

Peace Education and Quality Delivery in Federal Universities in Nigeria

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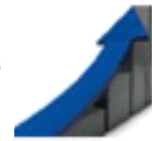
Abstract

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.

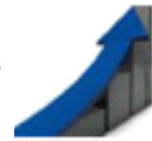
This paper aims to provide ways to achieve peace education and quality delivery in Nigerian universities. The objective of this paper is to educate students on how to manage crises and disorders wherever they find themselves. Peace education and quality delivery in federal universities are very important 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. Ofogbor 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

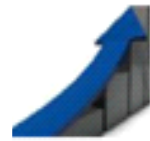
University education is education given after secondary school. University education can therefore be considered a medium which promotes the future development of a nation (Anyim, 2012). The purpose of the university is to train future leaders- politicians, educationists, lawyers, engineers, doctors, 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.

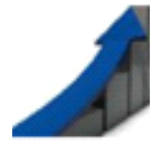


Peace Education

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.

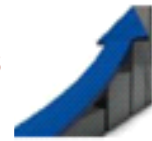
“Undoubtedly, a recurring decimal with all forms of peace education initiatives is the objective of making the world a better, more humane and conducive place for all citizens of the world.” (Kesteren, 2011). This implies that peace education aims at spreading a message of conflict abstinence to make 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.

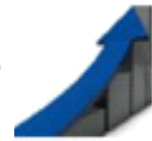
Peace is a position where there is the absence of war or mayhem in a specific area. (Hornby, 2010). It is focused on the overall development of the child. It attempts to instil greater human and social values in the psyche of children (Ugwoke, Okenjom, Abidde, and Baseke 2013). This implies that peace 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

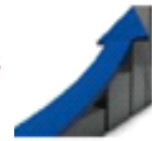
Quality delivery is the ability to produce the expected standard that is required of your organisation and do it to the satisfaction of consumers. Asiyai and Oghuvbu (2009) opined that quality is a measure of how good or bad the products of higher education institutions are in terms of their academic 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. Ogbonnaya, 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

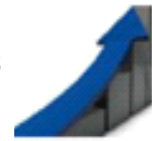
University education is vital to any society and is important to every member of that society. (Ikwumelu, Ogene & Oyibe 2014) provide the importances of peace education and quality delivery in Nigerian universities as follows:

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



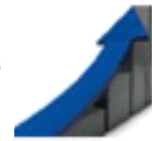
education in the university. The provision of quality staffing in universities is perceived to have been affected by the lack of financial resources in federal and state universities. Funds are necessary for the employment and payment of staff salaries and allowances in the universities (Ochai, 2012).

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.

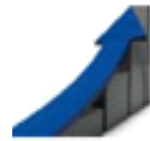
4. **Inadequate Security Facilities and Personnel:** In most universities in Nigeria, security facilities and personnel are inadequate. These facilities even though they are expensive, are necessary for the attainment of a safe and secure environment within the university. However, the funds are inadequate 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

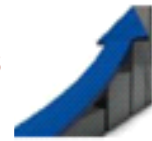
1. There should be equality, justice and fairness amongst the university administrators in the management of universities in Nigeria to avoid violence and disorder in the university.
2. Adequate funds should be provided by the government to cater for the inadequate facilities in the university.
3. More 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.



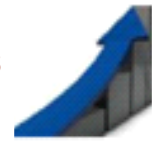
4. Students complaints should be heard and prompt action should be taken to address these issues properly by the university personnel.
5. Adequate supervision should be provided in the universities by the government to monitor the university administration and management.
6. Self-evaluation of university 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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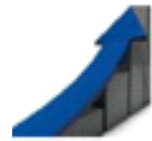
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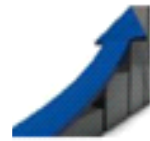
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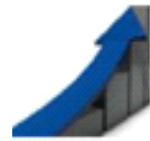
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