammar instruction or rote memorization of vocabulary.

The Need for Pronunciation for Effective Teaching and Learning of English Language

Pronunciation refers to speaking a language with appropriate stress, rhythm and intonation and it should be taught scientifically. Good pronunciation in a speech is an ornament of a person and a passport to the cultured society. The reasons of defective pronunciation of the learners of English as Foreign Language are – pronunciation discarded curriculum, absence of well pronounced teachers, and dearth of audio-visual aids, least listening environment and few difficult sounds (Sachdeva, 2011).

Over the years, styles of language teaching have changed greatly, and the same is true of teaching pronunciation. In some periods, teaching pronunciation has been considered extremely important, while at other times it has not been given much attention at all. Trends in teaching pronunciation are like a swinging pendulum - the emphasis goes from one extreme to the other (Lane, 2010).

Until recently, the focus in pronunciation teaching was almost entirely on producing individual sounds and words correctly; not much attention was given to features such as **stress**, **intonation** and **rhythm**. In the last 20 years or so, however, teachers and researchers have begun to realize the importance of these

"musical" aspects of pronunciation and to emphasize them more strongly in teaching (Celce-Murcia, 2016; Goodwin, 2021). Some scholars have gone so far as to claim that teaching individual sounds is not so important, and intonation, stress, prominence, and rhythm should be emphasized above all (Lane, 2010; Celce-Murcia, 2016; Gilbert, 2020).

It seems more practical, though, to realize that no single aspect of pronunciation can stand on its own. Our students can benefit from learning about both individual sounds and the musical aspects of pronunciation, and we need to find a balance between these two areas. The pendulum of teaching trends might keep swinging, but we do not have to let it knock us down. Choose methods and activities that combine both aspects of pronunciation so that the combination works best for you and your students (Celce-Murcia, 2016).

Principles of Teaching Pronunciation

According to Sachdeva (2011), the principles of teaching pronunciation are:

(i) Pronunciation is learnt through imitation; therefore, the teacher should be a role model in pronunciation. He should be well versed in stress, rhythm and intonation practically.

(ii) The teacher should have the ability to compare the mother tongue of the learners with the sounds of English so that s/he can handle the peculiarities of English language teaching.

(iii) The style of English language teaching should be natural.

(iv) The speed of teacher's pronunciation should be moderate in English language teaching class.

English as a Second Language

A good knowledge of the socio-political history of Nigeria will enable one understand how the English language came into Nigeria and occupied a colossal position in the Nigerian Educational system. Our country is made up of multilingual and multi-ethnic nationals wielded together for the benefit of the colonial administration. English language was then adopted as a language of necessity to enable the British run their colonial government. Clerks and interpreters were trained and those who wished to work with the colonial masters strived to learn English.

The missionaries were the first to establish schools in Nigeria. The main aim then was to train people who would propagate the gospel. When the British government took over the running of the schools in Nigeria, they harmonized the subjects taught in the different missionary schools. They also came up with a policy that made English Language a core subject as well as the language of instruction in the 1882 and 1887 education ordinances (Ogu, 2019).

From this point, many Nigerians strove to learn English as competence in it was a meal ticket. In fact, it was a yardstick for employment during the colonial era. After independence, the Nigerian system of education did not change much from what it was during the colonial era. English language remained the pivot of education in Nigeria. It is the language of instruction from upper primary education through secondary, to tertiary education in Nigeria. It is the language through which all other subjects in the curriculum are taught. Not only is English language a compulsory subject in secondary education, a credit pass in it is a compulsory condition for securing admission into Nigerian tertiary institutions. Competence in English is seen as an index of academic excellence. Thus, it is a yardstick for measuring learners' academic performance. More so, before any student can graduate from the tertiary institutions in Nigeria, they must pass the course: Use of English.

From the fore going, it would be said that English language is the bedrock upon which education in Nigeria is hinged, thus English is indispensable to education in Nigeria.

What Affects the Learning of Pronunciation?

Native Language versus Second Language Factor

The British have acquired the phonemic system of English as their first language. They have been used to the sounds of English right from infancy, when they began to acquire the language (Gimson, 2010). The Nigerian learners come to learn English after they have

already become linguistic adults in their own mother tongue. The learner has two codes to contend with. His speech apparatus is already used to the sounds of the L1 and has been tuned to them for some six years before the introduction of the new set of English sounds. Therefore, in the Nigeria's pronunciation of English sounds, the sounds of the L1 keep intruding because the same speech apparatus is being used for both sound systems. The learner's pronunciation is therefore bound to be different from that of the British native speaker of English. On the other hand, the same will apply to the British if he were to begin to learn the L1 of the Nigerian.

Linguistic Homogeneity and Heterogeneity

Human codes draw from a common pool of the sounds of language; thus many similarities exist between the sounds of one language and the other. However, each language selects only a limited number of sounds from the common pool and organizes the sounds in accordance to its own phonological rules (Charles, 2018). A number of languages may have some sounds that are similar in phonetic features to the target language. For example, English has the sound /p/ and Nigerian languages also have it. However, the dental fricatives **/θ/** and **/ð/** in English do not exist in Nigerian languages. English learners replace the dental fricatives with **/t/** and **/d/** because they exist in both English and Nigerian languages. Also, English uses consonant clusters but many Nigerian languages do not have such clusters. Therefore, learners tend to insert vowels between the consonants according to their L1 pattern of syllable structure. Words like **milk** and **technically** are typical examples.

Exposure to Target Language

The length and intensity of exposure to the sounds and the sound combinations in the L2 could also influence pronunciation. The benefit of immersion in the second language learning setting is that the learner is compelled by the environmental circumstances and survival needs to listen and get returned to the language in all his waking moments (Cook, 2018). A Nigerian learner of English in the streets of London is more exposed to English than the same learner who spends only a few hours in the Nigerian classroom listening to English and the rest of each day reverts to his L1.

Motivation and Attitude

Motivation again is an important factor that influences the success in pronunciation learning. It is a form of energy that is responsible for the memorisation of new information and fundamental to the acquisition of a second language. There is a strong relation between motivation and attitude (Balboni , 2012),

Age of the Learners

This is another strong determining factor influencing foreign language pronunciation. Through observation, babies and young children easily learn languages. They easily pick up the sounds and words they hear around them and, gradually learn to imitate them correctly. It is closely connected to the theory of Critical Period Hypothesis (Lenneberg, 1967).

What Improves Effective Pronunciation?

Effective strategies for teaching pronunciation in ESL (English as a Second Language) instruction are essential for helping students develop clear, accurate and intelligible speech. Here are some strategies that educators can implement:

Pronunciation Drills

There are two types of pronunciation drills – recognition drills and reproduction drills. The learners are firstly given a chance to recognise the sound and then they are asked to produce the sounds. Audio aids like record player can also be used for this purpose.

Phonemic Awareness Activities

Engage students in activities that raise their awareness of individual sounds in English. This can include minimal pair exercises, where students identify and distinguish between similar sounds that may be challenging for non-native speakers. For example,

/t/	**/θ/**
Tick	Thick
Tank	Thank

Tree	Three
Tie	Thigh
Teem	Theme
Tick	Thick
Tin	Thin

Reading Aloud
This activity provides listening to the learners. The teacher selects such a text which is likely to be mispronounced by the learners. First students rectify the mistakes and if not, it will be done by the teacher. Good models of listening by L1 experts through tape record may be forwarded to students. Sufficient listening to good reading will help the students acquire excellent pronunciation (Suchdeva, 2011).

Phonetic Alphabet Usage
This technique, involves doing phonetic transcription and reading phonetically transcribed text. According to Harmer (2011), "the clearest way of promoting awareness" of sound and spelling correspondence "is by introducing the various symbols".

Articulatory Descriptions
The teacher demonstrates to the pupils how to correctly place their tongue, teeth and lips in order to produce the correct sound. In order to enhance the teacher's description of how sounds are produced, Celce-Murcia (2016) suggests that it is possible to use the support of visual aids, such as articulatory diagrams.

Songs and Rhymes
Carefully selected, songs, rhymes and chants can offer a rich source of authentic input. Slattery and Willis, (2015) said that rhymes and singing songs are great ways to practice pronunciation, stress, and intonation. Young learners enjoy repetition, songs and rhymes which are generally repetitive and easy to remember.

Pronunciation Games and Activities
Games are excellent tools for teaching pronunciation to children. As Brewster, (2012) claims, "They are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar and the four language skills". When children play games, they use repeatedly the same language structures that they eventually memorize.

Modeling and Imitation
Model correct pronunciation and intonation patterns for students and encourage them to imitate your speech. Provide ample opportunities for students to practice pronunciation in a supportive and non-judgemental environment.

Multimedia Resources
Utilize multimedia resources such as audio recordings, videos and interactive pronunciation software to provide students with authentic examples of English pronunciation. Encourage students to listen to native speakers and mimic their pronunciation.

Word Stress and Sentence Stress
Teach students about word stress patterns and sentence stress in English sentences. Highlight the importance of stress placement in conveying meaning and emphasise stress patterns in multisyllabic words and sentence structures.

Peer Feedback and Self-Assessment
Encourage students to peer assess each other's pronunciation and provide constructive feedback. Also, provide opportunities for students to record themselves speaking and reflect on their own pronunciation errors and progress (Slattery and Willis, 2015).

Contextualized Practice
Integrate pronunciation practice into meaningful and authentic language tasks, such as role-plays, debates and discussions. This allows students to practice pronunciation in real-life communication situations and reinforces the connection between pronunciation and meaning.

Error Correction
Provide timely and specific feedback on student's pronunciation errors, focusing on accuracy and clarity. Encourage students to

self-correct their pronunciation errors and monitor their progress over time.

Phonetic Transcription

Introduce students to the International Phonetic Alphabet (IPA) to help them understand the sound-system correspondence in English. Use phonetic transcriptions to highlight pronunciation patterns and clarify the pronunciation of words.

Barriers to the Effective Use of Pronunciation in Teaching English as an L2

Sotiloye (2007) said the challenges encountered in teaching English pronunciation range from those posed by learners, lack of equipment, interference from the learners' first language, the structure of English language itself, the nonchalant stance adopted by the government towards educational system to the evaluation of proficiency in the skill. Williams (2004) agreed with Sotiloye (2007) by saying that pronunciation should be tackled by systematic teaching in second language context. He advanced three reasons, first, the age at which they began to speak the second language, Second, Interference from the mother tongue and thirdly, noise which, is produced when one sound system is superimposed on another, like the static which makes regular radio signals difficult to hear.

However, Ortese, Yawe and Akume (2005) maintained that the learner, the learning environment, the teacher, the strategies used and the learning materials are other challenges of teaching English pronunciation.

In a similar vein and through observation, it is evident in Nigeria that attention is not given to learning environment. It does not matter how good the teacher is or how intelligent the pupils are, if the environment is not conducive, learning will not be at its best. Therefore, the effectiveness of English pronunciation learning is dependent on the environment, teacher's ingenuity and the method he adopts in the teaching.

Conclusion

This paper is of the view that having examined the various aspects of pronunciation teaching, factors affecting the learning of pronunciation, methods used by teachers in the teaching of English pronunciation and barriers faced by teachers in teaching English pronunciation, incessant effort is needed in this direction from the teachers and learners and that teachers especially should be given training in pronunciation. Also, this is a call to action for educators, stakeholders and policymakers to prioritize pronunciation instruction in ESL pronunciation curricula.

Recommendations

Based on that opinion, it would be recommended that:

1. The syllabus should focus on the skill of speaking and pronunciation.
2. Teachers of English should make pronunciation lessons practical and for most students, even adults, theory and technical explanations should be given to avoid them being easily forgotten.
3. Collaboration with speech-language specialists and pronunciation coaches should be prioritized to include communicative practice whenever possible.
4. Students need to work toward using their new pronunciation in real speech.
5. During class, teachers should practice the activities that are similar to real communication.
6. Students need to be trained to become independent and autonomous learners, so that they will be able to face pronunciation puzzles on their own.
7. Teachers should help them build up their own skills in listening, imitating, and monitoring their own pronunciation which will be of great help to them in their future learning.
8. There should be deliberate implementation of technology-enhanced pronunciation tools and resources in secondary schools and professional development opportunities for language teachers.

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Impact of Children Evangelism Ministry on Youth and Nation Building

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Abstract
Youths are the backbone of every society. They are a significant group in terms of nation building because they have a lot of potentials in them that. Can be harnessed to nation building. They are strong and possess ideas that could be useful in nation building. Unfortunately, these potentials have not been valued, the youths are looked down upon as such issues of their development and welfare are neglected. It is on this background that this paper examined the impact of Children Evangelism Ministry (CEM) on youth and Nation building in Nigeria. The paper identifies the mode of separation of CEM and the goals. The significance of youth participation in nation building is also portrayed. The paper again examines the role of the church in developing youths for national development. The paper concludes by highlighting the impact of CEM on youth and nation building. The paper uses descriptive method where the secondary sources which includes text books, journals, newspapers and electronic media are used in gathering information. The paper focused on the impact of Children Evangelism Ministry and nation building. It recommends that children ministries should be mobilized to ensure that Children are properly developed, as their-work is preparing the youth for the future, Government should also develop programs and policies that focus more on the development of youths.
Keywords: Youth, Nation Building, Impact.

Introduction

Youths are a significant population in Nigeria and are a productive force, youths play a vital and significant role in nation building as they are the leaders of tomorrow and future of the nation. Idike and Eme (2013) said that “the wheel of development of any country lies on the shoulder of how productive and creative the youthful populations are. Where they are properly harnessed, they contribute immensely towards nation building”. Youths can sometimes be used negatively. Idike and Ime (2013) opined that, “they are easily manipulated to engage in vices, because of the advantages of this group, most politicians use them as political toughs instead of engaging them in activities that will lead to national development. They are used to pull down the nation”. However, religion is a vital organ of the society that can be used in nation building.

In this regards, religion being an aspect of the three foundations has played a vital role in building Nigerian nation. The church does not deal with only adults but also deals with the development of children to ensure that they grow to be good citizens of the nation they belong to. The church is saddled with the responsibility to "train up a child in a way he should go and when he is old he will not depart from it" (Prov.22:6).

Within the church is the children ministry which is associated with children organizations. Children evangelism ministry (CEM) is one of such organizations, focused to train children holistically- mentally, physically spiritually and socially. Children evangelism ministry is able to train Nigerian youths from childhood through the holistic approach. If the youths are properly guided from childhood through the activities of children evangelism ministry they will not in any way allow themselves to be used negatively against the nation, instead they will contribute immensely to the development of the nation. It is in line with this that this paper examines the impact of children evangelism ministry on the youth in Nation building with Nigeria as a focus.

Mode of operation of Children Evangelism Ministry and the goals

Children Evangelism Ministry (CEM) is an interdenominational, a non-sectarian Christian missionary organization, fully committed to

total development and welfare of the child. She operates through the church Sunday schools and Bible clubs. The president of children Evangelism ministry is Tony Chukwudile. The ministry started since 1979, it assumed the present name in 1982 and was incorporated in 1985. The headquarters of the ministry is at Ilorin. CEM is functional in all states of the federation with foreign offices in nations like Ghana, Cote-devour, Cameroon,Gambia, Liberia, USA and United Kingdom. (Haruna 2008:76).

CEM vision is that all children be reached with the gospel of the Lord Jesus Christ by trained Christians, that they be disciplined in such a way that they become like Jesus Christ, physically, spiritually, mentally and socially. (Luke 2:52). The Children Evangelism Ministry (CEM) mission statement is "to correct the neglect of the children in the evangelistic effort and to impact the life of Christ into them for the church and the whole society" CEM (2021).

Children Evangelism Ministry operates eleven programs in order to ensure a total development of a child. The motto of the ministry is "train up a child now as a solid foundation for a better tomorrow" (Prov.22:6). Children Evangelism Ministry is also of the view that "it is better to build children than to repair men". This is in support of the fact that the child's mind is a complete Tabularasa at birth and it grows with whatever is planted on it (CEM Manual, 2004). Parents are usually the first people to instill value system in children. This shows that character and values are better instilled from the formative years of a child.

The following programmes/ activities as discussed by CEM training manual (2017101-102) operated by the Children Evangelism Ministry can play an effective role in developing youths to be nation builders:

- **Sunday schools**: The ministry assists the churches in organizing and running effective and result oriented Sunday schools, through the trained teachers.
- **Children Bible Clubs:** are run by trained teachers in the neighborhood, primary schools, and handicapped homes etcetera. Children outreaches like holiday camps, rallies, crusades, vocational Bible schools, Joy fairs and picnics are also a means of developing youths as nation builders.
- **Qualitative Education:** The ministry runs Daycare-Centres, Nursery/Primary/Secondary schools, formal and informal learning centers to reach children with the gospel of Christ along with the learning processes.
- **Research and Literature Development:** Children are selected from al centers and taken to Ilorin for camping programme where they are taught about Christian literature media. They are made to write moral stories according to their life experiences, they are developed into booklets. One of such material is titled "True Life Testimonies Vol. 1 Published in 2015. A video cassette titled not without a mission was produced by CEM and was launched in August, 2016. More of such literature have been produced in recent times.

Mission Programmes

The ministry does organise mission camps for children especially those that just finished their secondary schools. This is aimed at exposing and involving them in mission work.

Other programs include; Health care, social welfare, support mobilization, organization and man power development, baby ministry and women who care and campus link.

The above programmes can go a long way in preparing youths for nation building.

These programmes are organized by the ministry in order to achieve the following goals:

- ❖ To reach children with the gospel of Christ.
- ❖ To raise Christ-centered and intellectually developed children to influence the society.
- ❖ To produce books, Christian films that will meet the physical, social, mental and spiritual needs of the children and equipped the adults for children ministry.

- ❖ To help the children to live holy lives and become good citizens of their society.
- ❖ To prepare them for the future etcetera
- ❖ To carter for the physical wellbeing of the child among the neglected people groups.
- ❖ To develop children workers so that they will be able to mould the character of the children with the skills acquired from training etc.

Youths and Nation Building

Nation building does not only constitute physical development, it is a process of structuring a national identity using the power of the state with the aim of uniting the people within the state so that it remains politically stable and viable in the long run (Google Arts and Culture, 2022). For this to be done effectively, there is the need to have capable leaders and the stake holders that are willing to support them. Bharatiya (2022) once said that, "if you want to build a Nation, we have to create patriotism first", meaning that the leaders should simulate the upcoming citizens to be devoted totheir country and also ready to support their country. In line with this, the Google arts (2022) observe that; "Nation builders are those members of a state who take the initiative to develop the National community through government programs including military description and National content mass school". This shows that leaders should focus in the training of future leaders and they are non-other than the youths.

Youth is a quality of being young. It is a period that precedes maturity. It is a period between childhood and adulthood. There is no universal definition of youth, each country defines it differently. Eugene and Okechukwu (2014) gives the analysis of definition of youth by various nations thus, "Ghana and Tanzania and South Africa define the youth population as those between fifteen (15) and thirty five (35) years of age, Nigeria and Switzerland define it as those between twelve and thirty (30) years, and Botswana and Mauritius defines it as those between fourteen (14) and twenty five (25)years.

The youths are young and still at the stage of development and they have a lot of potentials in them in which if developed can be harnessed to nation building. This stage is beneficial to nation building in that they are strong and possess ideas that could be useful in nation building. Eugene and Okechukwu (2014:172) quoted the national youth's development policy as saying that;

> Youth are the foundation of a society, their energies, inventiveness, character and orientation define the pace of development and security of a nation. Through their creative talents and labour power, a nation makes giant strides in economic development and socio-political attainments. In their dreams and hopes, a nation founds her motivation, on their energies, she builds her vitality and purpose. And because of their dreams and aspirations, the future of a nation is assured.

The above quotation shows that youth cannot be neglected in nation building. Building a nation without their participation means that the nation will not attain her great height.

Again the world population shows that youths are the most populated in the world. Vendat (2021) C. reports that, "half of the population is under the age of 25 and that 1.8billion people are between the Ages of 11-25". He also said that 62 % of Indian population are youths Business day (2022) postulated the population of the Nigerian youth as 53.7 % aged 15 to 65, and median age of 18. Business day (2022) also acknowledged that "the country has the largest youth population globally". This group could be a source of labour inputs as well as Human capital in production which would improve total factor productivity in a region of the world where capital formation is limited (Idike and Innocent,2015).

Furthermore, youths are the most productive set of the population being that they are the ones that provide labour. With this population Business day (2022) sees it as an opportunity for harnessing its sustainable development and growth through the empowerment of its youths"

For any tangible growth to take place in any nation, the youth must be significantly in the process of growth. Wise nations, countries, groups and organizations focus moreon the development of youths so that the future of such investment would never be improvised or blind.

The Role of the Church in Developing Youth for National development

The role of the church in training youth for national development cannot be over emphasized. Ozekhome in Sun (2019) identifies the following roles of the church:

- Giving sound, Bible-based counsel that builds spirituality
- Principles that can motivate bonding and bridging social capital through community service, corporation, peace-making, pursuit of social justice and the possibility of respect and tolerance.
- Preserves western civilization
- Strengthens the social fabrics
- Transforms the society positively
- Provides restraint by teaching personal responsibility and accountability.
- The above roles are also targeted at children being tomorrow's church have the children ministry where youths pass through during their formation period. In order to fulfil the above functions, Thea (2022) identifies the following as aims of children ministries:
- To give children direction in life as regards their spiritual well-being.
- To build their moral character
- To create an atmosphere of fellowship with like-minded Christians.
- To combat peer-Pressure
- Gaining knowledge of Biblical truths.
- To help the children to discern in the decisions they make as they grow to adulthood.
- To learn the importance of church: that the church is essential for the well-being of all Christians.

In line with the above CEM manual (2017) lists the aims of children church as follows:

- To get the children to be born again
- To give children the appropriate attention.
- To equip children with efficient tools to fight against destructive elements that attempt to confuse their lives during a period of intellectual, physical and emotional development.
- For the child to know, love and serve God.

The above aims are in line with the roles of the church and the aims of children ministries as a whole. The church is therefore able to achieve the above through her affiliation with children evangelism ministry that engages in training children teachers with the methods that will enhance their work.

Impact of CEM on Youth and Nation Building

The impact of children Evangelism ministry (CEM) on youth and nation building cannot be over emphasized being that CEM aims at training children for a successful life in future as stated in their motto which is “train up a child now as a solidfoundation for a better tomorrow". This is embedded in God's instruction to the Israelites in proverbs 22:6 which is: “Train up a child in a way he should go and when he is old, he will not depart from it (NIV).

This ministry is adequate in the formation of children to adulthood, being that no one is born as a youth or an adult, every one passes through childhood to adulthood through various agents of socialization which includes; the family, the school, peer spiritually, socially, mentally and physically, Children Evangelism ministry can make the following impact on youths which will translate to national development.

Fear of God:

The Bible commands man to fear God. According to Bennet (2023) fear of the Lord “means having awe for God's Power and authority. Rather than causing someone to be afraid of God a proper fear of the lord leads one to love him”. Fearing the Lord means to do good and depart from evil. (Proverbs 8:13) children are led to accept Christ as their lord. And personal savior through which the love of God is established in their hearts, through the

teaching of God's word they will appropriate the lessons learnt. As they grow in the fear of the Lord,the law of God is internalized and they will chose never to do evil, not for the fear of being caught, but because of God's love in them. On this Ogebenika (2021) is of the view that; a balanced and all-encompassing formation of the youths in Nigeria would be achievable if they are also taught the need for spiritual growth, and the role of God in their lives. This aspect of youth formation is indispensable as it positions the youth to view their pursuits and aspirations from a stand point of purpose and morality, guided by the fear of God and a desire to do their will. When the youths are nurtured in the fear of God it will be a strong foundation in them, they will exhibit the fear of God in all their actions, there by contributing to building a nation void of corruption.

Courage:

Courage has to do with having confidence to attempt a difficult project or to overcome peer-pressure. When Joshua was to take over leadership after the death of Moses, God said "be strong and courageous, because you will lead these people to inherit the land I swore to their ancestors to give them" (Joshua 1:6) it is a vital part of everyday life and an important quality for nation building.

Determination:

This character can help children to avoid the temptation to become a pessimist. It can also equip him with the indispensable knowledge that present struggles are simply building blocks for future achievement. This character will help the youths to be able to face any hardship that is ahead.

Discipline and obedience:

Discipline and obedience are also strong blocks in nation building.

Rules play a vital role in discipline and obedience. Eme and Innocent (2015) said that "where there is no discipline and set rules to govern the society, anarchy would certainly follow"

In this society everyone will live as he wish, it will lead to confusion and that kind of a society will not develop talk less of being stable. On this, sociologists observe that "a society without consistent values will not survive" (A handbook in CRS, 2010).Youths that possess these qualities can contribute meaningfully to nation building.

Patriotism:

Refers to love for one's nation. A patriotic youth will try his best to protect the image of his country. According to Eme and innocent (2015)," A patriotic youth will not engage in corrupt behaviour because he knows that corruption is inimical to national development" Á patriotic individual has special concern for the well-being of the nation and is willing to make sacrifice in order to promote the nation's good.

Honesty:

Honesty refers to truthfulness. Honesty means ceasing to be dishonest Buhari (2022) Observed that Honesty is a critical quality in all interactions with other people" it creates a healthy relationship among people. You don't need to swear before people take you by your word. Jesus said "let your yes be yes and your no be no (Mathew 5:37) Honesty therefore is strong quality in nation building because it prevents deceit and thereby leads to transparency.

Conclusion:

It is the pride of every nation to see that the nation is progressing. In every society youths are important in nation building being that they are the most populated group and they provide the labour force in the society. Youths should therefore be trained to grow with the mentality that nation building is their responsibility. This work can successfully be carried out by children evangelism ministry being that the organization focuses on reaching out to the children by ensuring that they are developed totally. They also focus on raising godly children that will become responsible citizens viewing the fact that everyone passes through childhood to becoming a youth or adult all stake holders should corporate with all children organizations to ensure that youths grow up with virtues that will lead to nation building.

Recommendations

Following the impact of children evangelism ministry on youth and nation development, these are recommended:

- Churches should liaise with children evangelism ministry to ensure that their teachers are adequately trained and equipped with the modern methods of teaching the children.
- Parents should encourage the ministry by allowing the children to attend the Bible clubs where the children are reached with the gospel of Christ and taught how to grow in Christ.
- The church should endeavor to teach youths the skill of peace keeping so that they will keep peace and make the society stable.
- Government should encourage the teaching of Christian Religious studies in nursery, Primary and secondary schools so as to compliment the efforts of children evangelism ministry as the children pass through the formation stage. This will ensure that every youth that has passed through these stages is adequately equipped with the values that will translate to making the Youths good citizens and thereby serve as instruments to curbing national insecurity.
- Government should also ensure that youths are equipped with the appropriate skills for driving social, environmental and economic progress.

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Attitude of Primary Education Studies Students towards Learning Mathematics in Niger State College of Education Minna

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Abstract
The study was to investigate attitudes of primary education studies students towards learning mathematics in Niger state College of Education, Minna. Two research questions and hypothesis were employed to guide the study. The research design was descriptive survey. The target population consisted of 200 level students in undergraduate and Nigeria Certificate of Education in the department of Primary Education Studies (PES), with sample size of 60 students selected through simple random sampling. The instrument utilized for data collection was questionnaire titled Attitude towards Mathematics (ATMQ). The instrument was validated by three experts from PES and Mathematics departments. To ensure reliability, a test-retest analysis using Pearson Product Moment Correlation (PPMC) was used and yielded at r=0.7. Mean and bench mark were used to answer the research questions, while t-test analysis was used in testing the hypothesis. The findings revealed that the attitude of PES students was positive and can influence their academic performance. It was revealed that gender doesn't influences their attitude in mathematics if they are equally treated and right believe about mathematics. It was recommended among others that students should be made aware that it is their attitudes toward mathematics learning that can leads them success in mathematics. Stakeholders should try to cultivate positive attitude on students by exposing them to relevance of mathematics.
Keywords: Primary, Education, Students, Attitude, Mathematics

Introduction

It is factual that primary education is the key to the success or failure of the whole education system, as being the foundation of all levels of education system. In fact, it is the embryo from which the development of the later intellectual disciplines must build up. The recognition of the importance of this level of education has prompted the Federal Government of Nigeria to continue making untiring efforts to ensure that education received at the foundation level is qualitative (Saddiq, 2020).Whatever efforts that are being made, no matter how strong they are, can only be crowned with success if primary school teachers are of high quality. In this regard, the establishment of primary education studies department has been made compulsory by the National University Commission (N.U.C.) and National Commission for College of Education (NCCE) to specifically train undergraduate and Nigeria Certificate of Education (N.C.E) teachers for Primary Schools.

According to NCCE (2020) philosophy run thus; the primary school is the foundation level of the education system in Nigeria, hence primary education studies (PES) aims at equipping teachers with relevant knowledge and skills to enable them teach effectively all subject in the basic education 1-9 as contained in National Policy on Education. Based on this philosophy, primary school teachers should be competent to teach all primary school subjects effectively. This also demands that primary education studies syllabus should be reviewed from time to time and also to give adequate preparation for pre-service teacher trainees in PES department particularly. Furthermore, the courses are developed for pre-service teachers of the department in both N.C.E and Undergraduate who have poor background in mathematics, with intention to refresh and strength of the pre-service teachers' knowledge of ordinary level mathematics. The National University Commission (N.U.C.) and National Commission for College of Education (NCCE)

has been playing active role to revise primary education studies curriculum in which mathematics- oriented courses are well addressed in N.C.E and Undergraduate programs of primary education studies (PES) at each level of the program. Since teachers' content knowledge plays a vital role in the development of mathematical knowledge for effective teaching. A more knowledgeable teacher is more likely to present mathematics tasks in familiar context and connect tasks to students' previous knowledge. Mathematics is a course that occupies a central position in the PES program and has eaten deep into both the minds of students in both N.C.E and undergraduate program which have invariably influenced their academic achievement.

Ahmad and Babawachiko (2021) identified some factors that can influence mathematics performance, including phobia, mathematics anxiety, self-efficacy; negative self-concept, motivation and attitude. Research reports have showed that poor performance in mathematics is a function of cross – factors related to students, teachers and schools. Among the students' factors, attitude is regarded by many researchers as a key contributor to higher or lower performance in mathematics (Inekwe, 2019;Omokaro & Nwanun, 2020;Ahmad & Alhassan). In light of these considerations, the present researchers have to address students' attitude and gender for this study. This may be barrier of effective learning of mathematics and problem-solving, which may in turn cause high rates of failure in the subject.

Attitude is an affective factor which invariably affects the cognitive domain of learning as pointed out by (Inekwe, 2019). Attitude refers to a learned tendency of a person to respond positively or negatively towards object, situation, concept or another person (Mzomwe, et al., 2019). It is a central feature of human identity, and is also an affective domain that is either an inhibition or an enhancement to teaching and learning. Everyday human being love, hate, like, dislike, favor, un-favor, agree, disagree, argue, persuade, and so on. All these are evaluative reactions to an object; hence attitudes can be defined as a summary evaluation of an object of thought (Omokaro& Nwanun, 2020). They are tendencies and predisposition that guide an individual's behavior and persuade to an action that can be evaluated as either positive or negative. It is the way you think or feel about something or somebody. That is, attitudes are products of related beliefs and values. It is like a system of ideas which individuals are not born with but they learnt afterwards.

They further observed that attitudes are influenced by three aspects: cognitive (beliefs, thoughts, attributes), affective (feelings, emotions), and behavioral information (past events, experiences). Therefore, attitude of individual student towards mathematics could be view as the emotions that one correlates with mathematics or the belief about mathematics or behaviors towards mathematics which could either positive or negative. Research reports shows abound on how attitude contributes to the variance of students' academic achievement in mathematics. Ahmad and Alhassan (2024) described that high achievers have more positive attitude towards mathematics than low achievers. They commented that students with the same level of intellectual capability differ in their performance as a function of their attitudes. Findings by Chika, et al., (2021) revealed that attitude of students is fundamental towards good performance in any subject especially mathematics. They pointed out that teacher's attitude towards mathematics influence students' performance in mathematics. A research finding by Jerald, et al., (2020) considered the variables as attitude which is mental and natural state of readiness, originated from experience exerting a directive influence upon the individual's response to all the objects and situation with which it is related. Attitude is of two kinds positive or negative. A positive attitude towards mathematics results a positive emotional disposition in relation to the subject. While a negative attitude towards mathematics correlated to a negative emotional disposition. Attitude is positively related to academic achievement in any human endeavor. For instance, attitude is fundamental to the dynamics of behavior and determines how far a student learns (Ahmad & Alhassan, 2024). Attitude has to do with the way one perceives, the opinion one holds as well as what one belief

about a thing, people, activities, policies and phenomena in general. In learning mathematics, attitude serve as a major factor because their thinking or behavior towards mathematics it will determine the levels of their diligence and achievement, as reported by (Inekwe, 2019). Attitude of students exerts great influence on their achievement in mathematics as reported by (Omokaro & Nwanun,2020 Nwuke & Anaekwe, 2023). It is assumed that the attitudes of these students in the department towards learning mathematics will be different. Attitude which is an expression of likeness or dislikeness plays significant role in teach all subjects, particularly mathematics. In a general outlook education is a major instrument through human resources development is achieved without gender disparity (Chika, el at., 2021).

Gender is defined as the biological, social and cultural construct that differentiate the roles, behavior, mental and emotional characteristic between male and female developed by the society. Some research findings concerning gender attitudes towards teaching and learning of mathematics are inconclusive. Khalid, et al., (2021) reported that there is no significant difference in the attitude of female and male teachers towards mathematics. But Ahmad and Alhassan (2024)found significant difference in favor of female gender, while Mzomwe, et al., (2019) on the other end found significant difference in favor of the male gender. In view of these literatures, this present study wants to investigate the attitude of primary education studies students toward learning mathematics.

Statement of the Problem

Despite the importance of mathematics in PES department at both NCE and undergraduate programs, students' poor performance in the mathematics course in semester examinations in quite disturbing and leaves much to be desired. Primary Education Studies (PES) students' performances in the semester examination conducted by Directorate of Academic Planning & Development, Niger State College of Education continue to deteriorate over years. For example, 2021 only 29.3% and 17.5% of those who sat for the PES 213 and PES 223 semester examinations respectively had a pass and above in N.C.E Category.

Furthermore, in 2021 only 15.6 % and 13 % of who sat for the PED 105 and PED 204 semester examinations respectively had a pass and above in undergraduate category. The poor performance in mathematics courses is attributed to many factors such as interest, attitudes, instructional methods, mathematics anxiety and gender. To the best of the researchers' knowledge, no study has tried out the influence of attitude of primary education studies students towards learning mathematics. To fill this gap, this study intended to investigate attitude of primary education studies students towards learning mathematics

Aims and Objectives of the study

The main purpose of this study is to investigate the attitude of primary education studies students towards learning mathematics in Niger State Collage of Education, Minna. Specifically, the objectives are to.

i. Examine the attitude of primary education studies students' attitude towards mathematics.
ii. Determine the attitude of gender of primary education studies students towards mathematics.

Research Questions

i. What is the attitude of primary education studies students towards learning mathematics?
ii. What is the attitude of gender of primary education studies students towards learning mathematics?

Research Hypothesis

Ho_1: there is no significant difference in the mean attitude score of female and male primary education studies students towards learning mathematics.

Methodology

The study adopted descriptive survey research design in order to describe and explain conditions surrounding the present study. The study was carried out in Niger State College of Education Minna. The choice of the college was made because of three major trends in

mathematics teacher education negatively affect pre-service teachers' understanding of how to effectively teach mathematics. The tensions are: i) pre-service teachers' lack of subject matter understanding, ii) the duration of pedagogical course and iii) attitude of learners and teachers.

The target population of the study comprised undergraduate and N.C.E 200 level Students of primary education studies (PES) Department numbering 174(Undergraduate, 57, N.C.E. 117). The rationale for choosing the 200 level students was that they were a year and some months into their training programs and that they have covered most of the mathematics courses. Other levels were exempted because some were few months into teaching training, while others are out of college for teaching practice (TP). A sample of 60 primary education studies students was selected using simple random sampling technique through balloting. Thirty (30) students from each of the programs and are made up of 30 males and 30 females. The instrument for data collection was questionnaire title Attitude Toward Mathematics Questionnaire (ATMQ) adapted and modified from Chika etc (2021) structured to address research questions and null hypothesis. The questionnaire consisted 20items with likert 4 point scales of strongly Agree (SA), Agree (A), Disagree (D) and strongly Disagree (SD) respectively. To check the face and content validity the instrument was given to two experts from primary education studies and mathematics department respectively for their observations and suggestions. The comments and suggestions were added and considered for final draft. The instrument was subjected to reliability analysis using test-retest with value as r= 0.7. Descriptive Statistics; Mean & Standard deviation were used to answer the research question. Decisions were made when mean is greater than or equal to 2.5 as acceptance, while mean less than 2.5 as rejection. The t-test analysis for null hypothesis.

Results

Research Question One

What is the attitude of primary education studies students towards learning mathematics? The Table 1 below provide answer to the research question asked.

Table 1 *Means and Standard Deviations on Students' Attitude towards Mathematics*

S/NO	Statement	Mean	Decisions
1	I enjoy studying mathematics	3.2	Accepted
2	I am afraid whenever it is mathematics	2.6	Accepted
3	I quickly learn mathematics	2.0	Rejected
4	I do not hide my problem in mathematics	3.1	Accepted
5	I love learning mathematics with my peers	2.5	Accepted
6	I believe mathematics will be better if is taught employing real life situation	3.0	Accepted
7	My scores are always low in mathematics	2.3	Rejected
8	I would like to continue studying mathematics	3.1	Accepted
9	I look forward to mathematics classes	3.1	Accepted
10	I am helpful to others in mathematics	2.6	Accepted

Source: Field Survey 2024

The results obtained in Table 1 from the attitude survey of primary education studies students revealed that students' attitude was positive and it can also likely influences their academic performance in mathematics. Since most mean scores responses are greater than or equal to bench mark ie ($X \geq 2.5$). The higher mean score recorded 3.2 which read that 'I enjoy studying mathematics', while lower mean score showed 2.0 which reads "I quickly learn mathematics".

Research Two: What is the attitude of gender of primary education studies students towards learning mathematics? The Table 2 below provides answer to the research question asked.

Table 2*Means and Standard Deviations on Influence of Gender on Students' Attitude towards Mathematics*

S/NO	Statement	Mean	Decision
11	Being a male or female affects my learning of mathematics	1.7	Rejected
12	Female love mathematics more than males	2.6	Accepted
13	It is abnormal for a female to study mathematics in tertiary institution	1.8	Rejected
14	Male found mathematics more interesting than females	2.3	Rejected
15	Female students are not serious in learning mathematics	1.5	Rejected
16	Female students hardly attend mathematics class	1.5	Rejected
17	Female students are more active in class	3.1	Accepted
18	Both male and female students perform well in mathematics	3.2	Accepted
19	Male students have poor attitude towards mathematics	2.0	Rejected
20	Males students have higher scores concept when it comes to mathematics than females	2.0	Rejected

Source: Field Survey 2024

The results recorded in Table 2 from the attitude survey of primary education studies students showed that gender doesn't influences their attitude in mathematics if they are equally treated and right believe about mathematics. Since majority of mean scores indicated rejections of items.

Research Hypothesis

Ho_1: there is no significant difference in the mean attitude score of female and male primary education studies students towards learning mathematics. The null hypothesis was tested using t-test analysis at the 0.05 alpha level of significant. The result is presented in Table 3:

Table 3*t-test Analysis of Male and Female Students in ATMQ*

Variable	N	Mean	S.D	DF	T-cal	P-value	Remark
Males	30	2.74	0.81				
				58	2.48	.070	Sign
Females	30	2.51	0.95				

The result recorded in Table 3 proved that gender doesn't influences students' attitude in mathematics if equality and right belief are maintained. Since the p-value is greater than alpha then the stated null hypothesis is retained.

Discussion of Findings

The result of this study revealed the students' attitudes was positive and can likely influence their performance in mathematics as pointed out by Inekwe (2019) thatattitude is an affective factor which invariably affects the cognitive domain of learning. This confirmed the findings of Chika, el at., (2021) and Ahmad and Alhassan(2024) that there is a positive correlation between student's attitude towards mathematics and their academic performance. The authors found that high achievers have more positive attitude towards mathematics than lower achievers. This finding is in line with other similar studies (Omokaro & Nwanunu, 2020; Ahmad & Alhassan,2024).

The result in this study also showed that gender doesn't influence students' attitude towards mathematics. It is correct to submit that been male or female, doesn't have nothing to with your attitude toward mathematics. This finding is in agreement with findings of Khalid, et al., (2021) that there is no significant difference in the attitude of female and male students towards mathematics. But this disagrees with research report of Ahmad and Alhassan (2024) who found significant differences in favor of female folk. To Mzomwer (2019) on the other hand found significant difference in favor of the male gender.

Conclusion

Based on the results of this study, it can be concluded that attitude influences the performance of primary education studiesstudents in mathematics. In addition, gender as a variable does not influences students' attitude towards mathematics. This implies that mathematics lecturers should assist their students to develop positive attitude towards mathematics, so as to improve their academic performance in mathematics. Since attitude is an affective factor which invariably affects the cognitive domain of learning.

Recommendations

Based on the findings of this study, the following recommendations were made:

i. Students should be made aware that it is their attitude toward mathematics learning that can leads to their academic performance in mathematics as whether success or fail.
ii. Stakeholders in the educational industry should try to cultivate positive attitude on students by exposing them to reality and relevance of mathematics in our daily life and nation at large.
iii. National University Commission and National Commission for College of Education that have the mandated on curriculum development should articulate the usefulness and applicability of mathematics courses in PES program, so that students overcome the phobia and to work hard to improve in the teaching and learning of mathematics.
iv. Lecturers should not only be concerned about the academic performance of their students but should go ahead to other welfare need to be use for their students. Such concerns can assist to build strong confidence, which student can conquer fear and thus attract him/her to the lecturer and his subject t(mathematics).

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Application of Counselling Services in Advocating Positive Parenting for Good Mental Health Development to Promote National Security in Nigeria

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Abstract
This paper, observed the insecurity challenges that is escalating and intimidating human life as well as affecting national economy and development in all ramifications. Counselling services through it advocacy of positive parenting has been established to be a tool of curbing the menace of insecurity in Nigeria. The paper explicitly explained the concept of parenting in developing good mental health among individuals, to enhance adequate behaviour development such as; tranquility, unity, respect and harmony. This constituted national security and development. The purpose of this paper is to foster counselling services to advocate good parenting for adequate behaviour change among people to alleviate insecurity challenges in Nigeria. The paper further discussed the principles of parenting, dual dimensional effects of poor parenting on a child's development and relationship with larger society. Recommendations were made that; counsellors should as a matter of fact advocate for positive parenting at all levels of development. It should be adequately organized and presented by professional counsellors to the parents, teachers and community leaders. It was concluded that, the basis for insecurity challenges were as a result of nonchalant attitude in providing positive parenting at the stages of child development. With the positive parenting the society will breed dynamic and egalitarian citizens who can be patriotic and contribute to the national economic development to build a peaceful nation.
Keywords: **Counseling services, Parenting, and Insecurity challenges**

Introduction

Behaviour has been perceived as bases for any meaningful living and peaceful co-existence among families, neighbours, peers, friends, leaders, colleagues and societies for any sustainable development and adequate security to be achieved (Sandra, 2012). Most children exhibit streak of negative behaviours which have become one of the biggest dreadful to parents and the society at large. Thus, children need to be accomplished with good mental health developmental tips through positive parenting in all aspects of their lives. Ultimately, no or very few elements of our lives escape the impact of parenting, even though, we may not consciously connect our difficulties, dysfunctions, and issues with our good mental health development (upbringing), but actually it is the fact. This is a well-established fact by the writer that a good number of the parents themselves are victims of negative parenting with erroneous cultural beliefs. Hence, children from such strain family are the perpetual of deviant behaviour rooting insecurity challenge.

Parenting is an essential guide from the beginning of the infancy to adulthood and offers a secured attachment between caregivers and children resulting to positive developmental outcomes like; patriotism, tolerance, trust, empathy, self-esteem, competency and confidence (Ruchele, 2020). Thus, parenting supposed to commence early at infancy stage which is the basis of rational behind this paper to stimulate counsellors to gear up through counselling services and educate parents in order to spark on positive parenting for building a dynamic, egalitarian and patriotic citizens who can change our society for peaceful coexistence and national economic development.

Objectives

To enable the entire society to link behaviour development to insecurity challenges and

support programmes of behaviour training both formal and informal. Parents should be able to focus and re-emphasized on mandatory behaviour training of their children/wards.

Concept Counseling

Counselling is the process of psychological empowerment and encouragement of individuals to confront issues and problems (Anna, 2017). Kolo (2013) opined that counselling is the relationship that is qualitative enough to change or affect people's life positively and such involves repertoire of skills to establish and maintain that relationship. Kolo further expounded that "Counselling is about helping people to help themselves to live their lives more effectively". This is in congruence with the assertion of the Federal Republic of Nigeria (2004) which stated that in view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, career officers and counsellors will be appointed in schools.

Professional counselling is a safe and confidential collaboration between qualified counsellors and clients to promote mental health and wellbeing, enhancement of self-understanding, and to resolve identified fretfulness. It *is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.* It also provides a genuine, caring and empathic response to the problems. Professional counselling is conducted by professional counsellors who are trained with tools and techniques that are counseling evidence based. They use these tools to support and help through the difficult situations, problems, feelings, behaviours, thoughts or situation that are terror. They may be, however, required by law to disclose information if they believe that there is a risk to life.

The Role of Counselors in Advocating Parenting

The counsellors need to collaborate with the teachers, administrators and parents to present counselling services regarding parenting, and to adequately demonstrate the skills of training in parenting. They are to provide parental education regarding parenting in their homes, which may serve as a coordinator, mediator and consultant between the children and all the stakeholders of parenting. The counsellors are to ensure and facilitate effective rehabilitative counselling to the parents or guardians who have already engage in negative parenting.

Concept of Parenting

Parenting is the act of accomplishing the role of a parent in nurturance and protection of the child by a natural or substitute parent. It is the responsibilities of all stakeholders to nurture, love and to contribute to the development of the child to create a united positive loving relationship with the members of the family and outside the family context (Ruchele, 2020).Parenting promotes and supports the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the intricacies of raising a child and not exclusively by biological relationship (Wikipedia, 2020).Parenting does not always mean pampering and loving the children all the time; it involves using a firm tone and technique whenever necessary. But it is always necessary to raise voice or impose an opinion on a child for trivial issues (Wikipedia, 2020). Parenting differs from child rearing, in child rearing the emphasis is on the act of training or bringing up the children and the interaction between the parent and child, while parenting emphasizes on the responsibilities and qualities of exemplary behaviour of the parent (Wikipedia, 2020).

Purpose of Parenting

Primary purpose of parenting was highlighted by Ruchele (2020), as to raise fully functional adults who can take care of themselves and make a positive contribution to the society. Parenting practices around the world share three major purposes which include: ensuring children's mental health and safety, preparing children for life as productive adults, and transmitting right cultural values. Other purposes of parenting include:

To build strong ethical values that might inculcate understanding the significance of ethics, norms and values in every aspect of

child's life. For each of these basic values, a child should be duly aware why these guidelines are in place and its consequences when deviated. To enhances the positive self-care, through inculcating proper management and coping mechanisms for dealing with the difficulties of the life. A good number of children experience at least one major crisis, trauma, abuse, death, or accident during their childhood. How these incidents are handled by the guardians or parent greatly determines the lessons the child learns about intense emotions such as anger, anxiety, depression, guilt, shame, and inferiority.

To develop the child spiritually, that is, training of the children about knowledge of faith, distinguishing between right and wrong and be well acquainted about each as well as having respect for others faith. Respect and agreement are two different matters. A person can respect the opinion of someone else without agreeing with them. Parenting does have a unique position to positively encourage spiritual growth without forcing it on the child and become a patriotic citizen. Enrich the child good home economic by teaching proper daily living skills most especially mechanisms how to acquire and spend money wisely and judiciously.

The purpose is also to provide the child the history of the family, which extremely helpful in establishing a sense of belonging. For every family, there are cultural or historical aspects that define the family for the better or the worst. Trying to protect a child from the bad aspects such as; divorce, addiction, or events of the family trait which does not help them. The purpose explain the positive aspects of the family such as; courage, faith, determination, perseverance, commitment and loyalty. Valuing hard work, the purpose is to develop in children dedication, devotion, determination and perseverance throughout the handicapping condition of a task to its successful completion or achievement.

Principles of Parenting

The **foundation of positive parenting** rests on five basic principles which are: attachment, respect, proactive parenting, empathetic leadership, and positive discipline. These five principles aids in building a strong self-esteem and confidence in children. Proactive parenting addresses potential problem behaviour at the first sign before it becomes a serious problem. By putting in extra time in teaching and building upright relationship will frankly avert many problems that could have arisen from lack of knowledge and instruction. Proactive parenting also means that caregivers respond to the children's behaviour immediately and take appropriate action.

Empathetic principle of parenting develops a child to understand the needs of others and relate to them in a way that helps them feel relieved while still holding the boundaries that have been set up. The goal of discipline is to teach children to learn new skills of control impulses and behaviours to fix mistakes and find solutions.

Parenting methods focus entirely to shape not only in moments of admonition and correction but by the moments of tears, successes, failures, encouragement, discouragement, laughter, sorrow, acceptance, denial, disconnects and reconnects that make up their life endevour.

Two Major Types of Parenting are: Strengthening and Damaging Parenting

Strengthening parenting is the positive parenting which is all upright training without any physical action towards the bad behaviour of a child. Research indicates that children below one year are highly benefited with a positive parenting approach such as; fast responses to infants' cries, physical contact and affection, breastfeeding, and co-sleeping all help children grow up to become adults with mature moral development, including a developed sense of empathy and moral sensitivity to others. While, damaging parenting is the negative parenting Mariaanna (2015).

Positive parenting is based on the principles of how to develop self-confidence in children and focuses on raising them to become self-reliance and responsible individuals who can treat others with compassion, respect and gratitude. Positive parenting is as a results of secure parent-child relationship such as; kindness, love, sympathy, tolerance, unity and peaceful coexistence. Positive parenting does not merely

mean being nice to children even when they don't deserve it (Ruchele, 2020).

Attachment bond theory, pioneered by British psychologist John Bowlby (1969), is an emotional relationship with another person and supported parenting. John believed that the earliest bond formed by the children with their caregivers have tremendous impact that continues throughout life. This means that any behaviour that a child develops with may have tendency of exhibiting it even at adulthood and old age. He suggested that attachment also serves to keep the infant close to the mother, thus improving the child's chances of healthy survival. This is an indication that a child who lacks attachment may likely grow and develop poor mental health which might also lead to deviant behaviours. He lamented that caregiver is responsible for shaping all future relationships of the child; by strengthening the ability of the child to be focus, partake conscious feeling and calmness.

Bowlby perceived that nurturance and responsiveness were the primary determinants of attachment. He further postulated that attachment behaviour are instinctive and will be activated by any condition that deem for achievement of such behaviour, it could be in form of separation, fear and insecurity. For a child who was raised without partaking any conscious feeling and calmness may use separation, violence and conflicts as a coping mechanism. Research also discovered that children who fail to develop a secure attachment in the early years often have behavioral problems and relationship troubles later in life (Kendra, 2023).

In parenting theory, developed by Diana Baumrind advocated that positive parenting is focused on the understanding that children come into the world primed with tools and capacities to follow a path of optimal growth and development. Diana who described that children's behaviour can be attributed to the specific parenting style they experienced in their home. Her emphasis was on authoritative parenting. This style of parenting involves parents who provides structured environment with clearly defined rules and boundaries. They discipline their children but not by using harsh measures. The expectations placed on children are reasonable and parents are available to their children and respond to their needs in a warm and caring manner. These parents are often able to control themselves and balance giving their children independency and guidance (Diana, 2022).

Some Significance of Positive Parenting Approach

The stronger bond between the parents and children helps to increase the trust between parents and children. This is because the children will have positive conversations more frequently with their parents as a result of positive parenting. These positive affirmations, along with an optimistic outlook attribute towards a stronger relationship. Children encounter more complex social-life problems and share their experiences with their right caregivers. It encourages children to involve in discussing their problems and prospects with right caregivers. High self-esteem, happiness, positive actions, mutual trust, and effective communication of positive parenting certainly result in a happy and pleasant environment at home and thereby boost self-esteem of the children and less stress for parents, children and society.

Better and effective flow of communication is an inevitable aspect of a positive parenting approach. The main principle of the positive parenting approach is to encourage a positive and pleasant conversation with children as against harsh and negative way. It promotes an open talk about their thoughts, beliefs and feelings as well as guiding them on good behaviour choices. It makes parents to share their experiences and feelings with children on a regular basis. **S**et up an inspiring and decent role model for children through examples displayed by their right caregivers. Caregivers who have a gentle approach towards most complicated issues will have similar children with mild and friendly approach towards life. Positive parenting often struggled to get away with the children irrational behaviour while avoiding negative consequences (Wikipedia 2020).

Influence of Negative Parenting on Children and Society

Marianna (2015), lamented that children with negative parenting are more at risk for their own relationship troubles, depression, anxiety, and aggression leading to their life setback and becoming nuisance in the society. Below is the influence of ongoing patterns of negative parenting towards various aspect of life:

Intelligence and education it affects the growth of children's brains, as well as their ability to learn. Research has documented that, children who receive corporal punishment score lower on IQ tests and other tests of cognitive ability. A child who is subject to any level of abuse, mistreatment or neglect often grow up with lower intelligence level and cognitive strength, which obviously have a detrimental effect on the child's education. Childhood trauma also impacts social and emotional intelligence, thus leading to relationship problems that additionally limit educational advancement and successes. Children raised under unsupportive parents engaged in obvious or restrained put-downs, or modeled destructive relationship and communication patterns, these issues will become wired into the brain circuitry during development. This can lead to lack of respect for and from others, negative relationships, and other sabotaging problems.

Nonchalant attitude of parent or guardian on moral values and norms, make children to grow up to be immoral individuals and become deviant persons such as; truant, disobedient to the well-established rules and regulation governing organizations and become isolates from rightly guided persons. When such children are realized, they become rejected and automatically converted to critical deviant adults. Most of their actions are based on personal interest, or decision from clubs and societies which lack religious compliances. In that regard, there will be frequent violence, conflicts, suicidal plan when their aims and objectives are not achieved.

When a child is parented with conflict, neural connections form an unhealthy manner. Conflict parenting certainly generates severe trauma, drug abuse, bullying and other related criminal behaviours. The fact is that the child's brain becomes overwhelmed with faulty stress, contributing to irrational thinking and behaviours such as; intimidation of innocent persons. Brain scan studies revealed that trauma during child development stunts the growth of the child's brain in various ways, which can lead to violent behaviour due to limited cognitive abilities and difficulty in controlling aggression in a healthy manner (Marrianna, 2015).

Negative parenting causes childhood trauma leading to a host of mental health dysfunctions. Many studies have shown a significant link between childhood trauma and mental illness. Childhood trauma has been linked specifically to psychological disordered patterns such as; developmental delay, inappropriate response to interaction in social situations and deviant behaviours during adolescence period. Childhood trauma can also lead to anxiety and depression. All these psychological issues have tragic impacts on destruction of national economy, individual's life and society.

Children of substance abusers themselves replay their caregivers' patterns. Substance abuse often leads to serious lifelong problems that impact individuals and society as a whole. These problems include; inability to respond to family obligations, destroyed relationship, destruction of life and properties, lack of productivity and personal and national financial issues. Infants and small children need to experience love and positive attachment behaviours from their primary caregivers in order to conduct relationships optimally throughout life. If these things are not present, children may grow up to be too needy or attached, withdrawn, unreliable and inconsiderate.

Childhood trauma is proven to cause numerous physical illnesses and disorders including cancer, severe obesity, heart disease, chronic lung disease, skeletal fractures, and liver disease. It can lead to accelerated aging and inflammation, and has also been linked to chemical sensitivities and allergies. Unfortunately, these links are not noticeable to many parents and general public. Children whose parents are strict about money and anxious about not having enough (whether because of actual circumstances or due to fear-driven thriftiness) grow up in an environment

of limitation and stress, which may impact the child's status with peers, in ability to concentrate on studies, and feelings of anxiety.

Violence stemming from childhood trauma leads to increased rates of incarceration, and thus rising rates of prison spending. Research has linked child abuse with measurably higher healthcare costs in individuals. Those financial percentages could have been spent on other needs and initiatives.

Nature of Mental Health

Mental health refers to cognitive, behavioral, and emotional well-being of an individual at all stages of human development. It is all about how people think, feel, and behave. Good mental health preserves a person's ability to enjoy life. Doing this involves balancing life activities, responsibilities, and efforts to achieve psychological resilience. Understanding factors that connect people's lives, such as; interpersonal connections, and physical factors, stress, depression, and anxiety can all affect mental health and disrupt a person's routine. Mental ill health can affect daily living, relationships, education and physical health (Adam & Rachel, 2022).

National Security and Parenting

National security is the requirement to maintain the survival of the state throw the utilization of economic power, diplomacy, power projection and political power. As such for a country to survival, it demands adequate security while to achieve sufficient security there must be peaceful co-existence among the citizens. Sandra E. (2013). refers to national security as absence of threats to acquire values and absence of fear that such values will be attacked. Today a lot of people are in state of phobia in attack of human life and economic values through; banditry, kidnapping, bomb blast, genocide, that clime many lives and properties as a result of conflict or crisis practiced in every part of the country. Major security challenges in Nigeria are; Corruption, boko haram insurgency, Niger Delta militancy, social injustice, theft, armed robbery, kidnapping, assassination, murder, banditry, drug abuse, bullying, cybercrime, herders and farmers-conflicts, adverse use of social media etc. All these criminal acts are as a result of inappropriate parenting.

Conclusion

Hence, counselling is a safe and confidential collaboration between qualified counsellors and clients to promote mental health and wellbeing, enhancement of self-understanding, and to resolve identified insecurity challenges, and the primary purpose of parenting is to raise fully functional adults who can take care of themselves and make a positive contribution to the society. It can be concluded that, the basis of identified problems of insecurity challenges is as a result of nonchalant attitude in providing positive parenting and can be resolved through professional counselling. With propagation of right parenting, the society will breed dynamic and egalitarian citizens who can be patriotic and gradually curb the insecurity challenges.

Suggestions

- Empirical study of this topic should be carried out to ascertain the effectiveness and government should fund it for longtime and to monitor the leadership of such children for comparison.
- Efficient counselling services should be organized and presented to the stakeholders by professional counsellors through sensitization, seminars, conferences, social media and must especially the use of Parent Teacher Association (PTA) forum.
- Government should as a matter of fact fund and support counsellors in propagation of positive parenting for secure society.
- Counsellors should sensitize all stakeholders that parenting is the responsibility of every custodian of the child at that moment.

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Impact of Health Education on the Frequency of Health-Related Absence among Primary School Children: Its effects on Overall School Attendance Rates

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Abstract
The study is on impact of health education on the frequency of health-related absence among primary school children: and how it affects overall school attendance rates. Health education in primary schools plays a crucial role in promoting students' overall well-being, which in turn can significantly influence school attendance rates. This study examines the impact of health education on the frequency of health-related absence among primary school children and its effect on overall school attendance rates. By incorporating comprehensive health education programs, schools aim to equip students with essential knowledge and skills related to nutrition, personal hygiene, physical activity, and disease prevention. These programs foster healthier lifestyle choices, reducing the incidence of common illnesses and conditions that contribute to absenteeism. Preliminary findings indicate that schools implementing health education curricula report a marked decrease in health-related absence. Students demonstrate improved personal hygiene practices and better nutritional habits, leading to enhanced immune function and fewer sick days. Additionally, physical activity promoted through health education helps in the early detection and management of health issues, further contributing to lower absenteeism. The reduction in health-related absence has a positive ripple effect on overall school attendance rates. Regular attendance is closely linked to academic performance, social development, and engagement in school activities. Health education not only supports children's immediate health needs but also fosters a conducive learning environment that promotes consistent attendance and academic success.
Keywords: Health Education, Primary school, Absenteeism, School Attendance, Student well-being

Introduction

Health education in primary schools is increasingly recognized as a critical component of the educational experience, aiming not only to improve children's immediate health outcomes but also to influence their long-term well-being. This growing emphasis on health education is driven by the understanding that early interventions can significantly reduce the prevalence of preventable diseases and conditions that contribute to school absenteeism. Regular school attendance is crucial for academic success, social development, and overall student engagement, making the reduction of health-related absence a priority for educators and policymakers alike. Recent studies have highlighted the profound impact of health education on various aspects of children's health. For instance, a comprehensive review by Brown et al. (2017) found that health education programs focusing on nutrition, physical activity, and personal hygiene substantially improved students' health behaviors and outcomes. These improvements are directly linked to reduced incidence of common illnesses such as colds, flu, and gastrointestinal infections, which are major causes of absenteeism in primary schools.

The relationship between health education and school attendance is multifaceted. Effective health education programs equip students with the knowledge and skills needed to adopt healthier lifestyles. This includes understanding the importance of balanced diets, regular exercise, and proper hygiene practices, which collectively enhance immune function and reduce susceptibility to illness (Jones & Smith, 2016). Moreover, these programs often involve parents and communities, creating a supportive environment that reinforces healthy behaviors

both at school and at home (Williams & Johnson, 2018).

An important aspect of health education is its role in addressing health disparities. Children from lower socioeconomic backgrounds are disproportionately affected by health-related absenteeism due to factors such as limited access to healthcare, poor nutrition, and suboptimal living conditions. Integrating health education into the school curriculum can mitigate some of these disparities by providing all students with the same foundational knowledge and resources to make informed health decisions (Garcia et al., 2019).

In addition to improving individual health outcomes, health education contributes to a healthier school environment. Schools that implement health education programs often report lower overall absenteeism rates. This reduction in absenteeism is not only beneficial for the affected students but also for their peers, as it reduces the spread of contagious diseases (Clark & McGuire, 2020). Furthermore, consistent attendance fosters a stable learning environment, enhancing academic performance and social cohesion within the classroom (Harris et al., 2021).

The long-term benefits of health education extend beyond primary school. Children who receive comprehensive health education are more likely to carry healthy habits into adolescence and adulthood, reducing their risk of chronic diseases such as obesity, diabetes, and cardiovascular conditions (Nguyen & Baker, 2020). This proactive approach to health can have lasting effects on public health and healthcare costs, highlighting the importance of early interventions.

Comparative Analysis

Health education plays a crucial role in reducing the frequency of health-related absences among primary school children, subsequently improving overall school attendance rates. Studies have shown that implementing health education programs in schools significantly enhances children's awareness of hygiene, nutrition, and disease prevention, which reduces their vulnerability to common illnesses (Adeyemi&Ojo, 2018). For example, frequent absenteeism due to preventable diseases such as diarrhea and respiratory infections can be mitigated when children are taught proper hygiene practices like handwashing (Bassey& Mohammed, 2019). In contrast, schools without structured health education often report higher rates of absenteeism due to preventable health issues, thus negatively affecting overall attendance.

Furthermore, health education also empowers children to adopt healthy behaviors that contribute to long-term well-being, leading to fewer absences and better academic outcomes (Olatunji& Bello, 2021). A comparative study of schools with robust health education curricula versus those without demonstrated a 15% higher attendance rate in the former, attributed to improved student health awareness and practices (Ibrahim &Yahaya, 2020). Ultimately, investing in health education proves to be a strategic approach to not only reducing absenteeism but also improving academic performance and enhancing the overall learning environment.

Conceptual Clarifications:

Health Education

Health education is a vital process that empowers individuals and communities with the knowledge, skills, and attitudes necessary to make informed decisions about their health. It encompasses a wide range of activities aimed at promoting health and preventing disease, ultimately improving quality of life. The primary goal of health education is to influence health behaviors and attitudes positively, thereby reducing the risk of illness and enhancing overall well-being.

Recent literature underscores the multifaceted nature of health education, highlighting its role in various settings such as schools, communities, and healthcare facilities. For instance, McKenzie et al. (2017) describe health education as a planned learning experience that utilizes evidence-based practices and theories to acquire health knowledge and skills. This approach is crucial for fostering healthy behaviors and creating supportive environments conducive to health.

In the context of primary education, health education is particularly significant. Brown et al. (2017) emphasize that early health

education can lead to lifelong healthy habits, reducing the prevalence of chronic diseases. Schools serve as an ideal setting for health education, as they can reach a broad audience of children during formative years, instilling essential health knowledge and behaviors. Moreover, health education is not limited to physical health but also includes mental and emotional well-being. According to Jones and Smith (2016), comprehensive health education programs that address mental health can significantly enhance students' ability to manage stress and emotional challenges, leading to improved academic performance and social interactions.

The integration of health education within school curricula also addresses health disparities. Garcia et al. (2019) argue that school-based health education can mitigate the effects of socioeconomic disadvantages by providing equitable access to health knowledge and resources. Overall, health education is a critical component of public health strategies, aimed at enhancing individual and community health outcomes through informed decision-making and healthy behavior adoption.

Health-related absence

Health-related absence refer to the instances when students miss school due to illness, medical appointments, or other health-related issues. These absence are a significant concern for educators and policymakers because they can negatively impact students' academic performance, social development, and overall well-being. Understanding the factors contributing to health-related absence and finding effective strategies to reduce them is crucial for improving educational outcomes. Moore et al. (2017) identify socioeconomic status, access to healthcare, and chronic health conditions as primary determinants. Children from lower socioeconomic backgrounds often face higher rates of absenteeism due to limited access to healthcare and nutritious food, increasing their vulnerability to illness.

Chronic conditions such as asthma, diabetes, and obesity are also major contributors to health-related absence. According to Silverstein et al. (2019), managing these conditions effectively through coordinated care and school-based health interventions can significantly reduce absenteeism. Schools play a critical role in providing necessary health services and support to students with chronic conditions, ensuring they can attend school regularly.

Mental health issues are another significant factor contributing to health-related absence. Egger and Angold (2018) emphasize that anxiety, depression, and other mental health disorders can lead to frequent absence, affecting students' academic performance and social interactions. Comprehensive mental health education and support within schools are essential to address these challenges and promote regular attendance.

Interventions aimed at reducing health-related absence often focus on improving overall student health through health education, access to healthcare services, and creating supportive school environments. Williams et al. (2020) highlight the importance of school-based health centers in providing immediate care and reducing the need for external medical visits, thereby minimizing disruptions to students' education. Overall, addressing health-related absence requires a multifaceted approach involving healthcare access, chronic disease management, mental health support, and comprehensive health education. By tackling these issues, schools can create healthier environments that promote consistent attendance and better academic outcomes.

Health-related absence in primary school children

Health-related absence in primary school children refer to the days missed due to illness, medical appointments, or other health issues. These absence can have a profound impact on a child's educational experience, affecting academic performance, social development, and overall well-being. Understanding the causes and consequences of health-related absence is essential for developing strategies to minimize their occurrence and mitigate their effects. Gupta et al. (2017) found that children with asthma are more likely to miss school due to frequent exacerbations and medical visits. Effective management of these chronic conditions through school-based health

programs and coordinated care can help reduce absenteeism.

Mental health issues are also a critical factor. According to Egger and Angold (2018), conditions such as anxiety and depression can lead to increased school absence. These mental health challenges can disrupt a child's ability to engage fully in the educational environment, necessitating comprehensive mental health support within schools. Socioeconomic status plays a crucial role in health-related absence. Children from lower socioeconomic backgrounds often face higher rates of absenteeism due to factors such as limited access to healthcare, inadequate nutrition, and unstable living conditions (Moore et al., 2017). Addressing these social determinants of health through targeted interventions can help reduce disparities in school attendance.

Interventions aimed at reducing health-related absence focus on improving overall student health. School-based health centers, for example, provide accessible healthcare services that can address both physical and mental health needs (Silverstein et al., 2019). Additionally, comprehensive health education programs that teach children about hygiene, nutrition, and disease prevention can help minimize the occurrence of common illnesses (Williams et al., 2020). Overall, addressing health-related absence in primary school children requires a multifaceted approach that includes healthcare access, chronic disease management, mental health support, and health education. By addressing these factors, schools can create a healthier environment that promotes regular attendance and better academic outcomes.

Impact of health education on the frequency of health-related absence in primary school children, and how it affects overall school attendance rates

Health-related absence among primary school children often stem from preventable illnesses and conditions such as respiratory infections, gastrointestinal issues, and dental problems. These absence not only affect the academic performance of students but also pose challenges for teachers in maintaining consistent learning progress within classrooms (Patel &Rushefsky, 2019).Recent studies indicate a clear correlation between health education programs implemented in schools and a reduction in health-related absence. For instance, a study by Johnson et al. (2018) demonstrated that schools integrating comprehensive health education curriculum reported lower absenteeism rates due to improved hygiene practices and early symptom recognition among students. Such programs emphasize teaching children about personal hygiene, nutrition, and the importance of regular health check-ups (Johnson et al., 2018). Furthermore, health education programs often extend beyond basic hygiene to include awareness about chronic diseases such as asthma and diabetes, which are prevalent among school-age children. By educating students on managing these conditions and recognizing early symptoms, schools can significantly reduce absenteeism related to these health issues (Smith & Jones, 2021). The impact of health education on school attendance rates is multifaceted. Research by Brown and Green (2017) suggests that schools with structured health education programs not only experience lower absenteeism rates but also observe improved overall attendance metrics. This improvement can be attributed to healthier behaviors adopted by students, such as regular handwashing, vaccination compliance, and a decrease in the spread of contagious diseases within school environments (Brown & Green, 2017).

Moreover, parental involvement plays a crucial role in the success of health education initiatives in schools. Educating parents about the importance of keeping children home when they are sick, seeking timely medical attention, and supporting healthy lifestyle choices reinforces the lessons learned in school (Jones et al., 2020). This collaborative approach ensures that health education messages are reinforced both at home and in the school setting, contributing to sustained improvements in student attendance and well-being.

In addition to reducing absenteeism, health education programs contribute to the overall well-being of primary school children. A study conducted by Lee and Chang (2019) highlighted that students participating in health

education initiatives reported higher levels of self-esteem and emotional well-being, which are critical factors in maintaining consistent school attendance (Lee & Chang, 2019).The effectiveness of health education in schools is also supported by advancements in technology and digital learning tools. Interactive platforms and educational apps can enhance engagement among students, making health education more accessible and appealing (Robinson & Patel, 2022). These tools facilitate continuous learning outside traditional classroom settings and empower students to take responsibility for their health.

Challenges of implementing health education on the frequency of health-related absence in primary school children

One significant challenge in implementing health education programs is the variability in curriculum standards and priorities across different school districts and regions. Each educational jurisdiction may have its own guidelines and objectives for health education, leading to inconsistencies in program content and delivery (Carter & Miller, 2023). This variability can affect the effectiveness of health education initiatives in addressing specific health issues relevant to local communities.

Another critical issue is the availability of resources and funding constraints. Schools often face limited budgets for implementing comprehensive health education programs, which can restrict the scope and quality of interventions. Adequate funding is essential for hiring qualified health educators, purchasing educational materials, and maintaining infrastructure necessary for delivering health education effectively (Brown & Green, 2017).

Furthermore, the integration of health education into the already packed school curriculum poses a challenge. Educators may prioritize academic subjects over health education, perceiving it as secondary to core learning objectives. This can lead to inadequate time allocated for health education activities or superficial coverage of health topics, diminishing the impact on student knowledge and behavior (Johnson et al., 2018).

In addition to curriculum challenges, the engagement and involvement of parents and caregivers in health education programs can be inconsistent. Parental support is crucial for reinforcing health messages at home and encouraging healthy behaviors among children. However, barriers such as language barriers, lack of awareness about the importance of health education, or conflicting cultural beliefs about health practices can hinder effective collaboration between schools and families (Jones et al., 2020).

Moreover, the evolving landscape of technology and digital distractions poses both opportunities and challenges for health education in schools. While digital platforms can enhance engagement and accessibility of health information, they also require careful monitoring to ensure reliable content and prevent misinformation (Robinson & Patel, 2022). Schools must navigate these challenges to effectively leverage technology as a tool for delivering health education to students.

The effectiveness of health education programs also hinges on the professional development and training of educators responsible for delivering health curriculum. Many teachers may not have specialized training in health education, leading to gaps in knowledge and confidence in addressing health topics in classrooms (Lee & Chang, 2019). Continuous professional development opportunities are essential to equip educators with the skills and resources needed to implement effective health education programs.

However, challenges such as funding constraints and varying curriculum priorities across different school districts can impact the implementation and sustainability of health education programs (Carter & Miller, 2023). Schools with limited resources may struggle to allocate sufficient time and personnel to deliver comprehensive health education consistently.

In conclusion, health education plays a pivotal role in reducing the frequency of health-related absence among primary school children and improving overall school attendance rates. By equipping students with essential knowledge and skills related to health and hygiene, schools can foster a healthier school environment conducive to learning. Continued research and investment in evidence-based health education

strategies are essential to ensure the long-term success and sustainability of these initiatives.

Lastly, measuring the impact and outcomes of health education initiatives poses a challenge. Evaluating changes in student behavior, absenteeism rates, and overall health outcomes requires robust data collection methods and longitudinal studies. Schools and researchers often face challenges in collecting comprehensive data and conducting rigorous evaluations that demonstrate the long-term benefits of health education on student health and academic performance (Patel & Rushefsky (2019). While health education holds promise in reducing health-related absence among primary school children, several challenges must be addressed to maximize its effectiveness. These include standardizing curriculum guidelines, securing adequate funding, integrating health education into the school day, fostering parental involvement, leveraging technology responsibly, providing educator training, and establishing rigorous evaluation methods. Addressing these challenges requires collaborative efforts among policymakers, educators, parents, and community stakeholders to create supportive environments where children can thrive both academically and health-wise.

Suggestions on way forward

Implementing health education programs to reduce health-related absence in primary school children can be challenging due to various factors. The study suggests:

1. Government should develop standardized health education curriculum guidelines that are adaptable to diverse school settings.
2. Government should increase funding to support comprehensive health education programs. Secure resources for hiring qualified health educators, purchasing educational materials, and maintaining infrastructure essential for effective program implementation.
3. Health education topics should be embedded into the core curriculum to emphasize their importance alongside academic subjects. This integration can help prioritize health education and ensure adequate time is allocated for teaching essential health topics.
4. Government should implement strategies to increase parental involvement in health education initiatives through workshops, informational sessions, and community outreach to reinforce health messages at home and support healthy behaviors among children.
5. Government should provide health educators with training on using digital tools effectively and ensure content is accurate, age-appropriate, and engaging for students.
6. Partnerships should be formed with local healthcare providers, public health agencies, and community organizations to supplement school-based health education efforts.
8. Robust monitoring and evaluation mechanisms should be put in place to assess the impact of health education programs on student health outcomes and absenteeism rates.
9. Supportive policies at the school, local and state levels that prioritize health education as a fundamental component of primary education should be enacted that covers secure funding, mandate curriculum standards, and promote sustained commitment to promoting student health and well-being.

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Walking as Recreational Activity and Its Impacts on the Health of Aged Men and Women

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Abstract
This study explores the impacts of walking as a recreational activity on the health of aged men and women, focusing on its physical, mental, and social benefits. The objective is to evaluate how regular walking affects key health indicators, such as cardiovascular health, mobility, and mental well-being, in elderly individuals. Walking as a recreational activity has garnered attention for its numerous health benefits, particularly among aged men and women. This study explores the impacts of regular walking on the physical, mental, and social well-being of the elderly. Engaging in walking promotes cardiovascular health by reducing the risk of heart disease and lowering blood pressure. Additionally, it helps maintain mobility, balance, and muscle strength, which are crucial for preventing falls and maintaining independence in old age. Beyond physical health, walking has been shown to have significant mental health benefits, reducing symptoms of anxiety, depression, and cognitive decline. Regular engagement in this activity enhances mood through the release of endorphins and provides a sense of purpose and routine. Socially, walking in groups or with companions can help reduce feelings of loneliness and isolation, promoting a sense of community and belonging. Findings indicate that walking significantly improves cardiovascular health, reduces stress, and enhances overall mobility. The study concludes that walking is a highly beneficial, accessible form of exercise for the elderly, and recommends that, communities should create safe walking environments; organize group walking activities, support regular awareness programmes through health campaigns highlighting the benefits of walking for seniors, provide walking sticks or other assistive devices for seniors who need support and personalise walking plans based on each senior's health condition should be developed by healthcare providers. This ensures that they engage in safe and effective walking routines suited to their physical capabilities.
Key words: Walking, Recreation, Exercise, Physical well-being, Mental well-being, Social well-being

Introduction
Walking as a recreational activity is a simple, low-cost, and accessible form of exercise that offers substantial health benefits, especially for aged men and women. With advancing age, the risk of developing chronic diseases such as cardiovascular conditions, diabetes, and osteoporosis increases, making regular physical activity crucial for maintaining overall health (Bouchard et al., 2019). Walking has been shown to significantly improve cardiovascular health, lower blood pressure, and reduce the risk of stroke among the elderly (Thompson et al., 2018). Furthermore, it aids in maintaining muscle strength, flexibility, and balance, thereby reducing the likelihood of falls, which are a common cause of injury among older adults (Paterson & Warburton, 2020).

Walking, as a low-impact and accessible form of physical activity, has been widely acknowledged for its positive effects on health, particularly for older adults. As individuals age, maintaining mobility and overall health becomes increasingly important, and regular physical activity plays a crucial role in promoting both physical and mental well-being (Lee et al., 2017). Among various forms of

exercise, walking stands out due to its simplicity, affordability, and minimal risk of injury, making it an ideal choice for the elderly.

Research has consistently shown that walking can enhance cardiovascular health, improve muscle strength, and increase flexibility, which are vital components in reducing the risk of falls and enhancing independence in older adults (Morris et al., 2018). Additionally, the benefits of walking extend to psychological health, helping to alleviate symptoms of depression, anxiety, and stress, which are prevalent among the aging population (Smith & Lee, 2019). Regular walking has been linked to improved cognitive function, contributing to a lower risk of dementia and other age-related cognitive impairments (Chou et al., 2020).Despite these well-documented benefits, many elderly individuals still face barriers to engaging in physical activity, such as mobility limitations, lack of motivation, or limited access to safe walking environments (Jones & Thompson, 2021). Addressing these challenges through community programs and education on the benefits of walking can help promote healthier aging.

In addition to its physical benefits, walking also positively impacts mental health. Studies have demonstrated that regular walking can alleviate symptoms of depression, anxiety, and cognitive decline in elderly populations (Hanson & Jones, 2017). Moreover, the social aspect of walking, particularly in groups, fosters social interaction and combats loneliness, contributing to improved emotional well-being (Goncalves et al., 2020). Given its low impact on joints, walking is an ideal form of exercise for older individuals, making it a sustainable activity for long-term health maintenance. As a result, promoting walking as a recreational activity is essential in enhancing the quality of life for aged men and women (Stathi et al., 2021).

Walking as an Exercise

Walking is one of the most basic and accessible forms of physical activity, recognized for its numerous health benefits and minimal physical strain. As a fundamental mode of human movement, walking requires little equipment, can be performed in various environments, and is suitable for individuals of all fitness levels (Lee & Buchner, 2017). In addition to its role in daily mobility, walking is also increasingly valued as a form of exercise and recreation. It is recommended by health professionals due to its ability to improve cardiovascular health, enhance musculoskeletal strength, and support weight management (Thompson et al., 2018).

The simplicity of walking belies its significant impact on health. Regular walking has been shown to lower the risk of chronic conditions such as hypertension, diabetes, and heart disease (Paterson & Warburton, 2020). Furthermore, walking contributes to mental well-being, with studies indicating its effectiveness in reducing symptoms of anxiety, depression, and stress (Pasanen et al., 2019). The rhythmic nature of walking, combined with exposure to outdoor environments, enhances relaxation and cognitive function (Hanson & Jones, 2017).

Social and cultural factors also influence walking habits. Walking can foster social connections when undertaken in groups or community settings, contributing to improved social cohesion and overall quality of life (Stathi et al., 2021). As public health initiatives increasingly emphasize the importance of physical activity, walking stands out as a cost-effective, scalable option for promoting individual and population health.

Walking, often regarded as the simplest form of physical activity, has become an increasingly popular and recommended exercise due to its numerous benefits. It is especially beneficial for older adults who may face challenges in performing more intense forms of exercise. Its accessibility, low impact, and minimal requirement for equipment or facilities make it an ideal exercise choice for individuals of all ages and fitness levels (Benedict et al., 2021). Walking not only contributes to physical health but also has significant mental health benefits, making it an effective tool for maintaining well-being.

One of the primary benefits of walking is its positive impact on cardiovascular health.

Studies have consistently demonstrated that regular walking helps lower the risk of heart disease, hypertension, and stroke (Gao et al., 2023). Walking promotes the circulation of oxygen-rich blood throughout the body, thereby improving heart health. For older adults, maintaining cardiovascular fitness is crucial as the aging process often leads to a decline in heart function. Moreover, walking has been shown to reduce cholesterol levels and blood pressure, which are risk factors for cardiovascular diseases (Alves et al., 2022). In addition, walking is effective for weight management, helping to burn calories and improve metabolism, which can prevent or manage obesity-related conditions such as Type 2 diabetes.

Beyond cardiovascular benefits, walking significantly impacts musculoskeletal health. Regular walking strengthens muscles, improves bone density, and enhances flexibility, which is especially important for older adults who may be at risk of osteoporosis or arthritis (Miller et al., 2021). Weight-bearing activities like walking stimulate bone growth and prevent bone loss, which helps reduce the risk of fractures and falls. Furthermore, the repetitive motion of walking helps improve joint mobility and stability, reducing the pain associated with conditions like osteoarthritis and improving overall balance.

Mental health benefits of walking are equally impressive. Research indicates that walking can help alleviate symptoms of depression, anxiety, and stress, which are common mental health concerns in older adults (Firth et al., 2023). Walking outdoors, particularly in green spaces, has been shown to provide restorative effects by improving mood and reducing mental fatigue (Thompson et al., 2022). The psychological benefits are partly attributed to the release of endorphins, which are natural mood boosters. Additionally, walking as a social activity can provide a sense of community and reduce feelings of loneliness, further supporting emotional well-being.

Despite these benefits, the adoption of walking as a regular exercise is not without challenges. Environmental barriers, such as unsafe sidewalks, poor weather conditions, or lack of access to suitable walking spaces, can hinder participation (Santos et al., 2021). Additionally, older adults may face physical limitations, such as joint pain or limited mobility,that make walking difficult. Addressing these barriers through community initiatives, such as improving infrastructure and providing walking groups, could encourage greater participation and enhance the overall effectiveness of walking programs.

Walking is a simple yet powerful exercise that offers a range of physical, mental, and social benefits. For older adults, it is an especially valuable activity due to its low-impact nature and wide-ranging health advantages. Encouraging regular walking, through individual efforts or community programs, is a key strategy in promoting healthier aging and improving quality of life.

Walking as a Recreation

Walking, often considered a simple and accessible form of physical activity, has gained widespread recognition as a recreational pursuit with numerous health benefits. As a recreational activity, walking is appealing because it requires minimal equipment, is easy to perform, and can be done alone or in groups. It offers a wide range of benefits for individuals of all ages and fitness levels, and is particularly important for older adults who may experience mobility limitations or chronic health conditions. Over the years, studies have highlighted the positive impact of walking on physical, mental, and social well-being, making it one of the most effective recreational activities for maintaining a healthy lifestyle.

Physical Benefits of Walking as Recreation

One of the primary reasons walking is regarded as a beneficial recreational activity is its positive impact on physical health. Walking is a weight-bearing exercise that strengthens the cardiovascular system by improving circulation and lowering blood pressure (Gao et al., 2023). Research shows that regular walking can reduce the risk of heart disease, stroke, and type

2 diabetes, conditions that are prevalent in many populations worldwide (Alves et al., 2022).

Additionally, walking is a low-impact activity, making it accessible for individuals with joint problems, such as arthritis, or those recovering from injuries. Studies indicate that walking helps maintain and even improve bone density, which is particularly important for aging populations at risk of osteoporosis (Smith et al., 2020). For older adults, walking can help combat the natural decline in muscle mass and bone strength, promoting a higher quality of life and maintaining independence (Jones & Thompson, 2021).

Mental Health Benefits

Beyond physical well-being, walking as a recreational activity offers substantial mental health benefits. Walking in nature, such as in parks or along scenic trails, has been shown to reduce stress and anxiety and improve mood (Firth et al., 2023). Research suggests that walking outdoors enhances psychological well-being by reducing mental fatigue and boosting cognitive function. Natural environments are particularly beneficial for emotional regulation, as they provide a restorative experience that helps reduce symptoms of depression and anxiety (Thompson et al., 2022).

Walking has also been linked to improved cognitive function, such as enhanced memory and attention. This is particularly crucial for older adults, as regular walking has been shown to lower the risk of cognitive decline and dementia (Chou et al., 2020). The act of walking itself can provide mental clarity, serving as a form of meditation that helps reduce negative thoughts and improve mental resilience (Benedict et al., 2021).

Social and Recreational Aspects of Walking

Walking as a recreational activity also has significant social benefits. When done in groups, walking can foster social interaction, reduce isolation, and improve feelings of connectedness. Group walking programs or walking clubs can serve as a source of companionship, which is essential for older adults who may experience loneliness or social isolation (Miller et al., 2021). Social support from walking groups enhances emotional well-being and creates a sense of community, which is crucial for aging populations.

Moreover, walking as a recreational activity is flexible and adaptable. People can walk at their own pace, modify the distance or intensity, and choose the location, making it an accessible activity for individuals with varying abilities. For older adults, walking in social settings can increase engagement with the community, improve self-esteem, and provide a sense of purpose and belonging (Santos et al., 2021).

Walking is an accessible, versatile, and highly beneficial recreational activity that contributes to both physical and mental health. Its ability to promote cardiovascular fitness, strengthen muscles and bones, and enhance mental well-being makes it a valuable activity for individuals of all ages, especially the elderly. As a social activity, walking also provides opportunities for social interaction, which helps reduce feelings of loneliness and isolation. Encouraging walking as a recreational pursuit can play a significant role in promoting healthier, more fulfilling lives for older adults and individuals of all demographics.

Challenges of walking among the aged

Walking among the aged can present a range of challenges, both physical and psychological. As individuals grow older, they often experience a decline in physical mobility, balance, and strength, which can make navigating the world a more arduous task (Akosile et al., 2018). A study conducted in Nigeria found that over 60% of older adults reported difficulties with walking, which was associated with an increased risk of falls and reduced independence (Akosile et al., 2016).In addition to physical limitations, the aged may also face social and emotional challenges that can impact their ability to ambulate freely. Isolation and loneliness, which are common among the elderly, can contribute to a lack of motivation and engagement in physical activity (Okoye&Asa, 2020). Furthermore, the stigma and discrimination often faced by the aged can erect social barriers, making it difficult for them to access public spaces and participate in community life (Okoye&Asa, 2020).

The built environment can also pose significant challenges for the aged. Poorly designed infrastructure, such as narrow sidewalks, uneven surfaces, and inadequate lighting, can create hazards and limit the mobility of older adults (Onyemelukwe et al., 2022). In Nigeria, a study found that the lack of age-friendly public spaces and transportation options was a major barrier to the physical activity of the elderly (Onyemelukwe et al., 2022).To address these challenges, a multifaceted approach is required, involving the collaboration of policymakers, urban planners, healthcare providers, and the community at large. Initiatives such as the development of age-friendly cities, the provision of accessible public transportation, and the implementation of community-based exercise programs can help to improve the physical, social, and emotional well-being of the aged and facilitate their active participation in society (Akosile et al., 2018; Okoye&Asa, 2020).

Conclusion

Walking as a recreational activity has significant positive impacts on the health of aged men and women. It is a simple yet effective form of physical exercise that helps to maintain overall physical well-being, especially as individuals age. Regular walking improves cardiovascular health, reducing the risk of heart disease and stroke by enhancing blood circulation and strengthening the heart. It also aids in managing chronic conditions such as diabetes, high blood pressure, and arthritis, which are common in older adults.

In addition to physical benefits, walking supports mental health by reducing stress, anxiety, and depression. The release of endorphins during physical activity promotes feelings of well-being and happiness. For older adults, walking can also enhance social connections, particularly when done in groups, which can reduce feelings of isolation and loneliness. Furthermore, walking improves balance, coordination, and muscle strength, which are critical in preventing falls and maintaining mobility in aged men and women. Overall, walking as a recreational activity contributes to healthy aging by promoting physical fitness, mental health, and social well-being, making it a highly recommended and accessible exercise for the elderly population.

Recommendations

The study recommends thus:

1. Create safe walking environments: Communities should ensure that parks, sidewalks, and pathways are well-maintained, accessible, and safe for older adults, with adequate lighting and benches for rest. These environments encourage aged men and women to engage in regular walking without fear of injury.
2. Organize group walking activities: Local health organizations or senior centers can initiate group walking programs, fostering social interaction while promoting physical fitness. Walking in groups helps older adults stay motivated and reduces isolation.
3. Promote awareness through health campaigns: Regular awareness campaigns highlighting the benefits of walking for seniors can increase participation. Healthcare professionals can educate the elderly on how walking can enhance both physical and mental health.
4. Introduce walking aids when necessary: Providing walking sticks or other assistive devices for seniors who need support can encourage participation. These aids help reduce the fear of falling, enabling more consistent exercise routines.
5. Tailor walking programs to individual health needs: Personalized walking plans based on each senior's health condition should be developed by healthcare providers. This ensures that they engage in safe and effective walking routines suited to their physical capabilities.

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Assessment of the Influence of Banditry and Kidnapping on School Attendance and Academic Perfomance of Secondary School Students in Niger State

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Abstract
Every government can only flourish and directs it activities towards development only in the atmosphere of peace and tranquility. Education is regarded as the tool for any meaningful development as it provide the manpower for any economic, social, political and technological advancement. However, education in Niger State has been bedeviled with high state of insecurity ranging from kidnapping, banditry, mass abduction of school children, kidnapping of students in exchange for ransom. In the wake of this abduction the most affected local government in Niger State are Rafi, Mariga, Magama and Shiroro, that is why these areas have witnessed a rapid fall in the number of student attending school and the academic performance of students. This paper examine the implication of banditry and kidnapping on school attendance and provide an over view of the nature of banditry and kidnapping in Niger State. Descriptive survey design was used and the population of the study comprises of 3,135 teachers from the three geo-political zones. The sample size of the study is 384 based on Krejcie and Morgan table. The instrument used in data collection was a structured questionnaire. The hypothesis was tested using Chi- square at 0.05 of level of significant. The hypothesis was rejected as the critical value was less than the calculated value. Thus, the study concluded that insecurity has a significant influence on secondary education in Niger State, the paper also concluded that insecurity challenges have contributed to poor academic performance of secondary school students in Niger State. . It was therefore, recommended that, Federal Government in collaboration with Niger State Government and other stakeholders in education should come up with security strategies that will help in protecting the lives of students and staff in our secondary school in order to minimize the challenges of insecurity on our educational system. Niger State Government should ensure they put in place appropriate security measures in secondary schools in Niger State. This can be achieved by renovating all school facilities such as fence, provision of security personnel as well as surveillance equipment such as CCTV Cameras to monitor and prevent any form of attack on students and teachers.
Keywords: Banditry, Kidnapping, School attendance, academic performance, Secondary schools, Niger State

Introduction
In an ideal situation it is the duty of the government to provide good quality education, assessable road to school, teaching and learning materials, modern school buildings, e.t.c as education is the bedrock of development in every giving society, the target of every government should be on how to improve the educational standard in accordance with global trends. It is a fact that government is the apex structure that regulate, manage and maintain the socio-economic, educational and religious activities in the country. It is an exclusive responsibility of the government to make financial and infrastructural provisions in the educational sector for her citizen to be abreast with the current issues globally. In addition, it is duty of the government as a cardinal objective to provide security which will enable the educational system to function properly as any country under security threat cannot have the opportunity to plan for the educational activities.

Recently, it appears a war is being waged against the educational sector by these enemies of the state in a series of coordinated attacks on schools and educational institutions (Human Right Watch, 2016). Mass abduction of school children, kidnapping of students in exchange

for ransom has been recorded. It will be recalled that Nigeria witnessed the first school kidnapping incident in April 2014, when Boko-Haram insurgents abducted 280 students of Government Girl Secondary School, Chibok **(Nduka, 2018).** Seven years after the abduction of the Chibok girls, what followed has been an unprecedented clampdown on educational institutions by these insurgents, abducting more students, murdering some in the process, while releasing some in exchange for ransom (European Asylum Support Office, 2021). It pertinent to note that over 618 schools in the northern Nigeria states were shut down over adduction scare from 2020 to date. The six most hit northern states are Kaduna, Zamfara, Katsina, Sokoto, Kano, Yobe and Niger state.

The authorities say recent attacks on schools in the northern region have been carried out by "bandits" include the kidnap of students in Yauri Federal Government College, Kebbi a neighboring state and student from Baptist School Student in Kaduna and on 22 June 2021, 39 students of Federal College of Forestry were abducted. Many here believed that a weak security, lack of commitment on the part of government, youth restiveness, unemployment, lack of accessibility of basic education to certain disadvantaged group, lukewarm attitudes of politicians and political office holders, corruption, poverty, attitude of some parent in the upbringing of their wards, amongst other are causes of this menace that is gradually distorting education in Nigeria and specifically Northern region. This have gradually increased the rate of out of school children. According to UNICEF, (2018) about 10.5 million of the children aged 5-14 years are not in school in Nigeria. This statistics is even worse in the Northern part of Nigeria with only 53% net attendance rate, meaning almost half of the children's population is out of school. The effects of insecurities on education are numerous, but worthy of mention is the significant drop in enrollment rate from the considerable gains that were made in years before. According to reports, enrollment rate has declined by a whopping 23% which can be attributed to parents deciding against releasing their wards to school for fear of being abducted or kidnapped. Many of the parents who defy the odds to send their wards to school now rue their choice. It is in light of the above that Okpaga, Chijioke and Innocent (2012) observe that Nigeria as a nation must make concerted efforts to raise the educational attainment of all its youths who are the leaders of tomorrow especially those that are deprived of regular school attendance because of insecurity and conflicts. The hope for the country seems to be grim if children cannot go to school due to insecurity challenges.

In the wake of this abduction the most affected local government in Niger state are Rafi, Mariga, Magama, and shiroro these local government are believed to be more prone to bandit attacks than other local government areas. Thus, these areas have witnessed a rapid fall in the number of student attending schools were most private school in those prone areas have shut down. It is evident banditry in Niger State has distorted the educational activities as so many people have to fled to other communities for safety reason. On 30 may 2021 the Niger State police command confirm the kidnap of the score of student from Salihu Tanko Islamiyya School including children within the age s of 4-10 years though freed after 88 days? (PRNigeria. Com 2021) In the same vein twenty-seven boys and their teachers were taken from a Government Science College in Kagara, before they were later on released on 17 February, 2021 **(Nduka, 2018)**. The incidence led to the sudden demise of one of the students. The implication of these abductions is that parents or guardians get scared of allowing their wards to go to school thereby reducing school attendance.

Running a school is a huge responsibility, in particular, the safety of students and staff is vital. It is important to assure parents their children are safe at school, and that the school is adhering to its duty of care for everyone on the premises. This includes students and staff, but also parents and visitors. In an ideal situation a school is supposed to be fenced and secure to prevent any kind of attack on both the students and teachers. There is need for well-trained security personnel to secure the school from both the frontage (gate) and immediate environment. Another effective method for monitoring who is on the school premises is

through the use of CCTV, which enables the school to see exactly who is entering the grounds and also who is leaving. This can help combat truancy and keep accurate records of who is coming and going. It is therefore, imperative for school authorities in collaboration with Ministry of Education to ensure proper security system in our secondary schools in order to minimize the impact of insecurity on school attendance.

The implication of Banditry and Kidnapping on School Attendance

The implication of banditry and kidnapping on school attendance in northern Nigeria cannot be overemphasized. Survey by both the print and electronic media indicated that over 85% of the school children in Northern States of Nigeria do not attend school due to insecurity in the states (Bwala, 2012). Criminal activities perpetuated in Nigeria are always attributed to youths who dropped out of school. Sadly, the dropouts of schools in Maiduguri metropolis are on the increase daily because of insecurity in the state. This development has become a cause of serious concern to all well-meaning Nigerians. Scenario tends to suggest that the future of the Nigerian child especially in the north and Maiduguri in particular who drop out of school is in serious danger and thus, need a very serious attention. DeCos (2005) commenting on the impact of graduation from high school noted that, with the economy changing from a dependence on manufacturing towards more reliance on technology, services and a "knowledge economy," the need for education beyond high school has grown. According to Patrick (2012) in Nigeria of today, senior secondary school certificate is considered as the minimum requirements for most jobs and status positions.

Eric (2012) reported that, it is not just the pupils or students at the targeted schools that end up being affected, teachers and others are also affected. As a result of insecurity in the Metropolis, school enrolment has gone down by 28 percent more than any other state in the country (Bwala, 2012). According to the Nigeria Education Data Survey (NEDS) (2010) as cited in Saleh (2011) constant attacks makes it even harder for teachers and other stakeholders to persuade parents to let their children stay on at school.

The issue of insecurity in northern Nigeria has compelled school children to drop out of the school. Fafunwa (1983) noted that dropout is one of the most serious problems that have continued to bedevil the Nigerian educational system from the colonial administration up to independence in 1960 and even beyond. This vies is supported by Patrick (2012) that in the west coast of Africa, a considerable proportion of student dropout of schools each year. Nigeria, DHS Education Data survey (2011) showed a gloomy picture of education particularly in the North west and North East parts of the Nigeria. According to the report, 12 percent of children in Borno state are not in primary school while in Zamfara state, the percentage of out of school children is 68 percent. The two states have the highest numbers of out of school children. The report also revealed that the rate of children who have never been to school is also alarming. The report reveals that 72 percent of children in Borno state have never been to school, with 4 percent in the federal capital Territory. Out of every 120 children, the report revealed that Zamfara have an average of 28 children in school. Borno state have 29 children in school out of every 120 children, Sokoto 34, Yobe 42, while Plateau State has the highest number of children in school with 113 of every 120, Niger has 89.

The areas with the lowest number of children in school are in the Northern region of Nigeria as they are worst hit by the Boko Haram attack. The level of education could also be regarded as the basis for such groups to emerge. Testing parental understanding of education, the survey shows that 80% of parents in Zamfara State cannot read and write in English Language. Niger State 63 percents, Yobe 78 percent and Adamawa with 47 percent of parents that cannot read or write in English (The Nation, 2011). This may account for why such states became breeding grounds for Boko Harams. Boko Haram has dealt a fatal blow on the enrolment of pupils and students to schools in the Northern Nigeria.

The Nature of Banditry and Kidnapping in Niger State

Niger state has been under siege from bandits for the past seven years. Out of the 25 local government areas in the state, 18 have been attacked by these bandits and local government areas which are constantly invaded and almost completely overrun are Shiroro, Munyan, Rafi, Mashegu and of recent Paiko. These bandits now strike mostly in the day time and operate without any challenge from the security agents. Their mode of operation remains the same; riding on motorcycles with not less than two to three of them on each motorcycle and fully armed. Sounds of gun shots rent the air to herald their arrival and scare the villagers and anybody that comes across them, men, and women, old and young are felled by their bullets. They would then move from house to house in search of money, foodstuffs, and other handy valuables and also rustle cows and other domestic animals, in some cases, the houses of the residents are completely burnt down thereby rendering them homeless. Besides, many have been maimed while the women, both old and young ended up being raped (Wole, 2021).

Shiroro local government had witnessed the highest number of attacks since the first incident which occurred in some communities in March 2015 when 30 heavily armed bandits suspected to be cattle rustlers invaded them leaving 20 people killed. While in Kokoki village two secondary school students were killed in the process, since then, there has never been peace in the area till now. No fewer than 38 people were killed while many others fled from their homes. 2,000 cattle and 300 sheep were stolen from the people by the bandits. Also 15 people were kidnapped and ransom of about N11million paid by their relations.

Subsequently, in 2016, 36 bloody attacks were carried out in about 70 communities across the three local government areas. Communities like Kaure, Kukoki, Ajata and Kwaki, all in Shiroro Local Government Area became theatres of war. Pandogeri, Allawa and Madaka in Rafi Local Government Area were not spared by the bandits. Over 50 people were killed, 12 others were kidnapped and N5million was paid by relations as ransom to secure the release of the victims while 2 600 cattle were rustled (Wole, 2021).

However, on January 15, 2017, the bandits struck again, killing nine people, with 6,000 others rendered homeless. Five people were abducted and N3million ransom was later paid to secure their release. Between April and June 2017, 11 people were killed, about N30million was paid as ransom by the residents to secure their release with about 1000 cattle and 150 sheep stolen. Between September and December in 2017, 20 villages within Zagzaga community in Munya local government with about 25,000 inhabitants became a safe abode for these armed men. The bandits, within six months in the area carried out another attack killing six people and abducted 19 people including an SS11 female student of Day Secondary School, Zagzaga who served as cook for abducted persons for two weeks before ransom was paid on her behalf and she was eventually released. The communities it was gathered paid N11 million to secure the release of all those people kidnapped after selling almost all their farm produce.This situation forced 90 percent of the 250 000 inhabitants to relocate to nearby Communities. Between January and March 2018, 20 people were kidnapped and N19 million ransom was said to be paid while four people lost their lives. On 12th of September, 2019, another coordinated attacks were launched by the bandits across the three local government areas of Shiroro, Rafi and Munya during which 80 people were killed, 100 others wounded and about 1000 people fled from their homes. Between September and December, the blood-letting continued unabated and about 100 people were killed with 70 killed in one attack in Kwaki, Barden, Dawaki, Ajayin, Ajatai, Bataro, Bwailo and Giji communities leaving 3 500 people displaced. (NSEMA 2019). This development forced the government to enter into a “Peace Deals” during which the amnesty was offered to the bandits and 13 of them earlier arrested by security agents in parts of the state were released. No fewer than 40 of them were said to have surrendered their arms to the government as part of the peace deal. However, less than a month after the so-called peace deals, another set of bandits attacked some

communities in Rafi local government, leaving four people killed, 20 people injured and six abducted. However last year, the attacks assumed a different dimension. Apart from Chanchaga, Bosso, Suleja, Tafa and Gawu Babangida, the remaining local government areas in Zone B Senatorial District have been taken over by the bandits.

Farmers unable to embark on full scale farming, for the past few years, most of the farmers in the state have been totally displaced and can no longer embark on full scale farming and this had negative impact on food production and prices. Some of the crops which were harvested between 2019 and 2020 were stolen by these bandits and the remaining set on fire. Invariably, these developments have pushed up prices of all foodstuffs not only in Niger state but nationwide. The banditry which started gradually through cattle rustling in Shiroro local government area in 2015 has now gone beyond control as it has spread to other local government areas forcing many to abandon their ancestral homes to take refuge in different Internally Displaced Persons (IDPs) camps located in six different places across the three local government areas of the state (Vanguard News Paper, 2020).

According to statistics provided in 2020, no fewer than 7 600 residents, including men, women and children have been forced to relocate from their homes to camps at primary schools in Kuta and Zumba in Shiroro local government, Bosso in Bosso local government and Kagara in Kagara local government. The Camp in Kuta, the headquarters of Shiroro local government is said to be having the highest number of the IDPs, with over 3 000. As the attack continues, no doubt, the number in the camp will continue to increase too. The Bosso primary school camp is also said to be accommodating over 2 500. The other IDPs camps in Zumba, Kagara and Erena towns accommodate not less than 2,100 people each (Wole, 2021).

Statement of the Problem

There is no doubt that peace, security, and serenity are important factors for successful teaching and learning. In the absence of these factors, teaching and learning becomes distorted. The effects of insecurity such as banditry and kidnapping on school attendance in Nigeria cannot be overemphasized. Survey by both the print and electronic media indicates that over85% of the school children in the north and some parts of the middle belt do not attend school due to insecurity in the areas (Bwala, 2016). Criminal activities perpetuated in Nigeria are always attributed to youths who dropped out of school. Apart from negative impact of insecurity on school attendance leading to school dropout as well as economic and social problems it has caused the nation a decline in its educational activities. Okorie (2017) observes that Nigerians are constantly bedevilled with fears of one attack by one extremist group or the other. Hostage taking, bomb throwing (explosion) and violent crimes are now part of the daily life of Nigerians (Fasan, 2016).

Since mass abduction of students has become a thing of regular reoccurrence, under these extreme circumstances of fear and uncertainty, teachers cannot impact knowledge fully and effectively to their students, and students cannot learn either with full concentration and attention. The net result is a rapid decline in the quality of education, as performances in internal and external examinations begin to hit the rock. Another implication of banditry and kidnapping on secondary school education in Niger State is that, it negatively affects girl-child education as parent are usually scared of enrolling their female children especially when they are considered the most vulnerable to the insecurity challenges.

It was based on the above that this paper intends to examine the influence of banditry and kidnapping on the attendance and performance of secondary school students in Niger State.

Objectives of the Study

The primary objective of this research was to examine the impact of banditry and kidnapping on secondary school education in Niger State, with reference to some selected secondary schools in three zones in Niger State. The specific objectives are to:

i. Determine the effects of banditry and kidnapping on school attendance in secondary schools in Niger State;
ii. Examine the influence of banditry and kidnapping on academic performance

of secondary schools students in Niger State.

Research Questions

The following research questions were formulated to guide the study

i. What is the effect of banditry and kidnapping on school attendance in secondary schools in Niger State?
ii. What is the influence of banditry and kidnapping on academic performance of secondary schools students in Niger State?

Hypothesis

H_{01}: There is no significant influence of Banditry and Kidnapping on the academic performance of secondary school students in Niger State.

Methodology

The methodology used is a descriptive survey design the population of the study comprises of all teachers 3 135 in public senior secondary school in the three geo-political zones in Niger State. The sample size of 384 and a simple random sampling was used to select them from 9 secondary school, 3 secondary school from each geo- political zone.

The instrument used for data collection was a structured questionnaire made up of two sections. Section A elicited information on personal data of the respondent. Section B consist of 10 items questions. Linkert scale was used in soliciting for respondent's opinion. The questionnaire was subjected to face validation by two experts in measurement and evaluation. To determine the reliability of the instrument a pilot study was conducted and the result was analysed using pearson product moment correlation coefficient and the result obtained was 0.79 establishing the reliability of the instrument.

Data generated from the respondents were analysed using descriptive statistics with simple percentage and frequency table. Chi-square was used to test the null hypothesis at alpha level of 0.5% level of significant and when calculated Chi-Square is greater than the critical or table value Hypothesis is rejected. When the calculated Chi- Square is less than the critical or table value Hypothesis is accepted.

Results

Research Question 1: What is the effect of banditry and kidnapping on school attendance in secondary schools in Niger State?

Table 1: Table Showing the Response of Teachers on effect of banditry and kidnapping on school attendance in secondary schools in Niger State

S/N	Items	SA	A	SD	D	Total
1	Activities of kidnapper and banditry has significantly affected educational system as attendance of students is very low due to insecurity challenges	35 (77.8%)	10 (22.2%)	-	-	45
2	Majority of the parents in places where banditry and kidnapping is common in Niger State refuse to send their wards to school due to fear of insecurity such as kidnapping	30 (66.7%)	15 (33.3%)	-	-	45
3	The general attendance and enrolment of male students seems to be higher as compared to that of female since female students are usually considered more vulnerable to insecurity	40 (88.9%)	5 (11.1%)	-	-	45

4	Students from displaces family are not able to attend school	43 (95.6%)	2 (4.4%)	-	-	45
5	Constant insecurity challenges makes it harder for teachers and other stakeholders to persuade some parents to let their children stay on at school	40 (88.9%)	5 (11.1%)	-	-	45

Source: Field Survey 2021

Item 1 under table 4 revealed that 35 representing 77.8% of the respondents strongly agreed with the assertion that activities of kidnapper and banditry has significantly affected educational system as attendance of students is very low due to insecurity challenges, while the remaining 10 representing 22.2% of the respondents agreed with the assertion.

Item 2 under table 4 shows that 30 representing 66.7% of the respondents strongly disagreed with the assertion that majority of the parents in places where banditry and kidnapping is common in Niger State refuse to send their wards to school due to fear of insecurity such as kidnapping, while the remaining 15 representing 33.3% of the respondents agreed with the assertion.

Item 3 under table 4 revealed that 40 representing 88.9% of the respondents strongly agreed with the assertion that the general attendance and enrolment of male students seems to be higher as compared to that of female since female students are usually considered more vulnerable to insecurity, while the remaining 5 representing 11.1% of the respondents strongly agreed with the assertion.

Item 4 under table 4 shows that 43 representing 95.6% of the respondents strongly agreed with the assertion that Students from displaces family are not able to attend school, while the remaining 2 representing 4.4% of the respondents agreed with assertion.

Item 5 under table 4 shows that 40 representing 88.9% of the respondents strongly agreed with the assertion that Constant insecurity challenges makes it harder for teachers and other stakeholders to persuade some parents to let their children stay on at school, while the remaining 5 representing 11.1% of the respondents agreed with assertion.

The implication of the above analysis is that activities of kidnappers and bandits have significantly affected educational system as attendance of students is very low due to insecurity challenges. Majority of the parents in places where banditry and kidnapping is common in Niger State refuse to send their wards to school due to fear of insecurity such as kidnapping. The general attendance and enrolment of male students seems to be higher as compared to that of female since female students are usually considered more vulnerable to insecurity. Students from displaces family are not able to attend school. Constant insecurity challenges make it harder for teachers and other stakeholders to persuade some parents to let their children stay on at school.

Research Question 2: What is the influence of banditry and kidnapping on academic performance of secondary schools students in Niger State?

Table 2: Table showing the Teacher's Response on influence of banditry and kidnapping on academic performance of secondary schools students in Niger State

S/N	Items	SA	A	SD	D	Total
1	Insecurity challenges has affect students' performance in examination due to fear and anxiety	30 (66.7%)	15 (33.3%)	-	-	45
2	Students use the excuse of the low school attendance to practice	35 (77.8%)	10 (22.2%)	-	-	45

	truancy which affects their academic performance.					
3	Low student's school attendance prevent them from attending lessons which affects their performance in examination	30 (66.7%)	14 (31.1%)	1 (2.2%)	-	45
4	Student performance in school activities are usually very low resulting in poor academic performance	30 (66.7%)	15 (33.3%)	-	-	45
5	Teachers are only able to cover just substantial part of syllabus due to low students school attendance	35 (77.8%)	4 (8.9%)	-	1 (2.2%)	45

Source: Field Survey 2021

Item 1 under table 5 revealed that 30 representing 66.7% of the respondents strongly agreed with the assertion that insecurity challenges have affect student's performance in examination due to fear and anxiety, while the remaining 15 representing 33.3% of the respondents agreed with the assertion.

Item 2 under table 5 shows that 35 representing 77.8% of the respondents strongly disagreed with the assertion that Students use the excuse of the low school attendance to practice truancy which affects their academic performance, while the remaining 10 representing 22.2% of the respondents agreed with the assertion.

Item 3 under table 5 revealed that 30 representing 66.7% of the respondents strongly agreed with the assertion that low students school attendance prevents them from attending lessons which affects their performance in examination, 14 representing 31.1% of the respondents strongly agreed with the assertion, while the remaining 1 representing 2.2% of the respondents strongly disagreed with the assertion.

Item 4 under table 5 shows that 30 representing 66.7% of the respondents strongly agreed with the assertion that Student performance in school activities are usually very low resulting in poor academic performance, while the remaining 15 representing 33.3% of the respondents agreed with assertion.

Item 5 under table 5 shows that 37 representing 77.8% of the respondents strongly agreed with the assertion that Teachers are only able to cover just substantial part of syllabus due to low students school attendance, 5 representing 8.9% agreed with the assertion, while the remaining 1 representing 2.2% of the respondents disagreed with assertion.

The implication of the above analysis is that insecurity challenges have affect students' performance in examination due to fear and anxiety, Students use the excuse of the low school attendance to practice truancy which affects their academic performance, low students school attendance prevent them from attending lessons which affects their performance in examination, Student performance in school activities are usually very low resulting in poor academic performance and that Teachers are only able to cover just substantial part of syllabus due to low students school attendance.

Table 3: Hypothesis: There is no significant influence of banditry and kidnapping on school attendance and academic performance of secondary schools students in Niger State.

O	E	O –E	$(O – E)^2$	$\frac{\sum (O- E)^2}{E}$
250	339	-89	7921	23.4
89	339	-250	62500	207.8
				$X^2 = 231$

Source: Field Survey, 2021

Chi-square $(X^2) = \sum \frac{(O - E)^2}{E}$

Where
O = Observed frequency,
E = Expected Frequency
X^2 = Chi-square

The critical value of 3.84 was obtained from the chi-square table at alpha level of 0.05 or 5% and the calculated value is obtained at 231, the calculated value is greater than the critical value as such the null hypothesis is rejected which state that there is no significant influence of banditry and kidnapping on school attendance and academic performance of students in secondary Schools in Niger. State. Because it show from the findings that there is significant influence of banditry and kidnapping on school attendance and academic performance of students in secondary Schools in Niger. State.

Findings from this study revealed that the activities of kidnappers and banditry has significantly affected educational system as school attendance becomes very low due to fear of been kidnapped by bandit. This insecurity challenges have negatively affected students' performance because it breed absconding from regular classes and attending lesson which result to poor performance in terminal and session examination. . This finding above aligned with that of Bwala, (2012) and Eric (2012) who report that as a result of insecurity in Maiduguri Metropolis, school enrolment has gone down by 28 percent more than any other State in the country. With this development, it is not just the pupils that ended up being affected; teachers, parents and the entire State are also affected. It also corroborates with the finding of Saleh (2011) who concluded that constant attacks makes it even harder for teachers and other stakeholders to persuade parents to let their children stay on at school.

The finding also agreed with the finding of Umaru and Terhemba (2014) who reported that the level of secondary school attendance under crisis situation in Damaturu metropolis was found to be low as parents and teacher were not willing to risk their lives and that of the students.

Conclusion

Based on the findings, the following conclusions were made:

i. Insecurity has a significant impact on secondary school education in Niger State. Activities of banditry and kidnappers in the study area has prevent several student from attending school as some of the family have been displaced, while some of the parents are afraid to send their children to school.
ii. Insecurity challenges have contributed to poor academic performance of students. Insecurity has also affected children enrolment in secondary schools especially female children who are considered as the most vulnerable ones.
iii. There is need for Government to tackle insecurity challenges in order to eradicate its impact on educational system in Nigeria.

Recommendations

The following recommendations were made based on findings:

i. Federal Government in collaboration with Niger State Government and other stakeholders in education should come up with security strategies that will help in protecting the lives of students and staff in our secondary school in order to minimize the challenges of insecurity on our educational system;

ii. Measures should be taking by educational stakeholders on how to improve on poor academic performance of student due to insecurity challenges in Niger State. This can be achieve when the security challenge are reduced to the barest minimum and through counselling intervention for parents that are not willing to send back their children to the affected schools may see the need for them to return their wards to schools or transfer them to other schools that are not affected by the crisis to continue with their studies.

iii. Niger State Government should ensure they put in place appropriate security measures in secondary schools in Niger State. This can be achieved by renovating all school facilities such as fence, provision of security personnel as well as surveillance equipment such as CCT Cameras to monitor and prevent any form of attack on students and teachers;

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Refocusing Entrepreneurship Education towards Eradicating Security Challenges for National Development

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Abstract
The security situation in Nigeria today is very worrisome and is threatening the very existence of the nation. Many innocent lives and properties worth millions of Naira are being lost almost on daily basis throughout the country as a result of insurgency, herdsmen and farmers clashes, terrorist attacks, arson and other miscellaneous crimes across Nigeria. There are many reasons for insecurity such as lack of acquisition of relevant skills, lack of access to quality general education, hunger, poverty and unemployment amongst others. It is the contention of this paper that refocusing entrepreneurship education intentionally, will make graduates become innovative, creative, productive and busy-these ideally, will not give space for involvement in vices but rather make them to use their time and skills in positive activities that will promote peace and national development. In consonance with the foregoing, this paper recommends that refocusing entrepreneurship education to provide employment, self-reliance and creation of wealth will to a large extent reduce joblessness, poverty and hunger thereby helping in eradicating or reducing the incidence of insecurity which is key for national development.
Keywords: Refocusing, Entrepreneurship education, Security challenges, National development.

Introduction

Security challenges have been a recurring decimal in Nigerian history especially after the civil war that lasted between 1966-1970 when there were readily 'available arms' in the hands of miscrants who used them for example, in armed robberies. However, over the years insecurity seems to have taken a new dimension with mass violence such as bombings, violent ethnic and religious crises, kidnapping as a lucrative business, political thuggery and assassinations, terrorism, farmers and herdsmen clashes, arson, unknown gunmen attacks, ethnic militias, Boko Haram insurgency, and other forms of crimes-across Nigeria-the list is endless.

Prolonged economic and political down turns coupled with lack of access to quality education, unemployment, poverty and hunger among others are some of the causes of the security challenges across the country (Carson in Badaru, 2012). All these are threatening the very, existence of Nigeria as a sovereign state, as no nation can develop in the midst of crises especially multifaceted security challenges.

These writers believe that one of the ways to mitigate or eradicate the menace of security challenges in Nigeria is through access to quality education which is recognized as the bedrock of any meaningful development in any given society. It is a process of teaching, training and learning.... to improve knowledge and develop skills (Oxford Advanced Learners Dictionary, 2010). Thus, education generally, and entrepreneurship education in particular, are tools used to achieve national cohesion and development. A well trained entrepreneur will not only become self-reliant but also an employer oflabour, thereby reducing idleness and the level of poverty in the land.

Unemployment, poverty and hunger can only be fought through quality job creation by the entrepreneur that is to say that individuals especially our teeming youths will be able tochannel their talents and energies toward contributing to the well-being of society and by extension national growth through the development of local initiatives for production. It is therefore, a given that the wealth or poverty of any nation depends on the quality of education it offers her citizenry. This implies

that refocusing entrepreneurial education will help in eradicating or reducing security challenges for national development.

Clarification of Concepts

The following concepts have been clarified to aid in understanding better how they were used in this paper, thus: Refocusing; Entrepreneurship education; security challenges; and National development.

The Concept of Refocusing

According to Oxford Advanced Learner's Dictionary, to refocus is to pay special attention and effort to something new or different. It is to pay special and sustained attention to real issues at stake.

Concept of Entrepreneurship Education

Entrepreneurship education is designed to teach the skills and knowledge needed for embarking on new business ventures since it is believed that this would enhance opportunity identification and avoidance of the many pitfalls awaiting those without the relevant skills and knowledge. Anho (2011) sees the concept as associated with various activities but not limited to the following: Innovation, risk taking, creativity, visionary, focus, team spirit, resourcefulness, financial control, self-confidence, dynamic thinking, versatility, knowledgeable, people oriented, originality, flexible in decision making and taking, objective responses to suggestions and criticisms, needs achievement driven, profit oriented, persistent and persevering, energy for hardwork, future looking and readiness for adjustments to challenges. Entrepreneurship education is an educational programme that provides the knowledge, skills, ideas and managerial abilities necessary to set up and run a business and become self-reliant. It prepares the graduates to be responsible, develop enterprising habits and think reasonably on how to contribute meaningfully in their community and by extension to the development of the nation.

Concept of Security Challenges

To Adisa (2012), security means the assurance of future well-being and freedom from threat. It means safety, anything that gives or measures safety, secure, free from danger, free from fear, assured and certain. Anything short of these indices means insecurity.

Thus, 'security challenge' is the state of insecurity. It is action(s) or event(s) that put at risk lives, properties and the comfort of the people as well as the sovereignty of the state at stake. Thus, the current reality in regards to security in Nigeria- is that no one is safe, each day the security situation in the country is deteriorating to frightening proportions without a clear-cut remedy in sight.

Concept of National Development

Development is the conversion of community into socially, economically, politically, educationally, orderly, and materially desirable status, with sole aim of improving the quality of life of the people. It is also referred to as the collective distribution of resources, the integration of the people into national economy; it is a socio-economic process which seeks to bring about a more equitable distribution of resources and income within the society (Mundi, 2008) Education in particular serves as a cornerstone to any form of development as it lies at the heart of every society's development. In concert, Ndulah (2016) posited that development is a process of empowering people through qualitative and functional education to maximize their potentials and the ability to exploit their skills to meet daily and future needs thereby contributing to national progress.

National development therefore according to Lawal (2014) is the ability of a nation to improve the lives of its citizens in terms of human capital, economic and social improvement among others. To Ogai (2003) in Yilben, Dakup and Goyit (2011), national development is the gradual manifestation of positive changes in the economic, industrial, political, social, cultural and administrative life of a country. It entails the idea of deliberate planning in order to direct, influence, facilitate and accelerate economic, administrative, social-political cultural, educational and industrial changes in a condition considered to achieve the progress and growth of a nation.

Statement of the Problem

Over the years, poor leadership and inconsistencies in the socio-economic policies of successive governments led to the emergence of unprecedented high rate of unemployment and poverty as well as crime rates in Nigeria. Government efforts towards salvaging the situation according to Anyadike, Emeh and Ukah (2012) gave birth to entrepreneurship education policies which directed the addition of entrepreneurship education in the syllabus of all higher institutions of learning with a magnificent idea, to ensure that graduates cease to be job seekers but wealth creators.

Entrepreneurship education as a discipline is studied up to doctorate level in some universities, with one of its core objectives being to provide graduates with training skills that will enable them to be self-reliant, foster job creation and reduce or eliminate unemployment and poverty in Nigeria. Unfortunately, however, this is not the case, there is still high rate of unemployment, poverty and hunger in the land. Hence, the need to refocus entrepreneurship education in the face of upsurge in criminal activities across Nigeria today which have posed serious security challenges that is threatening the very existence of the country.

Therefore, through the knowledge gained in a refocused entrepreneurship educational policies that highlight self-reliance, self-employment, gainful employment and job creation that is consistent with global best practices, majority of Nigerian teeming youths will have their hands full with very little time for recourse to crimes. The result of their economic activities would in no small measure contribute to mitigating or eradicating security challenges and by extension national development.

Purpose of the Study

The main purpose of this study is to investigate the need for refocusing entrepreneurship education towards eradicating security challenges for national development. Specifically, the study sought to:

1. Find out the factors responsible for security challenges in the country.
2. Identify the entrepreneurial knowledge, skills and competencies required in a refocused entrepreneurship education towards eradicating security challenges.
3. Examine how a refocused entrepreneurial education stands out as one of the most reliable means towards eradicating security challenges for national development.

Research Questions

1. What are the factors responsible for security challenges in the country today?
2. What are the most probably knowledge, skills and competencies required in a refocused entrepreneurial education towards eradicating security challenges for national development?
3. What makes a refocused entrepreneurship education stand out as one of the most suitable means for checkmating security challenges for national development?

Methodology

To achieve the purpose of this study, a survey design was used and the target population were lecturers and students from the College of Education and Federal University of Technology (FUT) - both in Minna. Questionnaire tailored towards the four Likert Scale was used in collecting data from the sampled respondents:

The sample size for the study was eighty (80) respondents, consisting of twenty (20) lecturers and sixty (60) students. Three (3) research questions were formulated for this study. Data collected were analyzed using frequency distribution and simple percentages:

Data Analysis and Discussion

Research question one: What are the factors responsible for security challenges in the country today?

Table 1: Responses to Research Question 1

S/NO	STATEMENT	RESPONSES				
		SA	**A**	**SD**	**D**	**Total**
1.	Political and economic down turns	60	15	0	5	80
2.	Lack of access to functional quality general education	50	20	5	5	80
3.	Lack of employable skills by graduates.	70	10	0	0	80
4.	Unemployment	65	15	0	0	:80
5.	Poverty, and Hunger	70	10	0	0	:80
	Total	315	70	5	10	.400
	Percentage	(78.75%)	(17.5%)	(1.25%)	(2.5%)	(100%)

Source: Field Survey 2023:

From the table above 315 (78.75%), of the respondents strongly agreed 70: (17.5%) agreed, 5 (1.25%) strongly disagreed and 10 (2.5%) disagreed. Therefore, majority 385(96.25%)of the respondents agreed with the statements that political and economic down turns, lack of access to functional quality general education, lack of employable skills by graduates, unemployment and poverty and hunger are some of the factors responsible for security challenges in the country today.

Research Question two: What are the most probable skills and competencies required in a refocused entrepreneurial education towards eradicating security challenges for national development?

Table 2: Responses to Research Question 2

S/NO	STATEMENT		RESPONSES			
		SA	**A**	**SD**	**D**	**Total**
1.	It emphasizes on imparting to students entrepreneurial intentions or readiness while in school or upon graduation.	50	20	4	6	80
2.	It lays emphasis on creating the students entrepreneurial achievement consciousness - that is, high desire for achievement in entrepreneurial activities	60	5	5	10	80
3.	Emphasis or instilling in students attitudinal change from the mentality of white-collar job to self-employment and creation of wealth consciousness.	60	10	5	5	80
4.	It re-emphasizes the importance of self-employment, self-reliance and promotes or serves as instrument for economic growth, and development.	70	10	0	0	80
5.	It emphasizes strongly the acquisition of skills and competencies in entrepreneurial activities.	65	10	0	5	80
6.	Emphasizes the inculcation of the spirit of going into partnership with others for pooling resources together.	60	15	0	5	80

7.	It emphasizes a curriculum that stresses the importance of hands - on and active participation within real life entrepreneurial environment where constructive feedback from experts will be provided (Internship).	65	15	5	5	80
8.	It emphasizes and provides education that addresses visionary creative and initiative characteristics as well as productive human resources that will bring about changes to the society.	70	10	0	0	80
9.	It emphasizes the creation of. self-awareness by students so that they become entrepreneurs thus reducing the high rate of unemployment and poverty and the creation of employment opportunities for others.	70	10	0	0	80
10.	It emphasizes education that. will eliminate the ugly and worrisome situation of crime infested society, of armed robbers, sreet roaming young men and women, school dropouts, runs girls (prostitutes), drug trafficking, kidnapping among others.	55	20	0	5	80
11.	It emphasizes the creation of a strong indigenous entrepreneurship and accelerates the supply of well-trained entrepreneurs to both small and large enterprises.	70	10	0	0	80
12.	It advocates educational and monetary policies that will be fully entrepreneurship friendly.	60	15	0	8	80
13.	It is an education that emphasizes the sensitization of students to access government's various entrepreneurial interventions like NAPEP, SURE-P and host of others, but not dependent on them	70	10	5	5	80
14.	**Total**	**815**	**150**	**24**	**51**	
	Percentages	**78.3%**	**14.22%**	**2.31%**	**4.90%**	**80**
						100%

Source: Field Survey, 2023

From table 2 above, 685 (78%) of the respondents strongly agreed with the statement 157(18%) agreed, 10 (1%) strongly disagreed and 28 (3%) disagreed. Therefore, majority 842(96%)of the respondents agreed with the statements that critical thinking, Business Management, Teamwork and Leadership, Communication and Technology'(ICT), Analytical and problem solving, Financial Management, Strategic thinking and planning, Time Management and Organization and Branding, Marketing and Networking are some of the probable skills and competencies required in a refocused entrepreneurial education towards eradicating security challenges for national development.

Research question three: What makes a refocused entrepreneurship education stand out as, one of the most suitable means for checkmating security challenges for national development?

Table 3: Responses to Research Question

S/NO	STATEMENT	RESPONSES				
		SA	A	SD	D	Total
1.	It emphasizes on imparting to students entrepreneurial intentions or readiness while in school or upon graduation	50	20	4	6	80
2	It lays emphasis on creating the students entrepreneurial achievement consciousness - that is, high desire for achievement in entrepreneurial activities	60	5	5	10	80
4	Emphasis or instilling in students attitudinal change from the mentality of white-collar job to self-employment and creation of wealth consciousness	60	10	5	5	80
4.	It re-emphasizes the importance of self-employment, self-reliance and promotes or serves as instrument for economic growth, and development	70	10	0	0	80
5	It emphasizes strongly the acquisition of skills and competencies in entrepreneurial activities	65	10	0	5	80
6.	Emphasizes the inculcation of the spirit of going into partnership with others for pooling resources together	60	15	0	5	80
7	It emphasizes a curriculum that stresses the importance of hands - on and active participation within real life entrepreneurial environment where constructive feedback from exert ill e pswb provided (Internship)	65	15	0	0	80
8.	It emphasizes and provides education that addresses visionary creative and initiative characteristics as well as productive human resources that will bring about changes to the society	70	10	0	0	80
9.	It emphasizes the creation of self-awareness by students so that they become entrepreneurs thus reducing the high rate of unemployment and poverty and the creation of employment opportunities for others	55	20	0	5	80
10	It emphasizes education thatwil eliminate the ugly and worrisome situation of crime infested society. of armed robbers, street roaming young men and women, school dropouts, runs girls (prostitutes), drug trafficking, kidnapping among others	70	10	0	0	80
11	It emphasizes the creation of a strong indigenous entrepreneurship and accelerates the supply of well-trained entrepreneurs to both small and large enterprises	60	.15	0	8	80
12	It advocates educational and monetary policies that will be fully entrepreneurship friendly	60	10	5	5	80
13	It is an education that emphasizes the sensitization of students to access government's various entrepreneurial interventions like NAPEP, SURE-P and host of others, but not dependent on them	70	10	5	5	80
	Total	**815**	**150**	**24**	**51**	**80**

Percentage	**78.37 %**	**14.22%**	**2.31%**	**4.90%**	**100%**

Source: Field Survey, 2023

From table 3 above, 815 (78.37%) of the respondents strongly agreed with the statement that refocused entrepreneurship education stands out as one of the most suitable means for checkmating security challenges for national development. 150 (14.42%) also agreed with the statement. 24 (2.31%) of the respondents strongly, disagreed with it, while 51 (4.90%) just disagreed. From these results, a majority 965(92.79%) of the respondents agreed with the statement, therefore, it is accepted as true, and thus valid.

Discussion of the Findings

The findings show that majority 385 (96.25%) of the respondents agreed with the statement that certain factors were responsible for security challenges in the country today. Some of these factors are in affirmation with what Carson (2012) in Badaru (2012) said that, security challenges across Nigeria are often caused by hunger, poverty, unemployment and lack of access to education among others. Utomi corroborated this when he wrote that apart from the socio-economic consequences of unemployment, there is also security consequences. The frightening security challenges in the country today, to a large extent can be attributed to very high unemployment rate, especially of the teeming youth.

Further findings showed that majority 842 (96%) of the respondents agreed with the statement that the acquisition of certain skills and competencies in a refocused entrepreneurial education will tremendously help towards eradicating security challenges for national development. Accordingly, Ajiji, Maina and Gokum (2015) pointed out. that a society that produces highly skilled individuals may be a crime free society. It was also discovered that majority 965(92:79%) of the respondents to research question three on table 3, agreed that emphases: on imparting to students entrepreneurial intentions or readiness while in school or upon graduation; on instilling in students attitudinal change from the mentality of white-collar job to self-employment and creation of wealth consciousness; on acquisition of skills and competencies in entrepreneurial activities and advocating educational and monetary policies that are fully entrepreneurship friendly among, many others are some of the reasons why refocused entrepreneurship education stood out as one of the most suitable means for checkmating security challenges for national development.

Conclusion

From the findings of this paper, it is obvious that Nigerians, especially the youths need a refocused entrepreneurship education. This is imperative because of the high level of poverty and hunger in the land occasioned by the high rate of unemployment and its consequences one of which is the danger it poses to national security and development.

A refocused entrepreneurial education will empower the youths as it promotes self-employment, self-reliance, creation of jobs and by extension wealth. Such education will encourage the youths and adults to use their brains and hands to acquire suitable skills and competencies to design and produce within their reach using abundance resources available all over the country.

Therefore, in order to eradicate the security challenges in the country, there is the need to refocus entrepreneurship education to redirect the consciousness of the youths towards being empowered with the various skills and competencies obtainable at various institutions and centres across the country for the promotion of industrial and economic growth, national integration and development.

Recommendations

The following recommendations are made for the way forward:

1. Governments at all levels should make functional entrepreneurship friendly policies

towards a refocused entrepreneurial educational programme.

2. There should be made available mechanisms for effective implementation of these policies to the letter.

3. The acquisition of the various skills and competencies must be programmed in such a way that in the refocused curriculum, students will learn and own them.

4. Qualified and motivated teachers should be used in the refocused entrepreneurial educational programme who will among others make teaching and learning in the programme interesting.

5. Emphases should be laid on imparting to students entrepreneurial intentions or readiness, attitudinal change from the mentality of white -collar job to self-employment, self-reliance, job creation and creation of wealth consciousness among others.

6. Governments should make funds available as soft loans to existing and intending entrepreneurs.

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