

**Planning of Instructional Delivery for Quality Assurance in Public Junior Secondary Schools in Uyo Senatorial District**

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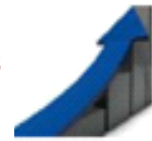
**Abstract**

*The study examined the influence of planning of instructional methods and materials before classroom delivery for quality assurance of Universal Basic Education Students in Uyo Senatorial District. Two research questions and two null hypotheses were formulated for this study. The expo facto research design was adopted for the study. 15, 348 junior secondary students across the 89 public junior secondary schools in Uyo Senatorial District, Akwa Ibom State during 2020/2021 academic year made up the population for this study. 500 JSS3 students were simple randomly selected to constitute the sample size for the study. A researcher-made instrument titled “Teachers’ Instructional Planning Questionnaire (TIPQ) was used for data collection. The instrument consisted of three sections (A, B & C). Section A had information on demographic details of teachers and Section B contained information on teachers planning of instructional methods and materials before lesson delivery. Section C had an information requesting for the teachers to attach the second terminal examination scoresheet. The instrument was faced validated by three experts. The reliability coefficient of the instrument was determined to be .81 using Cronbach Alpha statistics. Mean, Standard deviation and Independent t-test statistical tools were used to analyse data collected. Result revealed that the p-value of .000 was less than the .05 alpha level of significance. This shows that there was a significant difference in the quality of students taught with planned instructional methods and materials before lesson delivery with those taught without. Based on the findings, the paper recommended that teachers should be very technical and painstaking in planning of instructional delivery for quality assurance; teacher’s remuneration should be paid as at when due to stabilize teachers for greater productivity. Government should adequately fund the schools with ICT and other infrastructural materials as well as train and retrain teachers on the use of ICT for enhanced productivity; teachers should be innovative and creative by improvising instructional materials while the school administrators and Ministry of Education should be more proactive in supervisory roles.*

**Keywords:** Instructional Planning, Instructional Methods, Instructional Materials, Quality Assurance

**Introduction**

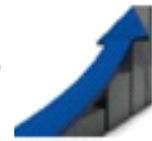
A teacher is a trained, certified and employed mediator of learning. He is saddled with the responsibility of inculcating quality skills and desirable changes in the attitude and behavior of the students. In civilized societies, teaching is regarded as a very highly social service because teachers



ensure continuity of manpower supplies thus maintaining a steady socio-economic, cultural, scientific, technological and political advancement. The teacher's role is perceived to be most purposeful when garnished with lots of innovations, creativity, motivations for facilitating knowledge to the students. The teachers should be active information processors, decision makers and sound classroom managers. Every teaching should be result oriented (productive) through planned learning activities. A teacher must have a good grasp of the subject matter, good communication skills, effective presentation strategies (appropriate methods and techniques), adopt practical and activity based teaching methods like: Enquiry, Expository, Observatory, Interview, Discussion, Activity, Questioning, Debates, Role play, Dramatization (mock trial), Field trip and Project method which should include the use of films, games, songs, pictures, textbooks, etc especially at a child's basic stage to aid retention. The teachers must be knowledgeable of other discipline, be time conscious, environmental sensitive, exhibit good self concept, emotionally stable, humorous, adaptable to changes, friendly but firm etc. All these are attributed for teachers' instructional planning.

Afangideh (2015) defined Planning of instructions as a anticipatory decision making involving what to teach, whom to teach, how to teach with what to teach and how to evaluate the outcome. Of the seven managerial functions which consist of planning, organizing, staffing, directing, coordinating, reporting and budgeting (POSCORB), planning is the most important because according to Bassey and Archibong (2016) it focuses on intentions and arrangements of what one intend to do or achieve. Thomas (2016), opined that Planning of instructions to be the achievement of the desirable objective of producing cultured, mannered, dependable, productive and responsible outputs, while Mbipom (2010), perceived Planning of instructions to be both momentary and futuristic since it cuts across many strata: from planning of the curriculum (instructional content) to the delivery of the instruction (teaching). Udoh (2018), sees planning for instructional delivery to involves adequate preparation of the instructional content by the teacher before teaching of the student and assessment of the teaching outcomes.

For an instruction to meet its expected objectives, the teacher should coordinate the available materials or improvised if not available. Teachers need books and other reading or instructional materials relevant with the lesson objectives to teach since textbooks are the most frequently used reading materials. According to Ibe-Bassey (2017), instructional media, textbooks, and most importantly, the lesson plan and lesson note must first be consulted before the actual teaching and learning, while Udosen (2015) explained that the characteristics of the learner, the materials to be used in teaching, the content to be taught (scope, validity and reliability of the learnable materials), the instructor's ability, the time and space for the teaching-learning activities as well as the methods are of immense essence. Furthermore, Denga (2010), Udosen (2015) and Okoye (2017) are of the view that the components of a functional lesson plan and a good grasp of subject matter, good communication skill, good knowledge of presentation strategies and functional methods and techniques are necessary for effective teaching. To Denga (2010), effective



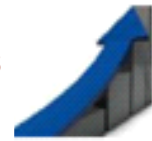
lesson delivery can evoke increasing level of behavior modification as well as enhanced academic performance amongst learners but the researcher observed that most of these functional characteristics of lesson plan has not yet been implemented by most teachers in the junior secondary school sector.

In Nigeria, there is a mounting concern over the quality of education considering its import in nation building, particularly, the literacy levels of junior secondary school graduates which is at variance with the much expected academic quality of the stakeholders. It is quite true that “Education unlocks the door to modernization but the teacher holds the key”. The quality of life in the society is greatly determined by the level and quality of social skills acquired in schools Udosen (2015). Mbakwem (2015) defined quality as the attainment of standards and is assured when a product conforms to the benchmarked specification or requirements. The British Standard Institute (BSI) defines quality as “the totality of features and characteristics of a product that bear on its ability to satisfy stated or applied needs. A product is a define-able and tangible item (output) manufactured according to specification and ready for sale. In education, graduates generally are referred to as input drawn from the environment, processed through stipulated requirements in the school and then sent back to impact on the environment with the skills acquired in schools. The issue of ability to impact and self –reliance is seen as the central feature of quality education.

To Okeke (2014), the quality of education is based not only from the student outcomes but also from the educational processes of the learning environment and this include teachers planning of instructional materials. Since the Federal Government of Nigeria (2013) has adopted education as an instrument par excellence for national development and social mobilization, self-actualization and inculcation of discipline in the citizens; quality of essence. The indices for measuring quality in education according to Longe (2017) is the academic performance of the inputs and the level of performance of the output amazingly, the performance of some of the products from the public primary and secondary school system in the study area is far from satisfactory. Most secondary schools leavers can hardly spell their names correctly or construct simple correct sentence, some can hardly sit for examination without external aids hence the researcher’s interest in trying to unravel the influence of planning of instructional methods and materials for instructional delivery on quality assurance in Junior secondary schools in Uyo Senatorial District of Akwa Ibom State, Nigeria.

### **Statement of the Problem**

A teacher’s main function is to impart constructive knowledge on the student. This adequate planning and adoption of practical delivery methods and techniques for students’ understanding. The researcher has observed over the years as a classroom teacher that most teachers in secondary schools do not plan their lessons, they still adopt the conventional oral delivery method devoid of activity. This in the researcher’s view may be due to lack of indebt knowledge of the lesson components, or lack of proper understanding of teaching methods,



techniques and strategies in delivering the lesson, or due to inadequate use of instructional materials or lack of adequate motivation. Some teachers still operate with obsolete traditional plans and lesson notes since they are not conversant with the new Information and Communication Technology (ICT) thus not researching for current materials.

The question then is, do teachers actually plan their instructional methods and materials before teaching the students? this planning actually affect the quality of students' output? Given the fact that no student can rise above the knowledge of his teacher, because the knowledge transmitted by the teacher to a large extent determines the extent of the student's knowledge, thus the researcher's interest in conducting this research on the influence of planning of instructional methods, planning of instructional of materials by teachers before lesson delivery on the quality assurance of students in Public Junior Secondary Schools in Uyo Senatorial District, Akwa Ibom State.

### **Purpose of the Study**

The main purpose of this study was to determine the influence of planning of instructional methods and instructional materials by teacher before lesson delivery on the quality of students in Public Junior Secondary Schools in Uyo Senatorial District of Akwa Ibom State. Specifically, the objectives of this study were to:

1. Determine the difference in the quality assurance of students taught by teachers who plan instructional methods before lesson delivery and those teachers who do not plan in Public Junior Secondary Schools in Uyo Senatorial District of Akwa Ibom State.
2. Determine the difference in the quality assurance of students taught by teachers who plan instructional materials before lesson delivery and those teachers who do not plan in Public Junior Secondary Schools in Uyo Senatorial District of Akwa Ibom State.

### **Research Questions**

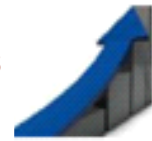
The following research questions guided the study:

1. What is the difference in the quality assurance of students taught by teachers who plan instructional methods before lesson delivery and those who do not plan?
2. What is the difference in the quality assurance of students taught by teachers who plan instructional materials before lesson delivery and those who do not plan?

### **Null Hypotheses**

The following null hypotheses were formulated for this study and tested at .05 alpha level of significance.

1. There is no significant difference in the quality of students taught by teachers who planned and those who do not plan instructional methods before lesson delivery.



2. There is no significant difference in the quality of students taught by teachers who planned and those who do not plan instructional materials before lesson delivery.

### **Theoretical Framework**

This study was developed on the theoretical framework of the School System Theory by Getzel and Guba (1957). The theorist's proposed that school is a social system involving two classes: the nomothetic and idiographic dimensions. These dimensions are independent and at the same time interactive. The individual behavior in a social system is a function of the transaction between the two dimensions. Nomothetic is that which renders behavior law-like, orderly and predictable and conforms to the norms of the society while idiographic understands, predict or control behavior in a social system. So the school requires effective planning of its component for effective productivity. To the theorist, nomothetic dimension consist of three interrelated conceptual elements: Institution, Role, Expectations. Schools are a sub-systems of a society made up of roles and each role is associated with a particular set of expectations.

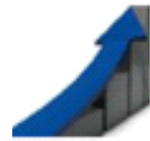
The school is an example of a social system, it is an institution devoted to learning. The teacher is at the center of the institution with a set of rights and obligations, personalities and need dispositions as well as capabilities of unique interaction with the environment. The idiographic dimensions consist of three interrelated elements: the individual, personality and need dispositions. Need dispositions have the tendency to fulfill some requirements or disposition to orient and act with respect to objects in certain ways and to expect certain consequences from those actions. Need dispositions are relatively enduring over time. Getzels and Guba believe that to understand, predict or control behavior in a social system (school), effective planning is required and one must understand the idiographic dimensions.

This theory is adopted as the theoretical framework for this study as it will guide the teachers and others in the school system to plan effectively for instructional delivery. This theory is relevant as Ibe-Bassey (2017) and Udoh (2018) have indicated that instructional delivery is a managerial activity which must be preplanned because effective planning guides the teacher on ways of integrating the elements of instructional events on human, material, time and space. Also the output system component of graduate with skills who are academically sound and vocationally competent and ready for gainful employments must also be planned.

### **Conceptual Review**

#### **Lesson Planning**

Udoh (2018) asserted that lesson planning is a list of activities and materials as well as human involvement for instructional delivery. This shows that the teacher will engage the elements of learning event with appropriate teaching materials and methods. Ibe-Bassey (2017) sequential arrangement of lesson on how and what to teach shows the important of planning of materials and methods for instructional delivery to a teacher because it helps him/her to plan ahead.



## Quality Assurance

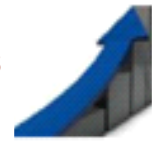
Quality assurance is a management method defined as all those planned and systematic methods needed to provide adequate confidence that a product, service or result will satisfy given requirements for quality and be fit for use. According to Babalola et al (2017), a quality assurance specialist should ensure that the final product observes the company's quality standards. Quality assurance experts are responsible for the development and implementation of inspections activities, the detection and resolution of problems, and the delivery of satisfactory outcomes. Teachers are deemed quality assurance experts and specialist hence Yusuf (2018), definition of quality assurance as the observable and measurable behavior of a student in a particular situation, these observable or measurable performances of students in schools during a course depict the assured quality. Thus to Denga (2010), Lawrence (2017) and Udoh (2018) the indices of quality assurance consist of student's scores obtained from a teacher made test, assignment or examination.

## Instructional Materials

Instructional materials include multimedia instructional approach. Multimedia represents a promising aide for generating student's active involvement, performance gains and retention in learning. Udoh (2018) stated that instructional materials comprise of media (information carriers) and they aid the teachers to present the teaching intent. Aids to instruction according to Etim (2019) include chalk board, pen, pointer, instructional materials like media hardware, software etc, and the main claims for engaging instructional media, materials and methods are to serve the needs of the learners. The assumption that instructional media can increase achievement and retention as opined by Udoh (2018), is based on the hypothesis that the more abstract the content of a lesson, the more difficult it is to comprehend. Thus the ability to add concreteness to any learning situation and the judicious use of instructional media and materials in lesson delivery will provide the students the opportunity to capitalize on their individual perceptual strengths through multiple sensory ways of learning.

Akpan (2019), Agun (2010), Adeyemi (2018) classified instructional media into print and non-print materials based on display, graphics, audio and projected materials while Ibe-Bassey (2017) based his classification on sensory modalities of visuals, audio and audiovisuals. However the classification, the main function is to support convergence and dissemination of instructional stimuli from the encoder to the decoder, hence Obi (2017) concluded that multi-media approach of combination of various types of media provides appropriate presentational capability and helped realized the objectives of the lesson through eliciting desired pupils responses.

Obi (2017) recommended the adoption of multimedia instruction approach by teachers in schools to help in the improvement of students's cognitive achievement and retention. Udoh (2018) concluded that instructional planning with lesson note used during instructional delivery is a significant means of improving students learning gains even in traditional classroom teaching.



Based on the findings, the researcher recommended that teachers should not teach without planning the lesson for effective student productivity.

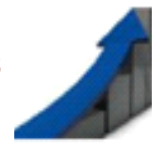
### **Methodology**

The Expo facto research design was adopted in the study. Expo facto research design aims to accurately and systematically describe a phenomenon that is already in existence. The study was conducted in public junior secondary schools in Uyo Senatorial District, Akwa Ibom State. The population comprised all the 15, 348 junior secondary students across the 89 public junior secondary schools in Uyo Senatorial District, Akwa Ibom State as at the 2020/2021 academic year. (Source: Universal Basic Education (UBE), 2020). Simple random sampling technique was employed to sampled 10 schools from 5 Local Education Committee (LEC) across the Uyo Senatorial district.

The sample size for the study was 500 junior secondary school 3 (JSS3) students. A researcher-made instrument titled “Teachers’ Instructional Planning Questionnaire (TIPQ) was used for data collection. The instrument consisted of three sections (A, B & C). Section A had information on demographic details of the respondents. Section A contained information on whether the teachers plan instructional methods and materials before lesson delivery. Section C had information requesting the teachers to attach the second terminal examination score sheet. The instrument was subjected to face validity by three experts. Two of the experts from the areas of Educational Management and one from the area of Measurement and Evaluation. The purpose of the study and the research questions were made available to them at the time of the validation. The experts’ suggestions and comments were incorporated in the final copy of the instrument that was used to collect data for the study.

To determine the internal consistency of the instrument, the researcher randomly selected 25 teachers in public junior secondary schools in Uyo senatorial District of Akwa Ibom State who were part of the population but were not part of the study sample to respond to the instrument. Data obtained from the instrument was subjected to Cronbach Alpha statistics for reliability coefficient determination and a value of .81 was obtained. This showed that the instrument was reliable. The researcher with the help of three well trained research assistants administered the instruments to the selected schools after seeking permission from the respective Principals through a letter of introduction from the researcher to carry out the study. Permission obtained from the respective Principals permitted the students to respond to the instrument. The researcher retrieved the instrument with the score sheets from the teachers. The score sheets were used to assess the students’ quality assurance. The scoresheet was obtained and arranged appropriately to suit with the variable under study.

Data collected was analyzed using Mean, Standard deviation and Independent t-test in Statistical Package for Social Science (SPSS) software, version 25.



Decision Rule

The following decision rule were used for interpretation:

- i. When p-value is less than .05 alpha level, the null hypothesis was rejected.
ii. When p-value is greater than .05 alpha level, the null hypothesis was retained.

Result

Answering of Research Question

Research Question 1: What is the difference in the quality assurance of students taught by teachers who plan instructional methods before lesson delivery and those who teachers do not plan?

Table 1: Mean and Standard Deviation of Students' Quality Based on Planning of Instructional Method

Table with 5 columns: Instructional Method, n, Mean, SD, Mean difference. Rows: Planned (n=256, Mean=68.00, SD=17.22, Mean difference=48.00), Unplanned (n=244, Mean=20.00, SD=6.58).

From the result in Table 1, it is revealed that the mean score of quality assurance of students whose teachers planned instructional method before delivery is 68.00 and that of students whose teachers do not plan instructional method before delivery is 20.00. The mean difference of 48.00 was obtained. This implies that planning of instructional method before lesson delivery had influence on students' quality assurance.

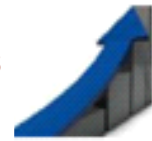
Research Question 2: What is the difference in the quality assurance of students taught by teachers who plan instructional materials before lesson delivery and those who teachers do not plan?

Table 2: Mean and Standard Deviation of Students' Quality Assurance Based on Planning of Instructional Materials

Table with 5 columns: Instructional material, n, Mean, SD, Mean difference. Rows: Planned (n=208, Mean=69.00, SD=18.20, Mean difference=47.00), Unplanned (n=292, Mean=22.00, SD=7.88).

From the result in Table 2, it is revealed that the mean score of quality of students whose teachers planned instructional material before delivery is 69.00 and that of students whose teachers do not plan instructional materials before delivery is 22.00. The mean difference of 47.00 was





obtained. This implies that planning of instructional materials before lesson delivery have influence on students' quality assurance.

Hypotheses Testing

Null hypothesis 1: There is no significant difference in the quality of students taught by teachers who planned and those who do not plan instructional methods before lesson delivery.

Table 3: Summary of Independent t-test Analysis of Students' Quality Assurance Based on Planning of Instructional Methods

Table with 6 columns: Instructional Method, n, Mean, SD, p-value, Decision. Rows: Planned, Unplanned.

S = significant at .05 alpha level

From the result in Table 3, it is revealed that the p-value of .00 is less than the .05 alpha level of significance which the decision was based. This means that null hypothesis was rejected. Hence, there is a significant difference in the quality of students taught by teachers who planned instructional methods before lesson delivery and those who do not.

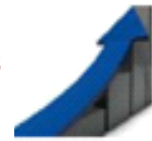
Null Hypothesis 2: There is no significant difference in the quality of students taught by teachers who planned and those who do not plan instructional materials before lesson delivery.

Table 4: Summary of Independent t-test Analysis of Students' Quality Assurance Based on Planning of Instructional Materials

Table with 6 columns: Instructional Materials, n, Mean, SD, p-value, Decision. Rows: Planned, Unplanned.

S = significant at .05 alpha level

From the result in Table 4, it is revealed that the p-value of .00 is less than the .05 alpha level of significance which the decision was based. This means that null hypothesis was rejected. Hence, there is a there is a significant difference in the quality of students taught by teachers with planned instructional materials before lesson delivery and those without.



## **Discussion of Findings**

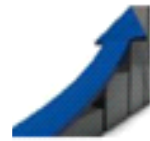
### **Quality assurance of students taught by teachers who plan instructional methods before lesson delivery and those who teachers do not plan**

Students whose teachers plan instructional methods before lesson delivery performed better than those whose teachers did not. This finding is in line with Ibe-Bassey (2017), Denga (2015) and Okoro (2018) who advised that instructions that leads to sound academic performance of students should be planned. To them, an enhanced teaching and learning in the school system should be planned before lesson delivery with the use of multimedia application packages by the teachers against traditional methods of teaching. Therefore, teachers in the 21<sup>st</sup> century should be enabled by government to acquire adequate computer skills. Also in the World Bank Sahara Africa (Odo & Odo, 2015) noted that the systematic use of ICT for teaching and learning purposes in Teachers' Professional Development is low thus undermining their understanding of new technologies which will help in facilitating new learning methods where students will engage in team and project work for greater productivity.

### **Quality assurance of students whose teachers taught with planned instructional materials and those taught without.**

This finding is in consonance with Denga (2010) that instructional planning before teaching is the hallmark of teaching because it involves what, whom, how and with what to teach and how to evaluate the outcome. This also commensurate with Mbakwem (2015) that a lesson should be planned under the cognitive or mental domain which deals with remembering what has been taught due to the engagement of all the senses through the use of teaching aids like slides, projectors, improvised materials etc. Also the affective domain which deals with the cultivation of attitude by the teacher teaching with love and good sense of humour, which in turn will help the students to learn with ease, as well as the psychomotor domain which will increase the academic performance of the learners since it entails activity, doing , experimentation and discovery methods.

The present findings infer that prepared instructional materials will help boost teacher's confidence because the lesson will be participatory and interactive. This will therefore portray the innovativeness of the teacher which is in line with the National Policy on Education (NPE 2013), Odo and Odo (2015) and Akpan (2019) that the quality of education is dependent on high quality education and this is also dependent on high quality teachers. Thus, teachers should be trained and retrained to understand the importance of being creative and innovative as well as the need for planning of instructional materials before lesson delivery.



### **Summary of Findings**

1. The findings on hypothesis one (Ho:1), revealed that there is significant difference in the quality assurance of students whose teachers planned instructional methods before lesson delivery and those whose teachers do not plan instructional methods before lesson delivery.
2. The findings of hypothesis two (Ho:2), revealed that there is significant difference in the quality assurance of students whose teachers planned instructional materials before lesson delivery and those whose teachers do not plan instructional materials before lesson delivery.

### **Implications of the Study**

One of the objectives of Universal Basic Education as enshrined in the NPE (2013) is the laying of a sound basis for scientific and reflective thinking as well as ensure the eradication of illiteracy and its vices in Nigeria. Since information age is the age of knowledge, schools should be at the center of it and the way out of this dilemma is the integration of computer literacy into the Universal Basic Education school curriculum in Nigeria. Stringent measures should be meted on recalcitrant and incompetent teachers. Capacity building and incentives should be given to teachers for sound academic productivity.

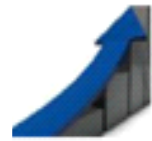
### **Conclusion**

Teachers should understand that the survival of a nation's socio-political, moral and economic climate depends on the quality of the nation's educational system. A nation where students involves so much in various forms of malpractices and irresponsible vices can be partly traceable to the ineffectiveness of the teachers in regards to instructional planning of methods and materials. A prepared teacher will definitely capture not only the interest of the students but the attention on the subject matter thus producing qualitative, cultured, dependable, productive and employable outputs for the country's all round advancement. Poor teaching results in boredom and this can be avoided by the use of variety of methods, materials and activities hence dwindling concentration like noise and restlessness. This can only be achieved through teachers' commitment to duties for lack of it may pose very serious impediment for quality education.

### **Recommendations**

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

- 1) Teachers who do not plan lesson should be very technical and painstaking in instructional preparation and planning for students' positive productivity.
- 2) Ministry of Education should motivate teachers with wages and incentives to boost them psychologically to be professionally stable to their duties and responsibilities.
- 3) Ministry of Education should allocate adequate fund to develop ICT for schools, train and retrain teachers on ICT competency.



- 4) Teachers should be innovative and creative by improvising instructional materials.
- 5) The school administrators and Ministry of Education should regularly supervise schools to see their notes of lesson and planned instructional materials before lesson delivery.

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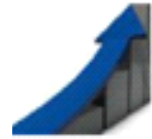
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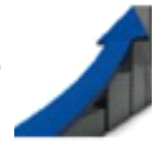
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**Peace Education and Quality Delivery in Federal Universities in Nigeria**

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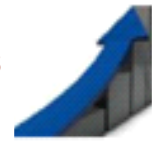
**Abstract**

*This paper is a position paper which views peace education and quality delivery by Federal universities in Nigeria. Peace education could be seen as education that provides the students with the right moral values, and norms and channels their thinking or direct it towards the mind of peace, or absence of disorder and violence so that they can live in harmony and unity wherever they found themselves. Quality delivery refers to the provision of quality services in the university. This paper aims to provide ways to achieve peace education and quality delivery in Nigerian universities. This paper aims to educate students on how to manage crises and disorders wherever they find themselves, be it in school, the workplace, or in the labour market. The paper discussed various ways through which federal universities can achieve peaceful education and quality delivery which include the provision of supervision, adequate security facilities, and library facilities amongst others. The problems facing the achievement of peace education and quality delivery were also discussed. These include poor funding, inadequate facilities, and lack of supervision. The author concluded that peace education in the university system is the key to peace in the university system, so all hands (students, staff and administrators) must be on deck to maintain peace in the university. The way forward as proffered by the researcher for peace education and quality delivery to thrive in the universities, is adequate supervision, funding to be provided to cater for the inadequate facilities, regulation of law and order on campuses and stiffer punishment for offenders. Also, any new development such as an increase in school fees and levies should be properly communicated to the students*

**Keywords:** Peace, Education, Quality Delivery, Federal University, Conflict

**Introduction**

In Nigeria, there are forty-three federal universities and each of them is characterized by violence and poor-quality delivery. It is commonly said that where there is no peace, there is no progress (Odia & Omofonmwan, 2007). Thus, without the presence of peace education, there can never be an assurance of quality delivery in the federal universities. Peace education is necessary in the university system for quality learning to take place. It is the only key instrument that is incorporated into the university education curriculum for students to have a different perspective on their way of thinking (morally) and to uphold their value system and beliefs. In having respect for their culture and that of others and to live as one entity for national integration in Nigeria,



Meiers (2007), Onifade & Imhonopi (2013) explained: A peaceful and conducive environment is a prerequisite for university education to attain its primary objectives and main goals of teaching and learning, carrying out qualitative research, knowledge and information dissemination and community services.

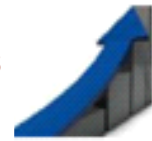
This paper aims to provide ways to achieve peace education and quality delivery in Nigerian universities. The objective of this paper is to educate students on how to manage crises and disorders wherever they find themselves. Peace education and quality delivery in federal universities are very important as they will build the characters of the students who will then graduate to improve and develop their societies.

### **Concept of Peace**

Peace does not imply the complete absence of conflict. It refers to the absence of violence in any form and the outcome of conflict in a constructive way. (Dijkema and d'Hères, 2007). Peace can thus be referred to as a situation whereby disorder and violence are controllable. Peace cannot take place in a vacuum; the students should be made to change their thinking perspective and have value for other people for peace to reign in the society. Where there is no peace, in the university environment, there will be chaos, disorder and violence, and quality teaching and learning cannot take place. (Ofor-Douglas, 2020). Therefore, there is a need to look up to peace education as the foundation to resolve the crises rocking the university system so that peace will reign in the country and students can have a peaceful learning environment. (Ibrahim, 2018)

### **Concept of Education**

Education can be seen as a tool for communicating knowledge, skills and attitudes to learners. Akpo (2015) posited that education is the means of obtaining knowledge by way of conveying expertise, values, conviction and morals under the tutelage of instructors, the students may as well train themselves through a procedure called autodidactic training. This implies that education is passed from a teacher to a student or the student can learn from observing situations themselves. Subsequently, Akpo submitted that education is the attainment of knowledge that is premeditated or unpremeditated, which improves the general development of human capacities for the benefit of the person and their society. This suggests that learning is not always a continuous effort. Okojie (2013) mentioned that education is a means for human resource technology which is essential for the attainment of speedy growth and advancement of any country. This implies that education boosts or develops people to obtain skills or nurture talent to contribute to societal growth. Ofofbor and Emekedou (2017) quoted UNESCO's definition of education as the total process of developing human ability and behaviours. They said that education is an organized and sustained instruction designed to communicate a combination of knowledge, skill and understanding, and values for all activities of life. This suggests that education is for all-around development not just attainment of more knowledge. Similarly, Asaju and Sunday (2014) submitted that education is a process of tutoring and training in schools for the building of



knowledge and skills to equip the individual with the necessary skills for contributing to society. Ofojegbe (2014) maintained that at any given time, education is vital for any country's socio-economic, cultural and political development.

This means education is essential for the continuous development of a nation by future generations. Agbor (2015), Kingsley (2013), and Najjuma, (2011) agreed that education has the benefit of diminishing the magnitude of conflicts and creating an environment for lasting peace. This implies that education has the power to change the mindset that abhors and steers clear of violence.

### **University Education**

University education is education given after secondary school. University education can therefore be considered a medium which promotes the future development of a nation (Anyim, 2012). The purpose of the university is to train future leaders- politicians, educationists, lawyers, engineers, doctors, scientists etc. The activities of university education include teaching, learning, research, community, and skill development. The lofty goals of university education are to be achieved through teaching, research, dissemination of existing and new information, services to the community, skill development and a storehouse of knowledge.( Chan, 2016, Ofor-Douglas, 2020) University education is the life wire of any nation, it is the fulcrum of the nation's economy. It is a citadel of learning for excellence, where skilled manpower is trained to boost the nation's economy and self-reliance for substance. (Ogundele, 2013)

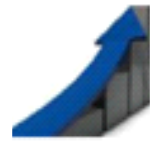
Ofojegbe (2014) maintained that at any given time, education is important for any country's socio-economic, cultural and political development. Education includes equipping human resources with the rightful skills, understanding, qualities and competencies that will enable them to participate effectively in the development of their environment for wholesome development. (LaMarco, 2018)

### **Benefit of University Education**

Joubert (2020) posits that some benefits of university education include:

1. Individuals are required to have degrees for a wide range of careers such as medicine, education, engineering, accounting and law and the university provides for the obtainment of such degrees.
2. University education will help an individual to succeed in today's workforce and establish an enjoyable career of his/her choice
3. The job market is extremely competitive and employers require the services of skilled employees to work for them. This skill can be developed in the university.



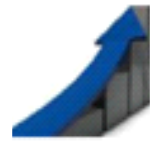


## **Peace Education**

Peace education could be seen as education that provides the students with the right moral values, and norms and channels their thinking or direction towards the mind of peace in the absence of disorder and violence so that they can live a life of peace and harmony unity wherever they found themselves. Peace education is majorly focused on empowering people with knowledge, attitudes and skills (Okoro, 2012). Okoro noted again that peace education is majorly focused on empowering people with knowledge, attitudes, and skills with the ultimate aim of construction, preservation, and repair of relationships at all phases of human interaction. This implies that peace education is the solution to many issues faced by universities in their aim to provide the best learning experience. Similarly, Olowo (2016) submitted that peace education is the process of equipping earners with tools for developing knowledge, skills values and attitudes needed for conflicts in a different non-violent way resolving conflicts of interpersonal, interpersonal and intergroup levels without violence. It also has to do with conflict resolution at local, national and international levels.

Aguba (2010) posited that there is a reliance on educational planners to ensure peace education is an essential component of subjects so that Nigerians can be educated on how to interact peacefully. This implies that university administrators, benefactors and the government have to ensure that peace education is practicable in universities. Ikechukwu (2014) opined that peace education is an occurrence of harmony characterized by a lack of violence, conflict behaviours and freedom from fear or violence. It is seen as freedom from war or violence especially when people live and work together happily. Ikechukwu (2014) also maintained that peace education is a process of promoting the knowledge, skills, attitudes and values needed to bring about behavioural changes that would enable children, youths and adults to prevent conflict and violence, both overt and structural to resolve conflict peacefully and to create the conditions conducive for peace. Peace education is a very broad concept, which has various forms.” This suggests that peace education preaches the absence of violence and promotes knowledge, place and values for conflict resolution.

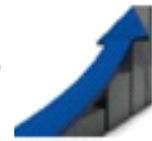
“Undoubtedly, a recurring decimal with all forms of peace education initiatives is the objective of making the world a better, more humane and conducive place for all citizens of the world.” (Kesteren, 2011). This implies that peace education aims at spreading a message of conflict abstinence to make the world safer and easier to live in. Akunole (2010) asserted that peace education is a means of instilling the elements of peace education in the learners to enable them to build the ability to show tolerance, the capacity for non-violent conflict resolution and the devotion to the establishment of a culture of peace. This means that peace education is essential to turn around the violent mindsets of learners so they can also spread the message of peace and positivity. Ikwumelu and Oyibe (2011: 267) agreed that a culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice



non-violently, live by international standards of human rights and equity, appropriate cultural diversity and respect the earth and each other.”

This implies that peace can become a habit through peace education. Page (2008) rightly observed that peace education can be thought to be “encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the students on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structure and working to uphold or develop such social structures; as encouraging the students to love the world and imagine a peaceful future; and as caring for the student and encouraging the student to care for others.” This suggests that peace education is a driving force that convinces people to maintain peace. Bar-Tal and Rosen (2010) opined that peace education is a sure step towards concession that results in lasting peace. This implies that the aim of peace education is lasting peace. Adeniji (2008) maintained that peace education will enable youths to become capable citizens that act upright toward the nation for all-around development. Ogunyemi and Adetoro (2013) agreed that peace education programmes are necessary for Nigerian primary and secondary schools as a way of ‘catching them young’ to minimize the spirit of tolerance that threatens conflict globally. This implies that peace education should start from when people are young so it becomes a lifestyle. Peace education is the development of skills and acquisition of knowledge to be able to live in harmony with oneself, others and the society at large.

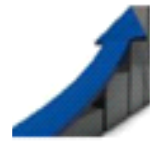
Peace is a position where there is the absence of war or mayhem in a specific area. (Hornby, 2010). It is focused on the overall development of the child. It attempts to instil greater human and social values in the psyche of children (Ugwoke, Okenjom, Abidde, and Baseke 2013). This implies that peace education is a tool to drive children away from violence in the future. Oyebamiji and Otomari (2016) posit that peace education can be identified as an instrument par excellence for any given society. Peace education is proposed because it is a highly fundamental instrument in moderating unwanted behaviour in a society. It can change the physical, intellectual, emotional and spiritual milieus for sustainable peaceful living. This suggests that peace is necessary for driving positive change in society. Peace education can motivate the cultivation of peaceful attitudes in its recipients and build suitable environments in tertiary institutions that will contribute to its effective and efficient management for favourable performance (Alimba, 2013). This implies that peace education can create a favourable environment for university students. Ajala in Omirin (2015) maintained that peace education is the class of education that ingrains in learners all norms, values and attitudes that could lead to a suitable environment for human living. Agbor (2015), Kingsley (2013), and Najjuma, (2011) agreed that peace education has a benefit in reducing the magnitude of conflicts and building a platform for lasting peace. This implies that the spread and practice of peace education reduce the occurrence of conflict. Asamonye, Osuagwu and Kalu (2014) citing Gamut (2004) submitted that peace education is a deliberate attempt to educate children and adults in the dynamic of conflict and the promotion of peace-making skills in home,



school and communities throughout the world, using all the channels and instruments of socialization. Gamut(2004) further noted that peace education is in others, promotes social growth etc.” This implies that peace education has the bonus of individual growth for a person who receives it. Ofejegbe (2014) rightly said that the aims of peace education under knowledge management involve calculating children/youths the awareness of own needs and self-awareness, understanding the nature of conflict and peace, ability to identify causes of conflict, and non-violent means of resolution, conflict analysis, enhancing knowledge of community mechanisms for building peace and resolving conflict, mediation process, understanding of rights and responsibilities, understanding the interdependence between individuals and societies, awareness of cultural heritage and recognition of prejudice.” This suggests that peace education finds out the source of conflict to provide the right way to resolve it.

The 1999 Constitution of the Federal Republic of Nigeria, in the preamble, highlights the issue of peace, and also in the National Policy of Education, which also illustrates the need to live in peace and harmony (Ezeoba, 2012). Amachree (2014) opines that peace education is aimed at developing knowledge, values, skills, character, and understanding with cooperative and participatory learning patterns in an environment. Okoro (2012) asserts that the concept of peacebuilding in conflict and peace management is a viable means of preventing the possible outbreak of armed conflict or a way of guarding against its reoccurring, continuation and other emergencies in political humanitarian and human rights development. In advancing a culture of peace, some educators emphasize a combination of personal skills, attention to key issues and self-awareness.” This implies that peace education can help stop violent acts from occurring by identifying what could cause them and stopping them before they grow.

It is a means of inculcating elements of peace education in the learners to allow them to develop the ability to show tolerance, the skills for non-violent conflict resolution and dedication to the establishment of a culture of peace (Akudolu, 2010). This peace education helps build communication, acceptance and understanding. Ekundayo and Ajayi, 2009; Muhammed, 2014 agreed that to ensure a culture of peace, the school has to introduce a practical system of peace values, norms and practices into the school curricula through the teaching of peace education. Peacebuilding in conflict and peace management is a viable means of preventing the possible outbreak of armed conflict.” This implies that a university has to add peace education in practical areas of learning to ensure it covers all areas of a student’s university life. It is also a way of preventing its reoccurrence, prolongation and other crises in political development, and humanitarian rights processes. (Okoro, 2012, Karame, 2004). Ben-Nun (2013) maintained that the peace education curriculum and its presentations can sometimes build up to empowerment of group ties which may be hindering and result in the deep establishment of past views, traditions or stereotypes. Oyitso and Omage (2015) maintain that peace education suggests efforts to incite peace, especially in violence-plagued areas through educational activities. This implies that peace education is using education as a platform to promote positive change in society.



## **Quality Delivery**

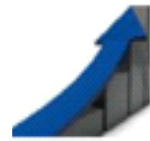
Quality delivery is the ability to produce the expected standard that is required of your organisation and do it to the satisfaction of consumers. Asiyai and Oghuvbu (2009) opined that quality is a measure of how good or bad the products of higher education institutions are in terms of their academic performance and meeting established standards. It is not just a feature of a finished product or service but involves a focus on internal processes and outputs and includes the reduction of waste and the improvement of productivity. This implies that quality education is an assurance that students will be well developed and beneficial to themselves and the society

Similarly, Ekong (2006) observed that quality builds knowledge, life skills, perspectives, attitudes, and values. Moreover, Idumange and Major (2006) observed that quality in education is usually mistaken for standards; whereas standards are usually selected targets with measurable indicators for comparative purpose, quality can be referred to as achievement in the core function of the university. Ogonnaya, Oboegbulem, Onwurah and Enyi (2013), said it is concerned with maintaining the efforts of personnel in line with the goals of an organization. Furthermore, Obadara and Alaka (2013) submitted that quality is the skill or extent to which a commodity, service, or occurrence that agrees with an established guideline, and which frames it to be more qualified than others. This connotes that quality education is measurable by a standard that students make based on how they want the learning experience to be.

**Quality Delivery:** Quality delivery is the thorough management of services in other for which there is a commitment to meeting the demands and needs of customers. ( Heath, 2022).In this paper, the customer here refers to the students. The university administrators have to ensure that there is quality delivery in the universities. The following are ways the university administrators will deliver quality service to the students:

**Quality teaching and learning:** Quality teaching is teaching that not just imparts knowledge to students but gives them a transformative experience that develops the way they think and how they apply their knowledge in real-life situations.(  
<https://nap.nationalacademies.org/read/19401/chapter/12>)

**Quality learning:** Quality learning is learning that builds those who get it. It means when students learn they understand, retain and can reproduce what they've learnt from their viewpoint. (<https://iopn.library.illinois.edu/pressbooks/instructioninlibraries/chapter/learning-theories-understanding-how-people-learn/>)



**Quality Content:** Quality content is information that is well presented, organized and easy to understand for students. The content can be shown in slides on projectors for viewers in seminars or on a social media platform during webinars.

<https://speakupcallin.pressbooks.com/chapter/chapter-14-online-public-speaking/>)

### **Importance of Peace Education and Quality Delivery in Nigerian Universities**

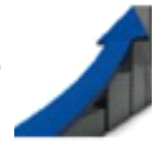
University education is vital to any society and is important to every member of that society. (Ikwumelu, Ogene & Oyibe 2014) provide the importances of peace education and quality delivery in Nigerian universities as follows:

1. It will make the management realize their failure and think about how to improve and do better.
2. It will help to ensure transparency in the administrative department of the universities.
3. Peace would reign within the universities which would lead to progress, development and quality learning in the university.

### **Achieving Peace Education and Quality Delivery in Federal Universities in Nigeria**

The following serve as ways through which peace education and quality delivery could be achieved in federal universities in Nigeria:

1. **Peace Education in the University Curriculum:** For federal universities in Nigeria to achieve peace education and quality delivery, peace education should first be inculcated into the university curriculum. (Ofor-Douglas, 2020)
2. **Functional libraries:** These are libraries that have a good supply of knowledge and are easily accessible to students and staff. These libraries should be organized, spacious and have quality facilities and books necessary for the students of any department to study in.
3. **ICT facilities:** ICT facilities are devices and technology that can be connected to the internet for the use of communication and learning. These facilities include high-speed routers, good computers etc. This would allow for quality delivery and efficient teaching and learning of peace education in Nigerian universities.
4. **Conducive environment:** A conducive learning environment in a university is one that has the absence of disturbance and distraction from the main goals of the university. It is often said that “where there is peace, there is progress”. Thus, a peaceful environment would enable the progression of peace education in Nigerian universities.
5. **Sound and qualified lecturers:** Sound and qualified lecturers are those who have quality training and can properly educate students. These lecturers follow the teaching schedule, are punctual in class and treat students and their fellow staff with respect and professionalism. Qualified lecturers are sine qua none for quality delivery of peace



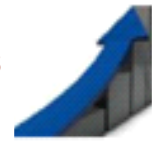
education in the university. The provision of quality staffing in universities is perceived to have been affected by the lack of financial resources in federal and state universities. Funds are necessary for the employment and payment of staff salaries and allowances in the universities (Ochai, 2012).

6. **Quality assurance and supervisory unit:** A supervisory unit is a body of professionals in an establishment that is responsible for overseeing the activities of workers in the university to ensure their assigned duties are performed efficiently. Udoh and Akpa (2010) consider supervision as the process aimed at improving classroom instruction.
7. **Conducive environment for research:** A conducive environment for research is well organized and has the suitable materials, resources and space to carry out one research effectively. A conducive research environment should be built to suit the research purposes of the researcher with the materials he requires to carry out the research effectively.

### **Problems Facing Effective Peace Education and Quality Delivery in Nigeria**

The following serve as problems facing peace education and quality delivery in federal universities in Nigeria:

1. **Poor Supervisory System:** Most federal universities in Nigeria lack an effective supervisory system. The lack of supervision would defeat the idea of peace and quality delivery as most of the evil deeds of both staff and students are done in secret. Otokunefor (2011) argues that the poor quality of graduates is due to the failure of university supervisory agencies. Incompetent staff and undisciplined students misbehave because they are not being effectively supervised by efficient supervisory agents. This would lead to a total breakdown of law and order within the university.
2. **Inadequate facilities:** This refers to a situation whereby the facilities meant for learning, hostel living and general activities of the federal universities are not provided or are not enough to accommodate members of the university. Most technical or technology education departments in Nigerian universities do not have laboratories or workshop spaces, let alone useable equipment and where they exist, they are grossly inadequate since the funds are not used for the facilities and the workshops. As a result of the lack of facilities, quality delivery in federal universities cannot be achieved. The only items or equipment that are available are the ones provided when the departments were first established with most of them already becoming obsolete or grounded (Ojimba,2012).
3. **Inadequate funding:** This refers to a situation whereby funds are inadequate and thus university facilities cannot be bought or maintained. Ololube, Agbor, Major, Agabi and Wali (2016) rightly put it that inadequate funding for higher education creates room for



weak infrastructures, poor maintenance of school buildings, office blocks, classroom blocks, student hostels, staff quarters, etc.

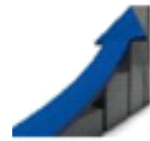
4. **Inadequate Security Facilities and Personnel:** In most universities in Nigeria, security facilities and personnel are inadequate. These facilities even though they are expensive, are necessary for the attainment of a safe and secure environment within the university. However, the funds are inadequate and thus, these facilities cannot be provided. Moreover, the security personnel hired by the university to protect lives and property are either inadequate or inefficient. Some even run at the first sight of danger.
5. **Greedy/Corrupt University Administrators:** This is one of the major challenges faced by federal universities in Nigeria. Anidoh, Ebuoh and Nweke (2017) posited that corruption in the education sector is a social problem that has lowered the quality and standard of education in Nigeria and requires an immediate solution. Even though funds for the university are inadequate, some greedy and corrupt administrators still use their positions to amass wealth for themselves thus leaving the university in a poor state.

### **Conclusion**

Peace education is very important in the university system. The absence of chaos, violence and disorder in the university system, aids in the growth of quality university education as peace will bring about progress. The essence of peace education in the university is for students to train their minds away from negative attitudes and to imbibe the culture of peaceful coexistence. The university administrators of Federal Universities in Nigeria should be able to provide peace education in the curriculum and also provide quality service delivery to the students by meeting up with their needs such as the provision of quality education, teaching and learning facilities, a modern library of international reputable standard, good infrastructures, ICT facilities, conducive environment amongst others. Also, the university administrators have to create an enabling environment devoid of fear, where there is effective two-way communication between the administrators and the students the issues of insecurity can be easily reported. There should be equality and justice in the system while dealing with student matters. Peace education in Nigerian universities is the hallmark of peace in society. The problems facing peace education and quality delivery were discussed and a way forward from these problems includes the following:

### **Way Forward**

1. There should be equality, justice and fairness amongst the university administrators in the management of universities in Nigeria to avoid violence and disorder in the university.
2. Adequate funds should be provided by the government to cater for the inadequate facilities in the university.
3. More infrastructures such as good hostels, and roads, amongst others, should be provided by the government to accommodate students to avoid lack of space. There should also be constant light, and running water.

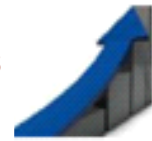


4. Students complaints should be heard and prompt action should be taken to address these issues properly by the university personnel.
5. Adequate supervision should be provided in the universities by the government to monitor the university administration and management.
6. Self-evaluation of university administrators to ensure transparency by the government and trustworthy government personnel.
7. There should be a good security network within the campus as provided by the university administration.
8. There should be grapevines (informants) among students and staff who can feed information to security personnel and management. These informants should be kept confidential. This will enable management to know what is happening in the school and it will enable them to take optimum measures before it escalates.
9. In case of new development such as an increase in school fees and levies, awareness should be created by the university personnel and genuine reasons are given to the students to not take them unaware to avoid protest, violence and disorder in the university.
10. Adequate and efficient security facilities and personnel should be provided in the universities by university administrators or the government in charge of the university.
11. Separate hostels for different faculties and classes should be planned and built by university administrators or the government in charge of the university so there will be no rivalry or oppression based on age or level.

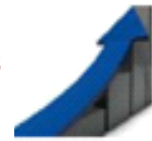
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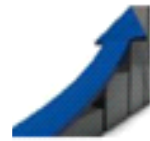




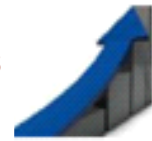
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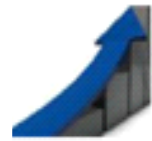
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