

Incorporating Peace and Conflict Resolution Studies in Adult Basic Literacy Curriculum as a Strategy in curtailing insecurity in Bauchi State, Nigeria

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ABSTRACT

The study assesses the perception of adult education students on incorporating peace and conflict resolution studies in adult basic literacy curriculum as a strategy for security in the Bauchi State, Nigeria. Research design employed is a descriptive survey. A sample of 250 students of adult education in Bauchi State was selected. The questionnaire was the data collection instrument. The questionnaire was validated through the application of content validity. Test-retest reliability was adopted to ensure the reliability of the instrument. A correlation coefficient of 0.80 was obtained and considered high enough to judge the reliability of the instrument. Simple percentage and frequency distribution were used to analyze the data. The results revealed that incorporating peace and conflict studies in the adult basic literacy curriculum could minimize incidences of insecurity in Bauchi State. Hence, government should incorporate peace and conflict study in the adult basic literacy curriculum.

Keyword: *Peace, Conflict resolution, Adult Basic Literacy, Curriculum, Insecurity*

1. Introduction

In the last two decades, the world has witnessed security challenges (GPPAC, 2018). Injustice in the distribution of resources causes violence that eventually leads to serious insecurity. Nwanegbo and Odigho (2015) see insecurity as danger, hazard, uncertainty, lack of protection, and safety in society. According to Beland

(2005), insecurity is the state of fear or anxiety derived from a lack of protection; it refers to an absence of peace, order, and security. Obi (2015) sees insecurity as the state of fear due to inadequate freedom from danger. Williams (2015) postulates that insecurity is the state of being subjected to danger; exposed to risk, and anxiety. Insecurity affects the entire social formation of human society. Some factors are responsible for creating an insecure atmosphere; these include poverty, improper socialization, lack of literacy, religion and political indoctrination, and poor political will (Jamberlang 2021). Nwanegbo and Odigbo (2015) postulated that insecurity affects the development of a nation. Ewetan and Urhie (2014) explain that business activities in Nigeria are hindered due to the incidence of insecurity. They further reported that insecurity affects Nigerian efforts toward national economic development.

Nigeria is the most populated country with a strong economy in Africa. Nigeria has witnessed numerous incidences of insecurity such as insurgency, armed robbery, kidnapping, political and religious crises, and various forms of violence. The current state of insecurity in Nigeria is a major concern to any sensible and reasonable Nigerian. Insecurity in Nigeria has become a topic of daily discussion among Nigerians. It is indeed very unfortunate for a nation that is blessed with human and natural resources to witness all forms of insecurity. According to Williams (2015) existence of several illegal armed and ethnic groups and religious fanatics are some of the evidence of insecurity in Nigeria. He reported that as a result of the high rate of insecurity, many people were dead, and some experienced psychological trauma in the country. Insecurity is indeed a critical issue that affects almost all social institutions in almost all parts of Nigeria. For instance, Bauchi State in Nigeria has been bedeviled with activities of insurgents for quite many years. The phenomenon came about as a result of renouncing western education by a group known as Boko-haram. The group is believed to have been formed in Maiduguri, the capital of Borno State. It generally opposes not only western civilization and modernity but it is also committed itself to change the political atmosphere of Nigeria in a militant approach. It, therefore, succeeds in initiating the bulk of children, youths, and adults into it (Jamberlang 2021). Thurston (2016) reported that educational facilities have been demolished by Boko Haram members. An estimated nine hundred and ten (910) schools have

been destroyed and over one thousand four hundred (1,400) remained closed due to the activities of Boko Haram. The report also showed that over six hundred (600) teachers have been killed and almost twenty thousand (20,000) abandoned the schools out of fear of Boko Harm onslaught. In total, one million children have been displaced and 65% of these children could hardly access basic education. Closely related to that was the submission of Agbibola (2014) who opined that from 2009- 2017 the group had destroyed churches, mosques, tertiary institutions, primary and secondary schools, markets, police stations public and privately owned facilities. The members often adopted many tactics such as guerrilla warfare, kidnapping, and the use of bombers. Jamberlang (2021) confirms that the economic activities of the region have been brought to a standstill. Indeed, some markets held on stipulated days have been bombarded. The insecure atmosphere had impoverished the country and affected its numerical advantage and thereby reducing it to a merely contemptible arena capable of breeding and nurturing all forms of crimes.

Olojo (2013) stresses that able-bodied men who are illiterate are often than not employed by the insurgents to intensify their activities. He further said that rural dwellers become prey to the Boko Haram group. Whenever they conquered any rural area, they forcefully initiated the locals into their religious ideology, promising them protection and blissful abode in the hereafter if they eventually attained the so-called martyrdom. Jamberlang (2021) expresses that the insecure atmosphere created by the Boko Haram members made it difficult for the ordinary mind to grasp what the group want to achieve; several Islamic scholars opposing the group got killed in religious centers. The terrifying region has forced many people out of it, because people are either afraid of their lives or having their children caught up in the web of circumstances as members of this terrorist group. UNICEF (2017), Jamberlang (2021) report that 83 children have been employed as “human bombs” while grown-ups or adults who are not literate are deceived into accepting the ideology and thereby resort to informing Boko haram people about those that vehemently oppose them. Olojo (2021) viewed that re-enforcing and furnishing Nigerian forces cannot eliminate the rate of insecurity in the region as a number of the insurgents have more or less become indoctrinated. There is a need to reintroduce adult education programmes in rural settlements, particularly areas

reclaimed from the hands of the insurgents; this will enable the locals that were once under their control to become aware of their danger. Thurston (2016) lamented that a significant proportion of people who joined this group were out of ignorance; hence people need to be educated so that they could not further fall prey to such a danger or threat of Boko haram phenomenon. People are generally left in the web of ignorance and thus become efficient tools in the hand of wicked minds. There is a need to overhaul the adult education curriculum to embrace all the necessary things that would make Nigerian society relevant in promoting global culture.

2. Purpose of the Study

The purpose of this study was to establish whether the incorporation of peace and conflict resolution studies in the Adult Basic Literacy curriculum will minimize the incidence of insecurity in the Bauchi State, Nigeria. The aim was to assess the perceptions of adult education students on incorporating peace and conflict resolution studies in the Adult Basic Literacy Curriculum as a strategy for curtailing insecurity in the Bauchi State, Nigeria.

3. Research Question

The study sought to answer the following research question:

- ✓ Does incorporation of peace and conflict resolution studies in the Adult Basic Literacy Curriculum curtail insecurity in the Bauchi State, Nigeria?

4. Method

The study employed a descriptive survey to assess the perceptions of adult education students on incorporating peace and conflict resolution studies in the adult basic literacy curriculum as a strategy for curtailing insecurity in Bauchi State. The study was carried out in selected adult basic literacy centers in 3 senatorial districts of Bauchi State. The reason for choosing the State was because it experienced some incidences of insecurity. A total of 250 adult education

students were sampled using a simple random sampling technique. The study used a questionnaire to seek information from the students of adult basic literacy because the respondents can fill them in their time. The instrument was also used due to the anonymity of respondents, thereby making it more private communication. The questionnaire was validated through the application of content validity. The instrument was validated by 3 experts in the Faculty of Education, Bauchi State University, Gadau. They made corrections and offered suggestions that were used to modify the questionnaire.

The research instrument was Pilot tested using 10 adult education students to establish the validity and reliability of the tool where the unclear instructions, insufficient writing space, vague questions, and wrong numbering were revealed and corrected, thus improving the questionnaire. Test-retest reliability was adopted to ensure the reliability of the instrument. To avoid the influence of familiarity with the research instrument, an interval of two weeks was given before the administration of the retest. The same questionnaires were re-administered to the same respondents after two weeks. The questionnaire responses were scored manually. A comparison between answers obtained in two weeks and four weeks was made. Pearson Product Moment Correlation coefficient was used to establish whether the content of the questionnaire was consistent in eliciting the same responses every time the instrument is administered. A correlation coefficient of 0.80 was obtained and considered high enough to judge the reliability of the instrument. The mean rating was used to analyse the data and provide answer to the research question.

5. Results and Discussion

Table 1 revealed that out of 250 participants, the majority (73.6%) agreed that incorporating peace and conflict resolution studies in the adult basic literacy curriculum will serve as a strong and buyable tool for curtailing insecurity in the Bauchi State. While 13.2% of the participants had contrary views, another 13.2% were undecided. In a statement that sought to establish that incorporating peace and conflict resolution studies provides conflict resolution and prevention strategies, findings revealed that 175 out of 250 participants supported the

sentiment, while 42 were undecided and 33 respondents disagreed with the statement.

Table 1: Perceptions of Adult education students on Incorporating Peace and conflict resolution studies in Adult Basic Literacy Curriculum as a strategy for Curtailing Insecurity in Bauchi State

Items	Agreed		Disagreed		Undecided	
	f	%	f	%	f	%
Peace and conflict studies guides adults to better understand the Rule of law	184	73.6	33	13.2	33	13.2
Peace education prepares adults in creating a more equitable and hospitable society	185	74.0	32	12.8	33	13.2
Peace and conflict studies prevents armed conflict and violence in the society	183	73.2	25	10.0	42	16.8
Peace and conflict studies teaches conflict resolution and prevention strategies	175	70.0	33	13.2	42	16.8
Peace and conflict studies educates adults on the dangers of conflict and violence on the society	209	83.6	03	3.2	08	13.2
Peace and Conflict studies helps adults acquire skills for non-violent conflict resolution	184	73.6	33	13.2	33	13.2
Peace and conflict studies promotes inter-ethnic differences that will prevent conflict and violence	166	66.4	42	16.8	42	16.8
Peace and conflict studies teaches skills needed to move the world out of violence and conflict	208	83.2	17	6.8	25	10.0

The finding further revealed that incorporating peace and conflict resolution studies in the adult basic literacy curriculum could prevent armed violence in the Bauchi State. The majority (73.2%) of the respondents agreed with the view. Only 10.0% of the respondents did not agree, while 16.8% were undecided. The result demonstrated that incorporating peace and conflict studies in adult basic literacy will prevent armed conflict and violence. It was also revealed that the majority of the respondents (70.0%) supported the view that peace and conflict resolution studies teach conflict resolution and prevention strategies against 33 who did not

agree with the assertion, and 16.8% did not make up their minds. The finding also revealed that 83.6% of the respondents supported the view that incorporating peace and conflict resolution studies in the adult basic literacy curriculum will educate the public on the dangers of conflict and violence. A very negligible number (3.2%) of the respondents did not buy the idea, while 13.2% were undecided. The result further indicated that incorporating peace and conflict studies in the adult basic literacy curriculum helps adults acquire skills for non-violent conflict resolution. It can be seen on record that 184 respondents supported the sentiment, 33 did not agree, and another 33 were undecided. It was also revealed that introducing peace and conflict resolution studies into adult basic literacy programmes will promote inter-ethnic differences that will prevent conflict and violence. The results indicated that 166 respondents out of 250 agreed with the statement, 42 did not agree, and another 42 respondents could not make up their minds. The findings established that peace and conflict resolution study teaches skills needed to resolve violence and conflict. The study revealed that 83.2% of the respondents supported the statement, 17 did not agree, and 25 were undecided.

6. Conclusion

The study concluded that incorporating peace and conflict resolution studies in the adult basic literacy curriculum will serve as a step in curtailing insecurity in Bauchi State. The results revealed that peace and conflict studies in the adult basic literacy curriculum will help to educate adults on the dangers of conflict and violence in society. The study also concluded that peace and conflict studies teach skills needed to resolve violence and conflict. It demonstrated that if peace and conflict resolution studies are incorporated into the adult basic literacy curriculum, violence and conflict will be drastically reduced. Based on the findings, the study recommended that government should ensure the incorporation of peace and conflict studies in the adult basic literacy curriculum.

7. References

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